

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 # P015A140027 P015B140027

Yale University

National Resource Centers
and
Foreign Language and Area Studies Fellowships

2014-2018

CFDA Number 84.015 A & B

Council on Middle East Studies

Yale University

June 18, 2014

ME

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): _____ * Other (Specify): _____
* 3. Date Received: _____	4. Applicant Identifier: 14-005749	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: Yale University		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 06-0646973	* c. Organizational DUNS: 0432075620000	
d. Address:		
* Street1:	47 College Street	
Street2:	Suite 203, P.O. Box 208047	
* City:	New Haven	
County/Parish:	_____	
* State:	CT: Connecticut	
Province:	_____	
* Country:	USA: UNITED STATES	
* Zip / Postal Code:	06520-8047	
e. Organizational Unit:		
Department Name: Grant & Contract Administration	Division Name: FAS	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Ms.	* First Name: Michele	
Middle Name: _____	_____	
* Last Name: Deschino	_____	
Suffix: _____	_____	
Title: Grant and Contract Mgr, GCA		
Organizational Affiliation: GCA		
* Telephone Number: 203-737-3371	Fax Number: 203-785-6033	
* Email: gcat2@yale.edu		

Application for Federal Assistance SF-424

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

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 & -053014-002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

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 and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="633,000.00"/>
* 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="633,000.00"/>

*** 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

Add Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

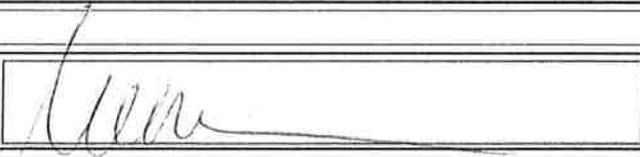
* Last Name:

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 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.

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*

A National Research Center and Foreign Language and Area Studies Fellowships award to the Yale University Council on Middle East Studies (CMES) will fund activities that will reflect diverse perspectives and a wide range of views and that will generate debate on world regions and international affairs. In its activities CMES will work with a diverse range of Yale's schools, departments, and programs as well as with student and community groups that reflect a diverse range of perspectives, and with other schools, colleges, and universities regionally and nationally. Through their policies and practices Yale University and its schools, departments, and programs encourage, enable, and protect the expression of diverse views and opinions. These policies and practices include encouragement of open debate and protection of freedom of expression as well as policies that prohibit discrimination based on expression of opinion. The official policy of Yale College on freedom of expression states that:

The primary function of a university is to discover and disseminate knowledge by means of research and teaching. To fulfill this function a free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. The history of intellectual growth and discovery clearly demonstrates the need for unfettered freedom, the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable. To curtail free expression strikes twice at intellectual freedom, for whoever deprives another of the right to state unpopular views necessarily also deprives others of the right to listen to those views.

CMES enthusiastically endorses this policy and will work actively to implement it in the activities that it will initiate with National Resource Center and Foreign Language and Area Studies Fellowship support.

- 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.

The programs in this proposal meet statutory requirements defined as "Areas of National Need" for foreign languages and world regions as presented by federal departments to the Secretary of Education. Our Modern Middle East Studies BA and Graduate Certificate of Concentration are designed to increase the number of specialists trained in the critical area of the Middle East. Of languages taught for credit at Yale, the Council on Middle East Studies' Arabic, Hebrew, Persian and Turkish are on US/ED's list of 78 LCTLs.

The Council on Middle East Studies seeks to strengthen language and area studies knowledge and skills of students who will move to careers in federal, state, and local government service, as well as in the education, business, and non-profit sectors. Yale encourages students toward government service by hosting on-campus recruitment, by publicizing and providing support for government internship opportunities, and by matching government funded fellowships. Yale also supports government service by students by providing instruction and mentoring by faculty, staff, and visitors who have had government experience. Yale's generous leave policies enable faculty and staff to benefit from government service and, upon their return to the university, to serve as faculty and mentors to students. The Council will also work in close collaboration with the MacMillan Center's Jackson Institute for Global Affairs, which offers courses for students in all of Yale's schools who are interested in international studies and provides career counseling and placement services for any student who wishes to pursue a career in diplomatic service or with international agencies.

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: YALE UNIVERSITY COUNCIL ON MIDDLE EAST STUDIES

Name/Title of Authorized Representative (Printed): Michele Deschino

Title: Grant & Contract Manager

Telephone: 203-737-3371

Signature:



E-mail: gcat2@yale.edu

Date:

6/18/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
	Michele Deschino, Grant and Contract Manager
APPLICANT ORGANIZATION	DATE SUBMITTED
Yale University	06/18/2014

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.

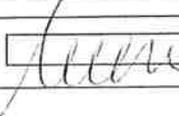
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this 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	
Yale University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Michele Middle Name:
* Last Name: Deschino	Suffix:
* Title: Grant & Contract Manager	
* SIGNATURE: 	* DATE: 06/18/2014

Yale University – Council on Middle East Studies

GEPA Statement

The activities to be carried out with support from the National Resource Centers and Foreign Language and Area Studies Fellowship Programs will be widely disseminated to assure access to beneficiaries with special needs. The lectures, workshops, symposia, conferences and outreach events organized by the Council on Middle East Studies at the Whitney and Betty MacMillan Center for International and Area Studies at Yale are open to the public. Press releases are issued to mainstream and ethnic community media to assure widespread dissemination of information. Activities are advertised on campus, at public libraries and community colleges, education conferences and newsletters, and through email list-serves and the council, MacMillan, and Outreach Program websites.

Events are organized at the MacMillan Center or other University buildings designed for handicap accessibility with ramps, automatic doors, and elevators. The Resource Office on Disabilities serves as a catalyst for change by providing technical assistance, information, and disability awareness training to the Yale community.

In recognition of the need to reach out to local communities, the Council organizes events off-campus in coordination with local community service organizations. These events are held on sites readily accessible to members of the ethnic community and other under-represented groups, including the elderly.

**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
Modern Standard Arabic	Y
Modern Hebrew	Y
Persian (Farsi)	Y
Turkish	Y



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

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

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.

**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	49,263	50,582	52,157	53,742		205,743
2. Fringe Benefits	5,487	5,729	5,919	6101		23,231
3. Travel	35,700	25,480	23,060	38,390		122,630
4. Equipment						
5. Supplies	17,500	17,535	17,570	17,605		70,210
6. Contractual						
7. Construction						
8. Other	169,828	178,452	179,076	161,940		689,296
9. Total Direct Costs (lines 1-8)	277,778	277,777	277,777	277,777		1,111,110
10. Indirect Costs*	22,222	22,222	22,222	22,222		88,889
11. Training Stipends	333,000	333,000	333,000	333,000		1,332,000
12. Total Costs (lines 9-11)	633,000	633,000	633,333	633,333		2,532,000

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 02/13/2013 To: / / Until amended (mm/dd/yyyy)
 Approving Federal agency: DHHS Other (please specify): The Indirect Cost Rate is 66.5 %

(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 8.0 %

Yale University, Council on Middle East Studies, The MacMillan Center, 2014-2018 Budget for Title VI Funding							Project Year 1 2014-15	Project Year 2 2015-16	Project Year 3 2016-17	Project Year 4 2017-18	Narrative Page Reference	Total
I. PERSONNEL												
A. Administrative												
1.	Student Assistant (Clerical support to the CMES office. Total time worked 150 hours per year; \$14.00/\$14.50/\$15.00/\$15.50; no fringe)	2,100	2,175	2,250	2,325	39-41						
	Subtotal, Administrative	2,100	2,175	2,250	2,325							8,850
B. Language Instruction												
1.	Persian Lector (one advanced level term course each year. \$9,300/\$9,600/\$9,900/\$10,200; fringe: \$2,744/\$2,864/\$2,957/\$3,050)	9,300	9,600	9,900	10,200	24, 40						
2.	Turkish Lector (one advanced level term course each year. \$9,300/\$9,600/\$9,900/\$10,200; fringe: \$2,744/\$2,864/\$2,957/\$3,050)	9,300	9,600	9,900	10,200	24,40						
3.	Student Assistant, Arabic (to create and update content for the Arabic website http://arabic.yale.edu/ and to assist with course material development. Total time worked 40 hours; \$16.00/\$16.50/\$17.00/\$17.50; no fringe)	640	660	680	700	40						
4.	Student Assistant, Hebrew (to provide technical assistance for establishing and maintaining a database of online audio recordings and listening materials for Elementary and Intermediate Hebrew. Total time worked year 1, 46 hours; years 2-4, 30 hours; \$16.00/\$16.50/\$17.00/\$17.50; no fringe)	736	495	510	525	40						
5.	Student Assistant, Hebrew (to review and update annually the Hebrew web site http://hebrew.yale.edu/ , including updating course offerings and incorporating student projects. Total time worked 20 hours; \$16.00/\$16.50/\$17.00/\$17.50; no fringe)	320	330	340	350	40						
6.	Student Assistant, Persian (to assist in compiling materials and creating custom materials such as text, audio, video, etc. Total time worked 80 hours per year; \$14.00/\$14.50/\$15.00/\$15.50; no fringe)	1,120	1,160	1,200	1,240	40						
	Subtotal, Language	21,416	21,845	22,530	23,215							89,006

Yale University, Council on Middle East Studies, The MacMillan Center, 2014-2018 Budget for Title VI Funding							Project Year 1 2014-15	Project Year 2 2015-16	Project Year 3 2016-17	Project Year 4 2017-18	Narrative Page Reference	Total
C. Area Studies and Other Instruction												
1.	Student Assistant (General activity and event support to CMES. Total time worked 150 hours per year; \$14.00/\$14.50/\$15.00/\$15.50; no fringe)						2,100	2,175	2,250	2,325	39-41	
2.	Student Assistant, Yale Program in Iranian Studies (to assist with colloquia, screenings and other events; to create and update content for the YPIS website http://www.yale.edu/macmillan/cmest/iranianstudies/ . Total time worked 150 hours per year; \$16.00/\$16.50/\$17.00/\$17.50; no fringe)						2,400	2,475	2,550	2,625	18-19, 40	
	Subtotal, Area Studies and Other Instruction						4,500	4,650	4,800	4,950		18,900
D. Outreach												
1.	PIER-CMES Outreach Fellows (to include a CT Community College and Yale Teaching Center Fellow and 3 others to organize professional development workshops for K-16 educators and pre-service teachers and educational and cultural activities with local colleges, libraries and community groups; 4 each at \$2,600/\$2,680/\$2,760/\$2,840; no fringe)						10,400	10,720	11,040	11,360	AP, CP1, CP2, 39-41, 48-50	
2.	World Language Program (High School Cooperative Language Program) Student Liaison (33%, joint with Council on African Studies (CAS) and Council on Latin American and Iberian Studies (CLAIS); partner, New Haven Public Schools (NHPS))						833	833	833	833	AP, CP2, 35, 40, 49-50	
3.	World Language Program Summer Program Coordinator (33%, joint with CAS and CLAIS; partner, NHPS)						333	333	333	333	AP, CP2, 40, 49-50	
4.	Student Assistant, PIER-CMES Outreach (To provide general and activity assistance. Total time worked 150 hours per year. (\$12.00/\$12.50/\$13.00/\$13.50)						1,800	1,875	1,950	2,025	AP, 39-41, 48-50	
5.	PIER-CMES Outreach Fellow, Summer Institute (1 each at \$5,000/\$5,150/\$5,300/\$5,460; no fringe)						5,000	5,150	5,300	5,460	AP, 36, 40	
6.	Student Assistant, PIER Summer Institute (2 each to provide general office and activity assistance. Total time worked each 120 hours per year; \$12.00/\$12.50/\$13.00/\$13.50)						2,880	3,000	3,120	3,240	AP, 36, 40	
	Subtotal, Outreach						21,247	21,912	22,577	23,252		88,987
PERSONNEL TOTAL							49,263	50,582	52,157	53,742		205,743

AP - Absolute Priority; CP1 - NRC Competitive Preference Priority 1; CP2 - NRC Competitive Preference Priority 2; IP - Invitational Priority; FCP1 - FLAS Competitive Priority 1; FCP2 - FLAS Competitive Priority 2

Yale University, Council on Middle East Studies, The MacMillan Center, 2014-2018 Budget for Title VI Funding							Project Year 1 2014-15	Project Year 2 2015-16	Project Year 3 2016-17	Project Year 4 2017-18	Narrative Page Reference	Total
2. FRINGE BENEFITS												
A. Administrative												
B. Language Instruction												
1.	Persian Lector (one advanced level term course each year; 29.5/30.8/31.8/32.8)						2,744	2,864	2,957	3,050	24, 40	
2.	Turkish Lector (one advanced level term course each year; 29.5/30.8/31.8/32.8) <i>(yr 1, 29.5%; yr 2, 30.8%; with assumed step up 1% each year thereafter)</i>						2,744	2,864	2,957	3,050	24, 40	
FRINGE BENEFIT TOTAL							5,487	5,729	5,915	6,101		23,231
PERSONNEL AND FRINGE BENEFIT TOTAL							54,750	56,310	58,071	59,842		228,974
3. TRAVEL												
A. Administrative												
1. Domestic Travel												
1.	Travel to MESA (PI, Program Manager) (1 mtg per year for 2 administrators at \$1,400 each yr 1 (est. to cover lodging, airfare, ground transportation, per diem); Washington, Denver, Boston, Washington)						2,800	2,880	2,960	3,040	40	
2.	Travel to T6 Directors Meeting (PI, Program Manager) (1 mtg in 2014 for 2 administrators at \$1,400 each; Washington, DC)						2,800	-	-	-	40	
Subtotal Administrative, Domestic Travel							5,600	2,880	2,960	3,040		14,480
2. Foreign Travel												
1.	PI Travel to International Meeting (1 mtg per year for 1 administrator; Cairo, Jordan, Istanbul, Morocco)						4,000	4,100	4,200	4,300	40	
2.	PI Travel to WOCMES (World Congress for Middle East Studies) Meeting (1 mtg for 1 administrator)						-	-	-	4,300	40	
Subtotal Administrative, Foreign Travel							4,000	4,100	4,200	8,600		20,900
B. Language Instruction												
1. Domestic Travel												
1.	Arabic Lector Travel (1 mtg per year for 3 lectors at \$1,200 each yr 1, to make conference presentations at national or international professional meetings such as MESA)						3,600	3,690	3,780	3,870	40	

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2.	Arabic Lector Travel (1 workshop each for 3 lectors at \$1,400 each yr 1, as professional development, to attend ACTFL-OPI workshops and certification training)	2,800	-	-	1,550	25, 40	
3.	Hebrew Lector Travel (1 mtg per year for 3 lectors at \$1,200 each yr 1, to make conference presentations at national and international professional meetings such as the Hebrew Teachers/Professors Seminar)	3,600	3,690	3,780	3,870	40	
4.	Hebrew Lector Travel (1 workshop each for 3 lectors at \$1,400 each yr 1, as professional development, to attend ACTFL-OPI workshops and certification training)	1,400	-	-	3,100	40	
5.	Persian Lector Travel (1 mtg per year for 1 lector, to make conference presentations at national and international professional meetings such as MESA and the American Association of Teachers of Persian)	1,200	1,230	1,260	1,290	40	
6.	Persian Lector Travel (1 workshop for 1 lector, as professional development, to attend ACTFL-OPI workshops and certification training)	1,400	-	-	-	40	
7.	Turkish Lector Travel (1 mtg per year for 1 lector, to make conference presentations at national and international professional meetings such as MESA)	1,200	1,230	1,260	1,290	40	
8.	Turkish Lector Travel (1 workshop for 1 lector, as professional development, to attend ACTFL-OPI workshops and certification training)	-	1,450	-	-	40	
	Subtotal Language, Domestic Travel	15,200	11,290	10,080	14,970		51,540
2. Foreign Travel							
1.	Hebrew Lector Travel (travel for 1 lector as a part of the Course Development Grant for travel to Israel to acquire resource materials, yr 1, Israeli Film and Visual Culture: yr 4, TBD)	2,300	-	-	2,600	40	
	Subtotal Language, Foreign Travel	2,300	-	-	2,600		4,900

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C. Area Studies and Other Instruction													
1. Domestic Travel													
1.	Panel Discussion at the Annual Meeting of the Middle East Studies Association (MESA) on Violent Conflict and Health in the MENA Region (travel for panel organizer, Kaveh Khoshnood, Yale School of Public Health; Denver)						-	1,500	-	-	40		
	Subtotal Area Studies, Domestic Travel						-	1,500	-	-		1,500	
D. Outreach													
1. Domestic Travel													
1.	PIER-CMES Outreach Fellow Travel to MESA (1 mtg per year to represent Yale CMES at the Middle East Outreach Council; Washington, Denver, Boston, Washington)						1,400	1,440	1,480	1,520	AP, 38, 40		
2.	PIER-CMES Outreach Fellow Travel to Regional Meetings (to represent CMES and present projects at meetings such as NCSS, NERC, COLT, T6)						800	830	860	890	AP, 40		
	Subtotal Outreach, Domestic Travel						2,200	2,270	2,340	2,410		9,220	
2. Foreign Travel													
1.	PIER Summer Institute collaboration with GEEQ (www.geeo.org) (airfare, ground transportation, for Academic Leader; to Morocco, Turkey and Egypt)						2,000	2,000	2,000	2,000	AP, IP, 37, 40		
	Subtotal Outreach, Foreign Travel						2,000	2,000	2,000	2,000		8,000	
E. Library													
1. Domestic Travel													
1.	Travel to MELA/MESA (1 mtg per year for Middle East Librarian; to Washington, Denver, Boston, Washington; joint with Yale University Library)						1,400	1,440	1,480	1,520	40		
	Subtotal Library, Domestic Travel						1,400	1,440	1,480	1,520		5,840	
2. Foreign Travel													
1.	ME/NA Acquisitions Trip (Roberta Dougherty, Middle East Librarian) to acquire books published in North Africa for the Near East Collection (joint with Yale University Library).						3,000	-	-	3,250	27, 40		
	Subtotal Library, Foreign Travel						3,000	-	-	3,250		6,250	
TRAVEL TOTAL							35,700	25,480	23,060	38,390		122,630	

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Yale University, Council on Middle East Studies, The MacMillan Center, 2014-2018 Budget for Title VI Funding							Project Year 1 2014-15	Project Year 2 2015-16	Project Year 3 2016-17	Project Year 4 2017-18	Narrative Page Reference	Total
5. SUPPLIES												
A. Administrative												
1.	Office Supplies, Copying, Communications, Flyers, Advertising, Postage, Freight	800	810	820	830						39-41	
	Subtotal, Administrative	800	810	820	830							3,260
B. Language Instruction												
1.	Office Supplies, Copying, Communications, Flyers, Advertising, Postage, Freight	400	405	410	415						40	
2.	Arabic language materials for teaching (texts, workbooks, audio, books, magazines, movies and music)	1,000	1,000	1,000	1,000						40	
3.	Arabic language materials for website development (DVDs, digital licenses and copyright)	1,200	1,200	1,200	1,200						40	
4.	Hebrew language materials for teaching (texts, workbooks, audio, books, magazines, movies and music)	750	750	750	750						40	
5.	Advanced Modern Hebrew course (supplies for mini-cooking workshop)	250	250	250	250						40	
6.	Persian language materials for teaching (texts, workbooks, audio, books, magazines, movies and music)	1,000	1,000	1,000	1,000						40	
7.	Turkish language materials for teaching (texts, workbooks, audio, books, magazines, movies and music)	1,000	1,000	1,000	1,000						40	
	Subtotal, Language	5,600	5,605	5,610	5,615							22,430
C. Area Studies and Other Instruction												
1.	Office Supplies, Copying, Communications, Flyers, Advertising, Postage, Freight	800	810	820	830						39-41	
	Subtotal, Area Studies	800	810	820	830							3,260
D. Outreach												
1.	Office Supplies, Copying, Communications, Flyers, Advertising, Postage, Freight	800	810	820	830						AP, CP1, CP2, 39-41, 48-50	
2.	Teaching Materials Development	500	500	500	500						AP, 36, 40	
3.	PIER Resource Collection Acquisitions	1,000	1,000	1,000	1,000						AP, 36, 40	
	Subtotal, Outreach	2,300	2,310	2,320	2,330							9,260

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8.	Conference on Modern Arabic Literature (Youness Elbousty, NELC; with Mohamed Berrada (Morocco/Belgium); speaker fees, travel, lodging) (Spring 2016)	10,000	-	-	-	IP, 40	
9.	Special Guest Speaker, Fatima El Mermisi, Mohamed V University, Morocco (Youness Elbousty, NELC; partners NELC, WGSS; speaker fee, international travel, ground transportation and lodging) (Fall 2015)	-	3,000	-	-	IP, 40	
10.	Hebrew Language Faculty Course Development Grant (yr 1, Israeli Film and Visual Culture, yr 3,4 TBD; materials acquisition and other research related expense)	2,000	-	2,000	2,000	40	
11.	Hebrew Language In-Class Activities (Guest Lecturers and Field Trips; visitors present one lecture in English open to the public and one in Hebrew in class; speaker fees and local travel)	1,500	1,500	1,500	1,500	40	
12.	The Hebrew Teachers Seminar, a National Workshop on Hebrew Pedagogy (Ayala Dvoretzky, Shiri Goren, Dina Roginsky, NELC; partners, Yale Program in Judaic Studies, Near Eastern Languages and Civilizations, and the Center for Language Study; speaker fees, travel, ground transportation, lodging) (Fall 2016)	-	-	10,000	-	40	
13.	Persian Language Faculty Course Development Grant (materials acquisition and other research related expense)	2,000	-	-	2,000	40	
14.	Persian Language In-Class Activities (Guest Lecturers and Field Trips; visitors present one lecture in English open to the public and one in Persian in class; speaker fees and local travel)	750	750	750	750	40	
15.	Turkish Language Faculty Course Development Grant (materials acquisition and other research related expense)	-	2,000	-	2,000	40	
16.	Turkish Language In-Class Activities (Guest Lecturers and Field Trips; visitors present one lecture in English open to the public and one in Turkish in class; speaker fees and local travel)	750	750	750	750	40	
Subtotal, Language		53,800	34,500	41,000	36,100		165,400

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C. Area Studies and Other Instruction													
1. Memberships													
1.	American Institute of Iranian Studies (AIrS)	750	750	750	750	750	750	750	750	IP, 40	40		
2.	American Research Institute in Turkey (ARIT)	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	IP, 40	40		
3.	American Institute for Maghreb Studies (AIMS)	500	500	500	500	500	500	500	500	IP, 40	40		
4.	Center for Arabic Study Abroad (CASA)	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	IP, 40	40		
5.	Middle East Studies Association (MESA)	500	500	500	500	500	500	500	500	40	40		
2. Publications													
1.	Persian to English Translation Project "Through Persian Eyes" (Abbas Amanat, History, Director of the Program in Iranian Studies; this translation project will publish translations of diverse texts from the late 18th to 20th centuries in which Iranians from various backgrounds record their lives, the world around them, and their views of that world, providing readers with sound English versions of the Persian originals. To cover the cost of Translator and Copy-editor at an estimated cost of \$4,000 per volume)	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	18-19, 40	40		
3. Course Development and Support													
1.	"Representing Iran" (Fall) and "Anthropology of Handmade Commodities" (Spring) (Narges Erami, Anthropology; to support in-class speakers who will also be available to speak in the CMES Colloquium, CMES Cinema or present in an Outreach workshop; speaker fees, travel, ground transportation, lodging)	2,500	2,500	-	-	2,500	2,500	2,500	2,500	40	40		
2.	"Violent Conflict and Health in the MENA Region" (Kaveh Khoshnood, Yale School of Public Health; joint with YSPH, the Health Studies Program at Yale College, and CAS; speaker fees and local travel, research related expense)	2,500	-	-	-	-	-	-	-	40	40		
4. Colloquium and Lecture Series													
1.	Iran Colloquium (Abbas Amanat, History, Director of the Yale Program in Iranian Studies; speaker fees, travel, ground transportation, lodging for 5 lectures per term)	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	18, 40	40		

Yale University, Council on Middle East Studies, The MacMillan Center, 2014-2018 Budget for Title VI Funding							Total
	Project Year 1 2014-15	Project Year 2 2015-16	Project Year 3 2016-17	Project Year 4 2017-18	Narrative Page Reference	Total	
2.	CMES Colloquium (Frank Griffel, Religious Studies, Chair, CMES; speaker fees, travel, ground transportation, lodging for 5 lectures per term)	10,000	10,000	10,000	32, 40		
3.	Cancer Care in the Middle East: The Intersection of Islam, Perceptions of Cancer, and the Delivery of Cancer Care in the Middle East (Mark Lazenby, Yale School of Nursing; joint with Yale School of Medicine and Smilow Cancer Center; speaker fees and travel for 4 lectures)	5,000	-	-	IP, 15, 40		
4.	Violent Conflict and Health in the MENA Region (Kaveh Khoshnood, Yale School of Public Health; joint with CAS; featuring speakers from academic, humanitarian relief organizations and UN agencies; speaker fees and travel for 4 lectures)	-	5,000	-	IP, 40		
5. Workshops and Conferences							
1.	Conference: "Past in the Present" (Dimitri Gutas and Etem Erol, NELC; Turkish Studies Program; speaker fees, travel, ground transportation, lodging) (Spring)	4,000	4,000	4,000	19, 40		
2.	Conference: "Sentimental Surroundings: Life in Contemporary Middle East and South Asia" (Narges Erami, Anthropology, joint with the Council on South Asian Studies; speaker fees, travel, ground transportation, lodging) (Spring 2015)	8,000			39-41		
3.	Conference: "Mediterranean Crossings" (Alan Mikhail and Francesca Trivellato, History; joint with the Council on European Studies; speaker fees, travel, ground transportation, lodging) (April 17-18, 2015)	8,000			IP, 39-41		
4.	Conference/Workshop: "IVF: Global Histories" (Marcia Inhorn, Anthropology; Sarah Franklin and Zeynep Gürten, Sociology, University of Cambridge; to cover the costs of participation, including speaker fee, international travel, ground transportation, and lodging, for Dr. Mohammed Akhondi, one of the leading IVF physicians in Iran.) (April 24-26, 2015)	4,000			IP, 39-41		

Yale University, Council on Middle East Studies, The MacMillan Center, 2014-2018 Budget for Title VI Funding		Project Year 1 2014-15	Project Year 2 2015-16	Project Year 3 2016-17	Project Year 4 2017-18	Narrative Page Reference	Total
5.	Conference: "Islamic Law and Theology as Political Philosophy" (Andrew March, Political Science; speaker fees, travel, ground transportation, lodging)		10,000			39-41	
6.	Workshop/Symposium: "Violent Conflict and Health in the MENA Region" (Kaveh Khoshnood, Yale School of Public Health; joint with CAS; a one-day public symposium followed by a one-and-a-half day invitation only closed workshop; speaker fees, travel, ground transportation, lodging)		8,000			IP, 39-41	
7.	Conference: "Colonial Encounters: National, Ethnic, and Religious Cooperation and Conflict in the Age of Empire" (Jonathan Wrytzen, Sociology and Adria Lawrence, Political Science; speaker fees, travel, ground transportation, lodging) (October 2015)		10,000			39-41	
8.	Conference: "De-centering the Nation: Towards a Global History of Arabia" (Rosie Bsheer, History; speaker fees, travel, ground transportation, lodging)		10,000			39-41	
9.	Conference/Workshop: "Muslim Men: Ethnography, Emergent Masculinities, and Everyday Lives" (Marcia Inhorn, Anthropology; Nefissa Naguib, Social Anthropology, University of Bergen; speaker fees, travel, ground transportation, lodging) (Spring 2016)		10,000			IP, 39-41	
10.	Conference: "Do We Act or Does God Act in Us: Determinism and Free-Will-Theories in Islam and in Christianity" (Frank Griffel, Religious Studies, Jennifer A. Herdt and Kathryn Tanner, Yale Divinity School; speaker fees, travel, ground transportation, lodging)			10,000		IP, 39-41	
11.	Conference: "Safe Passages: Palliative and End-of-Life Care in the Middle East and its Diaspora" (Mark Lazenby, Yale School of Nursing, joint with the Yale Bioethics Center; speaker fees, travel, ground transportation, lodging)			10,000		15, 39-41	

Yale University, Council on Middle East Studies, The MacMillan Center, 2014-2018 Budget for Title VI Funding							Total
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12.	Conference: "Colonial and Postcolonial North Africa" (Adria Lawrence, Political Science and Jonathan Wytzen, Sociology; joint with CAS and the American Institute of Maghreb Studies; speaker fees, travel, ground transportation, lodging) (April 2017)			8,000		IP, 39-41	
13.	Conference: "Translation/Tarjama: The Politics and Aesthetics of Translating Arabic" (Robyn Creswell, Comparative Literature; speaker fees, travel, ground transportation, lodging)		10,000			39-41	
14.	Conference: "The Making of the Mandates" (Harvey Weiss, NELC; speaker fees, travel, ground transportation, lodging)				10,000	39-41	
15.	Conference: "The Role of the Secular Monument and Museum in the Modern Middle East" (Kishwar Rizvi and Robert Nelson, History of Art; speaker fees, travel, ground transportation, lodging)				10,000	39-41	
16.	Conference: "Writing Egyptian History in the Long Run" (Joseph Manning, Classics and History; speaker fees, travel, ground transportation, lodging)				10,000	39-41	
17.	Workshop: Iranian Cities: Kashan (Abbas Amanat, History, Director of the Yale Program in Iranian Studies; speaker fees, travel, ground transportation, lodging)				10,000	IP, 18, 39-41	
	Subtotal, Area Studies	62,200	87,700	70,200	74,700		294,800
D. Outreach							
1.	PIER CMES Speakers Bureau (schools and community organizations) (5 speakers at \$200 each)	1,000	1,000	1,000	1,000	AP, 35, 36, 40	
2.	Professional Development Grant for PIER Summer Outreach (5 students at \$250 each)	1,250	1,250	1,250	1,250	AP, 36, 40	
3.	PIER CMES Workshops/Conferences for in-service and pre-service teachers (6-8 speakers per year)	5,528	5,172	5,476	5,150	AP, CP1, CP2, 34-37, 40, 48-50	
4.	Community College Seminars (with partner, Gateway Community College)	1,000	1,000	1,000	1,000	AP, CP1, 37-38, 40, 48-49	

Yale University, Council on Middle East Studies, The MacMillan Center, 2014-2018 Budget for Title VI Funding							Total
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5.	2,000	2,000	2,000	2,000	AP, CP1, 32, 38, 40, 48		
6.	5,000	5,000	4,340	4,340	AP, CP1, 32, 38, 40, 48		
7.	-	-	1,800	-	AP, CP1, IP, 32, 38, 40, 48		
8.	750	750	750	750	AP, 37, 40		
9.	2,500	2,500	2,500	2,500	AP, CP1, CP2, 15, 40, 49-50		
10.	1,000	1,000	1,000	1,000	AP, CP1, 40, 48		
11.	-	-	-	1,200	AP, 40		
12.	400	-	-	-	AP, 40		
13.	4,000	4,000	4,000	4,000	9, 40-41		

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14	World Languages After School Program (joint with Council on Latin American and Iberian Studies and Council on African Studies; with partner, New Haven Public Schools (formerly the High School Cooperative Language Program)) - in addition to providing Arabic instruction to students in the New Haven schools and surrounding communities, this program will also serve as an opportunity for pre-service world language teachers from University of New Haven and Southern Connecticut State University to fulfill practicum teaching and/or observation requirements.	1,333	1,333	1,333	1,333	AP, CP2, 35, 40-41, 50	
	In-Service Mentor Teacher	1,333	1,333	1,333	1,333		
	2 sections of Arabic each year @ \$2,300 per section	4,600	4,600	4,600	4,600		
	Cultural Fair	500	500	500	500		
15	World Languages Summer Program (joint with Council on Latin American and Iberian Studies and Council on African Studies; with partner, New Haven Public Schools) - pre-service and in-service teachers will be able to deepen their knowledge of less-well-known aspects of languages and cultures through a set of mini-workshops woven into the summer program with Yale professors, staff, and graduate students.					AP, CP2, 40, 49-50	
	In-Service Mentor Teacher (2 each)	1,267	1,267	1,267	1,267		
	Workshops and Field Trips/Events (inc. honoraria for presenters, supplies and other resources)	700	700	700	700		
16	PIER Summer Institute for Teachers (Summer 2015: Climate Change and Global Food Security; Summer 2016: Ancient Cities; Summer 2017: Deserts. Climates and Cultures; Summer 2018: Theologies of Liberation. Joint with CAS and CLAIS)	10,000	10,000	10,000	10,000	AP, 36-37, 40	
17.	Master Teacher/Curriculum Advisor, PIER Summer Institute (1 each consultant to provide pedagogy and curriculum development support)	6,000	6,180	6,360	6,550	AP, 36-37, 40	
	Subtotal, Outreach	48,828	48,252	49,876	49,140		196,096

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E. Library							
I.	Celebration of 175 years of Oriental Languages at Yale (Robin Dougherty, Middle East Librarian, Yale University Library; joint with Yale College, School of Music, School of Drama, MacMillan Center Area Councils, Near Eastern Languages and Literatures; to celebrate the appointment of Edward E. Salisbury as professor of Oriental languages)					28-29, 40	
	Public Lecture Series	-	-	8,000	-		
	Film Series	-	-	3,000	-		
	Publication	-	3,000	-	-		
	Subtotal, Library	-	3,000	11,000	-		14,000
	OTHER TOTAL	169,828	178,452	179,076	161,940		689,296
	DIRECT COSTS	277,778	277,777	277,777	277,777		1,111,110
	INDIRECT COSTS	22,222	22,222	22,222	22,222		88,889
	NRC TOTAL	300,000	300,000	300,000	300,000		1,200,000
TRAINING COSTS							
11. FOREIGN LANGUAGE AND AREA STUDIES FUNDING							
	Undergraduate, 4 Tuition @ \$10,000 each	40,000	40,000	40,000	40,000	FCP1 &	
	Undergraduate, 4 Stipend @ \$5,000 each	20,000	20,000	20,000	20,000	FCP2	
	Graduate, 6 Tuition @ \$18,000 each	108,000	108,000	108,000	108,000		
	Graduate, 6 Stipend @ \$15,000 each	90,000	90,000	90,000	90,000		
	Subtotal Academic Year Fellowships	258,000	258,000	258,000	258,000		1,032,000
	Undergraduate, 4 Tuition @ \$5,000 each	20,000	20,000	20,000	20,000	FCP1 &	
	Undergraduate, 4 Stipend @ \$2,500 each	10,000	10,000	10,000	10,000	FCP2	
	Graduate, 6 Tuition @ \$5,000 each	30,000	30,000	30,000	30,000		
	Graduate, 6 Stipend @ \$2,500 each	15,000	15,000	15,000	15,000		
	Subtotal Summer Fellowships	75,000	75,000	75,000	75,000		300,000
	FLAS TOTAL	333,000	333,000	333,000	333,000		1,332,000

AP - Absolute Priority; CP1 - NRC Competitive Preference Priority 1; CP2 - NRC Competitive Preference Priority 2; IP - Invitational Priority;
FCP1 - FLAS Competitive Priority 1; FCP2 - FLAS Competitive Priority 2

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Acronyms

ACTFL	American Council on the Teaching of Foreign Languages
AIrS	American Institute for Iranian Studies
ALC	Arabic Language Committee
AMEEL	A Middle East Electronic Library
AMSS	Association of Muslim Social Scientists
Am Stud	American Studies
Anthro	Anthropology
AOS	American Oriental Society
ARC	Alternative Route to Teacher Certification
ARCH	School of Architecture
Art Hist	Art History
ASA	Arab Student Association
AUC	American University of Cairo
CAS	Council on African Studies
CASA	Center for Arabic Studies Abroad
CC	Community Colleges
CT	Connecticut
CIE	Center for International Experience
CISP	Cooperative International Studies Program
CLS	Center for Language Study
CMES	Council on Middle East Studies
Comp Lit	Comparative Literature
DILS	Directed Independent Language Studies
DIV	Divinity School
DMG	Deutsche Morgenländische Gesellschaft (German Oriental Society)
DUS	Director of Undergraduate Studies
DGS	Director of Graduate Studies
Econ	Economics
EFC	Expected Family Contribution
EOP	Office for Equal Opportunity Programs
FES	Forestry and Environmental Studies
FLAP	Foreign Language Assistance Program
FLAS	Foreign Language and Area Studies
FLTA	Fulbright Foreign Language Teaching Assistant
FOX	Fox International Fellowship Program
GC	Graduate Certificate
GCC	Gateway Community College
GEEO	Global Exploration for Educator's Organization
GHI	Global Health Initiative
GLD	Program on Governance and Local Development
GRAD	Graduate
GSAS	Graduate School of Arts & Sciences
GTC	McDougal Graduate Teaching Center

Hist	History
HSCLP	High School Cooperative Language Program
IAS	Institute for Advanced Study at Princeton
IEAP	International Education Assessment Project
IFL	International and Foreign Language
IR	International Relations
IRAP	Iraqi Refugee Assistance Project
IRIS	Integrated Refugee and Immigrant Services
ISY	Iranian Students at Yale
IUR	International University of Rabat
Jackson	Jackson Institute for Global Affairs
JC	Judaica Collection
JMaY	Jews and Muslims at Yale
KHCC	King Hussein Cancer Center
KUGSB	Koç University Graduate School of Business
L1	Elementary level, first semester
L2	Elementary level, second semester
L3	Intermediate level, first semester
L4	Intermediate level, second semester
L5	Advanced level
LAW	Law School
LCTL	Less Commonly Taught Language
MA	Master's Degree
MacMillan	The Whitney and Betty MacMillan Center for International and Area Studies
ME	Middle East
MED	School of Medicine
MELSS	Middle East Legal Studies Seminar
MESS	Middle East Social Sciences
MES	Middle East Studies
MESA	Middle East Studies Association
MMES	Modern Middle East Studies
MPH	Master's in Public Health
MSA	Muslim Students' Association
NAAIMS	North American Association of Islamic and Muslim Studies
NCSS	National Council for the Social Studies
NEC	Near East Collection
NELC	Department of Near Eastern Languages and Civilizations
NH	New Haven
NHPS	New Haven Public Schools
NRC	National Resource Center
NY	New York
NYU	New York University
OACIS	Online Access for Consolidated Information on Serials
OCLC	Online Computer Library Center
OIA	Office of International Affairs

OIR	Office of Institutional Research
OPI	Oral Proficiency Interview
OR	Outreach
ORBIS	Yale University On-Line Library Database
PDF	Post-doctoral Fellow
Peabody	Yale Peabody Museum of Natural History
PIER	Programs in International Educational Resources
Poli Sci	Political Science
PS	Professional School
Relig Stud	Religious Studies
SA	Study Abroad
SCI	Shared Course Initiative
SIHSPAI	International Society for the History of Arabic/Islamic Sciences and Philosophy
SIT	Summer Institute for Teachers
SLA	Second Language Acquisition
Slifka	The Joseph Slifka Center for Jewish Life/Yale Hillel
SML	Sterling Memorial Library
Soc	Sociology
SOM	School of Management
SON	School of Nursing
SPH	School of Public Health
TF	Teaching Fellow
TPP	Teacher Preparation Program
TSP	Turkish Studies Program
UAE	United Arab Emirates
UG	Undergraduate
UNH	University of New Haven
USDE	U.S. Department of Education
VAR	Visiting Assistant in Research
VS	Visiting Scholar
WISE	World Innovation Summit for Education
WF	World Fellow
WFP	World Fellows Program
WGSS	Women's, Gender, and Sexuality Studies
WHC	Whitney Humanities Center
WLSP	World Languages Summer Program
WPT	Written Proficiency Test
YAAA	Yale Arab Alumni Association
YC	Yale College (undergraduate)
YFI	Yale Friends of Israel
YFT	Yale Friends of Turkey
YPIS	Yale Program in Iranian Studies
YTC	Yale Teaching Center

ABSTRACT

The Yale Council on Middle East Studies (CMES) proposes to serve as a Title VI National Resource Center (NRC) on Middle East and North African Studies in 2014-18. During the past decade, Yale CMES has been through a period of unprecedented growth and productivity based on its designation as an NRC and an institutional commitment to the Middle East (ME) as part of Yale's Framework for Internationalization. Yale CMES serves as the campus hub for contemporary ME research, language and non-language curricula, programming and public engagement, K-16 outreach activities, and cross-collaboration within Yale and community college partnerships. Yale CMES also fosters a wide range of international ME collaborations.

Since 2006, Yale's CMES core faculty has increased by 11 members, with 3 more joining in Fall 2014, bringing the total to 52. In addition, CMES has nearly 60 faculty affiliates and a dynamic ME Visiting Scholar program. Yale now offers more than 150 non-language ME-related courses in 14 departments and 4 professional schools. Yale also offers 15 ME-related languages, including Arabic, Hebrew, Persian and Turkish, which are also taught in a variety of non-language courses. A MMES Graduate Certificate was introduced in 2007 and an undergraduate major in 2008, accommodating ME concentrators across campus. CMES collaborates closely with the Department of Near Eastern Languages and Civilizations (NELC), which offers its own undergraduate major and doctoral program. CMES thus draws upon the University's traditional strengths in the study of ancient and pre-modern ME, and its strong institutional commitment to the ME through cross-regional and interdisciplinary research.

One of the largest research libraries in the world supports Yale CMES. Sterling Memorial Library holds more than 280,000 volumes in ME languages and more than 500,000 volumes on the ME in European languages. Its 250,000-volume Judaica Collection includes manuscripts, rare books, and periodicals on all periods of Jewish literature and history. Large holdings of ME manuscripts and documents are also found at the Beinecke Rare Book and Manuscript Library and Yale's Government Documents and Information Center. The library also houses the OACIS and AMEEL projects, which brought together ME curators to provide unique access to sources.

Yale CMES extends its resources to the outside community through a wide variety of outreach and teacher training programs and collaborations, both national and international. These include an Arabic program for High School students; Summer Institutes for teachers with optional ME study tours; pre-service teacher training; programs for the New Haven Public Schools; and numerous public events, including a CMES Cinema series, colloquia, workshops, conferences, and performances of music, dance, and the visual arts. In December 2012, the Yale University Art Gallery in collaboration with Yale CMES opened the Mimi Gates Study Gallery on Islamic Arts, featuring a range of works from the 7th to the 20th centuries that reflect the chronological depth, geographic breadth, aesthetic quality, and creativity of the arts of Islam.

The major objective of Yale CMES as demonstrated in this proposal is to continue its growth through a wide range of activities and programming, all carefully planned by CMES faculty. These include strengthening language curricula; promoting MMES through new courses and professional school collaborations; strengthening ME regional programming through international collaborations and visiting scholars; and expanding K-16 pre- and in-service teacher education programs and community college partnerships. This proposal summarizes Yale's increasing momentum in MMES, and Yale CMES's objectives to develop new, unique, important, and timely additions to the Title VI program for 2014-18.

Introduction

Yale plays a major role in Modern Middle East Studies (MMES). Yale's MMES program has unique strengths: its traditional strengths in the ancient and pre-modern Middle East (ME) inform inquiries into contemporary issues, and Yale's institutional commitment to cross-disciplinary and cross-regional studies helps the Council on Middle East Studies (CMES) to bring together a wide range of specialists to engage in teaching and research on the modern ME.

1. Commitment to the Subject Area

During the past decade, Yale's CMES has been through a period of unprecedented growth and productivity. Since 2002 Yale has made significant advances in all aspects of MMES. Yale expanded its faculty in this area through the targeted hiring of 15 new CMES tenure-track faculty members since 2006 as well as a new endowed senior professor, who served as CMES Chair 2008–2011. Most of these new hires happened in the years before 2009 and slowed after the financial crisis. Three of the 15 new CMES tenure-track hires, however, were in 2013–14, and we are confident that CMES's expansion will continue at this pace with one, if not two new searches in ME studies anticipated for 2014–15.

In 2008 Yale developed a new undergraduate (UG) major in Modern Middle East Studies (MMES) and a graduate certificate (GC) program (2007). In 2009 CMES moved to a new suite of offices in the Whitney and Betty MacMillan Center for International and Area Studies. Yale President Richard Levin acknowledged the contemporary ME as one of two regional priority areas (along with India) in the "International Framework: Yale's Agenda for 2009 through 2012," and committed significant resources for the growth of CMES and ME-related activities.

Despite cutbacks on all level of university activities in the wake of the financial crisis of 2008, CMES maintained almost all of the growth that was achieved during the past decade.

Yale's CMES is now firmly established as a center of excellence in all aspects of NRC programmatic activity, including expanded on-campus and overseas ME language and non-language curricula, programming and public engagement, K-16 outreach (OR) activities, cross-council collaboration within Yale and beyond, and numerous international collaborations. These activities are described in this proposal, with the symbol * to designate areas of absolute, competitive, and invitational priority.

1.A.1. Yale is strongly committed to CMES. CMES is a constituent unit of MacMillan, which is home to 7 other regionally based Councils, as well as the Jackson Institute for Global Affairs. CMES is significantly bolstered by MacMillan and the Jackson Institute, which facilitate programmatic and OR capabilities across councils. Under the stewardship of Ian Shapiro, Sterling Professor of Political Science and Henry R. Luce Director, MacMillan has dedicated a beautiful suite of 8 offices to CMES (June 2014) in the 2009-constructed Rosenkranz Hall.

MacMillan, the Yale president's and vice-president's offices, the Office of International Affairs (OIA), Yale's Whitney Humanities Center (WHC), various professional schools (PS) (LAW, Architecture (ARCH), Public Health (SPH), Divinity School (DIV)), Yale University Art Gallery (YUAG) and numerous departments on campus have provided financial support to CMES in order to ensure a rich and vibrant set of programming initiatives. *For example, in December 2012, YUAG opened the Mimi Gates Study Gallery on Islamic Arts. The gallery is part of the YUAG's 2012 renovation and expansion, now welcoming more than 250,000 visitors each year, including 12,000 K-12 students. It features a range of works from the 7th to the 20th centuries, including works on paper, ceramics, textiles, metalwork, coins and medals, and architectural elements. The display reflects the chronological depth, geographic breadth, aesthetic quality, and creativity of the arts of Islam. Works originate from the Middle East, South

Asia, Indonesia, Africa, and Europe. CMES played an important role in the conception of the gallery. Since January 2012, when the curators of YUAG's regional departments presented plans for the new gallery to CMES, its faculty suggested objects and themes from YUAG's collections. CMES-member Kishwar Rizvi (Art History (Art Hist)) was instrumental in the selection of objects. She and CMES Chair Frank Griffel (Religious Studies (Relig Stud)) authored the introductory texts and contributed to the description of the objects. Overshadowed only by the newly renovated gallery on Islamic Arts at the Metropolitan Museum, YUAG's Mimi Gates Study Gallery displays the second most important collection of Islamic Arts in the greater New York region. *CMES and YUAG made a strong effort to include the new gallery in Yale's course curriculum. Since 2012, 15 Yale courses (some with multiple sections) visited the gallery, 6 classes from other colleges or universities, *most frequently Gateway CC, as well as 21 K–12 classes. The gallery hosted 22 adult tours and 1 public program (gallery talk). The gallery is supported by a website (<http://artgallery.yale.edu/arts-islam>) and has attracted a great deal of attention in the local media as well as publications specializing in Islamic Art.

1.A.2. Currently, CMES has more than 60 faculty members, VSs and PDFs teaching MMES subjects, including: 42 core teaching faculty in 17 departments; 10 language lecturers in the Department of Near Eastern Languages and Civilizations (NELC); and 1 CMES Visiting Scholar (VS). Nearly 60 additional faculty affiliates teach occasional MMES courses or are otherwise involved in CMES activities.

Between 2006–14, Yale made 15 key hires of new CMES junior faculty across the social sciences and humanities. Two of these have since left Yale, leaving the institution with a net increase of 13 new tenure track positions 2006–14. They are in American Studies (Am Stud)/Relig Stud (Zareena Grewal), Anthropology (Anthro) (Narges Erami), Art Hist (Kishwar

Rizvi), Comp Lit (Robyn Creswell), Economics (Econ) (Mushfiq Mobarak), French (Thomas Connolly), Hist (Alan Mikhail, Rosie Bsheer), Political Science (Poli Sci) (Adria Lawrence, Jason Lyall, Andrew March), School of Nursing (SON) (Mark Lazenby), and Sociology (Soc) (Jonathan Wyrzten). Marcia Inhorn (William K. Lanman Jr. Professor of Anthropology and International Affairs), was recruited in 2008 from the University of Michigan, where she directed the UM Center for Middle East and North African Studies. Her position for the study of public health in the ME was newly created and she developed Yale to a leading institution in that field. Hannan Hever (Jacob & Hilda Blaustein Prof of Hebrew Language & Literature) joined Yale in 2013, replacing Benjamin Harshav in Comp Lit. Several CMES faculty members—many of those newly hired since 2006—received tenure and promotion to Professor in the past years, among them current CMES Chair Griffel (Relig Stud, in 2008) as well as Eckart Frahm (NELC, in 2008), Steven Davis (Relig Stud, in 2008), Alan Mikhail (Hist, in 2013), Mark Lazenby (SON, in 2013), and Kishwar Rizvi (Art Hist, in 2014). This during a time when Benjamin Harshav (Comp Lit) and Stanley Insler (NELC/ Linguistics) were the only senior core CMES faculty members who retired and when Beatrice Gruendler (NELC), who will leave Yale in July 2014 for an attractive position in her home-country Germany, is the only senior faculty whom we lost to another institution. This brings the total number of senior core CMES faculty to 24. It is important to note that in 2007, Yale also instituted a true tenure and promotion system, so that excellent junior faculty are able to remain at the university. All Yale junior faculty receive 2 year-long, paid leaves, including Yale's Junior Faculty Fellowship to fund field-based research. All 13 junior CMES faculty members receive such leaves and fellowship support.

CMES has strong ties with NELC, which, with its 16 faculty members, has traditionally provided high-quality language training and a wide variety of courses on the ancient and

contemporary ME. Several Yale PSs have strong CMES faculty involvement: SPH and Medicine (MED) (4), SON (1), DIV (3), LAW (2), and ARCH (1). *Yale has prioritized creating and sustaining 8 professional language lectorships in Arabic (3), Hebrew (3), Persian (1), and Turkish (1). Lectors receive generous salaries and benefits on 3- and 5-year, renewable contracts. They are promotable from Lector to Sr Lectors 1 and 2, generating both loyalty and longevity.

*Yale CMES has a vibrant community of VSs and post-doctoral fellows (PDFs), which strengthens Yale's linkages in the region and enhances its MMES curriculum. The PDF program, however, has suffered under the budget cuts since 2009. With the coming Fall semester 2014, Yale CMES will once again host a PDF. Support of the Provost's office allowed CMES to hire Eric van Lit (U of Utrecht in Netherlands, Chicago, Relig Stud), who will teach courses in Islamic studies. Even in the years with reduced funding CMES was an attractive place for scholars from abroad to do research. During the past 2 years alone (2012–14), CMES hosted 5 VSs from U of York (UK), U of Turin (Italy), U of Jordan in Amman, U of Tunis El Manar, and U of Carthage (Tunisia). In the year 2012–13, CMES hosted Sharif El Musa, Associate Professor of Political Science at the American University in Cairo (AUC), as a recipient of MacMillan's Coca-Cola Visiting Fellowships, which bring promising young professors and future leaders from the ME and other world regions to Yale for 1 year. Sharif El Musa taught an UG course on the Israeli-Palestinian conflict and a graduate (GRAD) seminar on environmental security in the ME. In 2011–12, Rabab El Mahdi, Associate Professor of Political Science at AUC, joined CMES as a recipient of MacMillan's Rice Visiting Fellowships. She taught one UG course on the Arab Spring. In September 2013, Marwan Muasher, the first Jordanian ambassador to Israel, gave the Coca-Cola World Fund Lecture, and in April 2014, Nathan J. Brown (George Washington U) delivered the R. A. Litowitz Lecture of Yale's Program in Ethics, Politics and

Economics on politics and religion in the Arab world. In 2013–14 alone, MacMillan hosted 16 ME presenters, in addition to 30 CMES presenters.

*The Yale World Fellows Program (WFP) also joins GRAD students with emerging leaders from the ME. For example, within its most recent group in Fall 2013, 3 WFs joined CMES: 1) Sawsan Zaher of “Adalah,” the Legal Center for Arab Minority Rights in Israel; 2) Diala Khamra, CEO of Haya Cultural Center in Amman, Jordan; and 3) Mohamed Elfayoumy, Former Consul/Political Officer, Embassy of Egypt in Damascus. Over the past 4 years (2009–2013), 11 WFs joined CMES and contributed to its academic life. The presence of so many ME visitors at Yale throughout the academic year is deeply enriching to CMES curricular, programming, and OR activities.

*Working in close collaboration with the Qatar Foundation, WFP will develop an international platform for the education and development of globally engaged young leaders for the World Innovation Summit for Education (WISE), held each year in Madrid. The WISE Learner’s Voice Program is tailored specifically to emerging leaders, with a particular focus on issues relevant to the ME. The WFP’s active network of nearly 260 alumni in 84 countries will play a major role in the mentorship and training of WISE Learners over the period 2014–16.

1.A.3. The Near East Collection (NEC) at Yale University Library (YUL) is one of the oldest collections devoted to this topic in North America. Established in 1841, the collection forms part of one of the world’s largest research libraries. Yale’s entire collection related to the study of the ME consists of more than 280,000 volumes in ME languages held throughout Yale’s library system, plus more than half a million volumes on the ME in European languages (Section 5). In FY14, the library’s acquisition budget for materials in Arabic, Persian, and Turkish was \$149,808. In addition, nearly \$224,000 was allocated for the Judaica Collection (JC), consisting

of 250,000 volumes in Hebrew, Yiddish, and Western languages. Yale supports the salaries of two full-time librarians, one each for MES and Judaica, plus four full-time library staff dedicated to cataloging and acquisition of ME and Judaica materials.

1.A.4. *Yale CMES is dedicated to developing collaborations with partner institutions in the region. Through the Fox Fellowship Yale has traditionally excellent relations with Boğaziçi U (Istanbul, Turkey) and Tel Aviv U (Israel). Yale's VS (2007–10) program, funded jointly by MacMillan and the President's Office, hosted its third workshop in June 2010 at Boğaziçi U on "Establishing Order: Social, Political and Economic Equilibria." It was organized by former CMES Chair Ellen Lust (Poli Sci), VS Mine Eder (Boğaziçi U), VS Lilia Labidi (U of Tunis), and PDF Nadia Marzouki (European U Institute). In January 2010 Yale co-organized a joint conference with United Arab Emirates U (Al Ain, Abu Dhabi) on "Global Health and the UAE: Asia-Middle East Connections," headed by former CMES Chair Inhorn, with 7 other Yale faculty present. In January 2011 Yale sent 8 DIV GRAD students to Al Azhar U (Cairo, Egypt), as the first delegation of a larger exchange program that currently has been put on hold due to the events in Egypt. Yale also has strong ties to AUC. In the past 4 years, 2 AUC faculty members were VS at CMES (Rabab El Mahdi, Sharif El Musa) and in 2014–15, we will have 2 more VSs (Hania Sholkamy, Yasmine Farouk). Yale maintains close links to institutions in Morocco, where we plan to organize an intensive Arabic language summer program in 2015. The new International U of Rabat (Morocco) invited Yale to be its main US partner and we participated at an April 2009 conference on its campus. CMES-member Lazenby cooperates with colleagues at the King Hussein Cancer Center (KHCC) in Amman, Jordan, where he conducts research on the role of religion and spirituality in the wellbeing of cancer patients treated at KHCC.

*In April 2014, CMES launched the Yale Program on Governance and Local

Development (GLD; <http://gld.common.yale.edu/>) which collaborates with numerous institutions in the ME. GLD is committed to interdisciplinary research on Arab governance and local development. It features a VS Program that will bring 3 short-term VS every year from the ME to CMES. GLD is working with an additional 8–10 researchers based in the ME who will come to Yale for its annual conference. GLD cooperates with the Jordanian Ministry of Planning and International Cooperation (MOPIC) as well as the Ministries of Health and Education and the World Bank on a project on governance and service provision. It is also engaged in a project with the UNDP Country Office in Tunisia and the US National Institute for Statistics. GLD receives support from the Carnegie Centennial Grant which finances an additional VS program that brings 3 VS annually to CMES. This academic year, CMES has hosted 5 GLD-VS.

*Yale offers PhD students from the ME the status of Visiting Assistant in Research (VAR) which allows them to conduct research at Yale under the supervision of a Yale faculty member. Since 2005, Yale has hosted 5 PhD students from Turkey who each stayed here for a year and whose research was supervised by Dimitri Gutas (NELC) and Griffel (Relig Stud). At least 3 have become junior faculty at Turkish universities (U of Istanbul, Marmara U, Şirnak U), establishing close ties between these institutions and Yale.

*Yale has an active Yale Arab Alumni Association (YAAA), headquartered in Beirut and including more than 200 alumni from diverse regions of the ME. YAAA functions as a global, digital network and also a collection of local alumni communities in Damascus, Beirut, and Amman. The organization, established in 2007, serves as a primary link between Yale and the Arab ME, including in conference programming, student internships, and fund-raising. In May 2013, with the support of CMES, YAAA hosted a conference in Doha, Qatar, on urban planning in the Arab world. This was the second conference organized by YAAA after the first in March

2009 in Beirut. Future conferences are planned at Beirut and the United Arab Emirates.

1.A.5. *Currently, MacMillan provides a generous salary for 1 full-time staff member who supports the CMES OR program. MacMillan also funds joint OR programs for the community and schools through its Programs in International Educational Resources (PIER) (see Section 7).

1.A.6. CMES works closely with 7 campus student organizations, including: 1) the Arab Student Association (ASA); 2) the Iranian Students at Yale (ISY); 3) the Yale Friends of Turkey (YFT); 4) the Yale Friends of Israel (YFI); 5) the Muslim Students' Association (MSA); 6) Jews and Muslims at Yale (JMaY); and 7) the Iraqi Refugee Assistance Project (IRAP), which involves 30–40 Yale LAW students. The Dean of Student Affairs Office provides annual support to these registered student organizations. CMES provides program funding and publicity. For example, in December 2013, with CMES support Yale's ASA organized an event with Abdelfattah Mourou, Vice President and co-founder of the Ennahda movement in Tunisia, which was attended by 27 students. In September 2012, YFI organized an event with Einat Wilf, a Member of Israel's Knesset and Chair of the Knesset's Education, Sports and Culture Committee, and in March 2013, JMaY together with YFI and the Joseph Slifka Center for Jewish Life/Yale Hillel (Slifka) held a "Heartbeat" event showcasing their Palestinian and Israeli Youth Music Project. The MSA, which has its own campus chaplain (Omer Bajwa), hosted its 12th annual Eid Banquet on October 29, 2013, supported by the OIA, open to campus, and attended by over 500 students and faculty. This year's keynote speaker was Omid Safi of the U of North Carolina, Chapel Hill. The MSA hosts an "Islamic Awareness Week" each year.

1.B. Yale College (YC) admits students from the US for their academic and personal promise without regard to their ability to pay. During the past decade, Yale has consistently and dramatically increased its support for both its UG and GRAD students. Today, 55% of Yale UGs

receive need-based aid directly from Yale, and families with incomes under \$65,000 pay nothing at all. Furthermore, financial aid has become almost entirely grant- and scholarship-based rather than loan-based. In 2013–14, Yale spent \$1.1 million on financial aid for UG students from the ME and another \$2.3 million to support 45 GRAD students from the region. Yale PS students from the ME benefit from the International Graduate & Professional Loan that allows them to borrow at a fixed rate of 7.75% and does not require a co-signer. Since 2004, Yale has lent nearly \$15 million to highly qualified international students who otherwise could not afford to pursue their degrees. Yale provides all doctoral students in humanities and social sciences with 5 years of full support, covering tuition, health insurance, and a generous stipend, which is currently \$28,400. Over the course of graduate study, the typical PhD student's financial aid commitment from Yale totals more than \$290,000. MacMillan annually provides year-long and summer fellowship support (up to \$15,000 and \$4,000, respectively) for GRAD students undertaking research in the ME. In addition, CMES has 2 endowment funds and 1 gift: 1) the Libby Rouse Fund for Peace Fellowship (endowed by actor Edward Norton in honor of his grandmother), which supports UGs (\$2,000-\$5,000) whose work focuses on the ME or Central Asia; 2) the Ganzfried Family Travel Fellowship, which supports UG and GRAD research in Israel or for academic work elsewhere in the field of Jewish Studies; and 3) the Çağatay Gift, which supports UG and GRAD research in Turkey. MacMillan provides more than \$3.5 million/year for summer and overseas academic fellowships for UG, GRAD and PS students. Additional resources from Yale are listed in <http://studentgrants.yale.edu>.

2. Quality of Curriculum Design

2.A.1. Between 2010–14, CMES trained 491 majors in a variety of fields who concentrated their studies in MMES. Given these significant enrollments, in 2008 YC formalized a new MMES

major within CMES. To date, 28 YC students have either graduated or declared the MMES major, which in 2013–14 was jointly supervised by faculty members Andrew March (Poli Sci) and Beatrice Gruendler (NELC). The major offers students the opportunity to focus on ME culture, history, religion, politics, and arts. Students complete 1 course in each of 3 groups: 1) Modern Thought; 2) Classical Thought; and 3) Modern ME. Students must take 6 additional elective courses, focusing on at least 2 different sub-regions and from 2 or more departments. Students must also achieve advanced language proficiency in one of the 4 dominant ME languages. This can be completed through coursework at the 3rd and 4th year levels, or by passing a departmental proficiency examination. All students are expected to undertake a senior essay that involves substantial use of materials in one or more of the 4 ME languages. Students are encouraged to engage in research and internship experiences in the region. Students interested in ME history, languages, and civilization can major in NELC, which requires 12 courses in the department, including 2 years of ME language study. NELC majors write a senior essay, drawing upon primary sources (and often fieldwork) in ME languages. NELC had 5 majors in 2013–14.

2.B.2. The MMES major is richly supported by 203 MMES and NELC courses currently offered at Yale. Of these, 21 are taught by new faculty hired since 2007, and 43 are modern language and literature courses. The new faculty have added richness and breadth to the curriculum, offering courses on social movements (Wyrzten), anthropology of Iran (Erami) and the wider Middle East (Erami, Inhorn), Ottoman and environmental history (Mikhail), comparative politics (Lawrence), Islamic political thought (March), contemporary Islamic Studies (Grewal), and Islamic art, architecture, and urbanism (Rizvi).

2.A.3. As with the MMES major, the CMES GC program, initiated in Fall 2007, continues to provide a way to acquire and document regional expertise on the ME, with master's (MA) and

doctoral students enrolling from disciplines as diverse as Comp Lit, Soc, and IR. Currently, CMES has 6 enrolled GC students. At the most recent graduation in May 2014, 2 PhD students gained the GC, one in Soc and the other in Hist Art. In order to obtain the GC, students must complete the equivalent of 2 years of successful study at Yale in one of the 4 dominant ME languages; complete the foundations course, plus 5 other GRAD-level courses in at least 2 different disciplines focused on the ME; and prepare a research paper on a regional or comparative topic that encompasses more than one country. The goal of the GC is to recognize competency in MMES among both doctoral and MA students working toward degrees in Yale's School of Forestry and Environment Studies (FES), IR, SPH, DIV, LAW, and other PSs.

2.A.4. The addition of a GC program is a major boon to the many Yale doctoral students specializing in ME area studies within their various disciplines. Yale offers ME-focused GRAD students exceptionally dynamic and rigorous regional and language training that is among the finest in the nation. Yale University ranks 3rd nationwide (after Princeton and Harvard) according to the US News & World Report. Many Yale departments offering ME specialization are among the top-ranked in the US: LAW is ranked 1st; Hist is tied for 1st; Poli Sci is 4th; Econ is 7th; and Yale School of Management (SOM) is 13th. Yale has two PhD programs focusing entirely on the ME: the PhD program at NELC as well as the Islamic Studies PhD in Relig Stud, and both are highly regarded among peer institutions.

2.A.5. At Yale, several of the best departments, including Hist, Poli Sci, Relig Stud, Comp Lit, NELC, and Anthro, also attract significant numbers of ME-focused doctoral students, with 47 enrolled in 2013–14. All 47 are fully funded and receive generous stipends.

Yale also has 13 PSs. Particularly close relationships have been forged between CMES and ARCH, DIV, LAW, SOM, SON, and SPH. In ARCH, CMES faculty member Karla Britton

regularly teaches a course on religion and modern architecture. Until 2011 she led regular study tours of Egyptian sacred architecture for Yale students. *In addition, leading ARCH faculty and students in the Yale Urban Design Workshop are collaborating with Friends of the Earth ME (consisting of Jordanian, Israeli, and Palestinian architects) to design the first Peace Park in the ME, located on the Jordan-Israel border.

*DIV has attracted scores of MA students interested in interfaith dialogue and Christian-Muslim relations. DIV has been engaged in conversation with the leadership of al-Azhar U in Cairo, with its premier theological faculty in the world of Sunni Islam. In Spring 2011, Yale sent a group of 8 DIV students accompanied by a faculty member to study at al-Azhar. This group was considered the first of a larger student exchange program between DIV and al-Azhar. The Egyptian revolution in February 2011 put those plans on hold and Yale's first group returned in March. Yale, however received 2 exchange students from al-Azhar and 1 graduated in 2013 with a DIV MA degree. Between 2008–13, DIV VS Sallama Shaker, has been crucial in helping CMES to develop closer ties with academic institutions in Egypt. She helped organize 4 Yale DIV-Egyptian conferences including: 1) the "Common Word" conference, which brought 50 Christian, Jewish, and Muslim theologians to Yale, including from Al-Azhar U; 2) a gender conference at the Library of Alexandria; 3) "A New Beginning" conference held 2010 at the Library of Alexandria on the first anniversary of President Obama's historic speech in Cairo; and 4) the 41st Annual Conference of the Association of Muslim Social Scientists (AMSS, now NAAIMS) in September 2012.

*Yale LAW initiated the annual Middle East Legal Studies Seminar (MELSS) 14 years ago, to create a key forum in which influential judges, lawyers, and scholars from the region can exchange ideas and forge ties. Topics have included legal authority, human rights, and religious

pluralism. The most recent MELSS seminar, “Transformations,” was held at LAW in January 2014. It included 45 legal scholars and practitioners and nearly 20 Yale faculty and students. MELSS founded the journal, *Middle East Law and Governance (MELG)*, co-edited by former CMES-PDF Nadia Marzouki. Since 2012, LAW hosts the Dallah Albaraka Lectures on Islamic Law & Civilization, with 6 prominent lectures during the academic year. In 2013–14 the series hosted Abdulkarim Soroush (independent scholar and Iranian dissident), Muhammad Qasim Zaman (Princeton U), Nathan J. Brown (George Washington U), and Noah Feldman (Harvard). The program for 2014–15 includes Rachid al-Ghannouchi (Co-founder of the Ennahda Movement in Tunisia), Malika Zeghal (Harvard), Nasser Rabat (MIT), Baber Johanson (Harvard), Joseph Lowry (Penn U), and Hossein Modarresi (Princeton). LAW GRAD students also organize the yearly “Critical Reflections” conference on legal topics related to the ME.

*Yale’s SOM includes the ME among the destinations for its “Global Network for Advanced Management” (GNAM). Koç U Graduate School of Business (KUGSB) in Turkey is an active member of this network of business schools. SOM and KUGSB are 2 of 10 schools that participate in the Global Network Weeks. These give MBA students and faculty the opportunity to pursue intensive study at another network school, in a focused mini course that leverages the perspectives, programs, and faculty expertise of that school. SOM students attend classes at Koç U, tour Turkish businesses, and meet with experts focused on current business problems.

*Yale SPH has developed ME-focused training for its MPH students. During 2008–09 SPH cooperated with CMES in a theme year on “Health and Conflict in the Middle East,” which involved a variety of courses for SPH and YC students. In May 2009, Yale launched the Global Health Initiative (GHI) to cultivate and support global health activities at various institutions on campus. GHI aimed to foster innovative education programs, catalyze interdisciplinary faculty

research, and advance international partnerships and leadership in global health. Former CMES Chair Inhorn and SPH-CMES faculty member Kaveh Khoshnood are members of the GHI Executive Board and teach courses on global health with significant ME content.

*Similarly, SON trains students on ME-related subjects. SON-CMES faculty Lazenby cooperates with colleagues at KHCC in Amman, Jordan, where he conducts research on the role of religion and spirituality in the wellbeing of cancer patients treated at KHCC. The project aims at raising SON students' consciousness for the role of religion in traditional Islamic societies.

2.B.1. Yale takes student advising seriously at both UG and GRAD levels. It provides a broad array of resources in academic, career, and social affairs. Each department has a Director of UG Studies (DUS) and a Director of GRAD Studies (DGS). To provide an entry point for students interested in MMES and other international studies majors, Yale launched "Area, International and Foreign Language Pathways" in 2005, an advising support system for students at all levels pursuing interdisciplinary studies and careers. Renamed IplanYale in 2009, this system includes: language courses by levels; non-language courses by field; advising resources with contact and biographical information; curricular paths with majors and other degrees; extra- and co-curricular activities such as ethnic and cultural groups; SA opportunities for language and other fields; funding options for SA and research abroad; internships and career advising resources; extra-curricular events, speakers, conferences and sign-up for e-calendars of events.

2.B.2. Yale encourages students at all levels to take advantage of study abroad (SA) and intensive summer language programs. It provides generous financial support for SA, through the Center for International Experience (CIE), MacMillan, Yale's various residential college programs, and other units on campus. CMES, too, provides 3 summer fellowships (Rouse, Ganzfried, and Çağatay). The YC Career Services office, the Jackson Institute Career Center for

students focused on policy and foreign affairs, and the CMES website and list-serve provide students interested in the ME with up-to-date information. Between 2009-14, 358 students participated in SA and language programs in Egypt, Morocco, Israel, Jordan, Lebanon, Qatar, Syria, Tunisia and Turkey.

*Now in its 8th year, the Yale Fox International Fellowship Program, representing a collaboration between Yale, Boğaziçi U, and Tel Aviv U, has created new opportunities for Yale GRAD students to study in either Israel or Turkey (3 outgoing students in 2013–14), and for Yale students to engage with exchange students coming to Yale from those countries (3 incoming in 2013–14). In addition, the Richard A. Bartlett Fellowship allows Yale LAW students who plan to pursue an academic career in ME law to spend 1 year teaching at AUC. Several core CMES faculty members regularly take students to the ME. For example, in June 2011 Griffel (Rel Stud) took 3 Yale students to a workshop with Israeli and Palestinian students in Marrakech. Jonathan Wyrzten (Soc) took 17 UG students to Ifrane in Morocco where he taught a course “Society and Politics of North Africa” as part of Yale’s 2013 Summer Session.

2.B.3. *In Summer 2010, Yale students were able to travel abroad and study Arabic for credit through a Yale Summer Session program at the U of Jordan in Amman. The program, taught by Yale faculty, was intended to attract Yale Arabic students who desire an intensive, 2nd-year immersion experience. It has been developed through Yale’s Experiment in International Living and CIE. In Summer 2011 and 2013, 10–12 students (some from Yale, some from other institutions) participated in Yale’s intensive Arabic language summer program, conducted on the Yale campus. Yale has begun planning for a new Yale Summer Session program in Arabic in Rabat, Morocco in 2015. Jane Edwards, Associate Dean of International Affairs, is working closely with CMES to enhance the summer program and student exchange programs in the ME.

Since 2009, 72 Yale students have attended SA and language programs at the Alif Institute (Fez, Morocco), CASA (Cairo, Egypt and Damascus, Syria), Al Akhawayn (Ifrane, Morocco), Bourguiba Institute (Tunis, Tunisia), the Qasid Institute (Amman, Jordan), and the American University in Beirut. CMES belongs to the Eastern Consortium in Persian and Turkish, facilitating Yale students' access to these languages.

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

3.A.1. CMES faculty teach over 150 non-language ME-related courses in 14 departments and PSs. MMES also draws upon the university's traditional strengths in the study of ancient and pre-modern ME, through UG and GRAD degree programs in NELC. In its teaching and programming, CMES has established 2 major regional initiatives—the Yale Program in Iranian Studies (YPIS) and the Turkish Studies Program (TSP)—with numerous course offerings. In addition, CMES has exceptional strengths in its Islamic Studies and Judaic Studies curricula, with numerous courses offered in Relig Stud, NELC, Poli Sci, and DIV.

3.A.2. Six Yale PSs—ARCH, DIV, LAW, SOM, SON, and SPH—offer 32 courses with 25%-100% ME content. As an example, in Spring 2013 CMES members Owen Fiss and Anthony Kronman taught a course “Politics as Beginning: Classical Reflections and the Arab Spring” at LAW that looked at ME events through theoretical reflections by Western political philosophers.

3.B. Yale CMES has developed several substantive areas of curricular specialization, as follows:

Islamic Studies: Yale has significant strength in Islamic studies, including 2 senior faculty members in Relig Stud (Bowering, Griffel), 1 senior faculty in NELC (Gutas), 1 senior faculty in Hist (Amanat), as well as 2 junior faculty in Am Stud (Grewal) and Poli Sci (March). CMES member Miroslav Volf in DIV also works actively on Islam and heads DIV's Center for Faith and Culture. 2008–11 Volf and former Prime Minister Tony Blair taught a DIV course on

“Faith and Globalization,” which focused primarily on the ME. Yale currently has 6 PhD students in Arabic and Islamic Studies actively studying on campus. A wide variety of UG and GRAD courses on contemporary Islam are taught, including through the MMES major. Islamic Studies students attended the recent 3-day conference “Graeco-Arabica Present State and Future Prospects of an Emerging Field” in May 2014 held on the occasion of Franz Rosenthal’s 100th birthday. Rosenthal, who was a founding figure for the study of Islam in the US, taught at Yale 1956 to his retirement in 1985. The conference focused on Rosenthal’s contribution to the study of the connection between Islamic and Greek cultures.

Yale Program in Iranian Studies (YPIS): YPIS (formerly the Iranian Studies Initiative) is directed by former CMES Chair Abbas Amanat (Hist) to promote the study of Iran, Afghanistan, and the Persian cultural sphere. YPIS has one of the largest cohorts of modern Iranian Studies faculty in North America (7), including Amanat (Hist), Rizvi (Art Hist), Shayesteh (NELC), Erami and Panter-Brick (Anthro), Khoshnood (SPH), and Rastegar (MED). YPIS strives to reflect diverse views on history, politics, and foreign policy, as well as curricular offerings on religion, gender, and popular culture. YPIS hosts a regular Iran Colloquium, co-organized by Amanat and GRAD students in Hist and Soc. The colloquium features a variety of speakers and performers and deals with timely issues, such as “nuclear Iran,” drug trafficking and addiction, and new forms of cinema, literature, and poetry. CMES seeks funding to expand the Iran Colloquium in 2014–18 (see budget C.4.1.). YPIS has also worked to expand the YUL’s Persian holdings. YPIS’s keynote event in 2013–14 was a 3-day conference in May 2014 on “The Persianate World: A Conceptual Inquiry.” It included papers by leading experts in the field, such as Said Amir Arjomand (SUNY Stony Brook) as well as paper presentations by GRAD students from the US and abroad that were discussed by senior faculty. YPIS proposes a translation

project aiming to make Persian texts from the late 18th to the 20th century available in English (see budget C.2.1.).

Turkish Studies Program (TSP): Yale's TSP is a vibrant group of 4 faculty members who promote the study of Turkey on campus. The group currently consists of: Mikhail (Hist), Gutas (NELC), Erol (NELC) and Köker (Econ). Supported by the Çağatay gift to the university the group strengthens curricular offerings and hosts events on campus that reflect Turkey's diverse culture and its growing importance in the ME. In April 2013, TSP organized a one-day workshop "Islam in Turkey: the Past in the Present" which focused on contemporary religious life in Turkey in connection with its diverse Islamic traditions. The event brought Ahmet Karamustafa (U of Maryland) as well as Erol and Nese Balkan (Hamilton College) to Yale. CMES seeks funding to support a similar TSP event in each year of the coming grant cycle (see budget C.5.1).

3.C. Yale promotes interdisciplinary courses through 2 mechanisms: 1) cross-listing courses between 2 or more departments; and 2) situating courses within interdisciplinary programs and departments on campus. For example, of the 182 CMES courses offered in 2013–14, 40 of them are cross-listed. Popular cross-listed courses in ME studies are "Islam Today, Jihad, and Fundamentalism," taught by CMES Chair Griffel (Relig Stud), cross-listed with Poli Sci; "Medieval Jews, Christians, and Muslims Imagining Each Other," taught by Ivan Marcus (Hist) and cross-listed with Relig Stud, Judaic Studies, and the Humanities major; "Imperialism, Insurgency, and State Building in the ME and North Africa," taught by Wyrzten (Soc) and cross-listed with African Studies and Global Affairs; and "Islamic Law and Ethics," taught by March (Poli Sci) and cross-listed with Relig Stud and LAW. All these courses are also part of the offerings for MMES. As seen in Appendix 1, there are many examples of interdisciplinary courses at Yale. MacMillan itself is an inherently interdisciplinary institute, housing 7 area

studies councils, the IR program, the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, and the Center for Ethnicity, Race, and Migration. CMES works closely with these other councils, programs, and centers, as well as WGSS, the WHC, and Slifka.

3.D. More than 40 non-language faculty are core members of CMES. Fifteen new CMES faculty hires during 2006–14 have created unprecedented strength in the ME non-language curriculum at Yale. Furthermore, the new hires represent multiple disciplines and departments, including Am Stud, Anthro, Art Hist, Econ, French, Hist, SOM, SON, Poli Sci, Relig Stud, and Soc. All the major ME-related social sciences and humanities at Yale now have CMES core faculty and lecturers. Yale has 4 ME political scientists (Lawrence, Lust, Lyall, March), 5 ME anthropologists (Erami, Grewal, Hill, Inhorn, Weiss), 5 ME historians (Allouche, Amanat, Bsheer, Marcus, Mikhail), 5 ME literature specialists (Creswell, Elbousty, Goren, Gutas, Roginsky), 2 ME economists (Köker, Mobarak), and 3 experts on contemporary ME religions (Bowering, Davis, Griffel). The ME social science faculty hold a bimonthly “Middle East Social Sciences” (MESS) seminar, in which faculty and GRAD students have a unique opportunity to discuss working papers and research proposals.

All UG and GRAD courses at Yale are taught by faculty members and lecturers. However, GRAD Teaching Fellows (TFs) at Yale lead discussion sections for larger courses. Once advanced to candidacy, they may serve as co-instructors with faculty mentors and, occasionally, develop their own summer school courses. TFs are required to undergo instructional training through the McDougal Graduate Teaching Center (GTC). The GTC provides expert as well as peer-led pedagogical courses, workshops, and individual consultations. It also archives pedagogical texts, journals, and videos related to teaching skills. It publishes *Becoming Teachers: The TF's Guide*, and runs “Teaching at Yale” day for TFs each semester. All TFs meet

weekly with their faculty mentors, and are evaluated by students through confidential, on-line evaluations. In general, all Yale teaching faculty undergo a rigorous, confidential course evaluation process, to ensure a high-quality UG and GRAD curriculum.

4. Quality of the Applicant's Language Instructional Program

4.A.1. *Advanced training is offered in the 4 dominant ME languages (Arabic, Hebrew, Persian, and Turkish), which are also taught in a variety of non-language courses. Yale offers instruction in more than 15 ME-related languages, including Aramaic (spoken today in its neo-Aramaic variant) and Coptic (used as a church language in Egypt today). These language courses are taught intensively, with students receiving 6 hours of instruction per week. In addition to classical Arabic, Yale offers courses in Iraqi and Moroccan dialect. Students seeking advanced training in other Arabic dialects (Levantine, Egyptian, Yemeni), or Dari Persian and Central Asian languages, study them through the Directed Independent Language Studies (DILS) at Yale. DILS provides students with textbooks and audio materials, native-speaker language partners, and a learning plan approved by the Assistant Director of Yale's Center for Language Study (CLS) in charge of DILS, based on input from a regular teacher of the language at another university. Students work with texts and audio independently, and meet with language partners twice a week. Following the recommendation of a Title VI-funded external review in 2009 Yale standardized its testing. Exams done through Oral Proficiency Interview (OPI) testing confirm that Yale's DILS students achieve excellent language proficiency.

*Yale's CLS has been crucial in assisting CMES and NELC with advanced language training resources in the 4 ME languages. For example, it concluded development of a suite of templates aimed at improving pedagogy and use of authentic materials in Hebrew, Persian, Turkish, and Arabic. Established in 1998, CLS provides state-of-the-art resources for language

instruction and curriculum development, partly through CLS grants to faculty interested in course enhancements. CLS has instituted a program called FIELDS, which is a unique opportunity for Yale GRAD, UG, and PS students majoring in fields other than language and literature to achieve advanced levels of language proficiency within the context of their academic major through up to 2 years of a highly individualized program of advanced-level foreign language study. CLS is piloting the program in Arabic social sciences. Given current demand for these courses, CMES expects to fund 8 DILS and 2 FIELDS student per year. It will participate in a review of DILS and FIELDS in 2015–16.

In general, all Yale UGs must complete a foreign language requirement of at least intermediate (L3) level competency. Student demand for ME-language training is high. All UG, GRAD, and PS students concentrating on the ME study at least 1 ME language. Language proficiency requirements for GRAD students are explicitly set in NELC, Relig Stud, Anthro, and Hist. For example, in NELC, GRAD students studying Arabic undertake a standard curriculum, including 1) a research methodology proseminar; 2) 6 semesters of a seminar, using primary Arabic sources on diverse topics (e.g., geography, philosophy); and 3) specialized advanced seminars. Similar requirements for Arabic exist for GRAD students in Islamic Studies within Relig Stud, who must also show proficiency in Persian. Students completing the MMES GC are also required to demonstrate advanced competency in at least 1 ME language.

Like at other major US universities, Arabic language training has blossomed at Yale in the decade 2001–11. Under the direction of Gruendler (NELC), the number of enrollments in Arabic courses in 2010–11 exceeded 200. In the past 4 years we have seen a slight decline of this high level. In 2011–12 Arabic enrollment fell to about 130 students and remained there ever since. CMES inquired into the reasons for this decline and identified several factors, some of

them unrelated with Arabic teaching at Yale. It also identified motivational constraints on the side of its teaching staff and its students. In 2012 Yale conducted a review of the Arabic program by a committee consisting of 6 inside and outside members. Their report identified areas of improvement in our Arabic program and led in May 2013 to the formation of an Arabic Language Committee (ALC) that is co-headed by CMES Chair Griffel and Christine Kraus, Acting Chair of NELC. In February 2014, ALC received its charter from Mary Miller, Dean of YC, to look into “what can be done to (...) enhance the study of Arabic at Yale and how (...) recent declines in enrollment be best addressed.” Dean Miller stressed that the goal of the ALC is to make sure that Yale has an Arabic program of distinction. Since beginning its work earlier this year, ALC has met four times. It works in close cooperation with the language instructors in Arabic, who have since formulated a mission statement and a teaching plan for the acquisition of Arabic language competency at Yale. ALC has begun planning for a summer school in Arabic for 2015.

Yale is a member of the Shared Course Initiative (SCI) which is housed at CLS. Columbia, Cornell, and Yale offer several languages that are not otherwise taught on our campuses, via videoconferencing from a partner institution. These are not “online” computer-based courses but taught live by an instructor at the sending institution through videoconferencing technology. Although this format has not yet been applied to any of the 4 major ME languages—all of them are taught at Yale—we are considering extending this model to the teaching of Arabic dialects and highly advanced classes in Persian and Turkish.

4.A.2. Of the 29 languages taught at Yale, Arabic was in 7th place, in the same tier as Italian, German, and Japanese. At Yale, 41 faculty speak Arabic, making it one of the top 10 faculty languages. Hebrew enrollments are also substantial, averaging 35–40 students/year over the past 4 years. Nearly 20 students enroll in Persian at Yale each year, and 27 in Turkish.

Table 1. Increases in Language Course Offerings and Enrollments in the 4 Core ME Languages, 2010-2014

	Language				Literature				Total			
	#Courses		#Enrollment		#Courses		#Enrollment		#Courses		#Enrollment	
	2010-2011	2013-2014	2010-2011	2013-2014	2010-2011	2013-2014	2010-2011	2013-2014	2010-2011	2013-2014	2010-2011	2013-2014
Arabic	9	7	187	121	2	3	12	16	11	10	199	137
M Hebrew	6	6	61	70	3	2	11	3	9	8	72	73
Persian	6	6	38	36	2	--	4	--	8	6	42	36
Turkish	6	6	29	51	--	1	--	4	6	7	29	55
	27	25	315	278	7	6	27	23	34	31	342	301

4.B.1. *Arabic and Hebrew are taught through the 4th year; Persian and Turkish are taught L1 to L5. 2014–15 will be the fourth consecutive year that Yale has won the competition for a Fulbright Language Teaching Assistant (FLTA) for Turkish. Enrollment in that language has increased three-fold from 14 in 2011–12 to 58 in 2012–13 and 63 in 2013–14 (including 8 in Ottoman). Enrollment in Persian remains on a high level at an average of 42 during the past four years. Both Turkish and Persian are taught by just 1 lector (Erol, Shayesteh), posing continuous problems whenever students demand training in the second semester of year 3. Yale requests support for the teaching of this sixth course in Persian and Turkish.

4.B.2. Courses are taught in ME languages in a wide range of disciplines. Relig Stud teaches courses in Islamic religious thought and philosophy using Arabic sources, and Mishnah and Midrash seminars using Hebrew. Hist teaches courses such as “The Apocalypse in Modern Societies: Motifs and Millenarian Movements” using authentic ME texts, and DIV teaches more than 8 courses requiring ME languages. NELC offers advanced courses in ME languages that use a wide variety of primary sources; it hosts weekly Arabic and Turkish Tables and runs the Yale Arabic Colloquium, in which students, faculty and outside speakers read Arabic sources and discuss their research. Slifka holds weekly conversation tables in Hebrew and Yiddish.

4.C.1. *Yale is committed to maintaining high-quality instruction in ME languages. Eight full-time language lecturers teach 18 contemporary language courses each year. Yale employs 3

Lectors in Arabic (Sarab Al-Ani, Muhammad Aziz, Youness Elbousty), and appointed Aziz to coordinate the program and streamline the acquisition of language competency. Yale's Turkish lector Etem Erol is a highly motivational teacher who over the past 3 years managed to increase enrollment in Turkish more than three-fold. NELC works with CMES to assure that the language faculty maintains Yale's high standards. Language faculty have strong pedagogical skills and are internationally renowned specialists. They are rewarded with long-term appointments, which helps to maintain a strong, stable cadre of lectors.

4.C.2. Language faculty enjoy the support of Yale's CLS in maintaining an excellent program. CLS holds regular workshops on language pedagogy and exposes language teachers to the most recent developments in the field. It has, for instance, completed the creation of 9 web-based templates for language lectors to a) develop pedagogical materials, and b) support students' engagement with authentic texts. Templates have been developed for 4 levels of Arabic and Hebrew and 3 levels of Turkish and Persian. The templates developed by this project are available for use with other ME-related languages as well.

4.D.1. CLS staff are working closely with CMES and NELC to promote resources for testing students' proficiency. CMES has made ACTFL testing available to all graduating seniors with advanced training in Arabic, Hebrew and Turkish. Two of Yale's Arabic language lectors (Al-Ani, Aziz) completed language pedagogy workshops and achieved ACTFL certification in 2009 with support from CMES. *Since 2012, CLS in cooperation with the Yale Teaching Center (YTC) offer the Certificate in Second Language Acquisition (SLA). It is specifically designed for Yale GRAD students in departments of language and literature to provide a comprehensive training program in second language acquisition and language teaching methodology, and provides a solid foundation in second language acquisition, language teaching methodology, and

applied linguistics. Yale also incorporated the US State Department Arabic exam as an optional component at students' request.

4.D.2. *CLS continues to develop a program aimed at getting UG students to take their language learning to the advanced/professional level, specifically in the context of their own disciplinary interests. In the 4 ME languages, new course materials created at the elementary, intermediate, and advanced levels are made permanently available to other faculty and students through the on-line Yale server, called Classes V2. The Yale Arabic faculty has created a template for the day-to-day teaching assignments based on *al-Kitaab*. As part of CMES's expanding regional initiatives, DILS plans to add Amazigh (Berber) and Gulf Arabic (Khalijī) to its offerings.

4.D.3. YC students are required to engage in study of a foreign language, regardless of the level of proficiency at the time of matriculation. Depending on their preparation, students take 1–3 terms of foreign language study to fulfill the distributional requirement to the intermediate (L3) or advanced (L4) level. Students are also encouraged to complete an approved SA program in a foreign-language-speaking setting in lieu of L3 or L4 language study. Students in the MMES major are required to complete two terms of language training at the L5 level. The GC in MMES requires the equivalent of 2 years of successful study at Yale in 1 of the 4 ME languages.

5. Strength of Library

5.A.1. The Yale University Library (YUL) holds more than fifteen million volumes in both print and electronic format. Its collection of microforms is the second largest in the country. The library maintains tens of thousands of serial subscriptions in both print and electronic formats, and provides access to more than 1,500 electronic databases. It holds nearly a quarter of a million maps and atlases, again accessible in both print and electronic formats. ME-related materials are principally housed in Sterling Memorial Library (SML) but can also be found throughout the

library system. In addition to SML, the collections are enhanced by large holdings of ME manuscripts and documents at the Beinecke Rare Book and Manuscript Library, and Yale's Center for Science and Social Science Information (CSSSI).

The Near East Collection (NEC) consists of more than 280,000 volumes in ME languages and more than half a million volumes in European languages. In addition to monographs, the collection includes 7,000 microfilms and 3,500 manuscripts in Arabic, Persian, and Ottoman Turkish. SML subscribes to nearly 1,000 periodicals in both print and electronic formats with ME content and provides access to hundreds of ME news publications through database subscriptions and microfilm archives. At its founding the collection was focused on Arabic materials; however, thanks to the library's commitment to expand the Persian and Turkish collections in response to teaching and research initiatives of the faculty, the NEC has acquired Persian- and Turkish-language materials in all appropriate formats. CMES seeks funding for strengthening its NEC holdings of books published in North Africa (see budget E.1).

The Judaica Collection (JC), established in 1915, is one of the leading sources of materials dealing with Judaica and the Hebrew language in the nation. This 250,000-volume collection includes manuscripts, rare books, and periodicals on all periods of Jewish literature and history. It includes more than 64,000 volumes in Hebrew and 16,500 in Yiddish. Yale currently subscribes to nearly 600 Hebrew and Yiddish periodicals.

5.A.2. The NEC and JC have traditionally received strong support from the Library administration. Yale's substantial financial support for ME-related collections is detailed in Section 1.A.3. The University also provides full support for four full-time professional librarians for selection, reference, and cataloging, and two full-time support staff who perform acquisitions, reference, and cataloging.

5.B.1. YUL maintains collaborative relationships through its membership in the OCLC network of libraries, which enhances resource sharing among other activities. It is a member of the Center for Research Libraries in Chicago, which, with its ME Microfilm Project (MEMP), and participation in other consortia, allow Yale students and faculty to access resources well beyond those that are locally available. YUL's website allows users to access a large number of databases, including several in ME languages (e.g., Mideastwire, Al Manhal, Kotobarabia, and Multidata Online) which contain items translated into English from Arabic, Persian, and Turkish newspapers and periodicals. In prior grant cycles Yale, along with 20 partner libraries, developed the Online Access for Consolidated Information on Serials (OACIS), creating a database for serials from and about the ME. In addition, SML has developed a major electronic digitization project for its ME holdings, called "AMEEL: A Middle East Electronic Library." AMEEL provides scholars and students in the ME region unique access to the vast holdings of YUL—particularly scholarly journals and official gazettes published in Arabic-speaking countries—through the generous support of Title VI, the National Endowment for the Humanities, and YUL. Both the OACIS and AMEEL projects have helped to bring researchers and students from the US, Europe, and ME region to Yale to take advantage of YUL's unique resources.

5.B.2. YUL's resources are open to all bona fide researchers. Reference materials on ME and Islamic studies are available to all visitors at a reading room, openly accessible during SML's regular hours. The same applies to all material on the shelves of YUL's UG study library (Bass). Teachers, students, and faculty from other institutions may access Yale holdings through the YUL website and online catalog (ORBIS), as well as through OCLC's WorldCat. In 2017 the ME librarian plans to launch an exhibit and associated OR events devoted to the 175th anniversary of the appointment of Edward Elbridge Salisbury to teach Arabic at Yale, marking

the establishment of the study and teaching of Arabic in North America (see budget E.1.).

6. Quality of Staff Resources

6.A.1. Yale faculty and staff are highly qualified to implement ME-related programs. CMES Chair Frank Griffel moved in 2000 from his previous post at the *German Orient Institute in Beirut to Yale. He is an expert in Islamic theology and Islamic intellectual history, particularly on the integration of Aristotelian philosophy into Islamic thought. He has published 2 monographs, among them *Al-Ghazālī's Philosophical Theology* in 2009, an edited volume, and 2 volumes of Arabic translation. He has received a Mellon Fellowship at Princeton's Institute for Advanced Study (IAS) and was named a Carnegie Scholar in 2007.

Griffel coordinates the efforts of 52 core CMES faculty and nearly 60 faculty affiliates. The qualifications of this large and growing body of ME-related faculty are evident from the CVs in Appendix 2 and Table 2, which summarizes Yale's significant MMES faculty strength.

Table 2. Faculty Strength in MMES

	Number of Faculty Teaching 25%+ Courses, 2012-2013	Number of Faculty Teaching 100% Courses, 2012-2013
Tenured	9	24
Ladder Track	5	10
Lector/Lecturer	7	22
Visiting	4	6
Total	25	62

Many CMES faculty are Fulbright Scholars (12), Guggenheim Fellows (7), Fellows at Princeton's IAS (6), and Carnegie Scholars (5). They are respected leaders in professional and scholarly associations, including MESA, AOS, DMG (German Oriental Society), SIHSPAI (International Society for the History of Arabic/Islamic Sciences and Philosophy), the American Institute for Iranian Studies (AIrS), and the other ME regional associations to which CMES belongs as an institutional member. In 2011, Alan Mikhail (Hist) received MESA's Roger Owen Book Award for his *Nature and Empire in Ottoman Egypt* in addition to the Gustav Ranis International Book Prize from Yale's MacMillan Center, and Yale's Samuel and Ronnie

Heyman Prize for Outstanding Scholarly Publication. As noted in Section 3.D, Yale has extraordinary faculty strength in Islamic Studies with three leading scholars in that field (Bowering, Griffel, Gutas) and in Iranian Studies, organized in its YPIS which are led by senior faculty member Amanat. A historian and former CMES Chair, Amanat is the author of 3 books on Iran, including *Apocalyptic Islam and Iranian Shi'ism*. He is a frequent commentator on Voice of America (both English and Persian), and the *New York Times*.

6.A.2. Yale encourages professional development of its faculty, providing generous funds for faculty and staff travel, research, conference participation, and institutional exchanges.

MacMillan offers funds to support tenured and tenure-track faculty research in international and area studies, to enable them to pursue the research that is paramount to their scholarship and informs the classes they teach. There are 4 categories of MacMillan support: 1) Faculty Research Grants (up to \$15,000) for studies that increase understanding of specific countries and societies in the modern era, for problem-oriented and comparative studies within and between regions, and for studies in international relations; 2) Edward J. and Dorothy Clarke Kempf Memorial Fund (between \$5,000-\$15,000) to support faculty initiatives in organizing on campus lecture series, conferences, and workshops on international topics in their fields of interest; 3) Director's Awards, for non-tenured Yale faculty who receive distinguished grants, prizes or fellowships for international research from external sources, to enable them to enhance their future research through appointment as a MacMillan Research Fellow (with \$5,000 research funds per year) for 2 years; and 4) International Book Prizes, for the best first book and the best book on international topics, with the same benefits as the Director's Awards. In 2013-14, CMES faculty received \$75,000 of MacMillan research support. Yale also supports CMES faculty through research grants from the Provost's Office, individual departments, and paid leaves, which occur

for faculty members every 6th semester. As a result, all CMES faculty have enjoyed paid research leaves of one or more semester since 2011. CMES faculty are also compensated to lead spring and summer Yale alumni and family tours to Egypt, the Persian Gulf, and Turkey.

6.A.3. CMES faculty devote at least 50% of their time to teaching and advising. The standard teaching load is 4 courses/year, and 5 for lecturers. In addition, faculty supervise doctoral dissertations, MA theses, senior essays (required of all Yale students), and both UG and GRAD students with MMES and Islamic Studies interests. Because of CMES faculty expansion at Yale, many departments across YC and PSs now host courses and programs designed to train students in ME issues. Of special note is MacMillan's IR MA program, with many ME concentrators. IR students interested in the ME often enroll in the CMES GC program, and are advised by diverse CMES faculty members. Many hope to pursue careers in the US government and foreign service, and have received FLAS support to achieve advanced ME language proficiency.

6.B.1. CMES Chair Griffel holds regular meetings with the core senior CMES faculty, particularly with Amanat (chair of YPIS), Kraus (Acting Chair of NELC), Dougherty (NEC Librarian), Bajwa (Muslim Chaplain) and others. He devotes particular attention to the mentoring of junior faculty and meets with them on an individual basis to discuss their progress and how CMES can assist them. Each semester, the entire CMES faculty come together for a business lunch, where issues critical to CMES and its programs are discussed.

6.B.2. Yale's MacMillan supports CMES by providing funding for an administrative staff to 5 (2 faculty, 3 staff). Faculty positions include the Chair and the DUS. Staff positions include: Program Manager Lora LeMosy, formerly administrator of the Council on African Studies; Research Associate Miriam Wakim, who has an extensive MMES background and training; and Administrator, Amaar Al-Haydar, an Iraqi refugee with extensive translation experience for the

US government, who also teaches the Iraqi dialect DILS course. Currently, CMES also benefits from and shares the costs of MacMillan's PIER OR director.

6.C. Yale seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. Yale UGs are 50% women, 24% underrepresented minorities, and 11% international students. Yale faculty are 29% women, 17% underrepresented minorities, and 32% international. CMES reflects this diversity. Of its 52 core teaching faculty, 20 (38%) are women, 25 (48%) are of ME, African, or Western Asian background, and 7 (13%) are from other non-ME countries. The Office for Equal Opportunity Programs (EOP) monitors all personnel searches (both faculty and staff) to ensure implementation of the university's EOP policies. EOP facilitates accommodations for students with disabilities and provides teaching assistance, information, and disability awareness training to the university community. EOP also coordinates the Employment Accommodation Program for Persons with Disabilities, as shown at <http://www.yale.edu/equalopportunity/policies/index.html>.

7. Outreach Activities

7.A. CMES has made tremendous use of USDE Title VI funding to expand its local, regional, national, and international OR activities. CMES also receives \$20,000 annually from Saudi ARAMCO to enhance OR efforts. From 2010–13, CMES has organized 382 public events, including lectures, colloquia, workshops, exhibits, film series, musical events, and conferences, reaching more than 15,900 people. Some of these activities, such as the CMES Colloquium Series and CMES Cinema, are designed for the local Yale and New Haven (NH) community. Others, such as “Echoes of Egypt: Conjuring the Land of the Pharaohs” at the Yale Peabody Museum of Natural History have attracted large regional audiences, school groups, and the national media. The exhibition, held from April 2013 to January 2014 was curated by CMES

member Colleen Manassa (NELC) and gathered numerous spectacular artifacts both from Yale collections as well as other museums and collections in the US and abroad. Visitors entered the exhibit through a reproduction of the Egyptianizing gateway that is the entrance to New Haven's Grove Street Cemetery (designed by Henry Austin in 1839). The exhibition included sections on the meaning and changing uses of hieroglyphs, on the development of "Egyptosophy," i. e. the use of the magic and religious symbolism of ancient Egypt in later cultures, and a unique copy of a medieval Arabic manuscript attempting to translate hieroglyphs (on loan from the Bibliothèque nationale de France) that had never before been seen in the US. The exhibition focused not on ancient Egyptian culture, but on how it fascinated later centuries, particularly Europe and North America in the 19th and 20th centuries. One centerpiece was a diorama showing a scene from a 19th century "mummy unwrapping" event in Philadelphia, complete with a mummy from the Barnum Museum, Bridgeport. *The exhibition was accompanied by a lecture series and a Summer Institute for Teachers (SIT). Even after its closing, the exhibition continues as a lavish website (<http://echoesofegypt.peabody.yale.edu/>) that explains key items, such as the deciphering of hieroglyphs, the use of Egyptian elements in Western architecture, or Egyptosophy. CMES cooperated on this exhibition with the Peabody and its donors, NELC, and several other institutions.

A table of CMES events for the period 2010–13 indicates the high levels of participation:

Table 3. Middle East Events at Yale, 2010–2013

		Conferences	Workshops	Lectures	Cultural Events	Master's Teas	Total
Number of Events	2010—2011	7	12	70	20	3	112
	2011—2012	8	13	91	28	1	141
	2012—2013	5	15	65	47	1	133
Total		20	40	226	95	1	382
Number of Participants	2010—2011	263	509	2,256	1,775	32	4,835
	2011—2012	374	490	2,773	2,374	13	6,024
	2012—2013	145	932	1,817	2,191	20	5,105
Total		782	1931	6,846	6,340	20	15,964

7.B. Most of the events enumerated in Table 3 have benefitted from significant CMES faculty input, planning, and participation. *For instance, in May 2013, CMES Chair Griffel (Relig Stud) and CMES member Wyrzten (Soc) participated in the PIER workshop “Mali: A View on the Cultural Richness of Timbuktu and the Challenges in Restoring Peace and Stability.” Faculty from a variety of departments and PSSs have helped to build OR programs, including several regional initiatives:

Turkish Studies Program (TSP): TSP is a group of 4 faculty (Gutas, Erol, Mikhail, Köker) working on Turkey. It organizes the Çağatay Colloquia Series which is made possible by a local Turkish-American donor. In 2013–14 it supported 4 TSP OR events, including one with Amanda Rivkin, Photojournalist and recipient of Yale’s Poynter Fellowship in Journalism.

Yale Program in Iranian Studies (YPIS): Under the guidance of Amanat and involving 7 Yale faculty members (Amanat, Rizvi, Shayesteh, Erami, Panter-Brick, Khoshnood, Rastegar), YPIS organized 16 OR events. Most popular in 2014 was the CMES YPIS event in celebration of the Persian New Year (Nowruz) called “A Night of *Shahnameh* Recitation and Persian Classical Music.” Iraj Anvar, a scholar of Rumi at Brown U, gave recitations of the *Shahnameh*, while Ralph Martin recited the English translation. Katayoun Kamyab, Afshin Goodarz and Alby Roblejo, NY-based musicians, accompanied the poetry with a selection of traditional Persian music. The celebration of Nowruz is traditionally one of CMES most popular OR events, drawing an average audience of 100 each year. In 2013, we had 150 guests, filling the large lecture theatre of Yale’s Luce Hall Auditorium to the brim.

Israeli and Jewish Studies: Yale actively collaborates with Slifka and the Judaic Studies Program to present contemporary programming on Israel, Palestine, and Jewish minority communities in the greater ME region. Ten CMES faculty members in Hist (1), NELC (3), DIV

(3), Relig Stud (2), Comp Lit (1), and MED (1) are involved in Israeli, Judaic, and Jewish Studies. This includes James Leckman, a professor of child psychiatry who runs Yale's unique Child Study Center, focusing on mental health consequences of war for both Israeli and Palestinian children. With this large number of faculty and support from Slifka, CMES is able to undertake public programming on topics including (in 2013–14) Jewish Law in Israel, the Cairo Geniza, Jewish Women's Movements, and Jewish Music in the ME.

7.1. *Yale CMES combines its OR efforts with those of MacMillan's Program in International Educational Resources (PIER) to reach area schools K–16. PIER is committed to serving under-resourced schools in minority districts, particularly the New Haven Public Schools (NHPS) and community colleges (CC) in CT. PIER offers workshops for K–16 educators that focus on developing knowledge about the ME, introduce new resources for teaching about topics related to the area and pedagogy for linking ME subject matters to diverse curricula. In October 2013, for instance, PIER organized an Interactive Educational Session on Arts of Islam, African Art, and Indo-Pacific Collections with Tess Karobkin, PhD student in Hist Art at the YUAG.

*2010–13 Yale PIER collaborated with NHPS in the Foreign Language Assistance Program (FLAP) which partially funded the salary of 8 Arabic teachers within the district. It led to NHPS adopting Arabic into its curriculum and ultimately to the hiring of all 8 teachers. PIER runs the High School Cooperative Language Program (HSCLP), providing beginning and intermediate instruction to over 100 students annually in 10 LCTLs, including Arabic. HSCLP has offered Arabic for 16 years currently at 2 levels of instruction, enrolling 23 students from 8 area schools in 2013–14. For the past three years it has organized together with NHPS an Arabic Student Fair for Middle and High School students. With financial support from the Yale Office of NH and State Affairs and CMES, PIER offers all tuition-based programs free of charge to

NHPS students and teachers. PIER co-organizes a Discover Languages Day and Student-to-Student classroom visits from pre-K to secondary level. PIER provides Yale student speakers for the Cooperative International Studies Program (CISP) which brings students from inner city NH schools and neighboring affluent communities to study international issues together. In March 2014, a CISP workshop “Hot Spots & Diplomacy” held at a NH High School was attended by 90 high school students from the Greater New Haven Area.

*Other PIER events in 2013–14 include professional development workshops for teachers. These include, a seminar “Refugees and Mental Health” involving SOM faculty, attended by 36 K–16 teachers from CT, NY, and Rhode Island, as well as a seminar “Engaging Heritage Learners” with 53 language teachers, involving CLS and NELC faculty.

*In July 2013 CMES hosted its annual Summer Institute for Teachers (SIT). The week-long SIT on “Echoes of Egypt: Conjuring the Land of the Pharaohs” (July 8–12) was organized in conjunction with the exhibition at the Peabody with that same title. It brought together 25 K–16 teachers from around the US and allowed them to gain knowledge about ancient Egypt, its religion, and the cult surrounding it in modern culture. The special curriculum focused on the use of hieroglyphic material in the classroom and how to engage high-school students with a civilization that flourished thousands of years ago and has impacted our own world through its appearance in art, architecture, and literature. The SIT featured a Curriculum Advisor who assisted participants in developing classroom materials that would help students connect to one of most important countries in the ME. Lesson plans are posted online as a resource. The three most recent SITs have served more than 110 educators, focusing on such subjects as “Religion and Politics in the Middle East” and “Global Movements: Migration, Trafficking, and Tourism.”

*This year CMES has partnered with other MacMillan PIER programs to organize a SIT

on “Worlds of Islam: Regional Perspectives on Unity and Diversity” (July 7–11). It aims at enabling teachers to better understand and explain the complexity of Islam and the diversity of the Muslim World to their students. Teachers will engage the participants through discussion on the pre-modern and modern history of the diverse regions which make up the Muslim World—Arab ME, Iran, Africa, Europe (the Ottoman Empire and Muslim Spain), India (Mughal Empire), China, South-East Asia (Malaysia and Indonesia), and Islam in the Americas—as well as aspects of the Islamic faith relevant for understanding the Muslim World today. In the years before 2009, CMES had led study tours and teacher exchanges to the ME and organized group travel to Qatar and the UAE, Turkey, and China. *This year, after a six-year hiatus, CMES again organizes a field-trip to a Muslim country that stands in conjunction with the SIT. In cooperation with Global Exploration for Educator’s Organization (GEEO) Yale offers a 10-day trip to Uzbekistan (July 19–30). The program, with the title “Heart of the Silk Road,” will visit Tashkent, Samarkand, Buchara, Khiva, and other places in Uzbekistan. CMES Chair Griffel will accompany the group which thus far consists of 11 teachers. The cooperation with GEEO was developed in close conjunction with NYU NRC and if successful, will lead to future SIT tours.

*Yale CMES also supports teacher training workshops held at the MESA Annual Meeting. CMES is a member of the Middle East Outreach Council and contributes content and financial support for Outreach World, an on-line database of ME curricular materials developed at UCLA, which is accessed by thousands of educators each year.

7.2. *CMES works closely with educators at Gateway Community College (GCC) in NH, Quinipiac U, the CT State U system (<http://www.ctstateu.edu/>), Wesleyan, the U Connecticut Storrs and the U of New Haven (UNH). PIER OR events are open to educators at any level K–16. CMES is committed to serving under-resourced CCs in minority districts and has focused on a

close cooperation with GCC. Yale's keynote events at GCC are the "Bookshelf Lectures" where Yale faculty and affiliates from the region discuss works of ME literature (*Arabian Nights*, Attar's *Conference of the Birds*, *Snow* by O. Pamuk, etc.) read by the participants. In 2013–14, 5 Bookshelf Lectures focused on the ME and on Islam. Under the title "Bridging Cultures: Muslim Journeys" they brought CMES members Erol and Elbousty as well as U of Fairfield faculty Martin Nguyen to GCC and were attended by an average of 35 students. Other local colleges are also served and in March 2014, for instance, CMES Chair Griffel held a workshop at UNH on "Is Islam a Religion of Peace?" attended by 40 students and university teachers.

7.3. CMES has worked tirelessly to develop timely and interesting ME programming for the public, the business community, and the media, with constant updates provided on the CMES website (<http://www.yale.edu/macmillan/cmес/>) and list-server. During 2013–14, CMES has engaged in scores of community OR events, all free and open to the public, which are enhancing the community's and media's understanding of the ME region. CMES's keynote OR event during 2010–14 was the exhibition "Echoes of Egypt: Conjuring the Land of the Pharaohs" at the Peabody (described in section 7.a). CMES also hosted a number of films on Iran ("A Separation," "Baran," "A Cinema of Discontent," etc.) as part of its CMES Cinema Series, which has become highly popular in the NH community. Other CMES Cinema films screened in 2014 included: "Buried Alive" (Israel) with director David Fisher, Visiting lecturer at Yale's Film Studies Program; "The Attack" (Israel), and others. CMES member Elbousty organized a film-series on North Africa with 4 movies: "El-Khoubz al-hafi" (Morocco), "Zabana" (Algeria), "The Silence of the Palace" (Tunisia), and "Ali Zaoua: Prince of the Streets" (Morocco/France). All screenings were followed by discussions with Yale faculty. In Fall 2013, screenings included "The Law in These Parts" (Israel) and a discussion with WF Sawsan Zaher.

CMES has also collaborated with the NH Free Public Library over the past years to introduce patrons to ME cinema, culture, history and politics. This year's film screening was "Nâzım Hikmet – Living is No Laughing Matter" (June 16). The event, held at the public library, was attended by 35 people. In March 2014, CMES organized a "What's happening in...?" lecture at the West Hartford Public Library attended by 60 of its patrons.

The NEC, JC, the Babylonian Collection, as well as other collections at YUL regularly organize exhibitions with ME content. Currently, YUL's Manuscripts and Archives has an exhibit "Travelling the World in the Late 19th and Early 20th Centuries" based on photographs and sketches of Theodore Martindale Purdy (1862–1944). The Library records virtual exhibits online at the Library website, ensuring that the public can view all collections long after the physical exhibits are dismantled.

8. Program Planning and Budget

8.A. A detailed budget attached describes: a) each project and event for which Yale CMES seeks Title VI funding; b) faculty coordinators; c) budgetary amounts requested; c) narrative descriptions; and d) a year-by-year timeline. This budget reflects 10 priority areas:

1) Ensuring CMES Faculty Participation: NRCs are made strong by the voluntary spirit of faculty members. This budget reflects a democratic, transparent, and inclusionary process by which CMES faculty met several times in 2013–14 to discuss Title VI priorities and faculty interests. Requests for proposals were sent to all CMES faculty since the Fall 2013, and CMES core faculty members were contacted individually. CMES faculty's projects are reflected in the budget, with faculty names and departments listed. 2) Ensuring MMES Student Participation: Similarly, all MMES student groups were encouraged to submit requests, and funds have been allocated to support these groups. *3) Resources for Core Areas—Curriculum, Language, and

Outreach: Several CMES faculty and lecturers have included course development requests; faculty at the Yale Arabic program have requested support for training and the organization of workshops. *4) Strengthening Gateway Community College (GCC): CMES seeks funding to expand our cooperation with GCC through 3 initiatives and a teaching program for Yale doctoral students (see section 11.A.1). *5) Educating High School students and pre-service teachers on the ME: CMES proposes a new World Languages Summer Program (WLSP) aimed at training pre-service teachers and broadening the pool of future teachers for ME languages and content. 6) Strengthening Islamic Studies: With the return of a CMES PDF, members of the Islamic faculty have proposed innovative workshops and a conference in cooperation with DIV faculty. *7) Taking Teachers to the ME: Following the successful cooperation with GEEO, CMES OR will take K–12 and CC teachers to the ME. Partnering with NYU NRC, Yale plans to hold future SITs in Morocco, Turkey, and Egypt during 2014–18, led by CMES and NYU faculty. *8) Expanding ME Regional Initiatives and Institutional Collaborations: Yale CMES intends to strengthen its current YPIS, TSP, and Israeli/Jewish Studies regional initiatives. 9) Supporting Professional Schools: Faculty from ARCH, Art, DIV, LAW, SPH, SOM, and SON will organize a variety of programs and OR activities, including conferences, exhibits, and performances, during 2014–18. 10) Invigorating Arts Programming: Perhaps unique among its peers, Yale is known as the “Arts Ivy,” with world-renowned Schools of Art, ARCH, Drama, Music, as well as programs in Dance, Film Studies, and Literature. CMES will bring a rich array of ME arts and artists to NH through a variety of collaborative projects. Major conferences have been proposed by CMES faculty in Hist Art and CMES will hold workshops on Arabic calligraphy.

8.B. The budget contains a detailed timeline of all proposed CMES activities during 2014–18.

8.B.2. As noted in 8.A., CMES’s programming and budget for 2014–18 have been carefully

planned to reflect enhancements to existing Title VI activities at Yale, as well as faculty priorities and participation. Each faculty member listed in the budget will work with CMES administrative staff to bring these activities to fruition, with desired outcomes and evaluation.

8.C. Costs of each budgetary item have been carefully assessed by the CMES Chair, Program Manager, and MacMillan Associate Directors. Attempts have been made to project realistic costs, and to ensure equitability between similar projects. Faculty members organizing conferences and workshops have been encouraged to co-apply for MacMillan Kempf funding. In addition, major efforts have been made to cost-share with a) international institutions of higher education; and b) other departments, schools, and programs at Yale.

8.D. Extraordinary attention has been given in 2014–18 CMES programming and budget to a) MMES curriculum development, b) MMES student organizations (including the development of a regional YPIS graduate organization), and c) numerous PS training programs. These will have long-term, positive impacts on the MMES major, GC, and ME-concentrators in PSs. In addition, significant attention has been paid to enhancing already strong ME language training at Yale, helping students to achieve advanced language proficiency.

9. Impact and Evaluation

9.A. CMES has made tremendous progress as a “new millennium” NRC, providing activities that have a significant and increasing impact at a local, regional, national, and international level. CMES has played a key role in the development of Yale’s strong and expanding emphasis on MMES. Cooperation between CMES, the Yale administration, and key academic departments and PSs has led to significantly increased CMES faculty, course offerings, enrollments, and opportunities for students. As noted in Sections 2.A.1 and 4.A.2, increasing enrollments in both ME non-language and language courses led in 2007–08 to the development of new MMES major

Table 4. Course Offerings and Enrollments, 2009-2013

ME-Related Courses	# of Courses			# Depts. or Schools Offering			Enrollments		
	2008-2009	2012-2013	Change	2008-2009	2012-2013	Change	2008-2009	2012-2013	Change
Undergraduate	59	75	+16	9	12	+3	1257	1083	-174
Advanced UG (300+ level)	32	40	+8	9	12	+3	639	453	-186
Graduate	76	47	-29	10	8	-2	378	205	-173
Professional Schools	21	26	+5	3	3	0	397	350	-47
Total	188	188	0	31	35	+4	2671	2091	-580

and GC program, with nearly 200 courses offered in 2013–14. Yale is actively tracking these figures, as shown in Table 1. Table 4 charts the MMES course offerings and enrollments, especially in the GC and PS, since 2010.

Yale also tracks the career placement of its PhD students, with separate data provided for social sciences and humanities. Of the 72 Social Science PhDs (Anthro, Econ, Poli Sci, Psych, Soc) awarded in 2011–12, 75% were gainfully employed upon graduation (41% faculty, 19% postdocs, 15% non-academic). Among the 113 humanities PhDs, 65% were gainfully employed (46% faculty, 12% postdocs, 7% non-academic). Five years after graduation, these numbers soar: 67% of Yale social science PhDs are faculty and only 1% are unemployed. Among humanities PhDs, 78% are faculty with only 2% unemployment. These high graduate placement figures include all of the Yale PhDs who concentrate in MMES.

As shown in Table 3 (section 7.a), CMES has hosted hundreds of events during 2010–14 serving more than 15,900 participants. Most events are open to the public, and thus provide important educational opportunities for Yale and surrounding communities. *Yale has also co-hosted many events in the ME region, including SITs, major conferences, workshops, and alumni events, including study tours. This has allowed hundreds of ME participants—faculty, students, and community members—to engage with Yale in their home countries. Increasing Yale’s presence abroad, particularly in the ME, is a priority for Yale.

9.B. As noted in Section 6.C, Yale has diversified its student body and is actively diversifying its faculty, bringing junior and senior women, underrepresented minorities, and international students and professors into the Yale community. CMES itself is comprised of a highly diverse set of faculty and students. Its OR program serves a major role of bringing knowledge about the ME to underserved minority communities (mostly African American and Latino) in CT.

9.C.1. CMES is committed to comprehensive, objective, and timely evaluation of faculty and professional staff, students, courses, programs, and operations. Our Arabic program was reviewed in 2012 (see section 4.A.1.). CMES undertakes internal reviews throughout the grant cycle. During 2010–13, MacMillan developed the cross-NRC International Education Assessment Project (IEAP). Stressing quantifiable, outcome-oriented measures, IEAP focuses on assessing student plans for post-graduation use of their international and foreign language (IFL) training in employment, further studies, and/or volunteer-service. It links these post-grad outcomes to trends in students' use of Yale's IFL curricular resources and support for overseas field research. Despite Title VI-NRC cutbacks since 2011, the project provides robust and cost-efficient methods for continued and refined assessment in three areas: 1) student outcomes and plans at the time of graduation, 2) trends in curricular strength and student engagement in IFL programs, and 3) extracurricular resource trends. The alumni career impact of IFL training included a ten-year desktop review and two surveys of UG, GRAD, and PS alumni 5 and 10 years after graduation (2010, 2012). Response rates were low (~20%) which prompts us to shift to more targeted alumni career tracking including IFL-specializing majors, MA's and PhDs, those pursuing GCs, FLAS and Fulbright-DDRA grantees, among others.

IEAP is part of Yale's larger commitment to outcomes assessment and internationalization. Beyond surveys, the evaluation system has linked data previously stored in

separate silos to provide multiple outcome measures. In 2013, IEAP began to design analytic links between the student outcome measures and the DILS and FIELDS program participants. IEAP also works with OR to strengthen its outcome tracking measures for participating teachers and high-school students.

CMES is fully compliant with the USDE requirement for bi-annual tracking of FLAS recipients' personal and academic activities for a period of eight years after the award. This data will be added to IEAP to create a clear outcome-measure-oriented comparison of the Yale student body as a whole, IFL students, FLAS fellows, and those pursuing the GC.

In Dec. 2013, CLS conducted an internal review of its DILS and FIELDS programs, which was its third in a row (after 2009 and 2005). MacMillan will conduct a database analysis of the detailed ACTFL-OPI/WPT results for participating students since 2010 (or earlier), survey past participants to understand the longer term impact on their careers and further studies, and hire an outside expert to benchmark the programs' institutional cost-effectiveness with other programs with similar goals, e.g. DILS at U. of Miami or Bryn Mawr's Russian Flagship programs. CMES will conduct a formative assessment of the GC in year 1 of the coming grant cycle and set up a tracking database. In years 3 and 4, we will conduct an outcomes assessment including surveying all the certificate recipients for career and impact information.

9.C.2. CMES engages in regular evaluation of programs through tracking of activities, OR, curriculum and course enrollments, and participates in MacMillan collaborative efforts to produce quantifiable, outcome-measure-oriented data related to courses, GRAD and UG placement, student research projects and SA. Annual reports, assessing activities and accomplishments, are written and submitted by the CMES Chair to the MacMillan Director, Saudi ARAMCO, fellowship donors, and USDE. The CMES PIER OR program regularly

assesses teacher workshop impact through quantitative and qualitative evaluation.

9.D. Yale is small in size, currently enrolling 11,900 total students; yet, it commands a strong influence in world affairs generally and in the ME specifically. Yale trains a disproportionately large number of world leaders and experts in government, academic, media, business, and the non-profit world. Students graduating from Yale have a strong presence in government service, teaching, and international affairs. Table 5 shows the career paths of ME-related graduates:

Table 5. Trajectories of Yale graduates concentrating in MES, 1947-present (% of Respondents)

Degree Type	Graduate School	Public Service	Teaching	Higher Education	Clergy	Research Organizations	Law	Private Sector
B.A., 2010-14	21	12	8	0	0	12	13	34
B.A., NELC	39	14	5	0	6	5	13	18
M.A., NELC	6	17	6	24	6	9	6	26
Ph.D., NELC	NA	3	5	69	7	4	3	9

9.E.1. Yale’s faculty is influential in public policy, contributing directly to policymaking and national security interests and indirectly by shedding new light on contemporary problems of the ME. Many CMES faculty work directly on ME policy or participate in policy-related media coverage. These include, among others: Amanat, Erami, and Khoshnood (on Iran); Inhorn, Khoshnood, and numerous SPH faculty (on issues of ME health); and Weiss (on ME environmental policy). Lust has hosted a series of major conferences on ME politics and national security with large public audiences and media attention. In May 2014, the CMES conference “Mapping Local Governance” brought more than 30 scholars, NGO workers, and government officials to debate administrative issues in the ME region and prospects for democracy.

9.E.2. Of the 18 ME FLAS and 5 Fulbright-Hays recipients tracked since 2003, 10 are employed as researchers or analysts, 7 are academics, 3 direct programs, 2 are foreign service officers, and 1 is in the US military.

9.F.1. Priority is given in the FLAS selection process to those students who will enter positions in government and foreign service.

9.F.2. Launching of the MMES UG major and GC program has served to increase the number of students officially concentrating in MMES, including those who plan to pursue careers in areas of national need. The 2009-inaugurated Jackson Institute at Yale—a major subsidiary of MacMillan, charged with teaching public policy and diplomacy—serves as a major boon in attracting students interested in ME politics, public policy, diplomacy, and foreign service.

10. FLAS Awardee Selection Procedures

10.A.1. FLAS fellowships for all MacMillan Councils are publicized widely throughout Yale via various types of print media, the internet and informational workshops, as well as through faculty in the field. The awards are advertised on the websites of MacMillan, the Graduate School of Arts and Sciences (GSAS), CMES, and the *Yale Grants & Fellowships* website (<http://studentgrants.yale.edu>). Announcements are also posted on the MacMillan, CMES and various GRAD student e-mail list-serves. The GSAS publishes its own widely distributed fellowships guide in which FLAS is also listed. Flyers are placed around campus, and ads are placed in campus newspapers. MacMillan's Fellowship Director leads several student fellowship workshops throughout the year, during which FLAS is discussed. Councils encourage incoming students to take advantage of the opportunity to apply for FLAS.

10.A.2. FLAS applications are available for download on the MacMillan and *Yale Grants & Fellowships* websites in November. CMES announces the FLAS competition in early December, and students submit applications by the end of February, *now including a letter stating their Expected Family Contribution (EFC). The selection committee meets in late March, and applicants are contacted by the first week of April. By mid-April, all applicants can expect to have an answer about their FLAS application.

10.A.3. Preference is given to students who meet the priorities set by the USDE, placing those

students who are likely to end up within the diplomatic services or government institutions at the top. *Consideration is also given to the new criterion of financial needs (based on the EFC) and on distributing awards across authorized languages, to applicants from different disciplines, and to applicants in PSs.

10.B.1. Yale applicants apply online through the *Yale Grants & Fellowships* website. Non-Yale summer and incoming academic-year applicants can download or request an application.

Students fill out the application form, specifying personal information and the language and level to be studied. They also submit a 1-page personal statement relating their language study to their degree program and career plans, and explaining how the proposed study is part of a plan to achieve advanced level proficiency. Other required items include a budget (summer FLAS only); a 1-page resume; a transcript; a language proficiency test; *the EFC; and 1 letter of recommendation from a faculty member (not necessarily from Yale). MacMillan collects applications and compiles a list of all applicants, and CMES supervises the selection process.

10.C.1. The selection process occurs in 2 stages, first with CMES faculty and second with MacMillan and GSAS faculty administrators. The CMES selection committee consists of 3 senior faculty members, including the CMES Chair, as well as 1 language faculty member. The CMES selection committee reviews and ranks all applicants, and a MacMillan-wide committee reviews the ranked lists. This committee allocates awards based on quality, USDE criteria, balanced across languages, fields, and professional studies.

10.C.2. FLAS selection criteria are stated on the website: namely, US citizenship, a record of academic accomplishment, and the need for and relevance of the language study proposed. Priority is given to students whose career plans include public service, teaching, or business related to MMES. First priority goes to students who intend to work in US diplomatic services or

government institutions; at Yale, these tend to be IR MA students or PS students. The selection committee also considers the prior commitment to language study. With continued Title VI support, CMES hopes to award 24 academic-year FLAS fellowships for GRAD students, 16 for UGs, and 40 summer FLAS awards from 2010–14. CMES will continue to develop resources for advising students on ME programs that meet students' academic interests and proficiency levels.

11. Competitive Preference Priorities

11.A.1. *CMES will enhance its already existing cooperation with GCC in NH (described in section 7.2). CMES works closely with Susan Chenard, GCC faculty member and Coordinator of English as a Second Language, in bringing CMES faculty to the GCC campus. Future cooperations will focus on 3 aspects: 1) CMES will offer all tuition-based programs free of charge to GCC faculty. This policy already applies to teachers within NHPS (described in section 7.1.) and will be extended to GCC. 2) the CMES Cinema Series will have screenings at GCC. GCC students and faculty are already an important part of the audiences at our existing Cinema Series (described in section 7.3.). Once movies with ME content are shown at GCC, they will gain a much greater visibility and invite for discussions with Yale faculty members in a familiar and less intimidating atmosphere than on the Yale Campus. 3) CMES will strengthen its efforts in integrating Yale faculty in the GCC curriculum. Following the successful cooperation with Susan Chenard in organizing 5 Bookshelf Lectures at GCC in 2013–14, CMES will increase its activities in this area and provide faculty and GRAD students for seminars and workshops at GCC. GCC students have shown a particular interest in learning about Islam and Muslim cultures and CMES will respond to that interest. These events will become a main priority every time we will ask Yale faculty to participate in OR activities.

*CMES will begin efforts in bringing Yale doctoral students in ME studies to GCC

classrooms. Yale doctoral students have less teaching experience than many public university doctoral students. In preparing for the job market, Yale doctoral students are often confronted with the question of whether they are prepared to teach UGs who are not Yale students. The targeted increase in governmental spending on CCs, which will allow for increased faculty hiring, will make it more likely for Yale PhDs to teach at CCs. There is, therefore, a growing interest amongst GRAD students in better understanding CCs and in expanding their pedagogical competency. In response, CMES will combine resources to work in partnership with YTC and GCC to establish possibilities for teaching foreign languages and ME area studies at the CC level. Activities under consideration include: 1) Offering an Advanced Teaching Workshop on “Teaching in the Community College,” which may be general or subject specific (e.g. “Teaching Languages in the Community Colleges”). 2) A workshop or one-day seminar on teaching area studies and global issues, such as “Water and Social Justice.” 3) Working with GCC faculty members in designing and then co-teaching classes at GCC.

11.A.2. *CMES will make the integration of ME languages and ME content into teacher education a priority. Together with Yale’s other area studies councils, CMES will partner with NHPS to develop and implement the World Languages Summer Program (WLSP). This program will bring together 4 groups of critical importance for any future education in ME languages and content: 1) pre-service teachers studying at CT universities; 2) already established in-service teachers at NHPS; 3) NHPS high-school students; and 4) Yale faculty and GRAD students. During the WLSP, NHPS high-school students will receive instruction in a ME language (Arabic) and in subjects as well as cultural content related to the ME. Pre-service teachers will get the opportunity to student-teach in an urban environment under the guidance of experienced lead teachers. Both pre-service and in-service teachers will deepen their knowledge of ME

languages and cultures. Yale faculty and GRAD students will cooperate in WLSP and provide cultural content as well as study material. WLSP will be organized in close conjunction with the already existing High School Cooperative Language Program (HSCLP), described in section 7.1. The goal of the program is to expose high school students from NH and surrounding communities to LCTLs and cultural content, motivating them to continue international and foreign language education at the college level and beyond, and thus broadening the pool of future pre-service teachers for ME languages and content. In addition, this program aims directly at training existing pre-service teachers. WLSP will team with the Alternative Route to Teacher Certification (ARC) program at the CT Office of Higher Education to get pre-service teachers studying at CT universities engaged in this program. Limited resources at the CT Department of Education led to a lack of personnel overseeing international education programs. Working with Steve Armstrong, out-going President of the NCSS and CT Council for the Social Studies Board Member, CMES is committed to increase interest in ME regional area studies among pre-service teachers as well as offering professional development opportunities for in-service teachers. Each WLSP will be overseen by two in-service teachers from NHPS, and involve Yale faculty and GRAD students.

11.B.1. *Beginning with FLAS fellowships awarded in 2015–16, CMES will give preference to students who demonstrate financial need. Students will submit their Financial Aid Award Letters, stating their EFCs. Existing selection procedures already account for choosing candidates with career trajectories in diplomatic services/ government institutions and the highest academic achievements. Financial need will become an additional selection criteria.

11.B.2. *100% of FLAS fellowships at Yale CMES go to the study of LCTLs, namely Arabic, Modern Hebrew, Persian, and Turkish.

APPENDIX 1:
COURSE LIST

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Appendix 1: Course List

Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term Offered	2012-13 UG/G/P	2013-14	2014-15
Modern Middle East Studies MMES 293 / RLST 199	Sufism and Ethics in the Works of al-Ghazali	Close reading of selections from al-Ghazali's writings on Sufism, the mystical tradition in Islam, with a focus on his <i>Revival of the Religious Sciences</i> . Ways in which Sufism can be lived in the daily lives of Muslims; its relations with philosophy and theology; the role of Sufism in creating a Muslim ethic.	Eric van Lit	100	3	S	--	--	x
MMES 350 / JDST 330 / JDST 830 / RLST 330 / RLST 830	Multiculturalism and Jewish Law in Israel	Introduction to the history of pluralism and multicultural models in the Jewish legal tradition. The role of Jewish law in contemporary Israeli society; tensions between Jewish law and secular law; possible reconciliation of these tensions in light of both Jewish legal tradition and the realities of the modern Jewish and democratic state of Israel.	Yuval Sinai	100	3	S	--	3/0/2	--
MMES 351 / JDST 331 / JDST 831 / LAW 20292/ RLST 331 / RLST 831	Jewish Law in the State of Israel	A historical study of Jewish law as the basis for modern Israeli law. Examination of cases in Israeli secular civil courts and in rabbinical courts. Attention to the wide range of subjects in which Jewish law has been utilized: public law, war and peace, criminal law, torts and biomedical law, morality, employment, judicial processes of procedure and evidence, and civil rights.	Yuval Sinai	100	3	F	--	0/0/1	--

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UG, Undergraduate; G, Graduate School; P, Professional School

Course No.	Course Title	Description	Instructor	%	Contact	Term	2012-13	2013-14	2014-15
				Middle	Hours/	Offered	UG/G/P		
MMES 381	Palestine in Politics, History, and Literature	Depictions of Palestine in political and historical texts, as well as in novels and films that portray the Palestinian-Israeli conflict as a lived and living reality. The transformation/erasure of Palestine, including partition and expulsion in 1948; institutional and ideological facets of the Palestinian national movement; armed, nonviolent, and cultural modes of resistance.	Sharif Elmusa	100	3	S	5/0/0	--	--
INRL 613	Environmental Security and Resources Conflict: Climate Change, Oil, and Water	This graduate seminar explores environmental security issues, both in theory and in practice. We ask: What is meant by environmental security? What are the merits and drawbacks of "securitizing the environment?" Is securitization a recipe for conflict or an incentive for cooperation? Are violent conflicts among/within states over resources likely? To answer these questions three problems are selected for analysis: climate change (global), water in the Middle East (regional), and oil (a combination of both regional global).	Sharif Elmusa	80	2	F	0/8/3	--	--
MMES 471 / MMES 472	Independent Directed Study	Independent research or directed reading under the direction of a faculty member in the program on a special topic in Modern Middle East Studies not substantially covered by an existing undergraduate or graduate course.	Andrew March	100	1	F, S	1/0/0	x	x
MMES 491	Senior Essay	The one-term senior essay is a research paper of at least thirty pages prepared under the supervision of a faculty member.	Andrew March	100	1	S	7/0/0	1/0/0	x
MMES 492 / MMES 493	The Yearlong Senior Essay	The yearlong senior essay is a research paper of at least sixty pages prepared under the supervision of a faculty member.	Andrew March	100	1	F, S	x	x	x

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Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term Offered	2012-13 UG/G/P	2013-14	2014-15
Modern Middle East Languages									
Arabic									
ARBC 110 / ARBC 501	Elementary Modern Standard Arabic I	Development of a basic knowledge of Modern Standard Arabic. Emphasis on grammatical analysis, vocabulary acquisition, and the growth of speaking, listening, reading, and writing skills.	Shady Nasser; Youness Elbousty; Sarab Al Ani	100	6	F	18/6/6	28/1/1	x
ARBC S110	Elementary Modern Standard Arabic I	Development of a basic knowledge of Modern Standard Arabic. Emphasis on grammatical analysis, vocabulary acquisition, and the growth of speaking, listening, reading, and writing skills.	Shady Nasser; Sarab Al Ani	100	15	Su	3/1/1	3/1/1	x
ARBC 120 / ARBC 501	Elementary Modern Standard Arabic II	Continuation of ARBC 110 / ARBC 501.	Muhammad Aziz; Youness Elbousty; Sarab Al Ani	100	5	S	19/6/4	29/2/2	x
ARBC S120	Elementary Modern Standard Arabic II	Continuation of ARBC S110.	Shady Nasser; Sarab Al Ani	100	15	Su	2/2/0	2/2/0	x
ARBC 130 / ARBC 503	Intermediate Modern Standard Arabic I	Intensive review of grammar; readings from contemporary and classical Arab authors with emphasis on serial reading of unvoweled Arabic texts, prose composition, and formal conversation.	Muhammad Aziz; Youness Elbousty	100	5	F	11/2/1	15/5/2	x
ARBC 136 / ARBC 510	Intermediate Classical Arabic I	Introduction to classical Arabic, with emphasis on analytical reading skills, grammar, and prose composition. Readings from the Qur'an, Islamic theology, and literature and history of the Middle East, as well as Jewish and Christian religious texts in Arabic.	Hadi Jorati	100	2	F	4/3/0	0/2/1	x

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Course No.	Course Title	Description	Instructor	%	Contact	Term	2012-13	2013-14	2014-15
				Middle	Hours/	Offered	UG/G/P		
ARBBC 140 / ARBBC 503	Intermediate Modern Standard Arabic	Continuation of ARBBC 130 / ARBBC 503.	Muhammad Aziz	100	5	S	8/1/0	9/4/2	X
ARBBC 146 / ARBBC 510	Intermediate Classical Arabic	Continuation of ARBBC 136 / ARBBC 510.	Hadi Jorati	100	3	S	1/1/0	0/3/1	X
ARBBC 150 / ARBBC 504	Advanced Modern Standard Arabic	Further development of listening, writing, and speaking skills. For students who already have a substantial background in Modern Standard Arabic.	Youness Elbousty; Sarab Al Ani	100	4	F	5/1/0	9/1/2	X
ARBBC 151 / ARBBC 504	Advanced Modern Standard Arabic	Continuation of ARBBC 151 / ARBBC 504.	Youness Elbousty	100	3	S	7/1/0	3/1/0	X
ARBBC 158 / ARBBC 511	Advanced Classical Arabic	Development of an advanced understanding of Arabic grammar and morphology through close reading of the grammar of Ibn Malik (the <i>Alfiyyah</i>). Advanced training in sentence structure through <i>i'rab</i> .	Shady Nasser	100	3	F	4/0/0	--	--
ARBBC 161 / ARBBC 523	Arabic Prose Narrative	Close reading of <i>Palace Walk</i> , the first book of the Cairo Trilogy by Naguib Mahfouz. Attention to the vocabulary, idiomatic expressions, and structural patterns of the novel. Includes literary analysis, discussion, and weekly position papers.	Muhammad Aziz	100	3	F	4/0/0	1/0/1	X
ARBBC 162 / ARBBC 513	Modern Arabic Political Thought	Works by influential Arab thinkers, leaders, and politicians who represent liberal nationalism, Arab nationalism, Islamism, and critiques of contemporary Arab society. Ways in which the authors use language both to portray their beliefs and to shape new social concepts in the Arab world.	Sarab Al Ani	100	3	S	4/2/1	--	X

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UG, Undergraduate; G, Graduate School; P, Professional School

Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term		2012-13	2013-14	2014-15
						Offered	UG/G/P			
ARBC 163	Modern Arabic Poetry	Close reading of selected poems by modern and contemporary Arab poets from various regions of the Arab world. Analysis of poetic language; literary tools utilized in the poems; figurative devices used to express artistic ideas; ways in which poetic language expresses plot, time, place, character, and cultural references; relations between literal and poetic meanings of language.	Sarab Al Ani	100	3	S	--	--		x
*ARBC 164	North African Literature	Close reading of selected works of North African fiction, drama, and poetry. Focus on contemporary texts from Morocco, Algeria, Tunisia, and Libya. Idiomatic expressions and structural patterns; selections from adapted movies.	Youness Elbousty	100	3	S	--	6/1/1		x
ARBC 165 / ARBC 505	Arabic Seminar	Study and interpretation of classical Arabic texts for advanced students.	Dimitri Gutas; Shady Nasser	100	2	F S	1/6/0 2/2/0	0/6/0 0/4/1		x
ARBC 190	Levantine Arabic	A basic course in the Arabic dialect of the Levant (Lebanon, Syria, Jordan, Palestine). Principles of grammar and syntax; foundations for conversation and reading.	Shady Nasser	100	3	S	4/1/3	--		x
ARBC 192 / ARBC 521	Iraqi and Gulf Arabic	A basic course in the Iraqi/Gulf dialect of Arabic. Principles of grammar and syntax; foundations for conversation and listening comprehension.	Sarab Al Ani	100	3	S	1/0/0	--		x
ARBC 193	Moroccan Arabic	A basic course in the Moroccan dialect of Arabic. Principles of grammar and syntax; foundations for conversation and listening comprehension.	Youness Elbousty	100	3	F	--	4/1/0		x

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UG, Undergraduate; G, Graduate School; P, Professional School

Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term Offered	2012-13 UG/G/P	2013-14	2014-15
ARBC 471	Directed Reading and Research	For students who wish to pursue a topic or body of texts not available in the department's regular curriculum.	Beatrice Gruendler; Diminti Gutas	100	1	S	1/0/0	--	X
ARBC 514	The Maga _{ma} t	The seminar is devoted to the two major representatives of the maga _{ma} t genre, its inventor al-Hamadha _{ni} (d. 1008) and his more famous emulator, al-H _{an} ri (d. 1122). Readings are supplemented with other genres from the tenth through twelfth centuries that shared literary models or a common discourse with the maga _{ma} t, such as faraj ba'd al-shidda stories, anecdotes, popular tales, epistles, and the poetics of prose, as well as modern critical discussions, informed by the approaches of Propp, Bakhtin, Genette, and Goffman.	Beatrice Gruendler	100	2	F	--	6/0/0	--
ARBC 812	Abbasid Poetry in Context: Al-Mutanabbi	Among the greatest poets in the Arabic language counts al-Mutanabbi (d. 946), a scintillating figure, famous for the epic tone of his battle and desert descriptions, his modernization of archaic themes, and the timelessness of his gnomic verses. He also ensured his reception by editing his own <i>Diwan</i> . Most importantly, he sparked a new era of literary criticism, namely the debate about intertextuality (<i>sariqa</i>), which outlasted him for a century.	Beatrice Gruendler	100	2	S	2/4/0	--	--

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UG, Undergraduate; G, Graduate School; P, Professional School

Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term Offered	2012-13		2013-14		2014-15	
							UG/G/P		UG/G/P		UG/G/P	
ARBC 832 / CPLT 544	Introduction to Classical Arabic Literary Criticism	Practical and theoretical criticism of Arabic poetry considered in the light of its communicative and cultural roles in a multiethnic medieval society. Themes include the classification of poetry, composition, form and content, influence vs. originality, talent vs. craft, lie and truth, theory of imagery, rhetorics, the literary challenge of the Koran, and the dynamics of poetry and prose.	Beatrice Gruendler	100	2	S	--	0/3/0			--	
Hebrew												
*HEBR 110 / HEBR 501	Elementary Modern Hebrew I	Introduction to the language of contemporary Israel, both spoken and written. Fundamentals of grammar; extensive practice in speaking, reading, and writing under the guidance of a native speaker.	Ayala Dvoretzky	100	5	F	22/2/1	17/1/0			x	
*HEBR 120 / HEBR 501	Elementary Modern Hebrew II	Continuation of HEBR 110 / HEBR 501.	Dina Roginsky	100	5	S	22/1/1	17/0/0			x	
*HEBR 130 / HEBR 502	Intermediate Modern Hebrew I	Review and continuation of grammatical study, leading to a deeper comprehension of style and usage. Focus on selected readings, writing, comprehension, and speaking skills.	Shiri Goren	100	4	F	20/1/0	14/1/1			x	
*HEBR 140 / HEBR 502	Intermediate Modern Hebrew II	Continuation of HEBR 130 / HEBR 502.	Ayala Dvoretzky	100	4	S	12/1/1	14/1/0			x	
HEBR 152 / HEBR 509 / JDST 401 / JDST 689	Reading Academic Texts in Modern Hebrew	Reading of academic texts in modern Hebrew, for students with a strong background in Hebrew. Discussion of grammar and stylistics, with special concentration on the development of accuracy and fluency.	Dina Roginsky	100	3	F	1/3/0	--			x	

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Course No.	Course Title	Description	Instructor	%	Contact	Term	2012-13	2013-14	2014-15
							UG/G/P		
HEBR 156 / HEBR 506 / JDST 405 / MMES 216	Dynamics of Israeli Culture	Contemporary controversies in Israeli society. Themes include migration and the construction of the Sabra character; ethnicity and race; the emergence of the Mizrahi voice; women in Israeli society; private and collective memory; minority discourse of the Druze and Russian Jews; and Israeli masculinity and queer culture. Conducted in Hebrew.	Shiri Goren	100	3	F	4/0/0	--	X
*HEBR 159 / JDST 409 / MMES 159	Conversational Hebrew: Israeli Media	An advanced Hebrew course for students interested in practicing and enhancing conversational skills. Focus on listening comprehension and on various forms of discussion, including practical situations, online interactions, and content analysis.	Shiri Goren	100	3	F	--	--	X
HEBR 160 / HEBR 517 / JDST 360 / MMES 155	Hebrew in a Changing World	Sociological aspects of Modern Hebrew as the language is used in Israel to construct norms, expectations, and daily experiences. Readings and class discussions address changes in Israeli society and culture at large.	Dina Roginsky	100	3	F	--	4/0/0	X
HEBR 161 / HEBR 516 / JDST 407 / MMES 156	Israeli Popular Music	Changes in the development of popular music in Israel explored as representations of changing Israeli society and culture. The interaction of music and cultural identity; modern popular music and social conventions; songs of commemoration and heroism; popular representation of the Holocaust; Mizrahi and Arab music; feminism, sexuality, and gender; class and musical consumption; criticism, protest, and globalization.	Dina Roginsky	100	3	S	4/0/0	1/0/0	X

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UG, Undergraduate; G, Graduate School; P, Professional School

Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term Offered	2012-13 UG/G/P	2013-14	2014-15
HEBR 162 / HEBR 519 / JDST 319 / JDST 835 / MMES 161	Israel in Ideology and Practice	The social history of modern Israel from the inception of Zionism in the late nineteenth century to the present, with emphasis on the ideological processes that led to the foundation of the state in 1948. Topics include political dynamics, the complicated relationship between state and religion, Jewish-Arab relations, and contemporary Israeli society.	Dina Roginsky	100	3	S	--	2/0/0	--
Persian									
PERS 110 / PERS 501	Elementary Persian I (Farsi)	An introduction to modern Persian, with emphasis on grammar and syntax as well as writing and reading simple prose. Students are introduced to colloquial Persian and are encouraged to speak the language from the outset.	Farkhondeh Shayesteh	100	5	F	9/3/0	7/4/0	x
PERS 120 / PERS 501	Elementary Persian II (Farsi)	Continuation of PERS 110 / PERS 501.	Farkhondeh Shayesteh	100	5	S	5/2/0	5/4/0	x
PERS 130 / PERS 502	Intermediate Persian I (Farsi)	Intermediate study of grammar and readings in Persian, emphasizing rules and usage of colloquial Persian.	Farkhondeh Shayesteh	100	5	F	10/2/0	3/3/0	x
PERS 140 / PERS 502	Intermediate Persian II (Farsi)	Continuation of PERS 130 / PERS 502.	Farkhondeh Shayesteh	100	5	S	1/2/0	4/1/0	x
PERS 150 / PERS 503	Thematic Survey: Modern Persian Literature	A survey of modern Persian literature. Themes include the depiction of women, minorities, the West, and Westerners. Discussion of language and society in works by Jalal AJ-Ahmad, Sadeq Chubak, Simin Daneshvar, and Sadiq Hedayat.	Farkhondeh Shayesteh	100	2	F	5/0/0	1/2/0	x

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<u>Course No.</u>	<u>Course Title</u>	<u>Description</u>	<u>Instructor</u>	<u>% Middle</u>	<u>Contact Hours/</u>	<u>Term Offered</u>	<u>2012-13 UG/G/P</u>	<u>2013-14</u>	<u>2014-15</u>
*PERS 151 / PERS 561	Persian Culture and Media	Advanced study of Persian grammar, vocabulary, and culture, with a focus on the media. Examination of daily media reports on cultural, political, historical, and sporting events in Iran, Afghanistan, Tajikistan, and other Persian-speaking regions.	Farkhondeh Shayesteh	100	2	S	3/0/0	1/1/0	X
PERS 471 / PERS 589	Directed Readings Persian	Directed readings in Persian.	Farkhondeh Shayesteh	100	2	F/S	--	--	X
Turkish									
TKSH 110 / TKSH 501	Elementary Modern Turkish I	Development of a basic knowledge of modern Turkish, with emphasis on grammatical analysis, vocabulary acquisition, and reading and writing skills.	Etem Erol	100	5	F	12/3/0	6/4/0	X
TKSH 120 / TKSH 501	Elementary Modern Turkish II	Continuation of TKSH 110 / TKSH 501.	Etem Erol	100	5	S	14/3/1	6/4/0	X
TKSH 130 / TKSH 502	Intermediate Turkish I	Continued study of modern Turkish, with emphasis on advanced syntax, vocabulary acquisition, and the beginnings of free oral and written expression.	Etem Erol	100	3	F	3/4/0	6/4/2	X
TKSH 140 / TKSH 502	Intermediate Turkish II	Continuation of TKSH 130 / TKSH 502.	Etem Erol	100	3	S	3/3/0	4/5/0	X
TKSH 150 / TKSH 550	Advanced Turkish I	An advanced language course focused on improving students' reading, writing, listening, and speaking skills in modern Turkish. Extensive study of vocabulary and idiomatic expressions. Readings from genres including academic articles, critical essays, literature, newspaper articles, and formal business writing. Screening of films, documentaries, and news broadcasts.	Etem Erol	100	3	F	1/0/0	1/3/1	X
*TKSH 151 / TKSH 550	Advanced Turkish II	Continuation of TKSH 150 / TKSH 151.	Etem Erol	100	3	F	0/0/1	1/3/1	X

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Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term		2012-13	2013-14	2014-15
						Offered	UG/G/P			
TKSH 471 / TKSH 570	Directed Reading and Research	For students who wish to pursue a topic or body of texts not available in the department's regular curriculum.	Etem Erol	100	2	F	1/0/1	0/0/0		
						S	1/1/1	'1/0/0		--
TKSH 560	Beginning Ottoman Turkish	Emphasis on printed texts and review of relevant Arabic and Persian grammar. (Prerequisite: knowledge of the Arabic alphabet and four terms of Turkish.)	Etem Erol	100	3	F/S	3/2/0	0/8/0		--

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UG, Undergraduate; G, Graduate School; P, Professional School

Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term Offered	2012-13 UG/GP	2013-14	2014-15
AREA STUDIES COURSES (by primary department of instructor)									
American Studies									
AMST 343 / ER&M 303 / MMES 303	Muslim Diasporas in America	Exploration of the meanings and attachments that connect Muslims in the U.S. to homelands in the Muslim world. How to define and apply the concept of diaspora to an ever-broadening set of Muslim populations dispersed in space, including immigrants, expatriates, refugees, guest-workers, exiles, and religious seekers.	Zareena Grewal	25	2	S	11/0/0	6/0/0	X
Anthropology									
ANTH 221 / MMES 411	Muslim Societies	Introduction to ethnographic and historical works on the Middle East. Focus on relationships between socio-cultural practices and experiences of living in the region. Themes include religion, nationalism, colonialism, Orientalism, kinship, media, informal networks, subjectivity, popular culture, the city, law, education, and gender and sexuality.	Narges Erami	100	3	F	22/0/0	11/0/0	X
* ANTH 360 / ANTH 560 / MMES 111	Representing Iran	Major themes in Iranian history and culture as a critical framework for understanding challenges facing Iran today. Western production of knowledge about Iran. Topics include local and oral history, revolutions, Islam and secularism, democracy and theocracy, and the role of cinema.	Narges Erami	100	2	S	12/2/1	7/2/0	X
* ANTH 431 / ANTH 631 / MMES 412	Anthropology of Handmade Commodities	The art of making things, with a focus on the recent popularity of handcrafted goods from around the world. Theories on modernity and technology, movement and action, and aesthetics. The practice of making Persian carpets, including their history, color and design, and relation to Islamic art.	Narges Erami	100	3	S	--	--	X

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Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term Offered	2012-13		2013-14		2014-15	
							UG/G/P		UG/G/P		UG/G/P	
ANTH 538 / INRL 615	Culture and Politics in the Contemporary Middle East	CMES GC seminar, introduces some of the most important contemporary cultural and political issues shaping life in the Middle East and North Africa. Students should emerge from the course with a keener sense of Middle Eastern regional histories and contemporary social issues.	Marcia Inhorn	100	3	F	0/7/1	--				x
Archaeology												
ARCG 100 / ANTH 150 / NELC 100 / HUMS 376	The Genesis and Collapse of Old World Civilizations	The archaeology of Mesopotamia, Egypt, and the Indus Valley from early agriculture to class formation and the early cities and empires. How did these societies develop and why did they collapse?	Harvey Weiss	66	3	F	--	--				x
ARCG 320 / ARCG 720 / ANTH 320 / ANTH 720	Mesopotamian Origins	Analysis of the archaeological and paleo-environmental data for rain-fed and irrigation agriculture settlement, subsistence, and politico-economic innovation in Mesopotamia, from sedentary agriculture villages to cities and states to early empire.	Harvey Weiss	100	2	S	4/0/0	--				x
ARCG 473 / ARCG 773 / ANTH 473 / ANTH 773 / NELC 588 / EVST 473 / F&ES 793	Abrupt Climate Change and Societal Collapse	Collapse documented in the archaeological and early historical records of the Old and New Worlds, including Mesopotamia, Mesoamerica, the Andes, and Europe. Analysis of politico-economic vulnerabilities, resiliencies, and adaptations in the face of abrupt climate change, anthropogenic environmental degradation, resource depletion, "barbarian" incursions, or class conflict.	Harvey Weiss	25	3	S	8/0/0	12/2/0				x

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Course No.	Course Title	Description	Instructor	%	Contact	Term	2012-13	2013-14	2014-15
				Middle	Hours/	Offered	UG/GR		
Classical Civilization									
CLCV 202 / HIST TBD	Egypt and the Classical World	The complex historical relationship between ancient Egypt and the classical world. Egypt's influence on the Hellenistic imagination; the effects of Greek settlement in Egypt on Egyptian culture; ways in which the relationship between the two cultures shapes modern views of both civilizations.	Joseph Manning	100	3	F	--	--	X
CLCV 204 / HIST 300	Alexander the Great and the Hellenistic World	The history and culture of the ancient world between the rise of Macedonian imperialism in the fourth century B.C.E. and the annexation of Egypt by Augustus in 30 B.C.E. Particular attention to Alexander, one of the most important figures in world history, and to the definition of "Hellenism."	Joseph Manning	30	3	S	--	--	X
CLCV 226 / HIST 330	Ancient Empires	The history and institutions of empires in the ancient Near East, Egypt, and the Mediterranean world. Some comparison with other early empires in areas such as China. The roles of law, religion, and ethnicity and identity; economic institutions and structures.	Joseph Manning	75	3	F	--	--	X
CLCV 269 / NELC 351	Antiquity in Islam	Historical and sociological study of the emergence of Islam in its late antique setting, as well as its links to the classical cultures of the Mediterranean, Near East, and Iranian plateau.	Martin John Devecka	90	3	S	--	--	X

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							UG/G/P		
CLCV 308 / HIST 212	The Ancient Economy	A survey of the economies of the ancient Mediterranean world, with emphasis on economic institutions, the development of the economies over time, ancient economic thought, and the interrelationships between institutions and economic growth. Material evidence for studying the economies of the ancient world, including coinage, documentary material, and archaeology.	Joseph Manning	75	3	S	--	12/0/1	--
CLCV 309	Ancient Law	Ancient law and society from the Bronze Age to the early Middle Ages, including material from the ancient Near East, Egypt, Greece, Rome, Islam, and early medieval Germanic systems. Perspectives are primarily anthropological and sociological.	Joseph Manning	25	2	F	6/1/6	--	--
CLSS 894 / ARCG 709 / HIST 509 / HSAR 556	Modes of Exchange in Ancient Societies	In this interdisciplinary seminar we examine modes of exchange in ancient societies. How did individuals and groups exchange commodities, ideas, beliefs, images, and so on? What drove exchange and what effects did it have? What role did ancient ideologies regarding exchange play in different spheres of life (economic, legal, religious, cultural)? We aim to strike a balance between theorizing types of exchange (economic, belief systems, etc.) and their effects on one hand, and case studies of exchange in different ancient societies (e.g., Greece, Rome, Egypt, China) on the other.	Joseph Manning, Millette Gaifman	25	2	S	--	0/6/0	--

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							UG/G/P		
College Seminars									
CSTC 300	Captivity and Law in World History	Historical, legal, social, economic, and technological factors that have structured the captivity of foreigners in different European, Atlantic, and Middle Eastern societies since antiquity. Approaches to the question of when a person who is not a criminal can be legally deprived of freedom. Topics include piracy, prisoners of war, war criminals, slavery, and human trafficking.	William Smiley	33	2	S	--	10/0/0	--
Comparative Literature									
LITR 201 / JDST 314	Transnational Encounters in Contemporary Israeli Poetry	Introduction to authors and trends that have shaped Hebrew poetry of the twentieth and twenty-first centuries in Israel and abroad. Topics include multilingualism, translation, cosmopolitanism, gender politics, travel, diaspora, and migration.	Adriana Jacobs	70	3	F	2/0/0	--	X
LITR 277 / JDST 321	Hebrew Modernist Poetry	Exploration of modernism in Hebrew poetry. The cultural history of Hebrew modernism; relations to Jewish nationalism; the influence of European literary schools; the avant-garde movement; Hebrew neosymbolism. Close reading of twentieth-century poetic texts in translation, with attention to related literary criticism.	Hannan Hever	100	3	F	--	--	X

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						Offered	UG/G/P			
LITR 281	Modern Hebrew Poetry	The cultural history of Hebrew poetry in the twentieth century, when poetry became a central arena for the rise of Jewish nationalist culture. Major movements, from Bialik's romanticism through postmodernism of the 1990s and early twenty-first century. Close reading of poems in the original language accompanied by articles on the history of Hebrew poetry. Readings in Hebrew and in English; discussion in English.	Hannan Hever	100	2	F	--	--		x
LITR 282	Cultural Study of Israel	Major trends in cultural studies explored using Israel as a case study; focus on the political-critical approach. Theoretical questions regarding the definition of culture; critical approaches to cultural texts; theories of high, low, and popular cultures; the constitution of the subject within the cultural arena. Attention to literature, cinema, music, and visual art.	Hannan Hever	100	3	S	--	--		x
LITR 472 / MMES 169	Art and Revolution in Cuba, Algeria, and Palestine	The relation of artistic practices to political upheaval. Ways in which moments of political crisis create new possibilities for art; the compatibility of political and artistic revolutions. Case studies include the Cuban revolution, the Algerian revolution, and the ongoing conflict in Israel and Palestine.	Robyn Creswell	66	3	F	--	--		x

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				Middle	Hours/	Offered	UG/G/P		
LITR 473 / MMES 164	Politics and Literature in the Middle East	Laurence Sterne's Tristram Shandy and A Sentimental Journey explored in the context of contemporary criticism and modern literary theory. Tristram Shandy's famously experimental nature; its historical context, as well as its place in the development of the eighteenth-century British novel and its importance to the changing nature of the printed book. Additional readings from the works of Swift, John Locke, Ephraim Chambers, the Sciblerians, Diderot, Machado de Assis, Gogol, and others.	Robyn Creswell	100	3	F	--	--	X
CPLT 691 / JDST 691	Hebrew Allegory as Cultural Critique	This course studies thoroughly the theory of allegory (Fletcher, Auerbach, Benjamin, de Man, Gadamer). These theories guide (and are analyzed by) readings in Hebrew texts from the Bible to the twenty-first century. (Literary texts are read in Hebrew; the discussion is conducted in English.)	Hannan Hever	100	2	F	--	0/1/0	X
CPLT 905 / JDST 690	Jewish and Arabic Literature in Israeli Space	The Hebrew language in Israel is a juncture of Jewish and Arabic literature, whether by way of translations or by way of Arab authors and poets writing in Hebrew. This course offers analyses of both Jewish and Arabic literary texts within the context of the conflicting cultural and political reality. Another such juncture to be discussed is writings by Arab-Jews (Jews from Arab countries, Mizrahim) and their acceptance (or the lack thereof) in the context of an Israeli literary space.	Hannan Hever	100	2	S	--	0/2/0	--

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<u>Ethnicity, Race, and Migration</u>									
ER&M 352	Migrant Cities	Study of ways in which migration is changing the contours of global cities. Case studies include Los Angeles, New York, Beirut, Cairo, Dubai, La Paz, and Miami. Social, historical, economic, and theoretical perspectives on modernity and migration.	Amina El-Amman	40	2	S	12/0/0	--	x
<u>French</u>									
FREN 215 / MIMES 165	Introduction to Maghreb Literature and Culture	An introduction to contemporary culture and francophone literature in the Maghreb (Algeria, Morocco, and Tunisia). Focus on relations between the Islamic world and the French colonial experience, on post-independence discourses, and on ethnic and gender issues. Authors and filmmakers include Allouache, Ben Jelloun, Ben Lyazid, Chraïbi, Djebar, Feraoun, Mellah, and Mimouni.	Edwige Tamalet	100	3	F	6/0/0	--	--
FREN 422 / AFST 322 / LITR 321 / MIMES 362 / WGSS 344	Francophone Postcolonial Theory and Literature	An introduction to concepts and thinkers of francophone postcolonial theory. Key texts compared with their respective theories. Authors include Frantz Fanon, Edouard Glissant, Albert Memmi, Abdelkebir Khatibi, and Assia Djebar.	Edwige Tamalet	25	3	F	9/0/0	--	--
FREN 425	North African Poetry in French	Introduction to North African poetry composed in French during the twentieth and twenty-first centuries. Works explored within the broader context of metropolitan French and Arabic poetry; juxtaposition with other modes of expression including painting, dance, music, the Internet, and film. The literary, aesthetic, political, religious, and philosophical significance of poetic discourse.	Thomas Connolly	100	3	S	--	--	x

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				Middle	Hours/	Offered	UG/GrP		
FREN 951 / AFAM 822 / AFST 651	The Francophone African Novel	A comprehensive study of the novel—its discourse, aesthetics, and history—in colonial and postcolonial francophone Africa. Authors include Lamine Senghor, Ousmane Socé, Ousmane Sembène, Ferdinand Oyono, Ahmadou Kourouma, Yambo Ouologuem, Mariama Bâ, Aminata Sow Fall, Fatou Diome, Calixthe Beyala, Alain Mabanckou. Readings in French; course conducted in English.	Christopher L. Miller	25	2	F	0/5/0	--	--
Global Affairs									
GLBL 271	International Politics of the Middle East	The emergence and evolution of the Middle East system of states and its international politics from the late Ottoman period to the present. Ways in which social structures, political economy, and the international system shape state behavior. The rise of nationalism; economic and political liberalization; forms of identity politics; the role of armed nonstate actors.	Emma Sky	100	3	S	39/5/1	45/0/1	X
GLBL 361 / GLBL 554 / PLSC 436	Violence: State and Society	Examination of large-scale violence, generally within sovereign states. Why violence happens, why it takes place in some locations and not others, why it takes specific forms (insurgency, terrorism, civilian victimization), what explains its magnitude (the number of victims), and what explains targeting (the type or identity of victims).	Mathew Kocher	30	3	F	--	12/6/0	X

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							UG/G/P		UG/G/P		UG/G/P	
GLBL 370	US Diplomacy in the Middle East: 1979-Present	American statecraft and foreign policy since World War II, with a focus on events in the Middle East from the Iranian revolution to the present. The actions of policy makers both in Washington, D.C. and in U.S. embassies; the role of history in decision making by foreign policy practitioners.	Ryan Crocker	100	3	S	18/0/0	--	--	--	--	
GLBL 372 / INRL 614	The New Iraq	The impact of U.S. policy, state collapse, sectarian rivalry, and the emergence of violent non-state actors following the U.S.-led invasion of Iraq in 2003. Effects of external intervention and domestic legacies— patrimonialism, the political economy of oil, and violence—in shaping the new Iraq; whether Iraq had become a democracy or had reverted to authoritarianism by the end of the U.S. era.	Emma Sky	100	2	F	18/5/3	16/1/0			x	
GLBL 713	Middle East Politics	The course explores the emergence and evolution of the Middle East system of states and its international politics, through a framework of analysis that is partly historical and partly thematic. Themes are developed through extensive discussion of Iraq, Iran, and Israel and the Palestinians.	Emma Sky	100	2	S	--	6/8/2			--	

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GLBL 737	Global Order through Law: Gaddafi Case Study	The International Criminal Court case against Muammar Gaddafi serves as the lens through which we examine the rise and contradictions of a global order based on law. Dimensions of the case will highlight the role of the UN Security Council, ICC investigations, judicial decisions, the impact of the case in the negotiations, and the role of national and international courts in transitional justice including Libya's challenge to the case's admissibility before the ICC.	Luis Moreno Ocampo	100	2	S	--	6/10/0	--
Greek									
GREK 405 / GREK 705	Daily Life in the Papyri	Introduction to the language and the content of Greek papyri from Egypt. Emphasis on documents of various kinds.	Joseph Manning	25	3	S	--	--	X
History									
HIST 031	Political Islam	A historical introduction to Islamic law and debates in Islamic political thought from the Prophet to the Arab Spring. Different interpretations of Islamic law, the formation of Muslim empires, European colonialism, nationalist movements, jihad, and the role of religion in contemporary politics in Pakistan, Egypt, Malaysia, Iran, Europe, and the United States.	Julia Stephens	30	3	S	--	--	X
HIST 042	Oil and Empire	The political and social history of oil since the late nineteenth century, including global trends and processes. Oil's impact on the rise and fall of empires and the fates of nation-states; its role in war and its impact on social and cultural life. Focus on the Middle East, with some attention to Venezuela, Indonesia, and the Niger Delta.	Rosie Bsheer	80	3	S	--	--	X

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							UG/G/P		UG/G/P		UG/G/P	
HIST 219 / HIST 535 / ER&M 219 / JDST 200 / JDST 761 / MMES 149 / RLST 148 / RLST 773	History of the Jews and Their Diasporas to Early Modern Times	A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings.	Ivan Marcus	35	3	F	30/0/0	20/2/0			x	
HIST 232J / HUMS 443 / JDST 270 / JDST 763 / MMES 342 / RLST 201	Medieval Jews, Christians, and Muslims Imagining Each Other	How members of Jewish, Christian, and Muslim communities thought of and interacted with members of the other two cultures during the Middle Ages. Cultural grids and expectations each imposed on the other; the rhetoric of otherness—humans or devils, purity or impurity, and animal imagery; and models of religious community and power in dealing with the other when confronted with cultural differences.	Ivan Marcus	100	2	F	3/0/0	1/0/0			x	
HIST 337 / MMES 337	The Mediterranean from the Crusades to Napoleon	Introduction to the history of the Mediterranean from the era of the Crusades to Napoleon's conquest of Egypt. Topics include city states and empires, religious conflict and coexistence, commerce, gender, military history, the arts, travel, piracy, and orientalism. Ways in which the study of the Mediterranean has shaped knowledge about the medieval, early modern, and modern worlds.	Alan Mikhail, Francesca Trivellato	80	3	S	--	22/0/0			x	

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HIST 343J / HIST 865 / MMES 344 / NELC 316 / RLST 313 / RLST 685	Iran's Prophets of Protest	Iranian messianic movements from ancient to modern. Emphasis on continuity in patterns of dissent, social impact and challenges to religious and political establishments, and influences on the Islamic world and beyond. Zoroastrian apocalyptic origins. Manichean moral community and Mazdakite protocommunism, emergence of the Mahdi and Shi'i movements from Isma'ilis to Safavids, "Universal Peace" from Mughal India to Babi-Baha'i modernity, and messianic trends from the Islamic Revolution to contemporary Iran.	Abbas Amanat	100	2	F	--	--	X
HIST 344	Making of the Modern Middle East	Introduction to narratives and debates in the history of the Middle East from the mid-eighteenth century to the present. Local, regional, and global events and processes; political, social, cultural, and intellectual realities. Readings from the fields of history, anthropology, politics, and literature.	Rosie Bsheer	100	3	S	--	--	X
HIST 344J	The Ottoman, Safavid, and Mughal Empires	History of the Ottoman, Safavid, and Mughal empires, and the plural, Islamicate societies over which they claimed sovereignty, from their origins to their decline and dissolution. Focus on the formation and character of the imperial polities.	Gagan Sood	75	2	S	6/1/0	--	--

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							UG/G/P		UG/G/P		UG/G/P	
HIST 345 / HIST 590 / JDST 265 / JDST 764 / MMES 148 / RLST 202 / RLST 777	Jews in Muslim Lands from the Seventh to the Sixteenth Centuries	Jewish culture and society in Muslim lands from the Prophet Muhammad to Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire.	Ivan Marcus	100	3	S	--		64/0/3			x
HIST 346 / MMES 144	The Making of Modern Iran	The political, socioreligious, and cultural history of modern Iran from the Shi'ite revolution and the rise of the Safavid Empire to the present. Discussion of Shi'ism and the state, relations with neighboring countries (the Ottoman Empire and India), Russia and Britain in Qajar Iran, the Babi-Baha'i religion, the constitutional revolution, the Pahlavi dynasty, oil, nationalism and relations with the United States, the causes and the consequences of the Islamic revolution, and Iran in the contemporary Middle East.	Abbas Amanat	100	3	S	--		14/2/0			--
HIST 347J / HIST 836 / MMES 442	From the Great Game to the Great Satan	Encounters of Iran and its neighbors with Britain, Russia, and the U.S. since the 19th century. Attention both to Western imperial interests in the region and to indigenous forms of resistance to imperial hegemony.	Abbas Amanat	100	2	S	14/2/0		--			--
HIST 347J / MMES 147	The Ottoman Empire	Major trends in Ottoman history and historiography. The political and imperial history of the ruling Ottoman elite; the culture, politics, and realities of marginal groups such as peasants, women, and minorities. The complex web of relationships between the state and its bureaucrats, peasants, judges, families, and merchants.	Alan Mikhail	100	2	S	--		--			x

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HIST 348 / MMES 441	Empire, Nationalism, and Revolution in the Modern Middle East	A survey of the Middle East and its transformation from the age of Islamic empires to modern nation-states; the political, economic, and cultural challenge of the West; nationalism, ideology, and autocracy in the Arab world, Iran, and Turkey; religion, modernity, and social protest; the Arab-Israeli conflict and the United States; the Islamic revolution; and ethnicity, gender, and identity in the contemporary Middle East.	Abbas Amanat	100	4	S	18/1/0	--	x
HIST 350J / HIST 827 / CPLT 827 / NELC 410	Myth and Memory in the Persian <i>Book of Kings</i>	Examination of Ferdowsi's Shahnameh, one of the greatest epic tragedies of all time, with emphasis on six major stories. Exploration of Persian political culture and historical memories over the course of a millennium since the work's composition. Discussion in English; texts available in English or in the original Persian.	Abbas Amanat	100	2	S	4/6/0	--	x
HIST 360 / MMES 171 / NELC 402	The Islamic Near East from Muhammad to the Mongol Invasion	The shaping of society and polity from the rise of Islam to the Mongol conquest of Baghdad in 1258. The origins of Islamic society; conquests and social and political assimilation under the Umayyads and Abbasids; the changing nature of political legitimacy and sovereignty under the caliphate; provincial decentralization and new sources of social and religious power.	Adel Allouche	100	4	F	7/0/0	2/0/0	--
HIST 384J / MMES 172 / NELC 403	The Middle East between Crusaders and Mongols	The impact of the Crusades and the Mongol conquests on the Islamic Middle East. Political, social, and economic changes in the region from the eleventh century to the middle of the fourteenth. Emphasis on the rise of new dynasties as a result of changes in the ethnic mosaic of the Middle East.	Adel Allouche	100	2	S	7/0/0	9/0/0	x

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							UG/G/P		
HIST 385J / MMES 345	The Middle East and the West: A Cultural Encounter	The Orient and the Occident as cultural constructs; encounters with Islam and the Middle East since the eighteenth century; evolving Muslim attitudes toward the West; orientalism and representations of the Middle East in Western literature and media; images of the United States; clash or dialogue of civilizations.	Abbas Amanat	50	2	F	--	5/0/0	--
HIST 385J	Reformers and Revolutionaries in the Arab World	Major social and intellectual trends of the Arab world and their relation to major events and movements of the twentieth century. The influence of colonial, postcolonial, and neocolonial thought; issues faced by activists, lawyers, feminists, leftists, nationalists, Islamists, secularists, liberals, and unionists; ways in which such struggles shaped people's social lives and futures; the causes and implications of current uprisings.	Rosie Bsheer	100	3	F	--	--	x
HIST 387J / AFST 487	West African Islam: Jihad Tradition and Its Pacifist Opponents	The influence of Islam on state and society, and the encounters of Muslim Africans first with non-Muslim societies in Africa and then with the modern West in the colonial and postcolonial periods. Focus on Muslim religious attitudes and responses to the secular national state and to the Western tradition of the separation of church and state.	Lamin Sanneh	35	2	F	7/0/0	2/1/2	x

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HIST 398J / MMES 173 / NELC 404	Mamluk Egypt	A study of the Mamluks, manumitted slaves initially imported to Egypt for military service who established their own rule over Egypt and Syria (1250–1517). Focus on the structure and workings of the Mamluk state. Military, political, economic, and social factors that contributed to the grandeur and, later, the decline of the Mamluk period in Egypt and its conquest by the Ottoman Turks.	Adel Allouche	100	2	S	4/0/0	3/0/0	X
HIST 524	Demotic Egyptian Texts: Archives	Close reading of Demotic texts of various genres, including wisdom texts, literary compositions, historical inscriptions, documentary texts, and graffiti.	Joseph Manning	100	2	S	0/3/0	--	--
HIST 638	Readings in Early Modern Europe and the Ottoman Empire	The seminar has twin goals: to introduce students to central topics in the history of early modern Europe and the Ottoman Empire and to have them grapple with historiographical debates about comparative history, connected histories, and early modernity. Classics and recent works include B. Bailyn, K. Barkey, F. Braudel, K.N. Chaudhuri, N. Zemon Davis, J. Goldstone, L. Peirce, J.F. Richards, and S. Subrahmanyam.	Francesca Trivellato, Alan Mikhail	50	2	F	--	0/8/0	X
HIST 829 / HIST 860 / NELC 830	From Medina to Constantinople: The Middle East, 600-1517	The seminar discusses the religious and political events that shaped the Middle East from the rise of Islam to the Ottoman conquest of Egypt. It encompasses Arab lands, Iran, and Turkey.	Adel Allouche	100	2	F	0/3/0	1/0/0	X

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						Offered	UG/G/P			
HIST 832	Modern Middle East History and Research	This course examines the state of scholarship, research methods, and analysis with special reference to the modern Middle East. It covers historiographical debates, impact of social sciences, cultural studies, and Orientalism as well as archives and manuscript sources, research projects, and historical styles.	Abbas Amanat	100	2	S	--	--		x
HIST 834	Narratives of Modern Iran	Close reading, content analysis, and contextual study of modern Persian historical narratives, autobiographies, reform literature, memoirs, travel accounts, and selective documents as well as major studies on the themes of power, morality and violence, Islam and politics, modernity, and contested identities.	Abbas Amanat	100	2	F	0/4/0	--		x
HIST 850	Research Seminar in Middle Eastern History	This course has three goals: to introduce students to the most important classic and recent historiography in the field; to develop familiarity with reading various kinds of primary source materials in Arabic, Persian, and Turkish; and to offer students an opportunity to develop and present their own research.	Abbas Amanat, Alan Mikhail	100	2	S	--	0/4/0		--
HIST 998	Directed Reading	Recent topics include: Middle East History; Social and Gender in History of the Middle East; Mediterranean/ Byzantine/Renaissance Historiography	Abbas Amanat	100	3	F S	0/2/0 0/2/0	0/4/0 0/4/0		x

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History of Art									
HSAR 005 / HUMS 081	Medieval Cathedrals Past and Present	A study of two great cathedrals of Eastern and Western Christianity, the sixth-century Hagia Sophia in Istanbul (Constantinople) and the twelfth-century Notre Dame of Paris. Comparison of their creation within different cultural regions and their reception in the modern world. Survey of representations of these buildings in art of the Middle Ages and in modern prose and verse.	Robert Nelson	50	3	S	--	5/0/0	--
HSAR 264 / HUMS 423 / MMES 124	Byzantion, Constantinople, Istanbul	Byzantion, Constantinople, Istanbul, one city by three names, straddles Europe and Asia. The life and monuments of one of the world's most interesting and beautiful cities from antiquity to the present, Homer to Panuk, and church to mosque to secularism.	Robert Nelson	100	3	F	14/3/0	--	--
HSAR 266 / ARCH 271 / HUMS 450 / MMES 126 / SAST 266	Introduction to Islamic Architecture	Introduction to the architecture of the Islamic world from the seventh century to the present, encompassing regions of Asia, North Africa, and Europe. A variety of sources and media, from architecture to urbanism and from travelogues to paintings, are used in an attempt to understand the diversity and richness of Islamic architecture. Field trip to the Metropolitan Museum of Art in New York.	Kishwar Rizvi	35	3	F	--	16/7/0	X
HSAR 276	The Art of Christian Empires from Constantine to Charlemagne	Late Antique art from the first beginnings of Christian art in the third century to Eastern and Western successors of the Roman Empire in the ninth century.	Robert Nelson	25	3	S	--	--	X

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							<u>UG/G/P</u>		
HSAR 277	Religion and Visual Culture in the Eastern Mediterranean, 313–800 C.E.	The use of art and architecture for both competition and communication in religions of the eastern Mediterranean, from Constantine through the rise of Islam. Forms of visual expression during the period; ways in which images of the divine shaped and reinforced cultural and social structures.	Örgü Dalgıç	100	3	S	--	2/0/0	--
HSAR 381 / HUMS 416 / MIMES 101	Introduction to Islamic Art	The theory and practice of art-making in the Middle East, North Africa, and South Asia from the early years of Islam in the 7th century to the present. Illustrated manuscripts and the arts of calligraphy and ceramics as they pertain to the creation of an Islamic visual culture.	Kishwar Rizvi	100	3	F	10/4/0	--	x
HSAR S382 / MIMES S224	Art and Revolution in the Modern Middle East	Explores the intersection of modern art and political upheaval during the last two centuries in the Modern Middle East. Spans from Napoleon's invasion of Egypt in 1798, tracing a trajectory of fine arts and visual culture in the region, to the graffiti, cartoons, and social media of the Arab Spring. Focuses on questions of the impact of political change on art and visual culture; the role of ethnicity, gender, and class in modern Middle Eastern art; and the lasting mark of colonialism, post-colonialism, and neo-colonialism on the region.	Alexandra Seggarman	100	8	Su	--	x	--

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HSAR 430	Painting and Poetry in Islamic Art	Relations between the literary and visual arts in the medieval and early modern Islamic world. Focus on the arts of Iran, Turkey, and India. Study of materials from collections at the Yale University Art Gallery and the Beinecke Rare Book and Manuscript Library. Includes a field trip to the Metropolitan Museum of Art in New York.	Kishwar Rizvi	100	2	F	--	--	X
HSAR 569 / ARCG 704 / CLSS 875	Cleopatra: A Legend for All Time	The life of a queen who became a celebrity and remains a legend serves as the starting point for an exploration of art and architecture produced in Egypt and Rome during the late Hellenistic period and early Roman Empire. Cleopatra was antiquity's greatest female star and one of the most famous women who ever lived. While the full panorama of her life is forever lost, Cleopatra comes alive in surviving works of ancient art and other remains of what was once an opulent material culture. Every generation has its own Cleopatra, and the mythical Egyptian queen's reinvention in later art, literature, and film are also considered.	Diana Kleiner	50	2	F	--	0/4/0	X
HSAR 579	Modernism and the Middle East	The concepts that inform the making and reception of modern architecture in the Middle East; the debates and theories of modern architectural production that have informed the discourse on Islamic architecture by situating cases of colonial and nationalist architecture in the context of their particular social and religious history.	Kishwar Rizvi	100	2	F	--	--	X

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HSAR 602	Gift, Object, Presence: The Circulation of Precious Things in the Middle Ages and the Early Modern Period	The seminar considers recent literature in anthropology and cultural studies on objects and their roles in human society and focuses on the dynamic, rather than the static, process rather than product. Its chronological and geographic range is similarly interactive and subject to the imaginations of seminar participants, who prepare research papers and participate in general discussions.	Robert Nelson	25	2	F	--	1/13/0	--
HSAR 652	Documenting the World: Issues in the History of the Visual Catalog	This seminar explores the significance of the documentary survey in Europe and the Middle East and studies original and facsimile copies of manuscripts at the Beinecke Rare Book Library and the Yale Center for British Art.	Kishwar Rizvi	50	2	F	--	0/10/1	--
HSAR 708	Museum and Nation	We investigate how architecture participates in the museum's assertion of national, colonial, and postcolonial genealogies and origin stories. We focus on museums/cases in our region—the Yale Art Gallery, the National Gallery of Art, and the Metropolitan Museum of Art, for which abundant architectural and museological primary sources are accessible—as well as a second complex of case studies including the new museums built and planned in the United Arab Emirates that do or will exhibit Islamic and Western art in the service of various specialized missions. Course includes a one week study tour of the United Arab Emirates.	Kishwar Rizvi	100	2	S	--	1/7/1	--

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International Relations									
INRL 610	Topics in Modern Middle East Studies	CMES GC seminar, including speakers from a variety of academic disciplines and other backgrounds addressing political, economic, social, cultural, and historical issues across the Middle East/North Africa region.	Frank Griffel	100	3	F or S	--	--	X
INRL 728	Issues in Terrorism and Counter-terrorism	This seminar examines the foundations of terrorism, its nature and consequences, as well as the challenges that states confront in combating terrorist threats. Theoretical and historical approaches are supplemented with practical understandings drawn, in part, from the instructor's experience as both a Middle East terrorism analyst and a senior counterterrorism official on the National Security Council staff.	Michele Malvesti	50	2	S	2/7/2	--	X
INRL 761	American Statecraft: Middle East as Case Study	Examination of the use of history in decision making by foreign policy practitioners, with a focus on events in the broader Middle East in which the instructor was a participant. Special attention to American foreign policy practitioners, both in Washington, D.C., and in U.S. embassies, from the Iranian Revolution and the Lebanon Crisis of 1982-84 through current developments in Iraq, Pakistan, and Afghanistan.	Ryan Crocker	90	2	S	2/8/1	--	--

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Judaic Studies									
JDST 202 / RLST 146	Judaism: Continuity and Change	An examination of the enduring ideas, values, and cultural expressions of the Jewish people as found in the Bible, Talmud, and Midrash. How, since the time of the ancient Israelites, Jews and Judaism have not merely survived but responded creatively to the challenges of their history and encounters with pagan culture, Christian culture, Islamic culture.	Christine Hayes	100	3	S	--	--	x
JDST 235 / JDST 721 / RLST 147 / RLST 721	Introduction to Judaism in the Ancient World	The emergence of classical Judaism in its historical setting. Jews and Hellenization; varieties of early Judaism; apocalyptic and postapocalyptic responses to suffering and catastrophe; religious imagination; law and life; the rabbi; faith in reason; Sabbath and festivals; history and its redemption.	Steven Fraade	100	3	S	3/3/20	1/0/11	x
JDST 239 / JDST 759 / RLST 255 / RLST 755	Paths of Purity in Ancient Judaism	The cultural and ideological underpinnings and the social and religious functions of purity systems in ancient Judaism, from biblical systems and their ancient Near Eastern context, through the purity debates of the Second Temple period, to rabbinic and early Christian discussions. The distinct religious realms associated with purity, including ritual purity, moral purity, holiness, and eating taboos; insights from recent scholarship in the field.	Yishai Kiel	100	2	F	--	0/1/4	--

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JDST 247 / JDST 747 / RLST 325 / RLST 736	Rabbis and Others in Late Antiquity	Relations between Jews and other religious and ethnic groups in Persian and Roman Mesopotamia during late antiquity, from the third through the seventh centuries A.D. Attention to Syriac-speaking Christians, Zoroastrians, and indigenous Babylonian pagans. Consideration of rivals to the rabbis for power over the Jewish community, such as dream interpreters, aristocrats claiming royal descent, magicians, holy men, and astrologers. Attitudes, personalities, and events described in the Babylonian Talmud	Richard Kalmn	80	2	F	--	--	x
JDST 256 / JDST 725 / RLST 400 / RLST 757	The Dead Sea Scrolls and the History of Ancient Judaism: The Damascus Document	Study of one of the most important of the Dead Sea Scrolls. Attention to its place in the history of biblical interpretation and ancient Jewish law; the nature and rhetorical function of its textual practices; and its relation to the central sectarian writings of the Qumran community. Prerequisite: reading proficiency in ancient Hebrew	Steven Fraade	100	2	F	--	1/2/5	x
JDST 263 / JDST 767 / HIST 222 / HIST 957 / NELC 159 / WGSS 225	Marriage and Kinship in Medieval Near East	The social world of ordinary Jews during the Middle Ages in relation to the norms expressed in elite religious texts and in comparison with their Christian and Muslim neighbors. Use of Jewish documents preserved from tenth- to thirteenth-century Egypt and Syria. Focus on kinship and family life; the family as a flexible unit of social organization in a context marked by relatively few formal institutions.	Eve Krakowski	100	3	F	3/1/0	--	x

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JDST 273 / JDST 766 / HIST 588 / NELC 267 / NELC 561 / RLST 221 / RLST 754	Jewish Sectarianism in the Medieval Islamic World	Varieties of Jewish religious life in the Islamic world from the ninth through the fourteenth century. The development of medieval rabbinic and nonrabbinic (particularly Karaite) literatures in their contemporary Near Eastern contexts; scripturalism, exegesis, theology, and legal writing; popular religion and religious identity in everyday life.	Eve Krakowski	100	2	F	--	x	x
JDST 273 / JDST 778 / HEBR 155 / HEBR 555 / HIST 219J / HIST 592	Sources for Medieval Hispano-Jewish Civilization	Critical documents for the study of Jewish culture in Spain from the tenth through fifteenth centuries. Close reading and historical contextualization of works from the major genres of Hispano-Jewish literary activity, including linguistic thought, biblical exegesis, sacred and secular poetry, philosophy, mysticism, codes, responsa, and religious polemic.	Bernard Septimus	25	3	S	1/2/1	--	--
JDST 275 / PHIL 409 / PHIL 609	The Philosophy of Maimonides	Introduction to the philosophical system of the medieval Jewish philosopher Moses Maimonides. His radically nonanthropomorphic conception of God; his resultant understanding of the nature of man and the ends of life; and the ways in which he took ethics, religion, and politics to be structured toward the fulfillment of those ends.	Gabriel Citron	50	2	S	--	6/0/0	--
JDST 276 / JDST 771 / HIST 958 / NELC 158 / RLST 250 / RLST 769	Jews and Minorities in the Islamic State	Jewish legal identity and the social practice of Jewish law in the medieval Islamic Near East. Islamic political contexts of Jewish communal institutions; leadership, authority, and coercion; practices and functions of legal courts; comparative readings of responsa, legal documents, and prescriptive legal codes.	Eve Krakowski	100	2	S	0/2/1	--	x

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JDST 292 / JDST 785 / MMES 160 / NELC 155 / NELC 592	State and Society in Israel	The interplay between state and society in Israel; current Israeli discourse on controversial issues such as civil rights in a Jewish-democratic state, Jewish-Arab relations, right and left politics, orthodoxy, military service, globalization, and multiculturalism. Sociopolitical changes that have taken place in Israel since the establishment of the state led to the reshaping of Israeli Zionist ideology.	Dina Roginsky	100	3	F	4/1/0	--	x
JDST 293 / JDST 793 / HIST 248 / HIST 587 / RLST 214 / RLST 799	Introduction to Modern Jewish Thought	An overview of Jewish philosophical trends, movements, and thinkers from the seventeenth century to the twenty-first. Topics include enlightenment, historicism, socialism, secularism, religious radicalism, and Zionism.	Eliyahu Stern	80	3	S	--	12/1/4	x
JDST 306 / MMES 157 / NELC 157 / NELC 557	Israeli Narratives	Close reading of major Israeli novels in translation with attention to how their themes and forms relate to the Israeli condition. Theories of war and peace, migration, nationalism, and gender. Authors include Yehoshua, Grossman, Matalon, Castel-Bloom, and Kashua. No knowledge of Hebrew required.	Shiri Goren	100	2	S	9/0/0	--	--
JDST 311 / JDST 676 / RLST 418 / RLST 735	Babylonian Aramaic	Introduction to the Aramaic dialect used in the Babylonian Talmud and Geonic literature. Basic structure and types of the dialect; methodology for investigating it; comparison with other Aramaic dialects; contact with Hebrew and other languages.	Yochanan Breuer	100	2	S	3/3/1	--	x

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JDST 320	Judaism through Poetry TR	Introduction to poetry written by Jews from antiquity to modern times, with attention to the Jewish, Islamic, and Christian cultures that influenced it. Readings include selections from the Bible, the Talmud, and the Dead Sea Scrolls; Hebrew hymns of Byzantine Palestine; Arabized Hebrew verse of Muslim and Christian Spain; and mystical poetry from late antiquity and the Ottoman Empire.	Peter Cole	75	3	S	--	--		x
JDST 332 / MMES 197 / RLST 193	Zionism	Introduction to the core ideas of the Zionist movement from the mid-nineteenth century to the mid-twentieth. Focus on internal Jewish debates and criticism of the movement by European and Middle Eastern intellectuals. Social, political, cultural, and messianic ideological strands within the movement and their interpretations of various historical experiences and ideas located in the Jewish tradition.	Eliyahu Stern	50	3	F	--	3/0/0		x
JDST 333 / JDST 833 / HIST 2291 / HIST 604	Orthodox Jewry in Modern Times	The history of Orthodox Jewry from the mid-eighteenth century to the present. Innovations introduced by the Jewish Enlightenment, and the traditional establishment's responses to them; the mainstream, neoorthodox, and ultraorthodox wings of the Reform movement; issues of identity and culture surrounding Jewish nationalism, the Zionist movement, and the emergence of the State of Israel.	Michael Silber	35	2	F	--	0/0/1		--

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JDST 392 / JDST 727 / RLST 405 / RLST 752	Mishnah Seminar: Tractate Rosh Hashanah	Close study of a tractate of the Mishnah, the earliest digest of rabbinic law, and its accompanying Tosefta, dealing with rules for the establishment of New Moons, the intercalation of the lunar calendar, the testimony and examination of witnesses, the festival of the New Year (Rosh Hashanah), and the sounding of the Shofar. Dual attention to the historical significance of the legal and ritual institutions represented and to the cultural significance of the rhetoric of that representation, including the interplay of law and narrative. Prerequisite: reading fluency in ancient Hebrew.	Steven Fraade	100	2	F	--	--	x
JDST 393 / JDST 736 / RLST 409 / RLST 746	Midrash Seminar: The Theophany at Sinai	The giving of the Torah to Israel as seen through rabbinic eyes. Close readings of midrashic texts. Views of revelation, tradition, interpretation, law, and commandment in their literary and historical contexts. Interpretations and interpretive strategies compared with those of other ancient biblical exegetes, both Jewish and non-Jewish.	Steven Fraade	100	2	S	0/1/1	--	--
JDST 400 / JDST 728 / RLST 408 / RLST 651	Midrash Seminar: Exodus 32 and Its Midrashic Development	A study of the midrashic career of the Golden Calf story. Examination of the rich and polyphonic tradition of interpretation found in the Bible itself, in ancient translations, and in classical rabbinic sources. Requires reading proficiency in Hebrew.	Christine Hayes	100	3	F	--	--	x
JDST 410 / JDST 685 / HEBR 163	Mishnaic Hebrew Grammar	Introduction to the orthography, phonology, and morphology of Mishnaic Hebrew, the Hebrew employed in rabbinic texts of the first two centuries C.E.	Yochanan Breuer	100	2	F	4/1/0	--	x

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JDST 413 / JDST 683 / NELC 165 / NELC 530 RLST 411 / RLST 781	Biblical, Qumranic, and Targumic Aramaic	Survey of the historical and philological aspects of biblical, Qumranic, and Targumic Aramaic. Comparison of the dialects' grammar and historical development; some attention to topics in comparative Semitic philology and historical linguistics; the influence of Hebrew and Aramaic on one another over time. Reading and extensive philological analysis of texts in each of the three dialects.	Aharon Maman	100	2	F	--	0/2/4	--
JDST 414 / JDST 684 / RLST 425 / RLST 725	Talmuic Narratives in Context	Critical study of Talmudic narrative through analysis of selected stories from the Babylonian Talmud. Historical, literary, cultural, philological, comparative, and theological perspectives on the narratives. The role of the Babylonian redactors and storytellers and the significance of their cultural context in the formation of Talmudic stories; implications of the narratives for historical reconstructions; tools of theoretical and methodological analysis used in the field of Talmudic studies.	Yishai Kiel	100	2	S	--	1/1/1	--
JDST 722 / RLST 675	Ancient Judaism	An in-depth survey of the history and literature of Judaism in late antiquity through the rabbinic period. Special attention is given to the problems and possibilities of employing rabbinic sources for the purposes of historical reconstruction in the period that saw the emergence of the Gospels and the formation of Christianity.	Steven Fraade	100	2	S	--	--	x

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JDST 756 / RLST 756	Ancient Judaism Seminar: The Temple Scroll	The topic of this seminar, which is required of graduate students in Ancient Judaism, changes yearly. This term we study the Temple Scroll, one of the most important of the Dead Sea Scrolls. Attention to its place within the history of the biblical text and biblical interpretation and the development of ancient Jewish law, the nature and function of its textual practices, and its relation to the more clearly sectarian of the Qumran writings. Possible topics to be covered: cultic calendar, temple constructions, sacrifice, ritual purity, priests, kings, prophets, judiciary, marital vows, sexual taboos, and holy war. Prerequisite: reading knowledge of ancient Hebrew.	Steven Fraade	100	2	F	0/7/4	0/13/7	X
Near Eastern Languages and Civilizations									
Akkadian									
AKKD 110 / AKKD 501	Elementary Akkadian I	Introduction to the language of ancient Babylonia and its cuneiform writing system, with exercises in reading, translation, and composition.	Eckart Frahm	100	3	F	3/2/0	1/0/1	X
AKKD 120 / AKKD 501	Elementary Akkadian II	Continuation of AKKD 110 / AKKD 501.	Eckart Frahm	100	3	S	2/2/0	1/0/1	X
AKKD 130 / AKKD 502	Intermediate Akkadian I	Close reading of selected Akkadian texts; introduction to Akkadian dialects, cuneiform epigraphy, and research techniques of Assyriology.	Eckart Frahm; Benjamin Foster	100	3	F	--	2/3/0	X
AKKD 140 / AKKD 502	Intermediate Akkadian II	Continuation of AKKD 130 / AKKD 502.	Benjamin Foster	100	3	S	--	2/3/0	X
AKKD 503	Advanced Akkadian	Close reading of selected Akkadian texts	Benjamin Foster	100	2	F/S	--	--	X

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Egyptian EGYP 110 / EGYP 501	Introduction to Classical Hieroglyphic Egyptian I	An introduction to the language of ancient pharaonic Egypt (Middle Egyptian) and its hieroglyphic writing system, with short historical, literary, and religious texts. Grammatical analysis with exercises in reading, translation, and composition.	Julia Hsieh; Colleen Manassa	100	4	F	13/0/0	7/0/1	x
EGYP 117 / EGYP 510	Elementary Biblical Coptic I	The native Egyptian language in the Roman and Byzantine periods. Thorough grounding in grammar and vocabulary of the Sahidic dialect as a basis for reading biblical, monastic, and Gnostic texts.	Kevin Wilkinson	100	3	F	--	0/1/4	--
EGYP 120 / EGYP 501	Introduction to Classical Hieroglyphic Egyptian II	Continuation of EGYP 110 / EGYP 501.	Julia Hsieh; Colleen Manassa	100	3	S	12/0/0	6/0/0	x
EGYP 127 / EGYP 510	Elementary Biblical Coptic II	Continuation of EGYP 117 / EGYP 510.	Kevin Wilkinson	100	3	S	--	0/1/5	--
EGYP 131 / EGYP 502	Intermediate Egyptian I: Literary Texts	Close reading of Middle Egyptian literary texts; introduction to the hieratic (cursive) Egyptian script. Readings include the Middle Kingdom stories of Sinuhe and the Eloquent Peasant and excerpts from Wisdom Literature.	Colleen Manassa	100	2	F	--	11/0/0	--
EGYP 135 / EGYP 590	Egyptian Coffin Text	Readings of the religious texts of Middle Kingdom coffins. Focus on creation accounts, the Shu texts, spells of transformation, and the Book of the Two Ways. Readings in both normalized hieroglyphic transcription and original cursive hieroglyphic writing. Study of coffin panels in the collection of the Yale Art Gallery.	John Darnell	100	2	F	4/2/0	--	x

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EGYP 137	Introduction to Gnostic Texts in Coptic	Readings in Gnostic and Valentinian literature from Nag Hammadi, in several dialects of Coptic.	Bentley Layton	100	3	S	--	--	X
EGYP 141 / EGYP 502	Intermediate Egyptian: Historical Texts	Close reading of Middle Egyptian historical texts in original hieroglyphic and hieratic script. Initial survey of ancient Egyptian historiography and grammatical forms peculiar to this genre of text.	Colleen Manassa	100	2	F	6/1/0	2/0/0	X
EGYP 147 / EGYP 512 / RLST 422 / RLST 658	Egyptian Monastic Literature in Coptic	Readings in the early Egyptian classics of Christian asceticism in Sabidic Coptic, including the desert Fathers and Shenute.	Stephen Davis	100	3	S	--	--	X
EGYP 151 / EGYP 535	Intermediate Egyptian: Late Egyptian Stories	Narrative tales from the New Kingdom, including the Tale of the Two Brothers, the Story of Apophis and Segenure, the Taking of Joppa, and the Tale of Woe, read primarily in the hieratic script. Introduction to the combination of Middle and Late Egyptian grammar that characterizes the literary production of the New Kingdom, with particular reference to Ramesside monumental inscriptions, including the papyrus versions of the <i>Kadesh Battle texts</i> .	Colleen Manassa	100	2	S	1/2/0	--	X
EGYP 503	Late Egyptian Miscellanies	Translation and close reading of the corpus of New Kingdom texts know as the "Late Egyptian Miscellanies." Genres include divine hymns, model letters, praise of cities, and border reports. The texts are examined within the social and political context of Ramesside Egypt.	Colleen Manassa	100	2	S	1/3/0	--	X
EGYP 511 / RLST 602	Introduction to Coptic Literature	An introduction to Coptic literature.	Bentley Layton	100	3	F	1/2/4	--	X

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EGYP 516 / RLST 662	Coptic Prose Texts: Apa Shenoute	Artistic prose in Coptic of the classical period, primarily from works of Apa Shenoute.	Bentley Layton	100	3	S	1/2/3	--	x
EGYP 550	Introduction to Demotic	Introduction to the script and grammar of demotic, including readings of the Instruction of Onkhsheshonqy and excerpts from the bilingual decrees.	John Darnell	100	2	F	0/6/0	--	x
EGYP 551	Demotic Texts	Close reading of Demotic texts of various genres, including wisdom texts, literary compositions, historical inscriptions, documentary texts, and graffiti.	Joseph Manning	100	2	S	0/1/0	--	x
EGYP 578	The Egyptian Netherworld Books	Study of the Underworld texts from the royal tombs of the New Kingdom. Readings from the Amduat, the Book of Gates, the Book of Caverns, the Book of the Creation of the Solar Disk, the Book of the Day and the Night, the cryptographic Books of the Solar-Osirian Unity, the Book of the Heavenly Cow, and the Book of Nut.	John Darnell	100	2	S	--	--	x
Mesopotamia									
MESO 507	History of Mesopotamia to the second Millennium	The history of Mesopotamia to the second millennium.	Benjamin Foster	100	3	F	0/4/0	--	x
MESO 508	History of Mesopotamia: 2000-1550 B.C.E.	The history of Mesopotamia from 2000-1550 B.C.E.	Benjamin Foster	100	3	S	--	0/2/0	--
MESO 512	Women in Assyria and Babylonia	Study and interpretation of historical inscriptions, letters, legal treatises, and religious and literary texts related to the life of Assyrian and Babylonian women. Prerequisite: knowledge of Akkadian.	Eckart Frahm	100	3	F	1/3/1	--	x
MESO 531	Beginning Sumerian	Two-term introduction to Sumerian.	Shana Zaia	100	3	F S	0/3/0 0/2/0	-- --	x

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MESO 532	Intermediate Sumerian	Intermediate study of Sumerian.	Benjamin Foster	100	3	F S	-- 0/2/0	0/3/0 0/2/0	X
MESO 533	Advanced Sumerian	Advanced study of Sumerian.	Benjamin Foster	100	2	S	--	0/2/0	X
MESO 539	Directed Readings: Assyriology	Directed readings in Assyriology.	Benjamin Foster	100	3	F	0/2/0	--	X
MESO 544	Mesopotamian Scholarly Texts	Study and interpretation of omen treatises, medical texts, and commentaries from Babylonia and Assyria.	Eckart Frahm	100	3	S	0/1/1	--	X
MESO 559	Directed Readings: Assyriology	Directed readings in Assyriology.	Benjamin Foster	100	3	F S	0/3/0 0/1/0	0/1/0 0/1/0	X
NELC									
NELC 001 / ARCG 001	Egypt and Northeast Africa: A Multidisciplinary Approach	Examination of approximately 10,000 years of Nile Valley cultural history, with an introduction to the historical and archaeological study of Egypt and Nubia. Consideration of the Nile Valley as the meeting place of the cultures and societies of northeast Africa. Various written and visual sources are used, including the collections of the Peabody Museum and the Yale Art Gallery.	John Darnell	100	3	F	12/0/0	--	--
NELC 101 / HUMS 377	Origins of Western Civilization: The Near East from Alexander to Muhammad	Cultural and historical survey of Hellenistic, eastern Roman, Parthian, Byzantine, and Sassanian empires in the Near East. Emphasis on mutual influences of Near Eastern and classical worlds, the rise of Christianity and Islam in Near Eastern contexts, and the division of East and West between conflicting ideas of unity.	Benjamin Foster	35	3	S	20/1/0	--	X

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NELC 102 / HUMS 440 / MMES 102	Introduction to the Middle East	Introduction to the history and cultures of the Middle East, from the rise of Islam to the present, including the Arab world, Iran, Turkey, and Israel. Emphasis on factors important for understanding the Middle East today.	Benjamin Foster	100	3	F	34/0/1	--	x
NELC 103 / NELC 503 / ARCG 236 / HSAR 236	The Art of Ancient Palaces	Introduction to the art and architecture of palaces in ancient Egypt, Mesopotamia, and the Bronze Age Aegean. Special attention to palatial workshops (painting, sculpture, pottery, faience, glass, ivory, metal) in cultural context. Emphasis on the iconography of power, including the establishment within palatial complexes of the world's oldest botanical and zoological gardens.	Karen Foster	100	3	F	--	--	x
NELC 104 / NELC 504 / ARCG 239 / HUMS 252 / HSAR 239	Art of the Ancient Near East and Aegean	Introduction to the art and architecture of Mesopotamia, Egypt, and the Aegean, with attention to cultural and historical contexts.	Karen Foster	100	3	S	7/2/0	--	x
NELC 106 / NELC 502 / ARCG 235 / HSAR 235 / HUMS 245	The Worlds of Homer	Interdisciplinary study of the artistic, literary, and cultural worlds of Homer's Iliad and Odyssey, beginning in the Bronze Age of the Trojan War heroes and ending with the Homeric legacy in Western civilization. Topics include Homeric myth and reality, new archaeological evidence, the emergence of Greek art and thought, and Mediterranean and Near Eastern interconnections.	Karen Foster	25	3	S	--	7/0/0	--
NELC 108 / NELC 508 / ARCG 237 / HSAR 237	Ancient Painting and Mosaics	Developments in wall painting, vase painting, and mosaics as seen in ancient Egypt, the Aegean Bronze Age, and the Greek, Etruscan, and Roman world.	Karen Foster	60	3	F	--	3/1/0	x

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				Middle	Hours/	Offered	UG/G/P		
NELC 112 / NELC 512 / ARCG 222 / RLST 141	Egyptian Religion through the Ages	Topics in Egyptian religion including religious architecture; evidence for protodynastic cults; foreigners in Egyptian religious celebrations; music and vocal expression in Egyptian religion; Re and Osiris; and the goddess of the eye of the sun. The approach is diachronic.	John Darnell	100	3	S	--	--	X
NELC 115 / NELC 515	The Bible in Its Ancient Near Eastern Setting	History of the Assyrian, Babylonian, and Persian empires of the first millennium B.C.E.; how their rise and fall influenced the politics, religion, and literary traditions of biblical Israel. Topics include the role of prophecy and (divine) law, the birth of monotheism, and the historical reliability of the Hebrew Bible.	Eckart Frahm	100	3	S	--	--	X
NELC 116 / NELC 516 / HUMS 244 /	Myth and Ritual in the Ancient Near East	Introduction to ancient Near Eastern tales about gods and heroes. Topics include creation, the cosmic order, sacred marriage, divine battles, death, and the interaction between gods and humans. Focus on myths from Mesopotamia, with comparison to Egyptian, biblical, and classical traditions.	Kathryn Slanski	100	3	F	--	15/0/2	--
NELC 120 / ARCG 221 / HSAR 234	Egyptomania	Conceptual underpinnings of the use of ancient Egyptian motifs in architecture, painting, sculpture, and decorative arts throughout Western Europe, the Middle East, and North America from antiquity to the present. Coordinated with the exhibit <i>Echoes of Egypt</i> at the Peabody Museum.	Colleen Manassa	100	3	S	17/0/0	35/0/0	X
NELC 121 / HUMS 384	The Hero in the Ancient Near East	Exploration of the interaction of religion, history, and literature in the ancient Near East through study of its heroes, including comparison with heroes, heroic narratives, and hero cults in the Bible and from classical Greece.	Kathryn Slanski	100	3	F	116/0/0	--	X

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						Offered	UG/G/P			
NELC 156 / NELC 556 / HUMS 420 / LITR 178 / MMES 201	Classics: The Arabic-Islamic World	Survey of the literary tradition of the Arabic-Islamic world (West Asia, North Africa, and Muslim Spain). Prose and poetry from the Qur'an to the Arabian Nights; attention to the interdependence of the works and their cultural setting, the agendas authors pursued, and the characters they portrayed.	Beatrice Gruendler	100	3	F	--	4/2/0	--	
NELC 189 / NELC 589 / ANTH 363 / ANTH 763 / ARCG 363 / ARCG 763	Archaeologies of Empire	Comparative study of origins, structures, efficiencies, and limitations of imperialism, ancient and modern, in the Old and New Worlds, from Akkad to "Indochina," and from Wari to Aztec. The contrast between ancient and modern empires.	Harvey Weiss	25	2	F	2/1/0	--	x	
NELC 220 / NECL 620 / ARCG 223 / ARCG 623 / WGSS 226 / WGSS 622	Lives in Ancient Egypt	Introduction to the social history of ancient Egypt from 3,100 to 30 B.C.E. Focus on the lives of particular individuals attested in the textual and archaeological record, from pharaohs and queens to artists, soldiers, and farmers. Reading of primary sources in translation; course projects integrate ancient objects in Yale collections.	Colleen Manassa	100	3	F	12/3/0	25/0/0	--	
NELC 230 / CLCV 113 / HUMS 434	Mesopotamia's Literary Legacy	Major works of ancient Near Eastern literature; relationships with literary traditions in the Hebrew Bible and ancient Greece. Readings include myths, epics, wisdom literature, love poetry, and humorous stories.	Kathryn Slanski	50	3	S	7/0/0	--	x	

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NELC 314 / NELC 567 / ARCG 346 / ARCG 746	Ancient Civilizations of Nubia	Introduction to the sociocultural history and archaeology of ancient Nubia; special attention to interconnections with Egypt and Africa. Nubia's role in shaping both the origin of pharaonic civilization and African cultural identity; parallels and divergences with Saharan, West African, and Near Eastern cultures. Use of the Nubian collection of the Peabody Museum.	Maria Gatto	35	3	F	--	1/5/0	--
NELC 315 / CLCV 312 / HUMS 442	Translating the Hero	Relationships between masterworks of ancient Near Eastern and Greek literature and their reworkings by Western authors and artists. Traditional notions of heroism, such as the righteous sufferer, the epic hero, and the tragic hero. Manipulation of ancient sources in the retelling of stories and themes; the mechanics of transmission and borrowing; questions of archetype.	Kathryn Slanski	35	2	S	--	7/0/0	X
NELC 490 / NELC 850 / MMES 490	Introduction to Classical Arabic and Islamic Studies	Comprehensive survey of the various subjects treated in Arabic and Islamic studies, with representative readings from each. Detailed investigation into the methods and techniques of scholarship in the field, with emphasis on acquiring familiarity with bibliographical and other research tools.	Dimiri Gutas	100	2	F	2/4/0	2/3/0	X
NELC 513	Readings in Egyptian History	Readings in Egyptian history.	Colleen Manassa	100	2	F	--	--	X
NELC 514	Late Period Egypt	Late period Egypt.	John Darnell	100	2	F	--	--	X
NELC 517	Survey of Cuneiform Literature	A survey of cuneiform literature.	Benjamin Foster	100	3	S	0/4/0	--	X

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NELC 520	Mesopotamian History of the Third Millennium	Mesopotamian History of the Third Millennium.	Benjamin Foster	100	3	F	--	0/3/0		--
NELC 529	Seals and Sealing in the Ancient Near East	The course investigates seals and seal use in Mesopotamia and surrounding areas from the earliest impressions in the Neolithic to the Neo-Babylonian period. The teaching will take the form of a research seminar with active student participation and will be based on the extensive glyptic material in the Yale Babylonian Collection.	Agnete Lassen	100	3	S	--	1/4/1		--
NELC 829	History of the Arabic Language	The development of the Arabic language from the earliest epigraphic evidence through the formation of the classical 'Arabiyya and further, to Middle Arabic and Neo-Arabic. Readings of textual specimens and survey of secondary literature.	Beatrice Gruendler	100	2	F	1/5/0	--		--
NELC 831	Greco-Arabic Seminar	Study and analysis of medieval Arabic translations of classical Greek texts.	Dimitri Gutas	80	2	S	--	1/1/0		--
NELC 844	Arabic Paleography	An in-depth discussion of Arabic paleography.	Adel Allouche	100	2	S	--	--		x
NELC 844	Arabic Textual Criticism and Editorial Technique	Theory and practice of preparing critical editions of classical Arabic texts. Analysis of manuscripts and preparation of stemmatic representation of their relation; establishment of the text; preparation of a critical apparatus.	Dimitri Gutas	100	2	S	--	1/6/0		--
NELC 845	Arabic Text Critique and Editorial Technique	Arabic text critique and editorial technique.	Dimitri Gutas	100	2	S	--	--		x
NELC 846	Philosophy of Avicenna	The philosophy of Avicenna.	Dimitri Gutas	100	2	F	--	--		x

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NELC 849	Directed Readings	Recent topics have included Aristotle in Arabic; Women Writers; and Avicenna's Almagec.	Dimitri Gutas	100	2	F/S	0/1/0	0/1/0	x
Semitics									
SMTC 501	Introduction to Comparative Semitics	Introduction to general Semitic phonology, morphology, and syntax in the light of historical and comparative linguistics. We survey the grammar of all major branches of the Semitic languages and discuss different aspects in reconstructing the Proto language.	Aaron Butts	100	3	S	1/4/0	--	--
SMTC 521	Elementary Syriac	A two-term introduction to the Syriac language. The first term is devoted to acquiring the essentials of Syriac grammar and vocabulary. The second term focuses on the reading and analysis of Syriac texts from various genres and time periods.	Aaron Butts	100	3	F S	0/2/6 1/2/6	--	--
SMTC 522	Intermediate Syriac	Reading and analysis of Syriac texts from various genres and time periods.	Aaron Butts	100	3	F	--	0/1/0	--
SMTC 525 / RLST 615	Introduction to Syriac Christianity	Overview of Syriac Christianity, with emphasis on historical and cultural contexts, from the first centuries of the Common Era into the early Islamic period. No knowledge of the Syriac language is required.	Aaron Butts	100	3	F	--	0/5/3	--

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SMTC 531	Introduction to Aramaic	A two-term introduction to the Aramaic language. The first term is devoted to acquiring the essentials of Aramaic grammar and vocabulary, followed by the reading and analysis of texts in Old Aramaic (ca. 900–ca. 600 B.C.E.) and Imperial Aramaic (ca. 600–ca. 200 B.C.E.). The second term focuses on the reading and analysis of texts in Middle Aramaic (ca. 200 B.C.E.–ca. 200 C.E.) and Late Aramaic (ca. 200–ca. 1200 C.E.).	Aaron Butts	100	2	F	1/7/2	--	--	--
SMTC 542 / AFST 542	Introduction to Classical Ethiopic	An introduction to the Classical Ethiopic language, focusing on acquiring the essentials of grammar and vocabulary.	Aaron Butts	100	3	F	--	0/0/7	--	--
SMTC 543	Readings in Classical Ethiopic	Reading and analysis of texts in Classical Ethiopic.	Aaron Butts	100	3	F	0/1/2	--	--	--
SMTC 545	Ethiopic Biblical Exegesis	Readings in Classical Ethiopic texts related to Biblical exegesis. Attention is paid to locating the Ethiopic exegetical material within the broader Christian tradition, especially with regard to Syriac and Arabic, as well as to possible connections with Jewish exegetical traditions.	Aaron Butts	100	3	S	0/0/2	--	--	--

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Political Science									
PLSC 128 / GLBL 247	Development under Fire	The recent emergence of foreign assistance as a tool of counterinsurgency and post-conflict reconciliation. Evaluation of the effects of aid in settings such as Afghanistan, Iraq, Colombia, and the Philippines. Examination of both theory and practice of conducting development work in the shadow of violence. Strengths and weaknesses of different evaluation methods, including randomized control trials (RCTs) and survey experiments.	Jason Lyall	50	3	S	114/7/0	--	X
PLSC 151 / PLSC 668 / EP&E 280 / GLBL 245	International Dimensions of Democratization	The role played by international factors such as socialization, coercion, and emulation in the current wave of democratizations around the world. Focus on the extent to which democratic processes can be affected from the outside.	Nikolay Marinov	25	2	F	15/0/1	--	--
PLSC 183 / PLSC 683 / EP&E 259	Europe, the United States, and the Iraq Crisis	Examination of the contrasting relations between the main European powers and the United States in their approaches to Iraq in order to understand the divisions attending the 2003 war and the subsequent transfer of sovereignty. Topics include the Iran-Iraq War (1980-88), the first Persian Gulf crisis (1990-91), the sanctions regime (1991-2002), problems of peacekeeping and nation building, and the Obama exit strategy.	Jolyon Howorth	100	2	S	18/0/0	19/0/0	X

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PLSC S286	Terrorism, Law and Morality	Legal and moral issues in democracies' responses to terrorism. What the term "terrorism" denotes and why and when it is used; U.S. law regarding material support for terrorism; the targeted killing of persons in a global battlefield; how terrorism compares morally to other forms of political violence.	Andrew March	30	8	Su	--	7/0/9		--
PLSC 306 / PLSC 635 / EP&E 255	Sovereignty	The history of the concept of sovereignty, including current debates over its meaning in political philosophy, international relations, and jurisprudence. Discussion of how these debates relate to both historical and contemporary political problems.	Andrew March	30	2	F	--	9/1/0		--
PLSC S325	Islamic Political Thought	Survey of major themes and concepts in Islamic political thought. Events and dynasties of the formative period. The building blocks of orthodox Islamic political thought, situated within the tradition of Islamic law. Examination of contemporary trends.	Andrew March	75	7.5	Su	--	--		x
PLSC 329 / PLSC 589 / LAW 21364/ MMES 389 / RLST 197	Islamic Law and Ethics	Introduction to key theoretical and practical dimensions of Islamic jurisprudence. Theological problems in Islamic law; topics in positive Islamic legal doctrine; historical survey of public and constitutional law in Islam; modern debates about the role of Islamic law in independent sovereign states. Case studies include Saudi Arabia, Egypt, Iran, and Pakistan.	Andrew March	90	3	S	--	7/1/8		x

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							UG/GR		
PLSC 355 / PLSC 741	Armed Groups and Patterns of Violence	Characteristics of armed organizations such as state militaries, police forces, insurgent groups, secessionist movements, and terrorist organizations. The patterns of political violence used by these groups. Readings from political science, history, anthropology, and sociology.	Elisabeth Wood	25	2	S	--	--	X
PLSC 374 / PLSC 774 / MMES 480	Comparative Politics of the Middle East	Overview of current scholarship on Middle East politics, with attention to ways in which it differs from scholarship based on other regions and to its place in the broader discipline of comparative politics. The relationship between religion and politics; participation in elections, civil society, and political activism; the role of the military; labor and other actors.	Ellen Lust	100	3	F	--	1/3/1	X
PLSC 389 / AFST 373 / MMES 181	Middle East Exceptionalism	The Middle East and North Africa in comparative perspective. Evaluation of claims that the region's states are exceptionally violent, authoritarian, or religious. Themes include gender, Islam, nation and state formation, oil wealth, terrorism, and war.	Adria Lawrence	100	2	S	11/0/1	13/2/0	X
PLSC 394 / MMES 481	Introduction to Middle East Politics	An overview of politics in the Middle East and North Africa, with particular attention to state formation, Islam, oil, and the Arab-Israeli conflict as these influence regime type, political stability, and economic development.	Ellen Lust	100	3	S	--	13/0/0	--
PLSC S394	Introduction to Middle East Politics	An overview of politics in the Middle East and North Africa. State formation, the roles of religion and oil in politics, political institutions, economic development, and the prospects for economic and political reform.	Ellen Lust	100	7.5	Su	12/0/2	--	--

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PLSC 396	Elections in Strong Societies, Weak States	The politics of electoral processes outside the Western context. The domestic politics of elections; the challenges of elections in post-conflict environments and regime transitions; the influence of international actors.	Ellen Lust	75	2	S	--	8/1/0	--
PLSC 415 / SOCY 172	Religion and Politics	Challenges to the view of religion as an archaic force destined to dwindle away in a secularized society. A historical and comparative investigation of the relationship between religion and politics in Europe and the United States, with comparisons to the Muslim world.	Sigrun Kahl	35	3	S	82/0/0	72/0/1	x
PLSC 774	Comparative Perspective on Middle East Politics	This course provides an overview of current scholarship on Middle East politics. It pays particular attention to how the Middle East informs our understanding of authoritarianism, as well as the ways in which work on the Middle East differs from comparative politics focused on other regions.	Ellen Lust	100	2	F	--	1/3/1	x
Religious Studies									
RLST 050 / MMES 050	Islam and Modernity	Introduction to contemporary Islam and to the notion of modernity. Focus on whether Islam excludes modernity and a democratic society and how Muslims see the relationship among Islam, modernity, and democracy.	Frank Griffel	100	3	S	15/0/0	12/0/0	--

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RLST 103	Pilgrimage in Comparative Perspective	A methodological and historical introduction to the practice of pilgrimage in different cultural and religious settings. Anthropological perspectives on pilgrimage as a social phenomenon; case studies from Greco-Roman, Jewish, Christian, Islamic, Indian, and Buddhist pilgrimage traditions; secular forms of ritualized travel.	Stephen Davis, Andrew Quintman	50	2	F	15/0/0	--	--
RLST 114 / RLST 820 / JDST 238 / JDST 740	Prophecy in Context	Comparative study of the religious phenomenon of prophecy, with a focus on Jewish and Christian traditions. Biblical narratives about prophetic activity explored in their original Near Eastern and Greek cultural settings; the role of prophecy in the Hebrew Bible and in later interpretive traditions; modern examples of the relationship between prophecy and apocalypse.	Hindy Najman, Robert Wilson	60	2	S	--	4/1/11	--
RLST 116	Monasticism in Comparative Perspective	Traditions of monasticism from antiquity to the present. Elements that distinguish monasticism from other kinds of religious and nonreligious practice; types of monastic practice and institutions; monastic literary and artistic traditions; the effects of a monastery's physical setting on the everyday life of its inhabitants; monastic communities' responses to the challenges of modernity. Historical, ethnographic, archaeological, literary, and visual sources.	Stephen Davis, Andrew Quintman	50	2	S	--	--	X

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RLST 120 / JDST 272 / PHIL 220	Medieval Philosophy	Introduction to central problems and themes in medieval philosophy. The confrontation between Greek philosophy and the Abrahamic or scriptural religions of Judaism, Christianity, and Islam; conceptions in metaphysics, epistemology, philosophy of mind, and ethics to which the encounter gave rise. Philosophers include Augustine, Saadiah, al-Farabi, al-Ghazali, Maimonides, ibn-Rushd, Aquinas, Crescas, and Ockham.	Paul Franks, Stephen Ogden	50	3	F	--	8/1/3	--
RLST 145 / HUMS 349 / JDST 110	The Bible	The writings common to both Jewish and Christian scripture examined as diverse and often conflicting expressions of the religious life and thought of ancient Israel. The works' cultural and historical setting in the ancient Near East; the interpretive history of selected passages influential in Western culture. Introduction to a wide range of critical and literary approaches to biblical studies. Students view course lectures, which survey the entire Bible, on line; class time focuses on specific biblical passages and their subsequent interpretation in Jewish and Christian culture.	Christine Hayes	100	3	F	--	47/0/1	x
RLST 155 / RLST 535 / HIST 351 / MMES 193	The Golden Age of Islam	The development of Islamic civilization in the Middle East, North Africa, Spain, Iran, and India from Muhammad through the Mongol invasions to the rise of the Ottoman, Safavid, and Mughal empires (600–1500 C.E.). Emphasis on the intellectual and religious history of Islam in the age of the caliphates and during the rule of regional dynasties.	Gerhard Bowering	100	3	S	5/0/2	10/1/1	--

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RLST 158 / RLST 649 / HIST 226 / HUMS 422 / NELC 326	Jesus to Muhammad: Ancient Christianity to the Rise of Islam	The history of Christianity and the development of Western culture from Jesus to the early Middle Ages. The creation of orthodoxy and heresy; Christian religious practice; philosophy and theology; politics and society; gender; Christian literature in its various forms, up to and including the early Islamic period.	Stephen Davis	75	3	F	26/0/2	--	--
RLST 166	Classical Arabic Philosophy	Close reading of primary texts from the Arabic philosophical tradition c. 750–1300, with attention to the major arguments and underlying assumptions of each author. The translation movement via al-Farabi, Ibn Sina (Avicenna), al-Ghazali, Maimonides, and others; the philosophical textbooks of Muslim madrasa education.	Frank Griffel	100	3	F	--	--	X
RLST 170 / MMES 192	The Religion of Islam	The rise of Islam in Arabia; Muhammad and the Qur'an; Muslim tradition and religious law; crucial issues of Islamic philosophy and theology; basic beliefs and practices of the Muslim community; religious institutions and modern trends.	Gerhard Bowering	100	3	F	6/0/0	1/0/0	X
RLST 253 / RLST 659 / HIST 211J / HIST 571 / NELC 380 / NELC 534	The Making of Monasticism	The social and intellectual history of Christian monasteries, hermits, ascetics, and monastic institutions and values in late antiquity and the early Middle Ages, as seen in classic texts of monastic literature and in monastic archaeology. Readings in translation.	Bentley Layton	35	2	S	--	8/3/2	--

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RLST 287 / RLST 717 / MMES 391	Islamic Theology and Philosophy	Historical survey of major themes in Muslim theology and philosophy, from teachings of the Qur'an to contemporary Muslim thought. The systematic character of Muslim thought and of the arguments given by thinkers; reason vs. revelation; the emergence of Sunnism and Shi'ism; the reaction of Muslim theology (from 1800) to the challenges of the West.	Frank Griffel	100	3	F	--	15/1/4	--
RLST 290 / MMES 290 / PLSC 435	Islam Today: Jihad and Fundamentalism	Introduction to modern Islam, including some historical background. Case studies of important countries in the contemporary Muslim world, such as Egypt, Iran, Pakistan, and Saudi Arabia. Islam as a reactive force to Western colonialism; the ideals of Shari'a and jihad; violence and self-sacrifice; and Islam as a political ideology.	Frank Griffel	100	3	F	47/1/1	--	x
RLST 292 / RLST 723 / MMES 292	Salafiyya Movement in Islam	Close study of the development of the Salafiyya movement, a widely spread modernist reform movement of Muslim intellectuals during the 18th and 19th centuries. Further development of the movement during the 20th century that led to the emergence of Islamic fundamentalism.	Frank Griffel	100	2	S	9/2/6	--	x
RLST 322 / RLST 682 / CPLT 628 / GMAN 388/ GMAN 685/ HUMS 410 / JDST 237 / JDST 737 / LITR 327	Translating the Sacred	Historical dynamics of cultural transfer, translation, reinterpretation of religious revelations, and foundational narratives from antiquity to modernity. Readings from ancient scripture, modern literary works, and theoretical reflections.	Hindy Najman, Kirk Wetters	35	2	F	--	2/5/0	--

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				Middle	Hours/	Offered	UG/GR		
RLST 400 / RLST 757 / JDST 256 / JDST 725	The Dead Sea Scrolls and the History of Ancient Judaism: The Damascus Document	Study of one of the most important of the Dead Sea Scrolls, the Damascus Document. Attention to its place within the history of biblical interpretation and ancient Jewish law; the nature and rhetorical function of its textual practices, both narrative and legal; its ideological formulations, literary history; and relation to the central sectarian writings of the Qumran community.	Steven Fraade	100	2	F	--	1/2/5	--
RLST 667	Arabic Bible and Biblical Interpretation	This graduate seminar focuses on the ways the Bible was transmitted and interpreted in the medieval Arabic-speaking world, with a special focus on Christian Arabic texts.	Stephen Davis	100	2	F	--	4/4/0	--
RLST 714	Proofs for God's Existence in Islam	Based on Kant's categorization of proofs.	Frank Griffel	100	2	S	--	--	X

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							UG/G/P		UG/G/P		UG/G/P	
RLST 715	The Theology of Fakhr al-Din al-Razi (d. 1210)	Recent research has shown that Fakhr al-Din al-Razi was the most influential Muslim theologian in the so-called postclassical period in Islam after 1100. In his works, Islamic theology and philosophy reached a mature state that brings together several intellectual traditions, among them that of classical Ash'arism, of Aristotelian philosophy (falsafa), of al-Ghazali's critique of falsafa, and of Sufism. The kind of synthesis that Fakhr al-Din al-Razi created dominated the education of Sunni theologians up to the mid-eighteenth century, when the confrontation with modernity created new priorities. This seminar takes a close look at this understudied thinker. The goal is to understand the most widespread kind of Islamic theology of the centuries between 1200 and 1750, a time that is not yet covered in textbooks on Islamic intellectual history. We read selections of Fakhr al-Din's work in the Arabic original.	Frank Griffel	100	2	S	--		1/3/0		--	
RLST 720	Seminar on the Qur'an	Intensive study of the Qur'an. Readings in commentaries on the Qur'an. Special emphasis on textual and hermeneutical problems.	Gerhard Bowering	100	2	F	0/5/0		--		--	
RLST 720	The Biblical Roots of the Qur'an	Intensive study of the Qur'an with special emphasis on its biblical roots. Readings in Arabic commentaries on the Qur'an.	Gerhard Bowering	100	2	F	--		0/2/0		--	

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RLST 721	Seminar in Islamic Religious Thought	The development of Islamic civilization in the Middle East, North Africa, Spain, Iran, and India from Muhammad through the Mongol invasions to the rise of the Ottoman, Safavid, and Timurid empires (600-1500 C.E.). Emphasis on the intellectual and religious history of the Arabs and Iranians.	Gerhard Bowering	100	2	S	--	--	X
RLST 726	The Life and Thought of Ibn Taymiyya	This seminar aims at engaging with Ibn Taymiyya's rich theological thought, which is often misrepresented by his contemporary followers from the Salafi, Wahhabi, and Jihadist movements. The seminar will also look into the life of Ibn Taymiyya and the problems of historiography in the Mamluk period. We will read Ibn Taymiyya's texts in the original Arabic as well as secondary literature in English.	Frank Griffel	100	2	F	0/3/0	--	--
RLST 730	Seminar in Islamic Tradition and Mysticism	Intensive study of Islamic texts in Arabic manuscript form. Readings in classical Arabic sources of Sufism and Hadith selected from Abhari's <i>Ādāb al-fuqarā'</i> (<i>The Rules of the Dervishes</i>) and <i>Rihādat al-nafs</i> (<i>Training the Soul</i>). The readings are situated within the development of Islamic tradition and Sufi mysticism during the classical period of Islam (eighth–eleventh century).	Gerhard Bowering	100	2	S	0/1/0	--	X

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RLST 732	Comparative Religious Thought in Classical Islam	Among the most impressive documents of religious literature in Islam are several books on "The Religions and Sects" or "The Differences of Religious Opinions" by Abd al-Qahir al-Baghdadi (d. 1037), Ibn Hazm (d. 1064), and most importantly al-Shahrastani (d. 1153), as well as many other, smaller authors. These books are often characterized as heresiographies, i.e., works that document heterodox religious opinions, or simply as doxographies, i.e., works that document the various opinions that people hold. The books not only present religious views but also classify them and discuss how they relate to the assumed orthodoxy of the author. These works offer a thorough self-description of Islam and produce quite robust comparative religious thought. The seminar takes a close look at this tradition, reading selected passages in the original Arabic.	Frank Griffel	100	2	F	--	0/3/0	--
RLST 801	Hebrew Bible Seminar: Problems in the Book of Jeremiah	A close reading of the Hebrew Text of Kings with attention to evaluating recent scholarly theories about the book's literary history. Prerequisite: two years of Biblical Hebrew or the equivalent; reading knowledge of German helpful but not required.	Robert Wilson	100	2	F	0/2/7	--	x
RLST 801	Hebrew Bible Seminar: Problems in the History of Israelite Religion	An intensive study of important features of ancient Israelite religion, including the origins of monotheism, the priesthood, prophecy, and apocalyptic.	Robert Wilson	100	2	F	--	0/1/13	--

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RLST 805	History and Methods of Old Testament Interpretation	Reading and critical evaluation of major classic works in the history of Old Testament studies from Wellhausen to the present. Prerequisite: working knowledge of Biblical Hebrew; reading knowledge of German helpful but not required.	John Collins; Robert Wilson	100	2	F	0/0/9	--	X
RLST 962	Directed Reading	Ancient Christianity; Patristic Christology	Christopher Bealey	100	1	F S	0/1/0	0/1/0	X
RLST 965	Directed Reading	Ancient Judaism; Judaic Studies; 19th Century Jewish History; 20th Century Jewish History; and Recent Trends in Ancient Judaism.	Steven Fraade; Hindy Naiman	100	1	F S	0/2/0	0/1/0	X
RLST 966	Directed Reading	Islamic Studies; Round Table Seminar; Methods in Islam	Staff	100	1	F, S	--	--	X
Sociology									
SOCY 135 / AFST 280 / MMES 196	Islamic Society, Culture, and Politics	The historical development of the global Muslim community, from its origins in seventh-century Arabia through its spread over subsequent centuries into the Middle East, Africa, Central, South, and Southeast Asia, and the West. The tremendous variation and complexity expressed in society, culture, and politics across the Islamic world; Islam as a unifying factor on critical issues such as religious practice, political structure and activism, gender, and cultural expression.	Jonathan Wrytzen	100	3	F	--	5/0/0	--

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SOCY 232 / AFST 348 / AFST 548 / MMES 291	Islamic Social Movements	Social movement and network theory used to analyze the emergence and evolution of Islamic movements from the early twentieth century to the present. Organization, mobilization, and framing of political, nonpolitical, militant, and nonmilitant movements; transnational dimensions of Islamic activism. Case studies include the Muslim Brotherhood, Hamas, Hizbollah, Al-Qaeda, Al-Adl wa-Ihsann, and Tablighi Jama'at.	Jonathan Wyrzen	100	2	S	--	16/4/0	x
SOCY S236/ AFST S325 / GLBL S361 / HIST S236 / MMES S285	Society and Politics of North Africa	Offered in Ifrane and Rabat, Morocco. The Maghrib—Morocco, Algeria, Tunisia, and Libya—has historically been a critical frontier zone linking Africa, the Middle East, and Europe. This crossroads remains strategically important with sub-Saharan and North African migration, political Islam, Arab-Berber identity, terrorism and counter-terrorism, the Sahara question, and Mediterranean trade relationships current international concerns. This course provides a thorough overview of North African history, the legacies of colonialism and nationalism, political systems and opposition, Islam in North Africa, and the Maghrib in the 21st century. Students will also meet with local experts, interact with Moroccan university students, and be able to do optional home stays with Moroccan families.	Jonathan Wyrzen	100	15	Su	--	17/0/0	--

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SOCY 339 / SOCY 563 / AFST 373 / GLBL 362 / MMES 282	Imperialism, Insurgency, and State Building in the Middle East	The historical evolution of political order from Morocco to Central Asia in the past two centuries. Focus on relationships between imperialism, insurgency, and state building. Ottoman, European, and nationalist strategies for state building; modes of local resistance; recent transnational developments; American counterinsurgency and nation-building initiatives in the region.	Jonathan Wyrzten	100	2	S	9/1/1	14/4/3	x
SOCY 343 / SOCY 512 / EP&E 273 / MMES 343 / RLST 291	Sociology of Islam	Social scientific studies of Islam; introduction to sociology of religion and its application to Islam; the utility of "Islam" and "Muslim" as analytical categories; debates about definitions of Islam and religion in anthropology and religious studies; comparative sociological studies both within Islam and contrasting Islam with other religions.	Jonathan Wyrzten, Jeffrey Guhin	100	2	S	6/4/3	--	x
SOCY 372 / SOCY 559 / AFST 372 / AFST 582 / MMES 105	Comparative Nationalism in North Africa and the Middle East	The rise of nationalism in the Maghreb (or Arab West) and Mashriq (or Arab East). Introduction to major debates about nationalism; the influence of transnational (pan-Islamic and pan-Arab) ideologies, ethnicity, gender, and religion. Case studies from North Africa (Algeria, Morocco, and Tunisia) and the Middle East (Syria/Lebanon, Jordan, and Iraq).	Jonathan Wyrzten	100	2	F	--	8/1/1	--

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SOCY 387 / MMES 380	Law in Muslim Societies	The theory, history, and practice of Islamic law. Its textual foundations in doctrine, evolution over time, and cross-national forms. The relationship of Islamic law to social and cultural forces, including connections between law and social change. Issues of gender, free speech, secularism, and terrorism.	Sadia Saeed	50	2	S	4/0/0	--	--
Women's, Gender, and Sexuality Studies									
WGSS 327 / ER&M 327 / MMES 311	Constructing the Self: From Autobiography to Facebook	Autobiography in its evolving form as literary genre, historical archive, and individual and community narrative in a changing geographical context. Women's life stories from Afghanistan, China, Cambodia, Indonesia, India, Iran, Egypt, Jordan, and Vietnam illustrate the dialectic relationship between the global and the local. What the reading and writing of autobiographies reveal about oneself and one's place in society; how autobiography can be considered a horizontal community formation.	Geetanjali Chanda	35	2	F	2/0/1	15/0/0	x

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PROFESSIONAL SCHOOLS									
Architecture									
ARCH 431 / ARCH 3225	Religion and Modern Architecture	The historical evolution of sacred building in the twentieth and twenty-first centuries. Relations between a building, its cultural environment, and its cult. The influence of religion in contemporary civic life as manifest in the design and construction of prominent religious buildings. Examination of mosques, synagogues, temples, and churches. Perspectives from philosophy, comparative religion, liturgical studies, and architectural theory and practice.	Karla Britton	50	3	S	9/0/0	3/0/7	x
ARCH 4231	City Making on the Arabian Peninsula	From eighth-century Baghdad to twenty-first century Masdar, parts of the Middle East have been approached, from within and without, as susceptible terrain for creating cities. This course will consider the histories and mythologies of city making with the Arabian Peninsula as a bed of case studies from the last eighty years. Gulf cities (such as Abu Dhabi, Dhahran, Doha, Dubai, Jubail, Kuwait, Riyadh) will be considered for their earliest attempts at modern urbanization and their most recent plans.	William (Todd) Reisz	100	3	S	0/0/12	0/0/12	x

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ARCH 341 / ARCH 4216 / INRL 514 / LAST 318	Globalization Space	Infrastructure space as a primary medium of change in global polity. Networks of trade, energy, communication, transportation, spatial products, finance, management, and labor, as well as new strains of political opportunity that reside within their spatial disposition. Case studies include free zones and automated ports around the world, satellite urbanism in South Asia, high-speed rail in Japan and the Middle East, agripoles in southern Spain, fiber optic submarine cable in East Africa, spatial products of tourism in North Korea, and management platforms of ISO.	Keller Easterling	50	3	F	15/2/20	18/1/17	x
<u>Divinity School</u>									
REL 3604	Elementary Biblical Hebrew	A rigorous two-term course designed to familiarize students with the basic principles of Biblical Hebrew grammar, syntax, and vocabulary. The primary goals are to read biblical prose texts with confidence, use a standard academic dictionary, and develop a deep appreciation for the stylistic features unique to the Hebrew text.	Eric Reymond	100	3	F S	0/0/19 0/0/9	1/0/10 1/0/9	x
REL S3603	Elementary Biblical Hebrew	A course designed to familiarize students with the basic principles of Biblical Hebrew grammar, syntax, and vocabulary. The primary goals are to read biblical prose texts with confidence, and develop a deep appreciation for the stylistic features unique to the Hebrew text.	Eric Reymond	100	20	Su	0/0/3	0/0/5	x

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REL 559	Judaism in the Time of Jesus	This course will review the history of Judea from approximately 200 BCE to 100 CE and discuss the structures of Jewish religious life in this period. Themes to be discussed include Common Judaism, sectarianism, the temple, apocalypticism and messianism. We will also discuss how Jesus and the early Jesus movement fit in the context of Judaism in the first century CE.	John Collins	100	2	F	0/0/27	--	x
REL 569	Hebrew Exegesis: Genesis	This course provides an opportunity for a close reading of major portions of the Hebrew text of the Book of Genesis and allows students to develop interpretive skills based on the original Hebrew text of the Old Testament. It focuses on the literary structure of the text as well as theological meaning and possible impact on contemporary communities of faith.	Robert Wilson	100	3	F	0/0/8	--	x
REL 570	Historical Grammar Biblical Hebrew	Topics in historical grammar in Biblical Hebrew.	Eric Reymond	100	2	S	0/1/5	--	x

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REL 574	Intermediate Biblical Hebrew	This two-term course focuses on the reading of biblical texts but also offers a review of the elementary grammar of Biblical Hebrew and the introduction of more complicated grammatical concerns. The first term focuses on prose texts and reviews the morphology of verbs and nouns as well as basic components of Hebrew syntax; the second introduces the student to Biblical Hebrew poetry while continuing the study and review of Hebrew morphology and syntax. In addition, the form and function of Biblia Hebraica Stuttgartensia (BHS) is introduced.	Eric Reymond	100	3	F S	0/0/9 0/0/6	0/0/7 0/0/8	x
REL 576	Advanced Biblical Hebrew Prose	Topics in the grammatical and syntactical analysis of Biblical Hebrew prose.	Joel Baden	100	2	F	0/0/5	--	x
REL 577	Advanced Biblical Hebrew Poetry	This course examines topics in the grammatical, structural, and syntactical analysis of Biblical Hebrew poetry	Joel Baden	100	2	S	0/0/3	0/2/6	x

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REL 593 / JDST 756 / RLST 700	Philo of Alexandria: Interpreive Context, Philosophical Affinities, and Reception	This seminar, required for all doctoral students in the fields of New Testament, Ancient Christianity, and Ancient Judaism, focuses on the Jewish philosophical exegete, Philo. This member of the Jewish elite of Alexandria in the early Roman period explored the meaning of Torah within the context of established and emerging Second Temple interpretation and tradition and a distinctively Hellenistic framework. In doing so he provided a framework and a collection of hermeneutical tools that would prove invaluable to Christian theologians of the patristic period and, to a lesser extent, Rabbinic Jews. Philo's interpretations, interpretive strategies, and philosophical explanations provide us with a glimpse into the work of Second Temple Judaism and in particular the Jewish community of Alexandria in the first century C.E. The seminar explores Philo's reading of scripture, its philosophical framework, and its impact on later interpreters. For students taking the course for credit, a substantial research paper is required. Auditors are asked to contribute a brief report or review.	Harold Atridge, Hindy Najman	100	2	S	--	0/13/7	--

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REL 598 / RLST 810	History and Methods II: Interpretation of the Hebrew Scriptures in Late Modernity and Beyond	This course explores significant developments in late modern and postmodern methods of biblical interpretation. The course is designed to foster learning along three interrelated axes of inquiry having to do with historical analysis, literary representation, and the role of the reader. Of particular interest is exploration of notions of authorship and constructions of ideology and reader agency in feminist interpretation, queer readings, masculinity studies, and postcolonial criticism. Throughout the term, we focus on the book of Amos as a textual site for our engagement of methodological questions and their implications for meaning making.	Carolyn Sharp	25	2	S	--	0/2/8	x
REL 661	Augustine of Hippo	St. Augustine of Hippo is easily one of the most significant figures in all of Western thought and public life, together with the likes of Plato, St. Paul, Shakespeare, and Freud. Although we may not recognize it at first, there is hardly an area of Western intellectual, political, and ecclesiastical life that does not bear the mark of his distinct influence. This course examines Augustine's complex and enormously influential work within the context of his life and times. In order to access the heart of his main ideas, we will concentrate on primary readings from Augustine's major thematic works, the Confessions, Teaching Christianity (De doctrina Christiana), The Trinity, and The City of God.	Christopher Beeley	100	2	S	--	0/2/27	--

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REL 671	Ethics of Saint Augustine	This course investigates central facets of Augustine's ethical thought, examining both the theological framework that grounds and guides it, and the Christian normative commitments that suffuse it. The seminar is organized thematically, relies exclusively upon Augustine's writings, and ranges extensively throughout his corpus.	Frederick Simmons	100	2	F	0/0/15	0/0/16	X
REL 676	The Cappadocians	This course examines the theology of the four great Cappadocians: Macrina, Basil of Caesarea, Gregory of Nazianzus and Gregory of Nyssa. Although the course is divided among discrete subjects, throughout the course we will observe the integration of a wide range of topics, including Trinitarian doctrine, Christology, biblical interpretation, cosmology, anthropology, eschatology, Christian practice or "philosophy," mysticism, preaching and rhetoric, pastoral ministry, and broader social ministry. The aim of the course is to introduce intermediate and advanced theology students to the richness of Cappadocian theology and literature; to provide an historical and theological context for better understanding the orthodox doctrines of Christ and the Trinity that the Cappadocians helped to craft; to show the differences among Cappadocian theologians; and to improve our ability to read, discuss and write about classical Christian texts.	Christopher Beeley	100	2	S	0/1/9	--	--
REL 677	Advanced Biblical Hebrew: Poetry	Reading and analysis of poetic Hebrew texts, some biblical, some from the Dead Sea Scrolls.	Joel Baden; John Collins	100	2	S	--	--	X

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							UG/G/P		
REL 680	Churches of the East	The Eastern Christian traditions trace their roots to the very beginnings of Christianity, have grown in the cradle of Christianity, have suffered persecution, and are still living Churches. However, if not unknown, Eastern Christianity is usually seen as a cultural curiosity of the East, an ossified remnant from the past, and as totally irrelevant to Western Christianity. In seeking to explore the place of the Eastern Churches in modern Christianity, this course focuses on the Syrian Orthodox Churches by exploring their Christological differences and their liturgical traditions.	Bryan Spinks	100	2	S	--	0/1/4	--
REL 720	History of Christian Theology to 451	An introduction to Christian theology from the close of the New Testament to the Council of Chalcedon in 451. The course focuses on early Christian understandings of God, Christ, the Holy Spirit, the Trinity, and the Church, in connection with theological method, biblical interpretation, theological anthropology, worship, spirituality, and ethics.	Christopher Beeley	100	2	F	--	--	x
REL 780	The Churches of the East	An introduction to the greater and lesser churches of Eastern Christianity. Christological divisions that separated Eastern Orthodox from Syrian and Coptic Orthodox, Church of the East and Maronite, including the Christology of Cyril of Alexandria and Nestorius, the Chalcedonian Definition, the Christological writings of Severus of Antioch, the monothelitic controversy, and the creedal documents of the Church of the East.	Bryan Spinks	25	3	S	--	--	x

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				Middle				UG/G/P		
REL 814 / AFST 814	Christian-Muslim Dialogue and Understanding History and Theology	An introductory survey of Islam: its origin, history, law, theology, and religious tradition. An examination of the encounter of the medieval Muslim world with the West, and an assessment of intercultural influences between the two civilizations. The course explores interfaith issues in terms of convergence as well as contrast.	Lamin Saneh	50		2	F	0/0/20	0/0/12	X
REL 904 / HUMS 447	Sacred Architecture and the Contemporary City	Study of sacred architecture in urban contexts from World War II to the present. Ways in which the sacred has been given expression in material form in complex urban societies. The religious building as a representation of cultural heritage, challenges of faith, and civic space in a pluralistic world. Case studies from the United States, the Middle East, Japan, Europe, and Latin America.	Karla Britton	100		2	F	0/0/5	0/0/4	X
REL 943 / MMES 189 / PLSC 455	Religion, Empowerment, and the Role of Women in Nationalist Movements	Challenges to Western narratives about women's passive role in Middle Eastern and North African societies. Exploration of women's engagement in nationalist movements and political processes; women's responses to war, occupation, and conflicts; the role of religion and culture in influencing gender issues.	Sallama Shaker	100		3	F S	6/0/6 11/0/1	19/0/2	--

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Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term		2012-13	2013-14	2014-15
						Offered	UG/G/P			
REL 948	Art, Architecture, and Ritual in Early Christianity and the Middle Ages	This course examines ritual in its artistic and architectural context in early Christianity and the Middle Ages. Christian ritual is situational. That is, much of what is important about it cannot be understood outside the specific context in which it occurs. While the majority of the class will be devoted to the Divine Liturgy/Mass, its architectural accommodation, and the art associated with it, we will also focus on other secondary rites, like baptism, marriage, and funerals. Moreover, we will investigate extra-liturgical rituals such as pilgrimage. The goal is not to create a neat narrative matching art and ritual but rather to consider both as products of specific historical, social, and theological circumstances.	Bryan Spinks	100	2	S	0/0/6	--		x
REL 984 / MMES 184 / PLSC 190	Religion, Middle East Politics, and Conflict Resolution	Analysis of major issues affecting twenty-first-century politics in the Middle East. The relationships between culture, identity, religion, and socioeconomic challenges. Faith-based diplomacy as a means of reaching out to warring groups; Islamic principles and values that support nonviolence and peace building. Focus on case studies of minority groups such as Kurds and Shiites.	Sallama Shaker	100	2	F	--	22/1/3		--

Legend: -- = course not taught in this year; X = course taught in this year
UG, Undergraduate; G, Graduate School; P, Professional School

Course No.	Course Title	Description	Instructor	%	Contact	Term	2012-13	2013-14	2014-15
							UG/G/P		
REL 985 / MMES 382 / PLSC 402	Religion, Globalization, and the Arab Awakening of 2011	Causes of the Arab Awakening in 2011 in Tunisia, Egypt, and Yemen. Socioeconomic and political transformations that engulfed the region; effects on religious and cultural diversity in the Middle East and North Africa; secular versus Islamic narratives on future governments; the digital revolution and social media.	Sallama Shaker	100	2	F S	8/0/13 4/0/1	--	--
School of Law									
LAW 20354	Islamic and Middle Eastern Law	This course will offer an overview of Islamic and Middle Eastern law and will cover the major legal subjects in the discipline, with a focus on the modern period. In addition to a historical survey of sources and periods of Middle Eastern law, topics will include constitutional law, judicial review, administrative law, obligations, commercial law, family law, human rights and criminal law, as well as special topics.	Chibli Mallat	100	2	F	0/0/3	--	--
LAW 20574	Advanced Iraqi Refugee Assistance Project	A fieldwork only option. Prerequisite: Iraqi Refugee Assistance Project.	Rebecca Heller	100	2	F	0/0/8	0/0/3	X

Legend: -- = course not taught in this year; X = course taught in this year
UG, Undergraduate; G, Graduate School; P, Professional School

<u>Course No.</u>	<u>Course Title</u>	<u>Description</u>	<u>Instructor</u>	<u>% Middle</u>	<u>Contact Hours/</u>	<u>Term Offered</u>	<u>2012-13 UG/G/P</u>	<u>2013-14</u>	<u>2014-15</u>
LAW 21316	Politics as Beginning: Classical Reflections and the Arab Spring	Politics is often routine—the humdrum business of striking bargains, forming coalitions, negotiating budgets, and the like. But sometimes it is something more. Sometimes we try to remake a world and in doing so, give life to a different and perhaps more exhilarating form of politics. This is clearest in the case of revolutions, but all moments of fundamental change—when something new begins—possess this character to some degree. In this seminar, students will read several classical accounts of politics as the work of beginning. Authors will include Hannah Arendt, Václav Havel, Jonathan Schell, Max Weber, Mahatma Gandhi, and Niccolò Machiavelli. Then against this background we will explore in some detail the extraordinary series of events, still under way, that have come to be known collectively as the Arab Spring.	Anthony Kronman, Owen Fiss	100	2	S	0/0/15	--	--
LAW 21624	Advanced Iraqi Refugee Assistance Project	A fieldwork only option. Prerequisite: Iraqi Refugee Assistance Project.	Rebecca Heller	100	2	S	0/0/9	0/0/3	x

Legend: -- = course not taught in this year; X = course taught in this year
 UG, Undergraduate; G, Graduate School; P, Professional School

Course No.	Course Title	Description	Instructor	% Middle	Contact Hours/	Term Offered	2012-13	2013-14	2014-15
							UG/G/P		
LAW 21634	Foreign Relations and National Security Law	This course will cover the central constitutional and statutory doctrines relevant to U.S. foreign relations and national security matters. It will address the distribution of foreign relations and national security powers among the three branches of the U.S. federal government, the scope of the treaty power, the status of international law in U.S. courts, and the international and domestic laws that govern the use of armed force by the United States. We will discuss many of these topics in the context of current events that have placed long-standing legal frameworks under pressure, including the capture, detention, and trial of terrorism suspects; the emergence of cyber-attacks; and the use of remotely piloted drones for targeted killing. Students will have the opportunity to write brief case studies on recent developments in the law.	Harold Koh	25	2	S	0/1/22	0/1/26	X
LAW 50100	Reading Group: Advanced Principles of Talmudic Jurisprudence	This reading group meets once a week to discuss advanced issues related to the principles of Talmudic jurisprudence.	Eugene Fidell	100	2	F	0/0/5	--	--
LAW 50100	Reading Group: Comparative Jewish Law	This reading group meets once a week to discuss issues in Jewish law.	John Simon	100	2	S	0/0/2	--	X
LAW 51100	Reading Group: Topics in Comparative Jewish Law	This reading group meets once a week to discuss modern dilemmas in Jewish law.	Scott Shapiro	100	2	F	0/0/1	X	--

Legend: -- = course not taught in this year; X = course taught in this year
 UG, Undergraduate; G, Graduate School; P, Professional School

<u>Course No.</u>	<u>Course Title</u>	<u>Description</u>	<u>Instructor</u>	<u>% Middle</u>	<u>Contact Hours/</u>	<u>Term Offered</u>	<u>2012-13 UG/G/P</u>	<u>2013-14</u>	<u>2014-15</u>
School of Management									
MGT 413	State and Society	This course aims to provide students with insight into the motives driving a diverse array of nonmarket constituencies. These constituencies include elected and unelected public officials, leaders of NGOs, interest-group advocates, and representatives of multinational organizations, as well as organized (and sometimes unorganized) movements that arise in a society.	Douglas Rae	100	4	S	0/0/28	x	x
MGT 416	International Experience: United Arab Emirates	The International Experience trips are a mandatory component of the Yale integrated MBA curriculum. Each of the trips, which are led by SOM faculty members, is fully integrated with the school's curriculum. The nearly two-week trips are intended to provide future leaders with an in-depth look at the commerce, culture, and political spheres of foreign countries. Students spread out across the globe, each visiting a different region, where they met with company leaders, entrepreneurs, politicians, and community leaders. Upon their return, they submit a research project and integrate the lessons they learned into State and Society, a core course taught during the spring semester.	Paul Bracken	100	4	S	0/0/28	--	--
MGT 416	International Experience: Middle East	As above.	Paul Bracken	100	4	F	0/0/27	--	--
MGT 416	International Experience: Israel	As above.	Paul Bracken	100	4	S	--	0/0/39	--

Legend: -- = course not taught in this year; X = course taught in this year
 UG, Undergraduate; G, Graduate School; P, Professional School

<u>Course No.</u>	<u>Course Title</u>	<u>Description</u>	<u>Instructor</u>	<u>% Middle</u>	<u>Contact Hours/</u>	<u>Term Offered</u>	<u>2012-13 UG/G/P</u>	<u>2013-14</u>	<u>2014-15</u>
MGT 649 / HIST 470	World Finance, Mesopotamia to the Present	The history of finance from its earliest beginnings to the modern era, with particular attention to Mesopotamia, China, and Europe. The time value of money, including loans and interest; the negotiability of claims within a legal structure that handles claims; the ability to contract on future outcomes through life insurance and derivatives; corporations; causes and outcomes of economic bubbles.	William Goetzmann; Valerie Hansen	30	3	F	--	50/0/21	x

Legend: -- = course not taught in this year; X = course taught in this year
UG, Undergraduate; G, Graduate School; P, Professional School

APPENDIX 2:

**PROFILES FOR
PROJECT PERSONNEL**

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PROFILES FOR PROJECT PERSONNEL

Table of Contents

Department, Program or Professional School^{1,2}

Council on Middle East Studies

Amaar Al-Hayder, Administrative Assistant (S) 100%	148	
Hassan Barari, Visiting Fellow (Fulbright) (V) 100%	153	A
Gülsum Canli, FLTA (Turkish) (V) 100%	158	A
Joanna de Groot, Visiting Fellow (Iranian Studies) (V) 100%	164	A
Rabab Ahmed El-Mahdi, Visiting Assistant Professor (Rice) (V) 100%	167	
Sharif Elmusa, Visiting Associate Professor (Coca Cola) (V) 100%	168	
Frank Griffel, Professor and Chair (T) 100%	147	CMES
Marcia C. Inhorn, Professor and <i>JMEWS</i> Editor (T) 75%	181	CMES
Mohamed Kerrou, Visiting Professor (Carnegie/GLD) (V) 100%	185	A
Yasemin Kesen, FLTA (Turkish) (V) 100%	186	
Lora LeMosy, Program Manager and Registrar (S) 100%	194	
Dhafer Malouche, Visiting Associate Professor (Carnegie/GLD) (V) 10%	196	A
Mikaela Rogozen-Soltar, Postdoctoral Associate (V) 100%	211	
Bonnie Rose Schulman, <i>JMEWS</i> Managing Editor (S) 100%	214	
Hania Sholkamy, Visiting Associate Professor (Carnegie/GLD) (V) 100%	217	
Yuval Sinai, Visiting Professor (Schusterman) (V) 50%	219	A
Eric van Lit, Postdoctoral Fellow (Islamic Studies) (V) 100%	225	
Özge Yucel, FLTA (Turkish) (V) 100%	229	

American Studies

Zareena Grewal, Associate Professor (U) 50%	174	CMES
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Anthropology

Narges Erami, Assistant Professor (U) 50%	168	CMES
Frank Hole, Professor Emeritus and Sr Res Scientist (T) 100%	180	A
Marcia C. Inhorn, Professor and <i>JMEWS</i> Editor (T) 75%	181	CMES
Emily McKee, Postdoctoral Associate (L) 100%	202	
Harvey Weiss, Professor (T) 100%	226	CMES

Art Gallery

Susan B. Matheson, Curator of Ancient Art (S) 50%	201	CMES
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¹ Faculty with appointments in more than one relevant department are listed under each.

² Legend: (CMES) Core Member, Council on Middle East Studies; (A) 2013-14 Affiliate Member, Council on Middle East Studies; (L) Lector/Lecturer; (S) Staff; (T) Tenured; (U) Untenured Ladder Track; (V) Visitor.

Center for Language Study

Angela Gleason, Assistant Director (DILS, FIELDS Coordinator) (S) 5% 173
 Nelleke Van Deusen-Scholl, Director (S) 5% 224

Chaplain's Office

Omer Bajwa, Coordinator of Muslim Life (S) 50% 153 CMES
 Joseph Cumming, Associate (S) 50% 162 A

Child Study Center

James F. Leckman, Professor (T) 5% 194 A

Classics

Joseph Manning, Professor (T) 75% 198 CMES

Comparative Literature

Robyn Creswell, Assistant Professor (U) 40% 162 CMES
 Benjamin Harshav, Professor Emeritus (T) 50% 177 A
 Hannan Hever, Professor (T) 100% 179 CMES
 Adriana Jacobs, Postdoctoral Fellow (V) 80% 182

Divinity School

Harold W. Attridge, Professor (T) 10% 151 A
 Joel Baden, Professor (T) 100% 152 A
 Christopher Beeley, Associate Professor (T) 80% 154 A
 Adela Yarbro Collins, Professor (T) 100% 160 A
 John J. Collins, Professor (T) 10% 161 A
 Vasileios Marinis, Associate Professor (U) 25% 200
 Eric Reymond, Lector (Biblical Hebrew) (L) 100% 210
 Lamin Sanneh, Professor (T) 50% 213 CMES
 Sallama Shaker, Visiting Professor (V) 80% 215 A
 Carolyn Sharp, Professor (T) 100% 216 A
 Frederick Simmons, Assistant Professor (U) 10% 218
 Bryan Spinks, Professor (T) 10% 221 A
 Robert R. Wilson, Professor (T) 100% 227 A

Economics

Tolga Köker, Senior Lecturer (L) 25% 190 CMES
 Ahmed Mushfiq Mobarak, Associate Professor (U) 10% 203 CMES

Ethnicity, Race and Migration

Zareena Grewal, Associate Professor (U) 50% 174 CMES

French

Thomas Connolly, Assistant Professor (U) 10% 161
 Christopher L. Miller, Professor (T) 10% 203
 Maurice Samuels, Professor (T) 20% 213 A
 Edwige Tamalet, Assistant Professor (U) 80% 223

History

Adel Allouche, Lecturer (L) 100%	149	CMES
Abbas Amanat, Professor (T) 100%	150	CMES
Rosie Bsheer, Assistant Professor (U) 100%	157	CMES
Stephen Davis, Professor (T) 100%	163	CMES
Paul Freedman, Professor (T) 25%	172	
Bentley Layton, Professor (T) 100%	193	CMES
Joseph Manning, Professor (T) 75%	198	CMES
Ivan Marcus, Professor (T) 75%	199	CMES
Alan Mikhail, Professor (T) 85%	202	CMES
Lamin Sanneh, Professor (T) 50%	213	CMES
Francesca Trivellato, Professor (T) 15%	224	

History of Art

Karen Polinger Foster, Lecturer (L) 75%	171	CMES
Diana Kleiner, Professor (T) 10%	188	
Robert S. Nelson, Professor (T) 60%	205	CMES
Kishwar Rizvi, Associate Professor (T) 100%	210	CMES

International Security Studies

Charles Hill, Distinguished Fellow Emeritus (L) 20%	179	A
Gagan Sood, Postdoctoral Associate (V) 100%	221	

Jackson Institute for Global Affairs

Ryan Crocker, Senior Fellow (V) 100%	158	
Jolyon Howorth, Visiting Professor (V) 20%	180	
Michele Malvesti, Lecturer (L) 50%	197	
Emma Sky, Senior Fellow (L) 100%	220	

Joseph Slifka Center for Jewish Life

Leah Cohen, Director (S) 10%	160	
James Ponet, Jewish Chaplain (S) 10%	207	CMES

Judaic Studies

Yochanan Breuer, Visiting Professor (V) 100%	156	
Steven Fraade, Professor (T) 90%	171	CMES
Liora Halperin, Postdoctoral Associate (V) 100%	176	
Christine Hayes, Professor (T) 75%	178	CMES
Hannan Hever, Professor (T) 100%	179	CMES
Adriana Jacobs, Postdoctoral Fellow (V) 80%	182	
Yishai Kiel, Postdoctoral Associate (V) 100%	188	
Eve Krakowski, Postdoctoral Fellow (V) 100%	191	
Bernard Septimus, Visiting Professor (V) 50%	214	
Yuval Sinai, Schusterman Visiting Professor (V) 50%	219	
Eliyahu Stern, Assistant Professor (U) 100%	222	

Linguistics

Stanley Insler, Professor Emeritus (T) 5% 182 A

MacMillan Center

Abbas Amanat, Professor (T) 100% 150 CMES
 Narges Erami, Assistant Professor (U) 50% 168 CMES
 Aysen Eren, Fox Fellow (V) 100% 169 A
 Marcia C. Inhorn, Professor and *JMEWS* Editor (T) 75% 181 CMES
 Margaret Marcotte, Director, International Outreach (S) 20% 199
 Orcun Can Okan, Fox Fellow (V) 100% 206
 Nancy Ruther, Associate Director (S) 5% 212
 Ian Shapiro, Director and Professor (T) 5% 215
 Elisabeth Wood, Professor (T) 15% 228
 Asaf Ziderman, Fox Fellow (V) 100% 230 A

Near Eastern Languages and Civilizations

Niv Allon, Teaching Fellow (U) 100% 149
 Sarab Al Ani, Senior Lector I (Arabic) (L) 100% 148 CMES
 Muhammad Aziz, Senior Lector I (Arabic) (L) 80% 151 CMES
 Aaron Butts, Senior Lector I (Semitics) (L) 100% 157 CMES
 John C. Darnell, Professor (T) 100% 163 CMES
 Stephen Davis, Professor (T) 100% 163 CMES
 Ayala Dvoretzky, Senior Lector II (Hebrew) (L) 75% 165 CMES
 Youness Elbousty, Senior Lector I (Arabic) (L) 100% 166 CMES
 Etem Erol, Lector (Turkish) (L) 100% 169 CMES
 Benjamin Foster, Professor (T) 90% 170
 Karen Polinger Foster, Lecturer (L) 75% 171 CMES
 Eckart Frahm, Professor (T) 100% 172 CMES
 Maria Carmela Gatto, Lecturer (L) 100% 173
 Shiri T. Goren, Senior Lector I (Hebrew) 75% 174 CMES
 Beatrice Gruendler, Professor (T) 100% 175 CMES
 Dimitri Gutas, Professor (T) 100% 176 CMES
 Julia Hsieh, Teaching Fellow (L) 100% 181
 Hadi Jorati, Teaching Fellow (L) 100% 183
 Ranin Kazemi, Teaching Fellow (L) 100% 185
 David Klotz, Lecturer (L) 100% 189
 Agnete Wisti Lassen, Postdoctoral Associate (V) 100% 192
 Bentley Layton, Professor (T) 100% 193 CMES
 Colleen Manassa, Associate Professor (U) 100% 197 CMES
 Mahshad Mohit, Lector (Persian) (L) 100% 204
 Shady Nasser, Senior Lector (Arabic) (L) 95% 205
 Elizabeth Payne, Conservator/Lector, Babylonian Collection (S) 100% 207 CMES
 Dina Roginsky, Senior Lector I (Hebrew) (L) 100% 211 CMES
 Farkhondeh Shayesteh, Senior Lector I (Persian) (L) 100% 217 CMES

William K. Simpson, Professor Emeritus (T) 10%	219	A
Kathryn Slanski, Senior Lecturer (L) 50%	220	CMES
Hasmik Tovmasyan, Lecturer (Arabic) (L) 100%	223	CMES
John Wee, Teaching Fellow (L) 100%	225	
Harvey Weiss, Professor (T) 100%	226	CMES
Kevin Wilkinson, Teaching Fellow (L) 100%	227	

Office of International Affairs

James Cohen, Assistant Secretary (S) 10%	159	CMES
George Joseph, Director, International Relations (S) 5%	183	

Political Science

Paul Bracken, Professor (T) 5%	155	A
Jolyon Howorth, Visiting Professor (V) 20%	180	
Mathew Kocher, Lecturer (L) 15%	189	
Adria Lawrence, Assistant Professor (U) 50%	192	CMES
Ellen Lust, Professor (T) 80%	195	CMES
Jason Lyall, Associate Professor (U) 25%	195	
Andrew F. March, Associate Professor (U) 50%	198	CMES
Nikolay Marinov, Assistant Professor (U) 10%	200	
Elisabeth Wood, Professor (T) 15%	228	

Religious Studies

Adel Allouche, Lecturer (L) 100%	149	CMES
Gerhard Böwering, Professor (T) 100%	155	CMES
Stephen Davis, Professor (T) 100%	163	CMES
Steven Fraade, Professor (T) 90%	171	CMES
Zareena Grewal, Associate Professor (U) 50%	174	CMES
Frank Griffel, Professor and Chair, CMES (T) 100%	147	CMES
Christine Hayes, Professor (T) 75%	178	CMES
Bentley Layton, Professor (T) 100%	193	CMES
Ivan Marcus, Professor (T) 75%	199	CMES
Dale Martin, Professor (T) 10%	201	A
Hindy Najman, Professor (T) 100%	204	
Andrew Quintman, Assistant Professor (U) 5%	208	
Carolyn Sharp, Professor (T) 100%	216	A
Robert R. Wilson, Professor (T) 100%	227	A

School of Architecture

Karla Britton, Lecturer (L) 40%	156	CMES
Keller Easterling, Professor (T) 10%	166	
William (Todd) Reisz, Visiting Assistant Professor (V) 25%	209	

School of Law

Owen M. Fiss, Professor Emeritus (T) 15%	170	A
Rebecca Heller, Clinical Visiting Professor (V) 5%	178	
Harold Koh, Professor (T) 25%	190	
Anthony Kronman, Professor (T) 5%	191	CMES
Chibli Mallat, Visiting Professor (V) 60%	196	
Andrew F. March, Associate Professor (U) 50%	198	CMES
Scott Shapiro, Professor (T) 5%	216	
John Simon, Professorial Lecturer Emeritus (T) 10%	218	
Yuval Sinai, Senior Research Scholar (V) 100%	219	
James Whitman, Professor (T) 20%	226	

School of Management

David Bach, Senior Associate Dean, Global Program (T) 5%	152	
Paul Bracken, Professor (T) 5%	155	A
Edward Kaplan, Professor (T) 5%	184	A
Ahmed Mushfiq Mobarak, Associate Professor (U) 10%	203	CMES
Douglas Rae, Professor (T) 5%	208	

School of Medicine

Sulayman Dib-Hajj, Senior Research Scientist, Neurology (S) 5%	164	A
Hamada Hamid, Assistant Professor, Neurology and Psychiatry (S) 5%	177	A
Asghar Rastegar, Professor, Nephrology (S) 5%	209	A

School of Nursing

Mark Lazenby, Associate Professor (T) 25%	193	CMES
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School of Public Health

Kaveh Khoshnood, Associate Professor (U) 15%	187	CMES
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Sociology

Jeffrey Guhin, Teaching Fellow (U) 100%	175	
Sadia Saeed, Postdoctoral Fellow (V) 100%	212	
Jonathan Wyrzten, Assistant Professor (U) 100%	228	CMES

University Library

Roberta Dougherty, Librarian, Middle East Studies (S) 100%	165	CMES
Ulla Kasten, Associate Curator, Babylonian Collection (S) 100%	184	CMES
Elizabeth Payne, Conservator/Lector, Babylonian Collection (S) 100%	207	CMES
Nanette Stahl, Curator, Judaica Collection (S) 100%	222	CMES

Women's, Gender, and Sexuality Studies

Geetanjali Singh Chanda, Senior Lecturer (L) 25%	159	A
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Yale World Fellow Program

Kamal Amakrane, World Fellow (V) 100%	150
Amine Belaicha, World Fellow (V) 100%	154
Mohamed Elfayoumy, World Fellow (V) 100%	167 A
Diala Khamra, World Fellow (V) 100%	186 A
Raheela Khan, World Fellow (V) 100%	187 A
Réda Oulamine, World Fellow (V) 100%	206
Sawsan Zaher, World Fellow (V) 100%	229 A

GRIFFEL, FRANK: Professor (Tenured), Department of Religious Studies, Appointed 2000

Education: Ph.D., Free University of Berlin 1999; M.A., Free University of Berlin 1995; University of Damascus, Syria 1990-91; University of Göttingen 1987-90

Academic Experience: Chair of Yale CMES, 2011- Present; Acting Chair of Yale CMES, 2008, 2010; Associate Chair Yale CMES, 2008-2010; Associate Professor of Islamic Studies, Yale, 2006-08; Director of Undergraduate Studies in the Department of Religious Studies, Yale University, 2002-03; Assistant Professor of Islamic Studies, Yale, 2000-06

Overseas Experience: Syria, Turkey, Israel/Palestine, Lebanon (e.g. Research Fellow Orient Inst Deutsche Morgenländische Gesellschaft, Beirut, 1999-00), Germany, UK, Steering Committee of "Intellectual Encounters"

Outreach: "Please Explain: Shari'a (Islamic Law)." Guest at the Leonard Lopade Radio Show, November 2, 2007; "Islam in America: Problems and Opportunities." Talk given at The Whitney Center in New Haven, CT September 24, 2007; "Muhammad Cartoons: Blasphemy, Islam, and the Free Press." A panel discussion organized by the Muslim Students' Association, Yale University, February 23, 2006.

Language(s): English, French 5, German 5, Arabic (Modern Standard) 5, Persian, Hebrew (Modern), Italian, Greek (Modern), Russian, Latin

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Salafiyya Movement in Islam; Islam and Modernity; The Life and Thought of Ibn Taymiyya; Islam Today: Jihad and Fundamentalism; Islamic Theology and Philosophy; Al-Ghazali & His Impact on Islamic Thought; Al-Ghazali and Maimonides

Research/Teaching Specialization: Classical & Modern Muslim theology, Arabic philosophy; Intellectual history of Islam; Al-Ghazali's contributions to Islamic theology & philosophy

Recent Publications: "On the Character, Content, and Authorship of the *Itmām Tatimmat Ṣiwān al-ḥikma* and the Identity of the Author of the *Muntakhab Ṣiwān al-ḥikma*." *Journal of the America Oriental Society*, 2012; "Al-Ghazālī's Use of 'Original Human Disposition' (*fiṭra*) and Its Background in the Teachings of al-Fārābī and Avicenna." *The Muslim World*, 2012; *Averroes' Maßgebliche Abhandlung*. German translation of Ibn Rushd's *Fasl al-maqāl* with introduction and comments. Frankfurt (Germany): Verlag der Weltreligionen, 2010; *Al-Ghazālī's Philosophical Theology*. New York: Oxford University Press, 2009 (translated to Turkish as *Gazālī'nin Felsefi Kelâmi*. Istanbul: Klasik Yayınları, 2012

Dissertations/Theses Supervised in Past Five Years: 10

Distinctions: World Prize for the Book of the Year of the Islamic Republic of Iran for *Al-Ghazālī's Philosophical Theology* 2011; Honorable Mention for *Al-Ghazālī's Philosophical Theology* at the Book Prize of the British Society for Middle Eastern Studies (BRISMES) 2010; Carnegie Scholar, 2007; Whitney Fellow, Yale, 2007-08

AL-ANI, SARAB: Lector (Non-Tenured), NELC, Appointed 2009

Education: M.Sc., Mercyhurst College 2005; M.A., College of Languages, University of Baghdad 2004; B.A., College of Languages, University of Baghdad 1998

Academic Experience: Arabic Instructor, NELC, Yale, 2009- present; Michigan State University 2008-09; Middlebury College Arabic School Summer 2008 and 2009; Instructor, AMIDEAST, Jordan 2006-08; Mercyhurst College 2005-06; Assistant Lecturer, Baghdad University 2003-05; Linguistics Lab Manager and translator, Baghdad University 2000-05

Overseas Experience: Teaching in the field of languages, as well as the field of linguistics in Baghdad University, Iraq. Instructor in standardized testing in Amman, Jordan with AMIDEAST Institution

Language(s): Arabic (Modern Standard) 5, French 3, English 5

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Elementary, Intermediate, and Advanced Arabic; Business Arabic; Iraqi Dialect; Modern Political Arabic Thought;

Research/Teaching Specialization: Linguistics, pragmatics, morphology, phonology, teaching Arabic

Dissertations/Theses Supervised in Past Five Years: 1

Distinctions: Fulbright Scholar, 2005; Member of the Iraqi Translation Association

AL-HAYDER, AMAAR: Administrative Assistant (Non-Tenured), CMES, Appointed 2009

Education: B.Sc. Agriculture Science, Baghdad University, Agriculture College, 1999; Qualification Exam for Live Foreign Lang (English), College of Languages, Baghdad University, 1999

Outreach: Panel discussion, Reflection on Immigration from the Middle East to the US, MOSAIC program, Foote school Nov. 2013; Iraq, Middle East, Refugee Personal Narrative, Arab Students Association, Yale University Nov. 2012; Leaving Homeland, Immigration to the US, Three Rivers Community College, Norwich, CT, Jun. 2012; Presentation with Prof. Marcia Inhorn in Foote School, New Haven, CT. The Middle East Experience, Apr. 2012; Presentation with Prof. Marcia Inhorn in Foote School, New Haven, CT. The Middle East Experience, Oct. 2011. Iraqi Refugee Assistance Program (IRAP), Yale Law School. Panel discussion, Immigration and Immigrant Situation, NYU, NY Sep. 2010

Language(s): Arabic 5, English 4

ALLON, NIV: Teaching Fellow, NELC, Yale University
Education: Ph.D. candidate, NELC, Yale University (expected 2015); M.A., *magna cum laude*, Hebrew University, Jerusalem, 2008; Teacher's certificate in Biblical Studies and Jewish Studies, under *Revivim*, Hebrew University, Jerusalem, 2008; BA, *magna cum laude*, Jewish Studies and Biblical Studies under *Revivim*, Hebrew University, Jerusalem, 2006
Academic Experience: Research Scholar at New York Metropolitan Museum of Art; Research Assistant to Prof. Orly Goldwasser, Department of Egyptology, Hebrew University, 2005-09
Overseas Experience: Jerusalem, Egypt, France, Germany, United Kingdom, Berlin
Outreach: Lecture, Egyptological Seminar, New York, 2013
Language(s): Hebrew 5, English 5, German 4, French 3, Egyptian (Old Egyptian, Middle Egyptian, Late Egyptian and Demotic), Coptic, Ancient Greek, Akkadian
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Classical Hieroglyphic Egyptian I and II
Research/Teaching Specialization: Languages and Linguistics (Egyptian and Coptic), Semiotics, Sociolinguistics, Egyptology, Pragmatics, Philology, Linguistic Anthropology, Multi- and Bilingualism and Bi-literacy, Corpus Linguistics and Discourse Analysis, Writing systems, Middle Egyptian, Late Egyptian, Demotic, Hieratic, Ancient Literacy
Recent Publications: “On the Outskirts of a System: Classifiers in Ancient Egyptian Transliterated Foreign Texts,” *Lingua Aegyptia*, 2010; “Seth is Baal: Evidence from the Script,” *Ägypten und Levant*, 2007
Distinctions: Andrew W. Mellon Fellowship Hosted at the New York Metropolitan Museum of Art, 2012-13; Award for exceptional MA thesis from NELC, Hebrew University, Jerusalem, 2010

ALLOUCHE, ADEL: Lecturer (Non-Tenured), Department of History, Appointed 1999
Education: Ph.D., University of Utah 1980; M.A., University of Utah 1975; Certificat d'aptitude à la recherche en philosophie, University of Tunis 1971; Licence ès-lettres en philosophie, University of Tunis 1969
Academic Experience: ME Bibliographic Specialist (Arabic, Persian, & Ottoman materials), University of Pennsylvania, 1997-99; Lecturer, Department of History, Villanova University, 1995-96; Visiting Scholar, Department of History, Dartmouth College, 1994-95; Visiting Assistant Professor, Asian Studies Program/Department of History, Dartmouth College, 1991-94; Assistant Professor, Department of Oriental Studies, University of Pennsylvania, 1984-91; Lecturer, Department of Oriental Studies, University of Pennsylvania, 1982-84; Visiting Assistant Professor, ME Center, University of Utah, 1980-82
Overseas Experience: University of Tunis, Tunisia
Language(s): Arabic 5, French 5, Persian 3, Ottoman Turkish 3, German & European languages (reading)
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Middle East between Crusaders and Mongols; Mamluk Egypt; From Medina to Constantinople: The ME, 600-1517; Formation of the Islamic State to 750
Research/Teaching Specialization: Early & Medieval Islamic/ME History; Medieval North Africa; Caliphate; Mamluks, Ottomans, Safavids; Economic & social history; Pop Culture/Rel
Recent Publications: “Ibn Battuta” and “Epidemics” in *Medieval Islamic Civilization: An Encyclopedia*. Routledge, 2005; “Arabian Religions” in *The Encyclopedia of Religion*. Second Edition. Vol. 1. Macmillan Reference USA, 2005; *Osmanlı-Safevî İlişkileri: Kökenleri ve Gelişimi*. Anka Yayınları, 2000
Distinctions: Grant for collaborative project at University of Pennsylvania, U.S. Department of Education, 1985-88; Summer grant, University of Pennsylvania Research Foundation, 1985; Grant, National Endowment for the Humanities, 1980-81; Dissertation Grant, Iran Amer Foundation, 1979; "Outstanding Graduate Student" Award, ME Center, University of Utah, 1973; Presidential Award for the Baccalaureat (Tunisia, 1965).

AMAKRANE, KAMAL: Yale World Fellow, 2012

Overseas Experience: Darfur, Office of the Joint United Nations-African Union Mission, UN-AU Hybrid Mission Head; UN Envoy to Myanmar, Special Assistant; Arab League, Special Assistant to Secretary General; Côte d'Ivoire, Chief Adviser to the Special Representative of the UN Secretary-General; Sciences Po Paris, Executive Board, 2002-03

Language(s): Arabic, English

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Conflict Resolution, Peace Building, Crisis Management

AMANAT, ABBAS: Professor (Tenured), Department of History, Appointed 1983

Education: D.Phil., Oxford University 1981; B.A., Tehran University 1971

Academic Experience: Professor of Modern ME History, 1983-present; Chair, CMES, Yale, 1996-04

Overseas Experience: Research in Iran, Egypt, Turkey, Israel, Uzbekistan, United Kingdom, France, Germany and India; traveled widely in the Middle East, North Africa and South and Central Asia

Languages: Persian 5, Arabic (Modern Standard) 4, French 4

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Empire, Nationalism and Revolution in the Modern Middle East; Making of Modern Iran; The Middle East and the West: A Cultural Encounter; From the Great Game to the Great Satan; Narratives of Modern Iran; Myth and Memory in the Persian Book of Kings; Makers and Shakers of the Modern Middle East; Becoming the Middle East; Sources and Construction of Middle East History; Apocalypticism Ancient and Modern; Iran's Prophets of Protest

Research/Teaching Specialization: Modern Iran, History of Shi'ism; Modern ME, Islamic World

Recent Publications: *Iran Facing Others: Identity Boundaries in Historical Perspective*. Palgrave-MacMillan, 2012; *Is There a Middle East?: The Evolution of a Geopolitical Concept*(co-editor). Stanford University Press, 2011; *Apocalyptic Islam and Iranian Shi'ism*. IBTauris, London and New York, 2009; *In Search of Modern Iran: Authority, Memory and Nationhood, 1501-1989*. Yale University Press, 2012; *Shari'a: Islamic Law in the Contemporary Context* (co-editor). Stanford University Press, 2007; *Resurrection and Renewal: The Making of the Babi Movement in Iran, 1989 & 2005*; *Pivot of the Universe*, 1997 & 2008

Distinctions: Carnegie Scholar of Islamic Studies, 2005-07; John E. Sawyer Seminars Grant for Computational Study, "Millennialism," Mellon Foundation, 1998-01; Member of British Royal Academy; M.A. Honorary, Yale, 1992

ATTRIDGE, HAROLD: Sterling Professor of Divinity (Tenured), Yale Divinity School, Appointed 1997
Education: Ph.D., Harvard 1975; M.A., Marshall Scholar, Cambridge University 1973; B.A. Cambridge University 1969; A.B., Boston College 1967

Academic Experience: Professor, Department of Theology, University of Notre Dame 1988-97; Associate Professor, Department of Theology, University of Notre Dame 1985-87; Associate Professor of New Testament, Southern Methodist University 1982-85; Assistant Professor of NT, Perkins School of Theology, 1977-82

Overseas Experience: United Kingdom; Israel (Hebrew University of Jerusalem, 1972-73); Italy (Pontifical Biblical Institute, Rome, 1982-83); Australia (Trinity College, Melbourne, January-June 2013).

Outreach: “Theological and Religious Studies in North America,” in *Transforming Theological Knowledge: Essays on Theology and the University after Apartheid*. Sun Press, 2013; “The Case for Judas, Continued,” *New York Review of Books*, May 2008

Language(s): Hebrew, Aramaic, Syriac, Coptic, Latin, Greek, German, French, Italian

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: Readings in Hellenistic Judaism; Biblical Interpretation, Midrash & Theology; Philo of Alexandria (co-taught with Hindy Najman); Coptic Gnostic Literature

Research/Teaching Specialization: New Testament Exegesis; Hellenistic Judaism; History of the Early Church

Recent Publications: “Plato, Plutarch, and John: Three Symposia about Love,” in *Beyond the Gnostic Gospels: Studies Building on the Work of Elaine Pagels*. Mohr Siebeck, 2013; “Testament of Job” and “Philo the Epic Poet” in *Lost Bible*. Jewish Publication Society, 2013; “Josephus” and “Nag Hammadi,” in *Encyclopedia of Ancient History*. Wiley-Blackwell, 2013; “How Priestly is the ‘High Priestly’ Prayer of John 17,” *CBQ*, 2013; “Creation and Sacred Space: The Reuse of Key Pentateuchal Themes in Philo, the Fourth Evangelist, and the Epistle to the Hebrews,” in *Pentateuchal Traditions in the Late Second Temple Period*. Brill, 2012; **Dissertations/Theses Supervised in Past Five Years:** 3

Distinctions: NEH Summer Research Stipend 1982; John Simon Guggenheim Fellowship 1983-84; Junior Fellow, Society of Fellows, Harvard 1974-1977

AZIZ, MUHAMMAD. Senior Lecturer in Arabic, Coordinator of the Arabic Program, NELC, Appointed 2005

Education: Ph.D., University of Michigan 2004; M.A. Near Eastern Studies, University of Michigan, 1998; M.A. Center for Middle Eastern & North African Studies, University of Michigan, 1997; B.A., San’a University, Yemen, 1986.

Academic Experience: Lecturer of Arabic, Princeton University, 2004-05; Instructor of Arabic, University of Michigan, 1997-03; Instructor of Elementary English, Ministry of Education, Yemen, 1986-95.

Overseas Experience: Yemen: Sanaa University; Training in Arabic Syntax (Ibb-Yemen); Quran & Sufi Readings (Ibb-Yemen).

Language(s): Arabic 5, English 5, French 1, Persian 1

Percentage of Time Dedicated to Middle East Studies: 80%

Middle East Studies Courses Taught: Modern Standard Arabic (all levels), Arabic Prose Narrative.

Research/Teaching Specialization: Modern Standard Arabic (all levels); Classical Arabic Texts; Arabic Prose Narrative.

Recent Publications: Religion and Mysticism in Early Islam: Theology, Sufism & Legacy of Ahmad b. ‘Alwan (in progress); “A Short Survey of Sufism in Yemen from Inception to the 13th C,” *AJISS* (2009); “Ibn Alwân” & “Abû l-Ghayth Ibn Jamîl,” “Zuhd al-Rasûl” & “Zuhd al-Imam ‘Alî b. Abî Tâlib” in *Encyclopedia of Islam* : (2008)

Distinctions: Certified ACTFL, OPI-Rater in Arabic, 2009; Who’s Who Among America’s Teachers, 11th ed, vol. 1, 2006-07; The Great Books of Islamic Civilization Prize, 1997; Professor Richard P. Mitchell Memorial Prize, 1996; Fulbright Fellowship (AMIDEAST), 1995-97

DAVID BACH: Senior Associate Dean for Executive MBA and Global Programs and Senior Lecturer (Non-Tenured), Yale School of Management, Appointed 2012

Education: Ph.D., University of California, Berkeley; M.A., University of California, Berkeley; B.A., Yale University

Academic Experience: Professor of Strategic Management and Dean of Programs, IE Business School; Academic Director of the IE Brown International MBA Program; Visiting Professor, College of Europe, Bruges (Belgium). Spring 2007

Overseas Experience: Spain, Germany

Language(s): English / German / Spanish – trilingual; French – good reading, fair speaking and writing

Percentage of Time Dedicated to Middle East Studies: 5%

Middle East Studies Courses Taught: State & Society

Research/Teaching Specialization: Business-government relations, nonmarket strategy, and market regulation

Recent Publications: "What Every CEO Needs to Know about Nonmarket Strategy" (with David Allen), *Sloan Management Review*, 2010; "Governing Lipitor and Lipstick: Capacity, Sequencing, and Power in International Pharmaceutical and Cosmetics Regulation" (with Abe Newman), *Review of International Political Economy* 2010; "Transgovernmental Networks and Domestic Policy Convergence: Evidence from Insider Trading Regulation" (with Abe Newman), *International Organization* 2010; "Varieties of Cooperation: The Domestic Institutional Roots of Global Governance," *Review of International Studies* 2010

Distinctions: Runner-Up, "Best Professor, International Programs," IE Business School, 2004-05; Winner, "Most Innovative Case," IE Multimedia Case Awards, 2004-05; Named one of the top 40 business school professors under 40 and was selected as one of the top 50 business school professors to follow on Twitter, 2011

BADEN, JOEL: Professor (Tenured), Yale Divinity School, Appointed 2007

Education: Ph.D., Hebrew Bible, Harvard 2007; M.A., Northwest Semitics, University of Chicago 2002; B.A., Judaic Studies, Yale 1999

Academic Experience: Professor, Yale Divinity School, 2014–present; Associate Professor, Yale Divinity School, 2012–14; Assistant Professor, Yale Divinity School, 2007–12.

Outreach: Guest on NPR's "On Point," March 31, 2014; Interview with The Jewish Channel's "Up Close," January 24, 2014; "The Historical David." Trinity Church, Boston, January 12, 2014; Radio interview with Interfaith Voices, November 1, 2013; Interview with Jonathan Merritt, Religion News Service, October 31, 2013; Radio interview with WBEZ, Chicago Public Radio, "Afternoon Shift," October 18, 2013; Interview with the Boston Globe, November 17, 2013; Interview with the Huffington Post, December 6, 2013

Language(s): English 5, French 4, German 3, Hebrew 3

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Advanced Biblical Hebrew: Prose; Hebrew Exegesis: Genesis 1-11; Eng Exegesis: Book of Joshua; Advanced Biblical Hebrew: Poetry; RC-Hosea & the Pentateuch; Reading Course: Festival Calendars in the Hebrew Bible; Ancient Hebrew Inscriptions; Composition of the Pentateuch; Reading Course: Lamentations; History and Methods of Old Testament Interpretation; Reading Course: Numbers; Hebrew Exegesis: Leviticus

Research/Teaching Specialization: Pentateuchal & Deuteronomistic composition and redaction; Source criticism and methods of reading biblical text; Biblical Hebrew; Disability theory.

Recent Publications: *The Historical David: The Real Life of An Invented Hero*. San Francisco: HarperOne, 2013; *The Promise to the Patriarchs*. New York: Oxford University Press, 2013; "The Structure and Substance of Numbers 15." *Vetus Testamentum*, 2013; *The Composition of the Pentateuch: Renewing the Documentary Hypothesis*. Anchor Yale Bible Reference Library. Yale University Press, 2012; "From Joseph to Moses: The Narratives of Exodus 1–2." *Vetus Testamentum*, 2012; "The Continuity of the Non-Priestly Narrative from Genesis to Exodus." *Biblica*, 2012; "On Exodus 33:1–11." *Zeitschrift für die alttestamentliche Wissenschaft*, 2012; "Hithpael and Niphal in Biblical Hebrew: Semantic and Morphological Overlap" *Vetus Testamentum*, 2010; "The Tower of Babel: A Case Study in the Competing Methods of Historical & Modern Literary Criticism," *Journal of Biblical Lit*, 2009

Distinctions: Junior Faculty Fellow Whitney Humanities Center, Yale University, 2012–13; Graduate Dissertation Completion Fellowship, Harvard, 2006-07; Nebel Grad Fellowship, Harvard, 2006-07

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

BAJWA, OMER: Coordinator of Muslim Life (Non-Tenured), Chaplain's Office, Yale University, Appointed 2008
Education: Graduate Certificate in Islamic Chaplaincy, Hartford Seminary 2010; M.A., Arabic and Islamic Studies, Department of Near Eastern Studies, Cornell University 2006; M.S. Communications, Cornell University 2003; B.A. English Literature and Rhetoric, *Magna cum laude*, Binghamton University 1998
Academic Experience: Ex-Officio Board Member, CMES, Yale University, 2009–Present; Principal, al-Rumman School, Ithaca, NY, weekend Islamic school, 2007–08; Member, Curriculum Committee, American Learning Institute for Muslims (ALIM) Summer Program, 2007–Present
Outreach: Board Member, Interfaith Cooperative Ministries, Greater New Haven CT, 2010–Present; Board Member, Masjid al-Islam, New Haven CT, 2010–Present
Percentage of Time Dedicated to Middle East Studies: 50%
Languages: English (fluent), Arabic (written), Urdu (spoken)
Research/Teaching Specialization: Islam in the US, Interfaith activities, Islam and the Global Media, Transnational Religion and Intellectual Networks
Distinctions: Phi Beta Kappa Honor Society; Phi Eta Sigma Honor Society; Golden Key National Honor Society

BARARI, HASSAN: Visiting Fulbright Scholar, Yale University, 2013-14
Education: Ph.D., International Relations, University of Durham 2001; M.A. International Relations, Leeds University 1995; B.A. English and Politics, University of Jordan 1992
Academic Experience: Assistant Professor, International Relations, University of Jordan, 2009 - present; Middle East Studies, University of Nebraska Omaha, 2008-09; Researcher at Center for Strategic Studies/University of Jordan 2007 - 08; Senior Fellow, United States Institute of Peace, Washington, DC, 2006 - 08; Researcher, Center for Strategic Studies/ University of Jordan, Amman, September 2001-06; Academic Director, World Learning/School for International Training, USA, 2005
Overseas Experience: Board of Directors of the Jordanian Commission of Youth Democracy, 2007- present; Columnist, *Al Rai Daily* newspaper (in Arabic), 2008-present, *Jordan Times*, (in English), 2002- present, *Al Ghad Daily*, (in Arabic), 2004-08; Jordan, Board of Directors of the Institute for Diplomacy and Ministry of Foreign Affairs, 2006-08; Training Diplomats, Institute for Diplomacy and Ministry of Foreign Affairs, 2004-06
Language(s): Arabic 5, English 5, Hebrew 5
Percentage of Time Dedicated to Middle East Studies: 100 %
Middle East Studies Courses Taught: International Relations of the Middle East, International Relations Theory The Arab Israeli Conflict and the Middle East Peace Process, Political Islam, The Middle East Politics
Research/Teaching Specialization: Political Islam, International Relations Theory, American Foreign Policy toward the Middle East, Israeli Domestic and Foreign Policy, The Arab Israeli Conflict and the Middle East Peace Process, International Politics of the Middle East, Theories of Conflict
Recent Publications: *Israelism: Arab Scholarship on Israel: Critical Assessment*. Ithaca Press, 2009; *The Middle East- Peace by Piece: The Quest for a Solution to the Arab-Israeli Conflict*. Fredrick Ebert Stiftung, 2009; “The Pragmatic and the Radical: Syria and Iran and war by proxy” in *Israel and Hezbollah*. Routledge, 2010; “Four Decades after Black September: A Jordanian Perspective” *Civil Wars*, 2008; “The Lebanon War: The American and Iranian Competing Strategies,” *Jordan Journal of International Affairs*, (in Arabic), 2007; *Jordan and Israel: Ten Years Later*. Center for Strategic Studies, 2004; *Israeli Politics and the Middle East Peace Process, 1988-2002* Routledge, 2004; *Israel and the Decline of the Peace Process, 1996-2003* ECSR, 2003
Distinctions: The Jennings Randolph Fellowship, United States, 2006-07; The British Council Chevening Scholarship, Durham University 2001; The Center for Strategic Studies, University of Jordan, 1999-00; The British Council Chevening Scholarship, Leeds University, 1994-95

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

BEELEY, CHRISTOPHER: Associate Professor (Tenured), Yale Divinity School, Appointed 2003

Education: Ph.D. University of Notre Dame, 2002; M.Div. Yale Divinity School, 1994; B.A. Washington & Lee University, 1990

Academic Experience: Walter H. Gray Associate Professor of Anglican Studies and Patristics, Yale Divinity School/Berkeley Divinity School 2003-09; Visiting Assistant Professor, Yale Divinity School/Berkeley Divinity School 2002-03; Visiting Instructor in Historical Theology, Washington & Lee University 2001-02

Overseas Experience: Istanbul and Cappadocia, Turkey, Aug. 2008

Outreach: Baccalaureate address, Washington and Lee University, May 2011; “Christian Leadership: Wisdom from the Early Church.” Keynote Speaker, Triennial Clergy Conference, Keble College, University of Oxford. January 2011

Language(s): Ancient Greek 5, Latin 4, German 5, French 4, Spanish 3, Italian 2

Percentage of Time Dedicated to Middle East Studies: 80%

Middle East Studies Courses Taught: History of Christian Theology to 451; Patristic Christology; Augustine

Research/Teaching Specialization: Early Christian theology; Biblical Interpretation; Classical Anglicanism; Spirituality;

Recent Publications: *The Unity of Christ: Continuity and Conflict in Patristic Tradition.* Yale University Press, 2012; *Leading God’s People: Wisdom from the Early Church for Today.* Eerdmans Publishing, 2012; *Gregory of Nazianzus on the Trinity and the Knowledge of God: In Your Light We Shall See Light.* Oxford Studies in Historical Theology. Oxford University Press, 2008.

Distinctions: Griswold Faculty Research Grant (Whitney Humanitiets Center), Yale, 2009-11; John Templeton Award for Theological Promise 2010; Jessie Ball DuPont Faculty Development Grant 2009-10; Stavros Niarchos Faculty Research Grant, Yale Hellenic Studies Program 2008; Pastoral Leadership Grant, The Louisville Institute 2007-08.

BELAICHA, AMINE: Yale World Fellow, 2012

Academic Experience: Lecturer, HEC Business School, France

Overseas Experience: Tunisia, Investment for Swicorp Private Equity, Vice President of Investments; North African, Numid-Investment, General Manager, Private Investment and Advising; France, Boston Consulting Group, Strategy Consultant

Language(s): Arabic 5, English 5, French 5, Italian 4

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Banking, Financial Services, Management Consulting, Investment Banking, Emerging Markets, Corporate Finance

BÖWERING, GERHARD: Professor of Islamic Studies (Tenured), Department of Religious Studies, Appointed 1984

Education: Ph.D. McGill University 1975; Th.L., M.A., Université de Montréal, 1971; Ph.L. Philosophische Hochschule Pullach-Munich, Germany 1964; B.A., Deutsches Gymnasium, Würzburg, Germany, 1959

Academic Experience: Professor of Islamic Studies, Yale University, 1984-Present; Chair, CMES, Yale University, 1985-95; Associate Professor of Islamic Religion, University of Pennsylvania, 1980-84; Assistant Professor of Religious Studies, University of Pennsylvania, 1975-80

Overseas Experience: Diploma in Islamic Studies, Panjab University, Lahore, Pakistan; Urdu language study, Lahore, Pakistan; Arabic language study, Cairo, Egypt; Arabic Manuscript Research in Istanbul, Turkey; Alexandria, Egypt; Teheran, Iran; and Rabat, Morocco

Outreach: Lectures at universities in Shanghai, China; Islamabad, Pakistan; Moscow, Russia; Vienna, Austria; Nürnberg-Erlangen, Germany; Tehran, Iran; Ohio University, Youngstown

Language(s): Classical Arabic; Colloquial Egyptian, Persian, Urdu, French, German, Spanish, Greek, Latin

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Introduction to Islam; Islamic Religious History (600-1500); Muhammad and the Qur'an; Seminar on the Qur'an and its Interpretation; Seminar in Islamic Religious Thought; Seminar in Islamic Tradition and Sufism

Research/Teaching Specialization: Classical Islam; Sufism; Qur'anic Studies

Recent Publications: "The Interpretation of the Arabic Letters in Early Sufism" in *Cambridge Colloquium on the Esoteric Interpretation of the Qur'an* (ed. A. Keeler), London, Institute of Isma'ili Studies, 2014; "The Search for Truth: Ghazali in the Perspective of His Mysticism," Osnabrück University, Germany (forthcoming 2014); "Ibn al-'Arabi's Concept of Time," *Ishraq: Islamic Philosophy Yearbook*, 2012; *The Princeton Encyclopedia of Islamic Political Thought* (EIPT), Editor-in-Chief, Princeton University Press, 2013

Dissertations/Theses Supervised in Past Five Years: 15

Distinctions: Guggenheim Fellowship, 2005-2006; Member, American Philosophical Society, 1994-present; Member, American Oriental Society, 1975-present; Visiting Fellow, Institute for Advanced Study, Princeton, Spring 2006; Visiting Mellon Professor, Institute for Advanced Study, Princeton, 1991-1992

BRACKEN, PAUL: Professor (Tenured), Yale School of Management, Appointed 1983

Education: PhD, Yale 1982; B.S. Columbia, 1971

Academic Experience: Senior staff of the Hudson Institute 1973-83;

Percentage of Time Dedicated to Middle East Studies: 5%

Middle East Studies Courses Taught: International Experience: Middle East; Strategy, Technology and War

Research/Teaching Specialization: Private Equity; Business, Government and Globalization

Recent Publications: *The Second Nuclear Age, Strategy, Danger, and the New Power Politics*, Times Books, 2012; "Scholars and Security," *Perspectives on Politics*, 2010; *Managing Strategic Surprise: Lessons from Risk Assessment and Risk Management* (co-edited.), Cambridge University Press, 2008; "Futurizing Business Education," *The Futurist*, 2008; "Financial Warfare," *Orbis*, 2007; "Managing to Fail, Why Strategy is Disjointed" *The American Interest*, 2007;

Distinctions: Named by Princeton Review one of The Best 300 Professors in the United States, 2012; A member of the Council on Foreign Relations; Serves on the Chief of Naval Operations Executive Panel; Co-chairs the Board of Advisors of the U.S. Naval War College and the Naval Postgraduate School.

BREUER, YOCHANAN: Jacob Perlow Visiting Professor of Religious Studies (Non-Tenured), Department of Judaic Studies, 2012-13

Education: Ph.D. Hebrew University 1993; M.A. Hebrew University 1986; B.A. Hebrew University

Academic Experience: Associate Professor, Hebrew University Jerusalem, 2007 - present; Head of Department: Professor of Hebrew Language and Jewish Languages, Hebrew University Jerusalem 2001-06; Senior Lecturer, Hebrew University 1999-07; Director of the Division of Hebrew Language Instruction, Rothberg School for Overseas Students 1996-99; Lecturer, Department of Hebrew language 1995-99; Visiting Scholar at Columbia University, New York 1994-95; Visiting Lecturer at Yeshiva University, New York 1994-95; Instructor, Department of Hebrew language 1986-96; Instructor, Department of Talmud 1983-88

Overseas Experience: Teaching and study in Israel

Languages: Hebrew, English

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Babylonian Aramaic; Mishnaic Hebrew Grammar

Research/Teaching Specialization: Hebrew Language

Recent Publications: “Reconsideration of the saying ‘in five verses there is no v-c-r-`a’” in *Mehkarim be-Lashon: Linguistic Studies in Hebrew Language*, 2011; “Yod Interchanges in Mishnaic Hebrew,” *Revue des Etudes Juives*, 2000.

Distinctions: Alon Prize 1997-00; E. Urbach Prize 1996-97; E. S. Rosenthal Prize 1992; Varburg Prize 1990-91

BRITTON, KARLA: Lecturer (Non-Tenured), School of Architecture, Appointed 2003

Education: Ph.D., Graduate School of Design, Harvard, 1997; M.A., Columbia University 1989; B.A., University of Colorado, Boulder, 1985

Academic Experience: Adjunct Associate Professor Columbia University’s Graduate School of Architecture, Planning & Preservation, 2001-03; Adjunct Associate Professor Columbia University, 1996-01; Teach Fellow, Harvard, 1991-93

Overseas Experience: France (7 years with Columbia University, 1996-03); Cairo (with students from Yale University, March 2009); Teacher of English literature & creative writing, American International School, Florence, Italy, 1987-88

Language(s): Flemish 3; Italian 3; French 3

Percentage of Time Dedicated to Middle East Studies: 40%

Middle East Studies Courses Taught: Architecture & Religion; RC-Mod Sacred Architecture

Research/Teaching Specialization: Alternative modernisms, Architecture

Recent Publications: *Constructing the Ineffable: Contemporary Sacred Architecture* (forthcoming); *Hawaiian Modern: The Architecture of Vladimir Ossipoff* (co-authored, 2007); “Introduction,” *Alexandros Tombazis’ Church of the Holy Trinity, Fatima* (2010); Various entries in *The Oxford Companion to Architecture* (2009); “Auguste Perret” in *Cambridge Encyclopedia of Religious Architecture* (2010)

Dissertations/Theses Supervised in Past Five Years: 7-14 per year due to teaching Methods & Research Colloquia

Distinctions: Harvard University Grant for Dissertation Completion, 1995-96; The Lurcy Fellowship for study & research in France, Harvard, 1993-94

BSHEER, ROSIE: Assistant Professor (Non-Tenured), Department of History, Appointed 2014
Education: Ph.D., Columbia University 2014; M.A., Columbia University 2011; MA., Columbia University 2006; BS., Johnson and Wales University 2000
Academic Experience: Visiting Assistant Professor of History, Swarthmore College 2013-14; Teaching Scholar, Columbia University 2012
Overseas Experience: Saudi Arabia, Turkey, Lebanon, Iraq
Outreach: Co-Editor, *Jadaliyya*, 2010-Present; Associate Editor, *Tadween*, 2013-Present; Producer/Co-Director, *Notes on the War*, 2006-2008; Associate Producer and Translator, *My Country, My Country*, 2005-2006; Political Consultant and Translator, C&O, 2003-2009
Language(s): English, Arabic, French, Turkish
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Oil and Empire; Social and Intellectual Movements; Gulf Petro-modernity: History, Politics, Society; Making of the Modern Middle East.
Research/Teaching Specialization: Political, Cultural and Intellectual History of Modern Middle East (1700-present); Ottoman Arabia; Social Movements; Oil and Empire; Petro-capitalism; Urban Studies; Historiography; Archive Theory; Social Theory; Comparative Colonialism.
Recent Publications: *The Dawn of the Arab Uprisings: End of An Old Order?* (co-edited). Pluto Press, 2012; *Theorizing the Arabian Peninsula* (co-editor). Tadween Publishing, 2013. “Teaching the Nation: State and Citizen in Saudi Arabian History Textbooks,” under review at *Arab Studies Journal*. Book review: *Politics and Society in Saudi Arabia: The Crucial Years of Development, 1960–1980*. Sarah Yizraeli. *International Journal of Middle East Studies*, 2014.
Distinctions: Mellon-ACLS Dissertation Completion Fellowship; Whiting Dissertation Writing Fellowship; SSRC International Dissertation Research Fellowship; CU Graduate School of Arts and Science International Travel Research Fellowship Dissertation Fieldwork; Shawn Summer Research Fellowship

BUTTS, AARON: Senior Lecturer (Non-Tenured), NELC, Appointed 2010
Education: Ph.D., University of Chicago 2013; M.A., University of Chicago 2007; M.T.S., Duke Divinity School 2005; B.A., Howard Payne University 2002
Academic Experience: Assistant Professor of Semitic Languages and Literature, The Catholic University of America, Department of Egyptian and Semitic Languages and Literatures, starting Fall 2014; Senior Lecturer in Semitics, Yale University, NELC 2013-14; 2013 Lecturer of Semitics, Yale University 2010-2013; Teaching Assistant: Elementary Arabic 1, 2, 3, University of Chicago Summer 2007, Academic Year 2007-08, 2008-09
Overseas Experience: Collaborations with scholars in Europe, the Middle East, and Ethiopia. Research conducted in Ethiopia and the Middle East.
Outreach: Academic supporter of the Syriac Heritage, working especially with the diaspora community of the Syriac Orthodox Church in the USA
Language(s): Arabic (Classical and Middle), Aramaic (various dialects, including Syriac), Classical Ethiopic, Classical Hebrew, Old South Arabian, Phoenician, Ugaritic
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Elementary and Intermediate Syriac; Aramaic I-II; Introduction to Comparative Semitics; Introduction to Ugaritic; Introduction to Classical Ethiopic; Readings in Classical Ethiopic
Research/Teaching Specialization: Semitic language
Recent Publications: “Greek *men* in early Syriac,” *Hugoye: Journal of Syriac Studies*, 2013; “Reduplicated Nominal Patterns in Semitic,” *Journal of the American Oriental Society*, 2011; “The Etymology and Derivation of the Syriac Adverbial Ending ܘܝܐܘܪܝܢܐ,” *Journal of Near Eastern Studies*, 2010; *Jacob of Sarug's Homily on the Tower of Babel*. Gorgias Press, 2009; “The Afflictions of Exile. A Syriac Memrā by David Puniqāyā,” *Le Muséon*, 2009; “The Biography of the Lexicographer Isho' bar 'Ali ('Īsā b. 'Alī),” *Oriens Christianus*, 2009; *Gorgias Encyclopedic Dictionary of the Syriac Heritage* (co-editor). Gorgias Press, 2011.
Distinctions: Faculty Travel Grant, Center for Language Study, Yale University 2014; Robert Brandt Cross Scholarship, University of Chicago 2012-13; A. Whitney Griswold Faculty Research Fund for research trip 2012, 2013; The Edward J. and Dorothy Clarke Kempf Fund at Yale University for hosting North American Conference on Afroasiatic Linguistics (NACAL 41) 2012; Robert Brandt Cross Scholarship, NELC, University of Chicago 2012

CANLI, GÜLSUM: Fulbright Foreign Language Teaching Assistant, Turkish (Non-Tenured), Council on Middle East Studies, Appointed 2013

Education: M.A., Istanbul University 2012; German as a Foreign Language, Freie Universität Berlin 2010; B.A., Anadolu University 2008; English Language Erasmus Student, University of Cologne 2006

Academic Experience: Teaching Assistant, Yale University 2013-14; Instructor, Istanbul University 2010-13; Teacher, Mehmet R. Yalman Primary School 2008-10

Overseas Experience: Germany, U.K.

Language(s): Turkish, English, German

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: English and Turkish language; Effect of Culture on Language Learning; Teaching Pedagogy

Distinctions: Erasmus Scholarship; Comenius Assistant, Turkish National Agency; German Academic Exchange Service (DAAD); Honor Certificate, Anadolu University

CROCKER, RYAN: Kissinger Senior Fellow, Appointed 2012

Education: Coursework, Near Eastern Studies, Princeton University 1984-85; B.A., English Literature, Whitman College, Washington 1971

Academic Experience: James Schlesinger Distinguished Visiting Professor, University of Virginia, 2012-13; Dean and Executive Professor, Edward and Howard Kruse Endowed Chair, George Bush School of Government and Public Service, Texas A&M University, 2010 - present; International Affairs Advisor, National War College, 2003

Overseas Experience: U.S. Ambassador to Afghanistan, Iraq, Pakistan, Syria, Kuwait, and Lebanon; Iran, Qatar, Egypt, Morocco, Canada and Turkey

Outreach: “It’s Not Too Late to Reengage with Iraq,” Op-ed, *Washington Post*, June 19, 2014; “Is the US Doing Enough in Iraq?” *MSNBC*, June 17, 2014; “Ryan Crocker on GPS Sunday with Fareed Zakaria,” *CNN*, June 15, 2014; “Jarba, Syrian Opposition Council Pushes for US Support,” *Voice of America*, May 8, 2014; “Is Intervention in Syria the Answer?” *Council on Foreign Relations*, May 1, 2014

Language(s): English 5, Persian, Arabic

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Gateway to Global Affairs: Afghanistan module

Distinctions: Ryan C. Crocker Award, Outstanding Achievement in Expeditionary Diplomacy established by Secretary of State Hillary Clinton, 2012; Secretary of State Distinguished Service Award, 2012; Department of Defense Medal for Distinguished Public Service, 2012; Director of Central Intelligence's Director's Award, 2012; Marshall Medal, Association of the United States Army, 2011; Presidential Medal of Freedom, 2009; Honorary Doctor of Humane Letters, American University of Afghanistan, 2013; Honorary Doctorate of National Security Affairs, National Defense University, 2010; Honorary Doctor of Laws, Gonzaga University, Washington, 2009; Honorary Doctor of Laws, Whitman College, Washington, 2001

CHANDA, GEETANJALI SINGH: Senior Lecturer (Non-Tenured), Department of Women's, Gender, and Sexuality Studies, Appointed 2002
Education: PhD, English Literature, Hong Kong University 1998; M.A. George Washington University 1986; Senior Diploma in teaching French as a second language, Sorbonne University 1974; B.A. University of Delhi 1971
Academic Experience: Women's, Gender & Sexuality Studies Program, Yale, 2002-present; Young India Fellowship Program, Delhi (India) 2013; Program in American Studies, University of Hong Kong, 1997-01; English Department, University of Hong Kong, 1992-95; Gettysburg College 1988-91
Overseas Experience: Visiting Lecturer, SunYat-sen University, China, 2006; Visiting Lecturer, University of Hong Kong, 2006; Visiting Faculty - International Foundation for Research & Education. Young India Fellowship Programme (India) 2013.
Outreach Experience: Judge for Hindi debate 2008–14; Committee for the Yale College Public Service Research Grant and the Cohen Summer Public Service Fellowship 2014; Asia Fellowships selection committee 2011-12; Editor, WGSS Newsletter (bi-annual) 2010 – present; WGSS Curricular Development Committee 2013; Chair Advisory Board, Asian American Culture Center 2005-08, 2014 ; Chair WGSS Speakers Series, Organizing Committee 2006-09; Film Study Center Advisory Committee 2007-08;
Language(s): English 5, French 4, Hindi 4, Punjabi (spoken) 3, Bengali (spoken) 2
Percentage of Time Dedicated to Middle East Studies: 25%
Middle East Studies Courses Taught: Constructing the Self: From Autobiography to Facebook
Research/Teaching Specialization: Popular culture; Cultural identity; Globalization; International feminisms; Postcolonial India; Trans-cultural pedagogy, Masculinities
Recent Publications: “The Unbearable Heaviness of Being: Diaspora Sikh Womens' Memoirs” *Sikh Formations: Religion, Culture, Theory*, 2014; “Sikh Children's Literature in the Diaspora” in *Sikh Diaspora: Theory, Agency, and Experience*. 2013; “The Urban Apartment as ‘Womanspace’: Negotiation Class and Gender in Indian English Novels.” *South Asian Review*, 2009; “Sikh Masculinity, Religion, and Diaspora in Shauna Singh Baldwin’s *English Lessons and Other Stories*” *Men and Masculinities*. Sage Publications, 2009; *Indian Women in the House of Fiction*. Zubann Books, Delhi, 2008
Dissertations/Theses Supervised in Past Five Years: 4
Distinctions: 2012 Travel grant, South Asian Studies for American Association of Religions Conference, Chicago; 2011 Travel grant, South Asian Studies for Syddansk University of Southern Denmark; 2011 Travel grant, WGSS, University of Toronto, Ontario, Canada; 2009 Travel grant, International Sacred Arts Festival, Delhi

COHEN, JAMES: Assistant Secretary for International Affairs, 2008-13
Education: M.A. History of International Relations, London School of Economics & Political Science 1997; B.A. History, Emory 1995
Experience: Chief Executive Officer, United Jewish Federation of Greater Stamford, 2013 – present; Assistant Secretary for International Affairs, Yale, 2008 – 13; Advisory Board member of CMES; Foreign Service Officer, U.S. Department of State (Posts in Cairo, Quito, Washington, and Sarajevo) 1999 - 08
Outreach Experience: At Yale, responsible for the coordination of university activities in the Middle East and Africa. Worked closely with the university's leadership and representatives from Yale College as well as the graduate and professional schools to promote Yale abroad, build partnerships around the world, and to attract students and scholars to Yale; Speaker at the Exhibition for Higher Education “Yale Hope to reach beyond its borders: the importance of being a global university,” Riyadh, Saudi Arabia, Jan 2010; Various articles at www.internationalfreepressociety.org
Field Research and Overseas Experience: Saudi Arabia
Percentage of time dedicated to Middle East Studies: 10%

COHEN, LEAH: Senior Jewish Chaplain and Executive Director, Joseph Slifka Center for Jewish Life at Yale, Appointed 2014

Education: M.A. in Hebrew Letters, Hebrew Union College-Jewish Institute of Religion 2000; M.A., American Graduate School of International Management 1984; B.A. in International Studies, *cum laude*, American University 1982

Experience: Senior Jewish Chaplain and Executive Director, Joseph Slifka Center for Jewish Life at Yale, 2013 – present; Rabbi, Temple B'nai Chaim, Georgetown, CT 2000 – 13

Percentage of Time Dedicated to Middle East Studies: 10%

COLLINS, ADELA YARBRO: Buckingham Professor of New Testament Criticism & Interpretation (Tenured), Yale Divinity School, Appointed 2000

Education: Ph.D., Harvard 1975; M.A., Harvard 1972; B.A., Pomona College 1967

Academic Experience: Secondary appointment, Department of Religious Studies, Yale, 2003-present; Buckingham Prof. of New Testament, Yale Divinity School, 2000-present; Professor, Department of NT and Early Christian Literature, University of Chicago, 1991-00; Prof of NT, Divinity School, University of Chicago, 1991-00; Professor of NT, University of Notre Dame, 1985-91; Professor in NT, McCormick Theological Seminary, 1982-85; Associate Professor in NT, McCormick Theological Seminary, 1979-82; Assistant Professor in NT, McCormick Theological Seminary 1976-79

Overseas Experience: Area Supervisor at Caesarea Maritima (Israel), 1974; Caesarea Maritima (Israel), 1972; Archaeological Expedition to Gezer (Israel), 1971; Study at Eberhard-Karls-Universität, Tübingen, Germany, 1967-68; Year-abroad, University of Portland & Institute of European Studies, Salzburg, Austria, 1964-65

Outreach: Workshop on “The Resurrection Body according to Paul and his Successors” at the Archdiocese of Hartford’s Biblical School, Bloomfield, CT 2012; Participated in a roundtable discussion on “Religion, Gender, Conflict, and Reconciliation in a Multi-Religious World” at the 200th anniversary celebration of the University of Oslo 2011; Gave a talk at the Catholic Center at Yale in the Catholic Faculty Series “My Life as a Scholar and a Believer.” 2011

Language(s): German 4; Spanish 2; French, Ancient Greek, Latin, Hebrew, Aramaic (reading)

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: History & Methods of the Discipline of New Testament Studies; Greek Exegesis of Luke; History of Biblical Interpretation; Historical Jesus; English Exegesis: Book of Revel; Directed Reading: History & Methods of NT Studies; Greek Exegesis: Matthew; Ascents to Heaven in Antiquity

Research/Teaching Specialization: Jewish & Christian Apocalypticism; New Testament, Ancient Greek

Recent Publications: *King and Messiah as Son of God*. Eerdmans, 2008 (co-authored with John J. Collins).

“Baptism and the Formation of Identity,” in *The Making of Christianity: Conflicts, Contacts, and Construction* Coniectanea Biblica, New Testament Series, 2012; “The Reception of the Torah in Mark: The Question about the Greatest Commandment,” in *Journal for the Study of Judaism Supplements*, 2012; “Traveling Up and Away: Journeys to the Upper and Outer Regions of the World,” in *Supplements to Novum Testamentum*, 2012;

Dissertations/Theses Supervised in Past Five Years: 3

Distinctions: President of the Society of New Testament Studies, 2010-11; President, New England Region of the Society of Biblical Literature, 2004-05; Ph.D. w/distinction, Harvard University, 1975; Fulbright Graduate Fellowship, 1967-68; Elected to Phi Beta Kappa, 1967; Woodrow Wilson Graduate Fellowship, 1967

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

COLLINS, JOHN J.: Holmes Professor of Old Testament Criticism & Interpretation (Tenured), Yale Divinity School, Appointed 2000

Education: Ph.D. Harvard 1972; M.A. University College Dublin, 1969; B.A. University College Dublin, 1967

Academic Experience: Professor of Hebrew Bible, University of Chicago Divinity School 1991-00; Professor of Theology, University of Notre Dame, 1985-91; Professor of Religious Studies DePaul University 1982-85; Associate Professor of Religious Studies, DePaul University 1978-82; Associate/Assistant Professor of Scripture, St. Mary of the Lake Seminary 1973-78

Outreach: “What Have We Learned from the Dead Sea Scrolls.” *Huffington Post*, Oct 22, 2012. Lecture on “The Dead Sea Scrolls and Christianity,” Franklin Institute, Philadelphia, October 11, 2012; “The Vision of Gabriel,” *Yale Alumni Magazine*, Sept./Oct. 2008.

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: 2nd Temple Seminar: Formation of Authoritative Literature; O.T. Interpretation; The Messiah: The Development of a Biblical Idea; Advanced Biblical Hebrew: Poetry; Jewish Apocalyptic Literature; Ezra & Nehemiah; Hellenistic Judaism

Research/Teaching Specialization: Apocalypticism; Hellenistic Judaism; Dead Sea Scrolls

Recent Publications: “The ‘apocryphal’ Old Testament,” in James Carleton Paget and Joachim Schaper, ed., *The New Cambridge History of the Bible*. Cambridge University Press, 2013; “The Dead Sea Scrolls,” *Historically Speaking* 2013; *The Dead Sea Scrolls. A Biography*. Princeton: Princeton University Press, 2012; *Beyond the Qumran Community: The Sectarian Movement of the Dead Sea Scrolls*. Eerdmans, 2010; *King and Messiah as Son of God* (co-authored).

Dissertations/Theses Supervised in Past Five Years: 4

Distinctions: D. LITT (Hon) University College Dublin 2009; Luce Fellowship, 2000-01; NEH Fellowship, 1987-88.

CONNOLLY, THOMAS: Assistant Professor, Department of French, Appointed 2013

Education: Ph.D., Comparative Literature, Harvard University 2012; Maîtrise & DEA, Paris IV – La Sorbonne; B.A. Modern Languages, University of Oxford, 2002

Academic Experience: Assistant Professor of French, Yale University,

Overseas Experience: Jerusalem

Language(s): French, German, Hebrew, Arabic

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: North African Poetry in French

Research/Teaching Specialization: Nineteenth and twentieth century French poetry, and intersections with German, Hebrew, and Arabic literature; philosophy; visual arts

Recent Publications: *Poetics of the Unfinished: Illuminating Paul Celan’s Eingedunkelt* (current project)

CRESWELL, ROBYN: Assistant Professor (Non-Tenured), Department of Comparative Literature, Appointed 2014

Education: Ph.D., New York University 2012; M.A., New York University 2005; B.A., Brown University 1999

Academic Experience: Assistant Professor, Brown University 2011-14

Overseas Experience: France, Egypt, Lebanon

Outreach: Poetry Editor, *The Paris Review*, 2010 – present; “Escaping Beirut,” *The New York Review of Books* [blog], 2014; “Poetry in Extremis,” *The New Yorker* [blog], 2014; “The Winds of Revolt,” *Harper’s Magazine*, 2013. “Egypt: The Cultural Revolution,” *The New York Times Book Review*, 2011. “Undelivered,” *Harper’s Magazine*, 2011

Languages: French, Arabic, Spanish

Percentage of Time Dedicated to Middle East Studies: 40 %

Middle East Studies Courses Taught: Poetry and Decolonization; Sexuality and Desire in Arabic Literature; Readings in Elegiac Poetry from the Western and Near Eastern Tradition; Modern Arabic Literature; Comparative Modernisms

Research/Teaching Specialization: Modernist poetry and poetics in Arabic, French, and English; The theory and practice of translation; Twentieth century American poetry

Recent Publications: “The Cry of its Occasion: Mahmoud Darwish’s Early Poetic,” *Journal of Arabic Studies* (accepted for publication). “Crise de vers: Adonis’ Diwan and the Institution of Modernism,” *Modernism / Modernity*, 2010; Translations: *That Smell and Notes from Prison*, Sonallah Ibrahim, *New Directions* 2013 (from the Arabic); *The Clash of Imagines*, Abdelfattah Kilito, *New Directions*, 2010 (from the French).

Distinctions: Roger Shattuck Prize for Criticism, 2013; Humanities Initiative Grant, Brown University, 2012; Cullman Center Fellowship, New York Public Library, 2011-12; Mellon/ACLS Dissertation Completion Fellowship, 2009-10; PEN Translation Fund Grant, 2009; MacDowell Colony Fellowship, 2008-09; UCross Foundation Residency, 2009; Center for Arabic Study Abroad, CASA Fellowship, 2001, 2002, 2005; Andrew W. Mellon Fellowship in Humanistic Studies, 2003-04

CUMMING, JOSEPH: Associate, Chaplain’s Office, Yale, Appointed 2005

Education: Ph.D. candidate, Islamic Studies and Christian Theology, Yale University; M.A., /MPhil, Yale University; M.Div. Cross-Cultural Studies, Fuller Theological Seminary; B.A. Religion, Princeton University, 1982

Academic Experience: Instructor, Islamic Studies, Fuller Theological Seminary

Overseas Experience: Islamic Republic of Mauritania; Morocco, Egypt, Israel, Palestinian Territories, Yemen, Mali, Senegal, Asia

Outreach: Pastor, International Church at Yale; International Director of Doulos Community, Islamic Republic of Mauritania

Language(s): English 5, Arabic 5; Hassaniyya (Araic dialect) 5; French 5; German 4; Spanish 2.5; Biblical Greek 2.5; Biblical Hebrew 2; Latin 2; Syriac 2; Biblical Aramaic 2; Pulaar 2; Italian 2; Dutch 2

Percentage of Time Dedicated to Middle East Studies: 50%

Research/Teaching Specialization: Qur’an (tafsir), Islamic Theology (kalam), Christian Theology, Cross-Cultural Dialogue

Recent Publications: “Is Jesus Christ the Son of God?” *Enrichment Journal*, Summer 2012; “Christians, Muslims and the Responsible Exercise of Freedom,” in *Christian Today Australia*, 2011; “Christian Terrorism in Norway?” *Yale Divinity School Notes from the Quad*, July 2011

Distinctions: President, National Federation of NGOs in Mauritania

DARNELL, JOHN: Professor (Tenured), NELC, Appointed 1998

Education: Ph.D. Egyptology, University of Chicago 1995; M.A. Egyptology, John Hopkins University 1985; B.A. Egyptology/Assyriology, Johns Hopkins University 1984

Academic Experience: Chair, NELC, Yale University, 2006-13; Director, Yale Egyptology Institute in Egypt, 2006-13; Associate Professor, Yale University 2004-05; Assistant Professor, Yale University 1998-04; Research Association, Oriental Institute, University of Chicago, 1996-98

Overseas Experience: Egypt: Director of the Theban Desert Road Survey, 1992-present; Epigrapher, Oriental Institute, University of Chicago, Luxor, 1990s; University zu Köln, Germany, 1985-86

Language(s): Ancient: Egyptian 5; Akkadian 4; Greek 4; Latin 4. Modern: German 5, French 5, Dutch 3, Italian 3

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Egyptian Coffin Texts; Introduction to Demotic; The Egyptian Netherworld Books; Egyptian Religion Through the Ages; Late Period Egypt;

Research/Teaching Specialization: Egyptian religion, cryptography, the scripts and texts of Graeco-Roman Egypt, the archaeological and epigraphic remains of ancient activity in the Egyptian Western Desert

Recent Publications: “A Midsummer Night’s Succubus—the Herdsman’s Encounters in P. Berlin 3024, the Pleasures of Fishing and Fowling, the Songs of the Drinking Place, and the Ancient Egyptian Love Poetry” in *Opening the Tablet Box: Near Eastern Studies in Honor of Benjamin R. Foster*. Leiden and Boston, 2010. “A Pharaonic *de profundis* from the Western Desert Hinterland of Naqada,” in *Honi soit qui mal y pense: Studien zum pharaonischen, griechisch-römischen und spätantiken Ägypten zu Ehren von Heinz-Josef Thissen*. Leuven, 2010.

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Grant, Bioarcheology Foundation, Isle of Man, Theban Desert Road Survey, 2003-05; Morse Fellowship, Yale University, 2003-04; Moore Fund Award, Yale University, 2000-01; National Endowment for the Humanities Grant, 2000-04; Griswold Grant, Yale University, 1999-00

DAVIS, STEPHEN: Professor (Tenured), Department of Religious Studies, Appointed 2002

Education: Ph.D., Yale University 1998; M.Phil., Yale University 1995; M.A., Yale University 1993; M.Div., Divinity School, Duke University, 1992; A.B., Princeton University 1988

Academic Experience: Executive Director, Yale Monastic Archaeology Project (YMAP); Director and Editor-in-Chief, Project to Catalogue the Coptic and Arabic Manuscripts at the Monastery of the Syrians (Wādī al-Naṭrūn, Egypt).

Overseas Experience: Professor of Early Church History, Evangelical Theology Seminary, Cairo 1998–02/spring 2005; Seeger TF, Athens College, Greece, 1988–89; Paris, Beirut, UK, Germany

Language(s): Old: Arabic 4.5, Greek 4.5, Coptic 4.5, Latin 2.5, Syriac 1.5, Hebrew 1.5. Modern: Arabic 5, German 4, Greek 3.5, French 3

Percentage of Time Dedicated to Middle East Studies: Teaching 33%; Research 66%

Middle East Studies Courses Taught: Pilgrimage in Comparative Perspective; Monasticism in Comparative Perspective, Jesus to Muhammad: Ancient Christianity to the Rise of Islam; Arabic Bible and Biblical Interpretation; Egyptian Monastic Literature in Coptic

Research/Teaching Specialization: History of Christianity in late antiquity; social and theological history of ancient Christianity from its beginnings to the seventh century; study of women & gender, pilgrimage & the cult of the saints; Egyptian Christianity

Recent Publications: *Christ Child: Cultural Memories of a Young Jesus*. Yale University Press, 2014; “Completing the Race and Receiving the Crown: 2 Timothy 4:7–8 in Early Christian Monastic Epitaphs at Kellia and Pherme” in *Asceticism and Exegesis in Early Christianity*. Vandenhoeck & Ruprecht, 2013; “The Category of Memory in Recent Scholarship on the Desert Fathers” in *From Old Cairo to the New World, Coptic Studies Presented to Gawdat Gabra on the Occasion of his 65th Birthday*, Peeters, 2013

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Simpson Endowment for Egyptology Grants, Yale University, 2006–present; Antiquities Endowment Fund (AEF) Conservation Grant, American Research Center in Egypt, 2013–14; Yale College Dean’s Special Grant, 2012); Alexander von Humboldt Research Fellowship Renewed Research Stay, 2011

DE GROOT, JOANNA: Visiting Fellow, CMES, Appointed 2013

Education: D.Phil., University of Oxford 1978; St. Antony's College, Oxford, 1970-74; University of North Carolina 1969-70; B.A. Honors, University of Oxford 1969

Academic Experience: Visiting Fellow, Iranian Studies, The Council on Middle East Studies, Yale University, 2013-14; Professor, Department of History, York University

Language(s): Persian

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Home and Away: Global Aspects of British History, c.1720-1870; Men, Women, Sex and Violence: Histories of Gender; Stories of People and Power in the Middle East, c.1800-2000; Introduction to Nineteenth Century Iran; "The East is a Career": Cultures of European Involvement in the Middle East and India in the Long Nineteenth Century; Sexualities in History

Research/Teaching Specialization: Gender and Women History, Imperial History, Comparative History, Iranian Nationalism, European Racial Thought and Politics from the Eighteenth Century Onwards, British Labor History

Recent Publications: *Religion, Culture and Politics in Iran: From the Qajars to Khomeini*, Edited by I. B. Tauris, 2007; *Doing Things Differently? Women's Studies in the 1990s*, Macmillan, 1993; "War, Empire and the 'Other': Iranian/European Contacts in the 'Napoleonic' Era." In *War, Empire and Slavery, 1770-1830*, Palgrave, 2010; "Whose Revolution? Stories and Stakeholders of the Iranian Constitutional Movement, 1905-1911." In *Iran's Constitutional Revolution: Popular Politics, Cultural Transformations and Transnational Connections*, 2010; "Feminism in Another Language: Learning from 'Feminist' Histories of Iran and/or Histories of Iranian Feminism." *Women: A Cultural Review*, 2010; "Orientalist Feminotopias? Montagu's and Montesquieu's Seraglios Revisited." In *Gender and History*, (2006); "Metropolitan Desires and Colonial Connections: Reflections on Consumption and Empire, c.1750-1950." In *At Home with the Empire*, Cambridge University, 2006

Distinctions: HEFCE appointed assessor for bids to become Centres of Excellence in Teaching & Learning, 2004; British Academic travel grant, 2003; Member of University Teaching Committee, 1996-04; Conference Fellowship, Humanities Research Center, Australian National University, 2001; Award of the Cadbury Schweppes Prize for teaching innovation, 1990

DIB-HAJJ, SULAYMAN: Senior Research Scientist, Neurology, Yale School of Medicine and Graduate School, Appointed 1995

Education: Ph.D., The Ohio State University 1990; M.Sc. in Biology, The American University of Beirut 1982; B.Sc., with distinction, The American University of Beirut 1977

Academic Experience: Senior Research Scientist, Department of Neurology & The Center for Neuroscience and Regeneration Research, Yale School of Medicine 2000-present; Associate Director of the Neurorehabilitation Center of Excellence, the US Veterans Administration Connecticut Healthcare System Research Scientist, West Haven, CT, 2014 - present; Associate Research Scientist, Department of Neurology & The Center for Neuroscience and Regeneration Research, Yale School of Medicine 1995-00; Associate Research Scientist, Department of Entomology, Center for Advanced Invertebrate Molecular Sciences, Institute of Biosciences and Technology, Texas A&M University 1992-94

Overseas Experience: Beirut, Lebanon

Language(s): Arabic 5, English 5

Percentage of Time Dedicated to Middle East Studies: 5%

Research/Teaching Specialization: Molecular basis of neurological disorders including neuropathic pain

Recent Publications: "NaV1.8 expression is not restricted to nociceptors in mouse peripheral nervous system," (senior and corresponding-author) *Pain Journal*, 2012; "An ankyrinG-binding motif is necessary and sufficient for targeting NaV1.6 sodium channels to axon initial segments and nodes of Ranvier," (Senior and corresponding author) *Journal of Neuroscience*, 2012

Distinctions: \$1,100,000 Grant from Department of Veterans Administration (PI, 2011-15); \$150,000 Grant from CV Therapeutics (Steve Waxman, MD, Phd, Co-PI), 2008; \$15,000 Gift from CV Therapeutics (Steve Waxman, MD, Phd, Co-PI), 2007; \$60,000 Gift from the Erythromelalgia Association (Steve Waxman, MD, Phd, Co-PI), 2005

DOUGHERTY, ROBERTA: Librarian (Non-Tenured), Near Eastern Collection, Yale University Library, Appointed 2012

Education: Master of Information and Library Studies, University of Michigan School of Information 1993; M.A. in Arab Studies, Georgetown University 1988; B.A. in Oriental Studies, University of Pennsylvania 1982

Academic Experience: Middle Eastern Studies Librarian at the University of Texas at Austin (2006-12), the Library of Congress (2000-01) and the University of Pennsylvania (1994-00). Head of Collection Management, library of the American University of Cairo, 2004-06; Arabic cataloging specialist, Bodleian Library of Oxford University, 2001-05 and United Arab Emirates University Library 1993-94

Overseas Experience: American University of Cairo, Bodleian Library of Oxford University, United Arab Emirates University

Outreach: “Middle East Perspectives,” a weekly half-hour radio show co-hosted with two colleagues, 88.3 FM, WCBN Ann Arbor, Mich., 1992; “Customary Law in North Sinai,” at the Netherlands Institute for Archaeology and Arabic Studies, Cairo, 1989, the U.N. Multinational Force and Observers, Sinai, Egypt, 1989

Language(s): Arabic, Persian, French, Turkish

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Library Research and Reference

Recent Publications: *Dance and the Dancer in Egyptian Film*. Mazda Publishers, 2005; *Badia Masabni, Artiste and Modernist: The Egyptian Print Media's Carnival of National Identity*. University of California Press, 2000; Review of *Fahras makhtutat bad al-maktabat al-khassah fi al-Yaman*. MESA Bulletin, 1996; Review of *Fahras makhtutat Dar al-Wathaiq al-Qawmiyah al-Nijiriyah bi-Kadun*. MESA Bulletin, 1996; Review of *The Mosque: History, Architectural Development and Regional Diversity*. *Digest of Middle Eastern Studies*, 1996; Review of *Umm Kulthum: a Voice like Egypt*. MESA Bulletin, 1996

Distinctions: Mellon Language Fellowship, University of Michigan 1991-93; Grant for Middle East Library Project from the Office of the Vice Provost for Research, University of Michigan 1992; School of Information and Library Studies Merit Scholarship, University of Michigan 1991-92

DVORETZKY, AYALA: Senior Lecturer II (Non-Tenured), NELC, Appointed 1985

Education: Program in Family Psychotherapy, Tel Aviv University 1974-76; B.S.W. Hebrew University, Jerusalem 1967

Academic Experience: Senior Lecturer II and Coordinator of Modern Hebrew Program, Yale 2006-present; Senior Lecturer & Coordinator of Modern Hebrew Program, Yale, 1991-06; Lecturer in Hebrew Language and Literature, Yale, 1985-90

Overseas Experience: Immigration and Identity of Mizrahi Jews in Israel (2008); series of interviews in Israel; TA, Tel Aviv University, 1970-76

Outreach: Moderator at Film Series organized by the Jewish community center of greater New Haven; regularly lectures at Taste of Honey - a semi-annual educational series of presentations given by various lecturers from Yale and other area universities (organized by the Greater New Haven area Jewish Community Center); lectures given at various Connecticut synagogues Parents' Weekend Lecture, “Current Trends in Israeli Literature Regarding the Holocaust.” Yale 1993.

Language(s): Hebrew 5; English 5; Yiddish 5; French 1, German 1

Percentage of Time Dedicated to Middle East Studies: 75%

Middle East Studies Courses Taught: Elementary, Intermediate, and Advanced Modern Hebrew; Selected Readings in Contemporary Israeli Literature; Directed Readings in Israeli literature, film, culture, gender and identity and reading academic texts

Research/Teaching Specialization: Hebrew Language and Literature

Dissertations/Theses Supervised in Past Five Years: 1 senior thesis

Distinctions: Faculty Curriculum Development Grant & Faculty Research Grant, CMES, Yale 2007; Grant to develop, support and produce special year-end project 2007; Recipient of Travel Grant from the Center for Language Study, Yale 2007; Yale College Excellence in Teaching Prize 1993

EASTERLING, KELLER: Professor (Tenured), Yale School of Architecture, Appointed 1998

Education: M.Arch., Princeton University 1984; B.A., Princeton University 1981

Academic Experience: Associate Professor of Architecture, Yale, 1998 – present; Assistant Professor of Architecture, Columbia 1993-98; Adjunct Professor, Pratt Institute 1988-93

Outreach: *Call It Home*, a laser disc history of suburbia, 1992 (with Richard Prelinger, soon to be released in DVD)

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: Globalization Space

Research/Teaching Specialization: Global infrastructure

Recent Publications: *Enduring Innocence: Global Architecture and Its Political Masquerades*. MIT, 2005;

Organization Space: Landscapes, Highways and Houses in America. MIT, 1999

Distinctions: Senior Invited Fellow, Cornell Society for the Humanities Residency at A.D. Whitehouse Cornell, Fall 2009; Hines Research Grant in Advanced Sustainability: global construction industry 2009; Holcim Forum, appointed by Holcim Foundation for Sustainable Construction to research and report on forum theme “Reinventing Construction” in April 2010, Mexico City. Project Topic: Economies of building subtraction. 2009; Whitney Humanities Fellow, 2009-10; Jan van Eyck Academie, funded research 2009; New York State Council for the Arts Funding to support *Some True Stories* exhibition, Storefront for Art and Architecture 2006; Gustave Ranis Award for the best book by a Yale faculty member, 2005 (for “Global Architecture and Its Political Masquerades”)

ELBOUSTY, YOUNESS: Senior Lector (Non-Tenured), NELC, Appointed 2012

Education: Doctoral Coursework in Comparative Literature and Arabic 2011; Doctoral Coursework in Education and Curriculum, University of Massachusetts, 2008-10; Certificate of Mastery in French Pedagogy, Alliance Francaise de Paris 2009; Master of Science in Human Development, Rochester Institute of Technology 2003; Graduate work in Linguistics, Hassan II University, Mohammedia, Morocco 2000-2001; Bachelor of Arts in Linguistics and Literature, Ibn Zohr University, Agadir, Morocco 2000.

Academic Experience: Senior Lector of Arabic Language and Literature, Yale University 2012 – present; Visiting Assistant Professor of Middle Eastern and Asian Studies, Emory University 2010-12; Professor of Arabic and North African Studies, summer intensive program, Al Akhawayn University, summer 2010; Assistant Professor of Critical Language and Cultural Studies in North Africa, Middle East, and Central Asia, Daniel Webster college 2009-10

Overseas Experience: Director of Arabic Language and Literature/Professor of Arabic Language and Literature, Summer Intensive Program, Jordan Language Academy, Jordan, 2013; Professor of Arabic and North African Studies: Summer intensive program, Al Akhawayn University, 2011, 2010;

Outreach: Lecture Series, “American Immigrants in Memoir, Fiction, and Poetry.” American embassy, Rabat, Morocco 2011; Poetry circle presenter and discussant, Arabic Cultural Association, Emory University, 2011; “Arabic Calligraphy: the Art of the Pen.” Shia Imami Ismaili Muslim student workshop Carlos Museum, Atlanta Georgia 210.

Language(s): Arabic, English

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Courses on North African literature, contemporary Arabic Literature, Media Arabic, Moroccan dialect, Arabic Seminar, Middle Eastern Studies, Arabic poetry, beginning to advanced Arabic classes, and Arabic discourses

Research/Teaching Specialization: Arabic language, teaching pedagogy

Recent Publications: Abu al-Qasim al-Shabbi’s “The Will to live.”: Galvanizing the Tunisian Revolution.” *Journal of North African Studies*, 2013. “Rules and Social Graces for Linguists: Metaphors of Power and Privilege from a Guide to Social Etiquette” in *Communication and Creative Democracy*, Abrahamis Academic 2011. “Organic Social Movements for Sustainable School Reform,” *Journal of the Moroccan Association for Teachers of English*, 2010; “Grammar Rules: The Hegemonic Force of Rhetoric and the Role of Instruction in Critical Transmission,” *Proceedings of the Otherness International Conference*, 2010.

Distinctions: Travel Grant Award, Yale University 2013, 2012; Research Grant, Yale University, 2012; Teaching Grant, Emory University, 2011; Chevalier dans l’Ordre des Palmes Academiques 2010; Emerging Leader Award from the Association for Curriculum Supervision and Development, 2010

ELFAYOUMY, MOHAMED: Yale World Fellow, 2013

Education: M.A., University Lyon III (Jean Moulin), International Relations and Affairs, 2010-11; B.A., Tanta University, Medicine, 1998-2004

Academic Experience: World Fellow, Yale University 2013

Work Experience: Egypt, Representative to the Syrian Opposition, Egyptian Ministry of Foreign Affairs, 2013; Syria, Consul, Egyptian Embassy in Damascus, 2010-12

Outreach: Active in a number of civil society organizations working toward the political development of Egypt

Language(s): Arabic 5, English 5, French 5

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Public Analysis, International Development, Foreign Policy, International Relations

EL-MAHDI, RABAB A.: Visiting Assistant Professor, CMES, 2011-12

Education: Ph.D. McGill University, Montreal, 2005; M.A., American University in Cairo, 1998; B.A., American University of Cairo, 1996

Academic Experience: Assistant/Associate Professor of Political Science, American University in Cairo, 2005–present; Country Program Advisor, Canadian International Development Agency, 2004–05; Lecturer, American University in Cairo, 2001–02; Teaching Assistant, McGill University, 1999–00; Protection Assistant, United Nations High Commissioner for Refugees, 1997–98

Overseas Experience: Field research in Egypt, Morocco, Sudan, Jordan, Yemen, Mexico, Argentina, Bolivia

Outreach: Interviewed: Al-Jazeera English, “Inside Story,” 2008; BBC World Service Debate, “New Media and Democracy,” 2007; British Channel 4 documentary, “Blogging on the Nile,” 2006; CNN documentary “Egypt: A Test Case for Democracy,” 2006

Language(s): Arabic (native speaker); English (fluent), Spanish

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Introduction to Development; Regime Change and Democratization

Research/Teaching Specialization: Social movements in the Arab world: labor, women, prodemocracy, Islamist; Civil society-state relations; Neoliberalism in Latin America and the Middle East

Recent Publications: “Labor Protests in Egypt: Causes and Meanings.” *Review of African Political Economy*, 2011; “Does Political Islam Impede Gender-Based Mobilization?” *Totalitarian Movements and Political Religions*, 2011; “Anti-Globalization Movement” in *Encyclopedia of Political Science*. Sage Publications, 2010; “Labor and Contentious Politics in Egypt” in *New Protest Movements in Egypt*. Al-Ahram Center for Strategic Studies, 2010; “Enough! The Budding of Social Movements in Egypt?” *Comparative Political Studies*, 2009; *Egypt: A Moment of Change* (co-edited). Zed Press, 2009; “Pro-Democracy Movement in Egypt” in *Egypt: A Moment of Change*; “Egypt’s Feminist Movement: Different or Non-Existant?” *Cairo Papers for Social Sciences*, 2009; “The Neoliberal Model: Politics of the State.” *Social Papers* (in Arabic), 2008

ELMUSA, SHARIF: Visiting Associate Professor, CMES, 2012-13

Education: Ph.D., Regional Development and Planning, Massachusetts Institute of Technology; B.Sc., Civil Engineering, Cairo University, Egypt, 1970

Academic Experience: Associate Professor of Political Science, American University in Cairo, 1999–present; Director, Middle East Studies Program, American University in Cairo, 2000–04; Associate Professor of Political Science, Georgetown University School of Foreign Service—Qatar campus, 2000–04; Senior Research Fellow, Institute for Palestine Studies, 1992–97; Senior Fulbright Research Fellow, Applied Research Institute, Jerusalem, Center for Strategic Studies, Jordan University, Amman, 1993–94; Senior Research Fellow Yarmuk University, Institute of Archeology and Anthropology, Jordan, summer 1991; Research Fellow, Institute for Palestine Studies, 1989–90

Overseas Experience: Teaching and research throughout the Middle East

Outreach: Interviewed for: U.S. News and World Report, Middle East Insight, Al-Quds, Gulf News, The Economist, Financial Times, Cairo Times, ANA Arabic TV Station, Washington; Voice of America (radio and TV), Al-Jazeera TV, Nile satellite TV, Los Angeles Times

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Palestine in History, Politics, and Literature; Environmental Security and Resources Conflict: Climate Change, Oil, and Water

Research/Teaching Specialization: Global Environmental Politics; Resources Conflict and Hydro-politics in the Middle East; International Development/Sustainable Development; The Palestinian-Israeli Conflict

Recent Publications: “Portable Absence: My Camp Re-membered” in *After Palestine: New Palestinian Writing on Home and Exile*. Kali for Women/Women Unlimited, 2012; “Chance Favors the Prepared Mind: Oil and Water Wars in the Middle East” in *The Burden of Resources: Oil and Water in the Gulf and Nile Basin* (edited). Cairo: American University in Cairo Press, 2011; “Environmental Protest in Egypt: Damietta Campaigns against Canadian Fertilizer Factory” (co-authored). *Merip Online*, 2009; The Protectorate of Wadi Degla: A Tragedy of the Commons? in *Egypt, Energy and the Environment*. Adonis and Abbey Publishers, 2009

ERAMI, NARGES: Assistant Professor (Non-Tenured), Department of Anthropology, Appointed 2009

Education: Ph.D. Columbia University 2009; M.Phil. Columbia University 2002; M.A., University of Chicago, 1998; B.S. University of California, Riverside 1996

Academic Experience: Faculty Associate, School of Global Studies, Arizona State University, 2007-08; Preceptor Fellow, Columbia University, 2004-06; Research Assistant, Anthropology Department Barnard College, 2003-present; TA, University Chicago/Columbia University, 1997-00

Overseas Experience: Iran, Yemen (San’a University, Gender Studies Project, 1997)

Language(s): Persian 5; French reading 4; Arabic reading 4

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: Muslim Societies; Representing Iran; Anthropology of Handmade Commodities

Research/Teaching Specialization: Anthropology of the Middle East in general and Iran specifically, the ‘economic subject,’ the anthropology of religion, field methods, and the politics of legitimacy and representation

Recent Publications: “The Sufis of the Holy City of Qum.” *Middle East Research and Information Project* (forthcoming); “Islam” entry in *International Encyclopedia of Social Sciences* (2007); “Dishonoring the Honorable Bazaari; The Subject of Smuggling in Post-Revolutionary Iran” (co-authored, submitted to CSSH)

Dissertations/Theses Supervised in Past Five Years: 2 senior theses

Distinctions: Wenner-Gren Doctoral Dissertation Research Award, 2003; Fulbright-Hays Doctoral Dissertation Research Award, 2001-02; Columbia University Scheps Research Fellowship, 1999

EREN, AYSEN: Fox International Fellow, The Whitney and Betty MacMillan Center for International and Area Studies, 2013-2014

Education: Ph.D., Institute of Environmental Science, Boazici University, Turkey; M.Sc., Industrial Engineering and Operation Research, Bilkent University, Turkey 1989; M.Sc., Columbia University, New York 1991; B.Sc., Middle East Technical University, Turkey 1987

Overseas Experience: Turkey, Environmental Activist and Researcher, Grass-root Organizer

Language(s): Turkish 5, English 4

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Environment Sustainability, Political Ecology, Political Economy, Social-Ecological systems, Social Sustainable Development, Community Building, Resilient Systems

Distinctions: Elinor Ostrom International Fellowship, Practice and Policy on Commons, 2013

EROL, ETEM: Coordinator/Lector in Ottoman and Modern Turkish, Yale University, Appointed 2010

Education: Ph.D. candidate (ABD), Modern Middle East History, Washington University 1993-Present; M.B.A., Finance, California State University, East Bay 1984; B.A., Business Administration, Bosphorus University 1978

Academic Experience: Turkish Language Coordinator/Lecturer at MEALAC, Columbia University, 2004-present; Acting Chair, Turkish and Ottoman Studies Seminar, Columbia University, 2005-06; Adjunct, General Studies, New York University, 2004-09; Adjunct at MEALAC, Columbia University, 2002 and 2004; Guest Faculty, History Department, Sarah Lawrence College, 2003-04;

Overseas Experience: Istanbul, Turkey

Language(s): Turkish 5, English 5

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Elementary, Intermediate, Advanced Modern Turkish, Ottoman Turkish and Paleography, Near East Civilizations, Ottoman State and Society 1300-1919; Early Ottoman State and Society 1300-1800

Research/Teaching Specialization: Modern Middle East History, Islam in Anatolia, Comparative Economic History, Turkish Language

Recent Publications: “Comparative Perspectives on Democracy and Economy: Cases of Turkey and Latin America,” ISA conference paper, February 2009; “Heritage Learners and Grammar,” MESA conference paper, November 2008

Dissertations/Theses Supervised in Past Five Years: 8

Distinctions: Executive Board of American Association of Turkish Teachers (AATT); Selection Committee, Critical Language Scholarship (CLS) of US State Department

FISS, OWEN: Sterling Professor of Law (Tenured), Yale Law School, Appointed 1992

Education: LL.B. *magna cum laude* Harvard Law School 1964; B.Phil. Philosophy, Oxford University 1961; B.A. Dartmouth College 1959

Academic Experience: Professor of Public Law, Yale, 1982-92; Professor of Law, Yale, 1974-82; Professor of Law, University of Chicago, 1968-74; Visiting Prof of Law, Stanford University, 1973

Overseas Experience: Latin America, Middle East

Outreach: Special Assistant to John Doar, then Assistant Attorney General in charge of the Civil Rights Division, Department of Justice, 1966-68; Law Clerk to William J. Brennan, Jr., then Justice of the Supreme Court of the United States, 1965-66; Law Clerk to Thurgood Marshall, then Judge of the United States Court of Appeals for the Second Circuit, 1964-65

Language(s): Spanish, Hebrew

Percentage of Time Dedicated to Middle East Studies: 15%

Middle East Studies Courses Taught: Reading Group: Middle Eastern Law; Reading Group: Modern Dilemmas in Jewish Law; Distributive Justice and the Constitution; The War Against Terrorism and the Rule of Law; Politics as Beginning: Classical Reflections and the Arab Spring

Research/Teaching Specialization: Legal theory; Constitutional law

Recent Publications: “The Democratic Mission of the University,” *Albany Law Review*, 2013; “Even in a Time of Terror,” *Yale Law & Policy Review*, 2012; *The Dictates of Justice: Essays on Law and Human Rights*. Dordrecht, 2011; “A Confession.” *Yale Law Reports*, 2011; “The World We Live In.” *Temple Law Review*, 2011; “A Predicament of His Own Making,” *Boston Review*, 2011.

Dissertations/Theses Supervised in Past Five Years: 12

Distinctions: Doctor Honoris Causa, University de Palermo, Argentina, June 2008; Doctor of Laws, University of Toronto, June 2004; Fellow, American Academy of Arts & Sciences, 1995; American Council of Learned Soc Fellowship, 1995; Humboldt Fellowship, 1993-95

FOSTER, BENJAMIN: Laffan Professor of Assyriology and Babylonian Literature (Tenured), NELC, Appointed 1975

Education: Ph.D., Yale University, 1975; M.A. & M.Phil. Yale University, 1973/74; A.B. Princeton University, 1968

Academic Experience: Visiting Professor Collège de France 2010; Visiting Professor Ecole Pratique des Hautes Etudes, Paris, 1998; Visiting Professor, Graduate Liberal Studies Program, Wesleyan University

Overseas Experience: 1960s: Lebanon, Syria, Jordan, Iraq, Egypt; Archeological work in Syria, 1978; Turkey

Outreach: “The Global Face of the Yale Library,” Yale University 2007; “The Iraq War and the Future of the Past,” Yale University Seminar on Genocide 2006; “The Destruction of Iraqi Libraries,” Annual Meeting of Fulbright Fellows 2005; “Missing in Action: The Coalition is Responsible for Iraq’s Treasures,” invited op-ed piece, *New York Times*, April 18, 2003; Talks on New Mexico Public Radio; Interview on CNN; Interviews in *Washington Post*, *New Haven Register*, *Hartford Courant*

Languages: Sumerian 3; Akkadian 4; Arabic 3-4, Greek 1, Latin 1; Reading: French 4, German 4, Italian 4, Russian 2

Percentage of Time Dedicated to Middle East Studies: 90%

Middle East Studies Courses Taught: Introduction to the Middle East; Origins of Western Civilization: The Near East from Alexander to Muhammad; Akkadian; Sumerian

Research/Teaching Specialization: Mesopotamian, especially Akkadian, literature, and the social and economic history of Mesopotamia

Recent Publications: *Akkadian Literature of the Late Period* (2007); *Civilizations of Ancient Iraq* (2009); *Iraq Beyond the Headlines: History, Archaeology, and War* (co-authored, 2005); *The Epic of Gilgamesh* (translation, 2001)

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Enders Grant, Yale University, 1986; Mellon Fellow, Whitney Humanities Center, Yale University, 1983-84; National Endowment for the Humanities Translation Grant, 1983; Frederick W. Hilles Publication Fund Grant, 1981; American Research Institute in Turkey Fellowship, 1977, 1979

FOSTER, KAREN: Lecturer (Non-Tenured), NELC, Appointed 1995

Education: Ph.D., Yale University, 1976; M.A., Yale University, 1974; B.A., Mount Holyoke College, 1971

Academic Experience: Visiting Faculty, Wesleyan University, 1982-99; Visiting Faculty, Department of Classics, University of Connecticut, Stamford, 1997; Visiting Professor, Department of Art History, Connecticut College, 1992-96; Visiting Faculty, Southern Connecticut State University, Department of Art, 1992-94; Visiting Faculty, University of Hartford, 1990-92; Visiting Professor, Department of Art, Rhode Island School of Design, 1990;

Overseas Experience: Archeological projects: Syria (Tell Leilan), Egypt (Akhenaten Temple; Malkata), France (Saint-Jean-des Vignes), Italy (Etruscan Foundation)

Outreach: “Masterworks of Minoan Ceramics,” China Students’ Club of Boston, 2011, Connecticut Ceramics Study Circle, 2009; “Babylon and Hollywood a Century Ago,” The Yale Babylonian Collection Centennial Celebration, 2009; “Yale and Iraq, Iraq and Yale,” Yale Today Program for Parents, 2008; “Gardens of Eden,” New York Jewish Community Center, 2006

Language(s): French 5; Arabic 1; Turkish 1

Percentage of Time Dedicated to Middle East Studies: 75%

Middle East Studies Courses Taught: The Art of Ancient Palaces; Art of the Ancient Near East and Aegean; The Worlds of Homer; Ancient Painting and Mosaics;

Research/Teaching Specialization: Art of the Ancient Near East and Aegean

Recent Publications: “The Adornment of Aegean Boats” in *KOSMOS: Jewellery, Adornment, and Textiles in the Aegean Bronze Age* (2012); “Faience, Ancient Near East and Pharonic Egypt” in *Encyclopedia of Ancient History* (2010); *Civilizations of Ancient Iraq* (co-authored, 2009); *Tartiers: Portrait d’un village soissonnais* (2005); *Iraq Beyond the Headlines: History, Archaeology, and War* (co-authored, 2005); “The Eyes of Nefertiti” in *From the Banks of the Euphrates: Studies in Honor of Alice Louse Slotsky* (2008)

Distinctions: Felicia A. Holton Book Award of the Archaeological Institute of America, 2010; University of Connecticut Research Foundation Grant, 1987; American Council of Learned Societies Travel Grants, 1984;

FRAADE, STEVEN: Professor (Tenured), Department of Judaic Studies, Appointed 1979

Education: Ph.D., University of Pennsylvania, 1980; Jewish Theological Seminary, New York 1974; A.B., Brown University 1970

Academic Experience: Teaching Fellow, PENN 1975-79; Instructor, PENN Summer Sessions, 1978 and Yale University 1979; Assistant Professor, Department of Religious Studies, Yale University, 1980; Associate Professor, Department of Religious Studies, Yale University, 1984; Mark Taper Associate Professor of the History of Judaism, Yale University, 1986; Fellow, Mark Taper Professor of the History of Judaism, Yale University, 1989; Halls-Bascom Visiting Scholar, Department of Hebrew and Semitic Studies, University of Wisconsin, Madison, Fall 2001

Overseas Experience: Fellow, Institute of Advanced Studies, Hebrew University of Jerusalem, 1988, ’89, ’93; Senior Fellow, W. F. Albright Institute of Archaeol Research, Jerusalem Summer, 1984

Outreach: Frequently lectures and teaches at synagogues and other Jewish community organizations. Serves on the executive boards of area Jewish day schools: Ezra Academy (Woodbridge, CT) and the Jewish High School of Connecticut (Woodbridge, CT). Chairs the Ritual Committee of Congregation Beth El - Keser Israel (New Haven).

Language(s): Modern Hebrew; Ancient Hebrew; Aramaic; Syriac; Ancient Greek

Percentage of Time Dedicated to Middle East Studies: 90%

Middle East Studies Courses Taught: Dead Scrolls & Ancient History of Judaism; Introduction to Judaims in the Ancient World; Mishna Seminar: Tractate Senhedrin; Ancient Judaism; Midrash Seminar: Theophany at Sinai;

Research/Teaching Specialization: Rabbinic Literature History of Second Temple; Rabbinic Judaism; Dead Sea Scrolls; Midrashic, mishnaic, and talmudic texts; Ancient Jewish history

Recent Publications: “Response to ‘Biblical Debates’: Yes and No” in *What is Bible?* (2012); “Concepts of Scripture in Rabbinic Judaism: Oral Torah and Written Torah” in *Jewish Concepts of Scripture: A Comparative Introduction* (2012); “Language Mix and Multilingualism in *Ancient Palestine: Literary and Inscriptional Evidence* (2012)

Distinctions: Memorial Foundation for Jewish Culture Doctoral Scholarships 1975-76/1978-79; A. Whitney Griswold Faculty Research Grants, Yale University, 1980s, 1991, 1996, 2009; National Endowment for the Humanities Summer Research Stipend 1982; Morse Fellowship, Yale University 1983-84

FRAHM, ECKART: Professor and Director of Graduate Studies (Tenured), NELC, Appointed 2002
Education: Habilitation, Heidelberg University 2007; Ph.D., Göttingen University 1996; (B.A.) Heidelberg University 1987-89
Academic Experience: Assistant Professor of Assyriology, Yale, 2002-08; Assistant Professor of Assyriology, Heidelberg University, 2001-02; Research Assistant, NELC, Heidelberg University, 1998-01; Lecturer for Akkadian, Philology Department, Mainz University 1997-99
Overseas Experience: Baghdad, Iraq; Epigrapher, German archaeological mission, Assur, Iraq, 2001; UK (British Museum); Berlin (Vorderasiatisches Museum), 1993; Turkey, Syria, Lebanon, Jordan, Egypt.
Language(s): German 5; Babylonian 5; Sumerian 5; Assyrian 5; Hittite 2; Ugaritic 2; Ancient Egyptian 3; Biblical Hebrew 3; Syriac 1; Modern Arabic 2-3; Latin 4; Classical Greek 2; French 4; Italian 4; Spanish 2; Dutch 2
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Mesopotamian Scholarly Texts, Elementary Akkadian II, Women in Ancient Mesopotamia. Elementary Akkadian I, Sumero-Akkadian Bilingual Texts, Advanced Akkadian, Mesopotamian Prophecy, Assyria: The First Near Eastern Empire Beginning Sumerian II; Assyrian Historical Texts; Mesopotamian Commentaries; Beginning Sumerian I; Historical Horizons in Ancient Mesopotamia;
Research/Teaching Specialization: Assyrian and Babylonian history and Mesopotamian scholarly texts; Sumerian royal inscriptions, cuneiform grammar, Gilgamesh epic, Mesopotamian prophecy
Recent Publications: *Geschichte des alten Mesopotamien* (A History of Ancient Mesopotamia). Reclam 2013; “Keilschriftkundige Königstöchter und belesene Bierbrauer: Drei Jahrtausende geistigen Lebens in Uruk” (Princesses Versed in Writing, and Bookish Beer Brewers: Three Thousand Years of Intellectual Life in Uruk) in *Uruk: 5000 Jahre Megacity*. Petersberg 2013; “Some Like It Hot: Reflections on the Historical ‘Temperature’ of Letters from Mesopotamian Royal Archives,” in *Official Epistolography and the Language(s) of Power*, Vienna 2012; *Babylonian and Assyrian Text Commentaries: Origins of Interpretation*, Guides to the Mesopotamian Textual Record 5, Ugarit-Verlag 2011; *Neo-Babylonian Letters and Contracts from the Eanna Archive*, Yale Oriental Series [with Michael Jursa]. Yale University Press, 2011.
Dissertations/Theses Supervised in Past Five Years: 1 Senior thesis; 2 Master theses; 2 Ph.D. dissertations
Distinctions: Morse Fellowship, Yale Col, 2005-06; Postdoctoral German Research Council Grant, Graduiertenkolleg, Heidelberg University, 1996-98; DAAD grant, 1993; Scholarship, German National Merit Foundation, 1998-93

FREEDMAN, PAUL: Chester D. Tripp Professor (Tenured), Department of History, Appointed 1997
Education: Ph.D., University of California, Berkeley 1978; M.L.S., University of California, Berkeley 1977; B.A., University of California, Santa Cruz 1971
Academic Experience: Director of Undergraduate Studies, History Department, Yale University; American Council of Learned Societies/New York Public Library Fellow, Center for Scholars and Writers (2002-03).
Overseas Experience: Archival Research in Spain
Language(s): Catalan 4, Latin 4, German 3, French 3, Spanish 3
Percent of Time Dedicated to Middle East Studies: 25%
Middle East Studies Courses Taught: Early Medieval History, Political History of Medieval Europe
Research and Teaching Specialization: Medieval European history; History of Spain; Church medieval history
Recent Publications: *Out of the East: Spices and the Medieval Imagination*. Yale University Press, 2008; “The Medieval Taste for Spices,” *Historically Speaking*, 2008; “Some Basic Aspects of Medieval Cuisine,” *Annales Universitatis Apulensis*, Series Historica, 2007; “L’europizzazione’ dell’Europa,” in *Storia d’Europa e del Mediterraneo*, vol. 9, Rome, 2006
Theses supervised in past 5 years: 3 Ph.D., 7 B.A.
Distinctions: Haskins Medal, Medieval Academy of America (2002); Otto Grundler Prize, International Medieval Congress (2001); Eugene Kayden Award in the Humanities, University of Colorado.

GATTO, MARIA CARMELA: Associate Research Scholar and Lecturer, Egyptology and Research Associate, Anthropology, Yale University, 2008-12

Education: PhD, African Archaeology, University of Naples “L’Orientale”, Italy, 2001; M.A. and B.A., Italian Laurea, Humanities/Near Eastern Studies, Sapienza University of Rome, Italy 1993; International Certificate in African Archaeology, Université Libre de Bruxelles, 1989-91

Academic Experience: Postdoctoral Research Associate and Lecturer, Egyptology, Yale University, 2008–12; Director, The Aswan-Kom Ombo Archaeological Project, Yale University, University of Bologna, 2005–present

Overseas Experience: Italy, Egypt, England, Belgium

Outreach: “Prehistoric pottery from Qustul (Nubia, Egypt),” Oriental Institute Museum, Chicago, 2010; “Pottery from Lower Nubia,” Museum of Fine Arts, Boston, 2008

Language(s): Italian 5, English 5, French 3, Spanish 3, Egyptian Arabic 1

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Archaeology of Nubia, Egyptology, Introduction to Egyptian Prehistory, Introduction to Pottery Analysis, Introduction to Survey Methodologies, Philosophy, Eritrean Rock Art

Research/Teaching Specialization: Archaeology of the Nile Valley, North Africa, and the Near East; prehistory and archaeology of Nubia, Egypt and the Sahara

Recent Publications: “Beyond the Shale: Pottery and Cultures in the Prehistory of the Egyptian Western Desert”, in *New Perspectives on the Western Desert of Egypt*. Lecce, University of Salento, 2013; “Intra-site chronology and palaeoenvironmental reconstruction at Khor Abu Subeira South (Aswan, Egypt)”, in *The Sign of Which Times? Chronological and Palaeoenvironmental Issues in the Rock Art of North Africa*, Brussels, 2012; “The earliest representation of royal power in Egypt: The rock drawings of Nag el-Hamdulab (Aswan)”, *Antiquity*, 2012; “The Holocene Prehistory of the Nubian Eastern Desert”, in *History of the People of the Eastern Desert from Prehistory to Present*, UCLA/CIOA Press, 2012

Dissertations/Theses Supervised in Past Five Years: 9

Distinctions: Postdoctoral scholarship, Yale University, 2008–12; Simpson Egyptological Endowment, The Predynastic period: survey and excavation, Yale University, 2007–present

GLEASON, ANGELA: Assistant Director, Specialized and Interdisciplinary Language Programs, CLS, Appointed 2010

Education: Ph.D., Trinity College Dublin; M.Phil., Trinity College Dublin, (First Class Honours); B.A. *summa cum laude*, Saint Joseph’s College (ME); J. William Fulbright Scholarship, German Language & Celtic settlement, Universität Konstanz (Germany), 1994-95; Language Instruction: Old, Middle, and Modern Irish, Trinity College & Royal Irish Academy, 1996-05; Early Irish Law and Language Seminars; Dublin Institute for Advanced Studies 1998-05; Salzburg Sommerschule; Austria – German Language 1993

Academic Experience: Department of History, Princeton University; School of Irish & Celtic Languages School of Histories and Humanities, Trinity College Dublin; Law Society of Ireland, Blackhall Place, Dublin

Outreach Experience: Director, Specialized and Interdisciplinary Language Programs, Yale, 2010; Conference Coordinator, Princeton, 2006-09; Professional Development Workshops – Princeton, 2006-09; Assistant Bibliographer, Dublin Institute for Advanced Studies, 2001-02; Assistant Cartographer, Dublin Institute for Advanced Studies, 2000-01

Field Research and Overseas Experience: Ireland

Language Proficiency: German, Latin, Old and Middle Irish, Modern Irish, Middle & Modern Welsh, French, Spanish

Percentage of Time Dedicated to Middle East Studies: 100%

Recent Publications: “Hurling in Medieval Ireland” in *The GAA in History* (2009), Review of *Hospitality in Medieval Ireland* (Catharine Marie O’Sullivan) *Peritia* 15; Review of *Wolves and the Wilderness in the Middle Ages* (Aleksander Pluskowski) *Sixteenth Century Journal*; Contribution in *The Hutchinson Encyclopaedia of Ireland*, Helicon, 2000; Contribution to *Medieval Ireland: An Encyclopaedia*, Routledge, 2005

Distinctions/Honors: Irish Research Council (IRCHSS) Postdoctoral Fellowship - Trinity College Dublin 2003-05, Research Scholarship - Dublin Institute for Advanced Studies 1998-03; International Student Scholarship Award - Trinity College Dublin 1998-00; J. William Fulbright Scholarship - Universität Konstanz (Germany) 1994-95

GOREN, SHIRI: Senior Lecturer, NELC, Appointed 2006

Education: Ph.D., New York University 2011; M.Phil., Hebrew & Israeli Literature, New York University 2007; B.A., General & Interdisciplinary Studies, Tel Aviv University 2001

Academic Experience: Instructor NYU, 2003-06

Overseas Experience: Journalist and news editor for Israeli radio and TV

Outreach: “Israel: A Home Movie.” Talk and Discussion, Israel Film Festival, JCC of Greater New Haven, May 2013; “Contemporary Israeli Culture and the Political Conflict” – A Taste of Honey, JCC of Greater New Haven, January 2013; “The Band’s Visit” – Film Discussion. Yale University, October 2012;

Languages: Hebrew (Modern) 5, Yiddish 4, French 3, Spanish 2, Aramaic 3

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Israeli Narratives (Seminar); Dynamics of Israeli Culture; Conversational Hebrew: Israeli Media; Intermediate Modern Hebrew; Advanced Modern Hebrew: Israeli Society; Contemporary Israeli Society in Film; Israeli Identity and Culture 1948-Present.

Research/Teaching Specialization: Hebrew Literature & Israeli Culture; Israeli Film; Yiddish Studies; Gender & queer theory; Theory of the Novel; Terror & Domestic Space; Genealogy of Nation Building; **Recent Publications:** Co-editor, with Lara Rabinovitch, and Hannah Pressman of *Choosing Yiddish: New Frontiers of Language and Culture*. Wayne State University Press, 2013; “Writing on the Verge of Catastrophe: David Vogel’s Last Work of Prose” in *Choosing Yiddish: New Frontiers of Language and Culture*; “War at Home: Literary Engagements with the Israeli Political Crisis in Two Novels by Gabriela Avigur-Rotem” in *Narratives of Dissent: War in Contemporary Israeli Arts and Culture*. Wayne State University Press, 2013;

Dissertations/Theses Supervised in Past Five Years: 4

Distinctions: A. Whitney Griswold Faculty Research Fund 2007-11; Center for Language Studies Institutional Grant, Yale University, 2008/07; CMES/US Department of Education Faculty Grant Award, 2008; Faculty Grant Award for Research 2012-14, 2011-13, 2010-12; 2009-11; 2008-10; 2007-09; Title IV Grant for Research and Course Development

GREWAL, ZAREENA: Associate Professor (Non-Tenured), Department of American Studies, Appointed 2006

Education: Ph.D. Anthrop & History; University of Michigan, 2006; M.A. & B.A. Anthropology & History University of Michigan, 2001

Academic Experience: Postdoctoral Fellow & Lecturer, American Studies & Ethnicity, Race, & Migration, Yale University, 2006-07; Adjunct Lecturer in Anthropology, Vassar College, 2005-06

Overseas Experience: Fieldwork in Amman, Jordan; Damascus, Syria; Cairo, Egypt

Outreach: “After Malcolm: Writing African American Muslim Intellectuals into American and Islamic Intellectual Histories,” *Jadiliyyah*, February 15, 2014, “Peter King, Your Hearings Aren’t Just Bigoted; They Are Making Things Worse” *Christian Science Monitor*, March 10, 2011; Radio interviews on NPR

Language(s): Arabic (5); Urdu (speaking, basic reading); Punjabi (speaking)

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: Documentary Film in a Global Age; Islam in the American Imagination; Muslim Diasporas in America, Transnational History of Islam in America, Anthropology of Islam, Interrogating the Crisis of Islam

Research/Teaching Specialization: Race and religion in American Muslim communities; global debates about the reform of Islam; pedagogical networks linking American mosques to the intellectual centers of the Middle East; cultural history of the Quran in the US, ethnographic and documentary film

Recent Publications: *Islam is a Foreign Country: American Muslims and the Global Crisis of Authority* (2013), “Islamic Education in the United States: Debates, Practices, Institutions” (co-authored) in *The Cambridge Companion to American Islam*. Cambridge University Press, 2013; “Reclaiming Tradition” in *Anthrohistory: Unsettling Knowledge and the Question of Discipline*, 2010

Dissertations/Theses Supervised in Past Five Years: 5 Ph.D.; 2 master theses

Distinctions: Yale MacMillan Director’s Research Award/Fellowship in International and Area Studies, 2014-16; Luce Foundation Research Award (with co-PI Inderpal Grewal) “Surveillance, Religion, & Gender,” 2014-16; Samuel & Ronnie Heyman Prize for Outstanding Scholarly Publication 2013-14; MacMillan Center, Kempf Award, 2013-14; Columbia University, Center for the Study of Social Difference, Gender, Religion, and Law Fellowship; 2013-14, Yale Women Faculty Forum Public Voices Thought Leadership Fellowship, 2012-13

GRUENDLER, BEATRICE: Professor (Tenured), NELC, Appointed 1996

Education: Ph.D. with distinction, Harvard University 1995; M.A. with distinction, Harvard University 1989; B.A. Tübingen 1987

Academic Experience: Chair, Yale NELC, 2004-05; Visiting Scholar, NELC, Harvard University, 2008, 2006, 2003-04, 1999-00; Visiting Associate Professor, Arabic Language & Literature Dartmouth College, 1995-96

Overseas Experience: Cooperation with The Max Plack Institute for the History of science (MPWIG), Berlin, Germany; Fellow of the Institute of Advanced Studies (Wissenschaftskolleg), Berlin 2010-11; Cooperation with Aliento, located both at INALCO, Paris and Center of Humanities

Language(s): German 5, English, Arabic (Modern Standard) 5, French 5, Persian 3, Spanish, Italian 3, Latin, Greek (Modern), Syriac, Akkadian 3, Old Ethiopic.

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Classics: The Arabic Islamic World; History of the Arabic Language; Introduction to Classic Arabic and Literary Criticism;

Research/Teaching Specialization: Development of Arabic script; classical Arabic poetry; modern literary theory & Near Eastern literature; early Islamic book-culture; Egyptian literature; Arabic script and media history

Recent Publications: *Medieval Arabic Praise Poetry: Ibn al-Rūmī and the Patron's Redemption*, Routledge Curzon (2003); *The Development of the Arabic Scripts: From the Nabatean Era to the First Islamic Century*, Scholars Press (1993); "Farewell to Ghazal. Convention and Danger of the Arabic Love Lyric," in *Poetry and History: The Value of Poetry in Reconstructing Arab History*. The American University of Beirut (2011)

Dissertations/Theses Supervised in Past Five Years: 2 doctoral theses; 3 doctoral theses co-supervised

Distinctions: Fellow, Whitney Humanities center, Yale University, 2006-07, 2004-05, 2002-03; Faculty Research Grants, YCIAS, 2006/02

GUHIN, JEFFREY: Teaching Fellow, Sociology

Education: Ph.D., Sociology, Yale University 2013; Graduate Certificate in Modern Middle East Studies, Yale University 2013; M.Phil., Sociology, Yale University 2011; M.A., Sociology Yale University, 2008; B.A., *summa cum laude*, Literature and Sociology, Loyola University New Orleans, 2003

Academic Experience: Abd El-Kader Postdoctoral Fellow, Institute for Advanced Studies in Culture at the University of Virginia; Associate in Teaching, Yale, Spring 2013; Adjunct Professor, "Sociology of Religion," Fairfield University, Fall 2012; Teaching Fellow, Yale, Spring 2011

Overseas Experience: Damascus, Syria, L'Institut français du Proche-Orient, July 2009; Mexico City, Mexico, La Universidad Iberoamericana, Spring 2002

Outreach: "Hippies Were Cool and All, but They Didn't "Beget Evangelical Conservatives." *Reverberations* (online). Apr 2013; "The Problem with the Conflict Thesis." *Mobilizing Ideas* (online). April 2013; "The Help, ethnography, and ickiness." *The Immanent Frame* (online). Aug. 2011

Language(s): English 5, Spanish 4, Levantine Arabic 3, Modern Standard Arabic 3, French 2

Percentage of Time Dedicated to Middle East Studies: 100 %

Middle East Studies Courses Taught: Sociology of Islam, Sociology of Religion,

Research/Teaching Specialization: Sociology of Religion, School Cultures and Student Formation

Recent Publications: "The Violences of Knowledge: Edward Said, Sociology, and Post-Orientalist Reflexivity" (co-authored). *Political Power and Social Theory*, 2013; "Is Irony Good for America? The Threat of Nihilism, The Need for Romance, and The Power of Cultural Forms" *Cultural Sociology*, 2013;

Distinctions: Co-Winner, Graduate Student Paper Award for the ASA Religion Section, August 2013; Templeton Research Grant (\$5,000), 2012; Yale University Dissertation Fellowship 2011-12

GUTAS, DIMITRI: Professor (Tenured), NELC, Appointed 1989

Education: Ph.D. Yale University 1974; M.A./B.A. history of religions, Arabic & Islamic studies, Yale University, 1969

Academic Experience: Professor of Arabic and Islamic Studies, University of Crete, 1985-89; Assistant and Associate Professor Arabic and Islamic Studies, Yale University, 1976-1985; Research Director, Smithsonian Institution Project, Cairo, Egypt, 1975-76

Overseas Experience: Numerous extended research visits to the Middle East; Egypt

Language(s): Arabic 5, Greek 5, Latin 5, Persian 5

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Intro to Classical Arabic & Islamic Studies; Arabic Seminar; Arabic Text Critique & Editorial Technique; Philosophy of Avicenna

Research/Teaching Specialization: Medieval Arabic & intellectual tradition in Islamic civilization; classical Arabic; Transmission of Greek scientific & philosophical works into Islamic world; Graeco-Arabic translation movement; Ibn Sina

Recent Publications: *Theophrastus, On First Principles*. Greek Text and Medieval Arabic Translation (ed. & translated, 2009); "The Study of Arabic Philosophy in the Twentieth Century. An Essay on the Historiography of Arabic Philosophy" in *British Journal of Middle Eastern Studies*, 2002; "The Heritage of Avicenna: The Golden Age of Arabic Philosophy, 1000 - ca. 1350," in *Avicenna and His Heritage* (2002)

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Greek Society of Letters Honorary Award for the Study of Civilization, 2002; American Philosophical Society Grant, 1981, Fullbright Fellowship, 1984-85; American Philosophical Society Grant, 1981; Smithsonian Grant, 1975-76, 1978

HALPERIN, LIORA: Blaustein Postdoctoral Fellow, 2011-12

Education: Ph.D., History, University of California, Los Angeles; B.A. History, NELC, Harvard University

Academic Experience: Member Advisory Board, Archive of Post-Holocaust American Judaism; Affiliated faculty, Middle Eastern Studies, Colorado University Center for Asian Studies; Assistant Professor of Near Eastern Studies and Judaic Studies, Princeton University, 2012-13; Blaustein Postdoctoral Fellow, Yale University, 2011-12; Visiting Fellow and Teaching Fellow, Harvard University, 2009-11

Overseas Experience: Jerusalem

Language(s): English 5, Hebrew 5

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Israel/Palestine, Middle Eastern History, Introduction to Jewish History: Since 1492; History of Modern Israel; Tel Aviv: Urban History and Culture; History of Palestine/Israel: Nationalism, Culture, and Society; Imagining Diasporas and Homelands; Jews, Language, and Nationalism; Language and Nationalism in Historical Perspective; Introduction to Jewish History

Research/Teaching Specialization: Cultural history of the Jewish community in Palestine prior to the establishment of the State of Israel; The history of Jewish and Zionist language politics; Jewish-Arab and Jewish-British relations under the Palestine Mandate; The cultural history of archives and archiving in Palestine and Israel

Recent Publications: "Jewish Students in the Christian Missionary Schools of Mandate Palestine: Linguistic and National Deviance," in *Middle Eastern Studies*, 2014; "Modern Hebrew, Esperanto, and the Quest for a Universal Language," *Jewish Social Studies*, 2012; "Other Tongues: The Place of Foreign Language in Hebrew Culture," in *Reflections on Knowledge and Language in Middle Eastern Societies*, Cambridge Scholars Press, 2010; "Orienting Language: Reflections on the Study of Arabic in the Yishuv," *Jewish Quarterly Review*, 2006

HAMID, HAMADA: Assistant Professor of Neurology and Psychiatry, Yale School of Medicine, Appointed 2010
Education: M.P.H. New York University 2008 ; M.P.H. New York University 2008; D.O. Michigan State University 2001; B.A. University of Michigan 1996
Academic Experience: Co-Director, Epilepsy Center of Excellence, VA Medical Center, West Haven, CT 2010 - present; Fellowship; Yale University School of Medicine, Epilepsy, 2008 - 10; Residency New York University, Neurology/Psychiatry 2003 - 08; Intern, Cook County Hospital, Chicago, IL, Internal Medicine 2001 - 02
Overseas Experience: Fulbright Fellowship 2002-03
Outreach: Board trustee, Institute for Muslim Mental Health, 2012-present; Senior Fellow, Institute for Social Policy & Understanding
Language(s): Arabic
Percentage of Time Dedicated to Middle East Studies: 5%
Research/Teaching Specialization: Neurology; Epilepsy; Psychiatry; Public Health
Recent Publications: “The Prevalence of Epilepsy and Association With Traumatic Brain Injury in Veterans of the Afghanistan and Iraq Wars” (co-authored). *Journal of Head Trauma Rehabilitation*, 2014; “Neuropsychiatric symptoms, seizure severity, employment, and quality of life in Jordanians with epilepsy.” *Epilepsy & Behavior*, 2013; “Long Term Seizure Outcome and Depression Post Resective Surgery” (co-authored). *Neurology*, 2011; “Suicide Outcomes After Resective Epilepsy Surgery” (co-authored). *Epilepsy and Behavior*, 2011; The Perceived Role of Islam in Muslim Medical Practice within the United States: A Preliminary Qualitative Study *Journal of Medical Ethics*, 2008
Distinctions: Veterans Health Administration Career Development Award

HARSHAV, BENJAMIN: Professor Emeritus of Hebrew Languages and Literature (Tenured), Department of Comparative Literature, Appointed 1986
Education: Graduate Studies in Comparative Literature, Yale University 1957–60; M.A. cum laude Hebrew/Yiddish Literature/History, Hebrew University, Jerusalem 1957; B.A. summa cum laude, Hebrew University 1953
Academic Experience: Fellow, Mortimer Sackler Institute for Advanced Study, Tel Aviv University; Professor Slavic Languages and Literatures, Yale University, 1992-10; Professor Comparative Literature and Hebrew Language & Literature, Yale University, 1987-10; Visiting Professor Hebrew & Comparative Literature, Yale University, 1986-87; Visiting Professor of Middle East Studies, Columbia University 1986; Visiting Professor Comparative Literature, Dartmouth College 1985; Professor of Linguistics and Yiddish Literature, Columbia University 1983; Professor International Summer School for Semiotics & Structural Studies, Bloomington IN, 1983
Overseas Experience: Lithuania/Poland, USSR, Germany, Israel; Launched the “Tel-Aviv School of Poetics” and the department of Poetics & Comparative Literature at Tel-Aviv University (1966); Fellow of the National Humanities Center of North Carolina and the Institute for Advanced Studies, Berlin
Language(s): Hebrew; English; Lithuanian; Polish; Portuguese; Spanish; Yiddish; Russian; English; French; German; Catalan
Percentage of Time Dedicated to Middle East Studies: 50%
Middle East Studies Courses Taught: Readings in Hebrew Poetry
Research/Teaching Specialization: Literary theory, semiotics of culture, prosody, comparative & Hebrew literature
Recent Publications: *Three Thousand Years of Hebrew Versification: Essays on Comparative Prosody*. Yale University Press, Forthcoming; *Poetics I: Theory of Meaning and the Work of Literature*. Yale University Press, Forthcoming; *The Exuberant Life of Marc Chagall*. Yale University Press, Forthcoming; *Marc Chagall's First Autobiography* (edited by Benjamin Harshav), TEXT Publishing House, 2008; *A History of Hebrew Versification from the Bible to Modernism*. Bar-Ilan University Press, 2008.
Distinctions: Fellow, American Academy of Arts & Sciences; Center for Postgraduate Hebrew Studies, 1976-77; Fellow Whitney Humanities Center, Yale University 1994-97; Jerusalem Uri-Zvi Grinberg Prize for Poetry 2000; Koret Jewish Book Award for Biography, Autobiography & Literary Studies, 2004; Israel EMET Prize 2005

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

HAYES, CHRISTINE: Robert F. & Patricia R. Weis Professor of Religious Studies in Classical Judaica (Tenured), Department of Religious Studies, Appointed 1996

Education: Ph.D. Talmudic & Judaic Studies, University of California, Berkeley 1993; M.A. with distinction, University of California, Berkeley 1988; B.A. Study of Religions, Harvard University 1984

Academic Experience: Chair of the Department of Religious Studies, Yale University, 2011 – present; Associate Professor, Yale University, 1999-02; Assistant Professor, Yale University, 1996-99; Assistant Professor Hebrew Studies, Princeton University, 1993-96; Instructor, Yale University, 1993; Teaching Assistant and Instructor (UC Berkeley), 1989, 1991; Affiliated Scholar, Center for Jewish Law and Contemporary Civilization, Cardozo Law School, 2009-Present; Affiliated Fellow, The Tikvah Center for Law and Jewish Civilization, New York University, 2009-Present

Overseas Experience: Hebrew University, Jerusalem, 1987-88

Language(s): Ancient: Biblical Hebrew reading 4; Biblical & Talmudic Aramaic reading 4; Koine Greek (reading). Modern Hebrew 4; French 4; German (reading); Some Persian

Percentage of Time Dedicated to Middle East Studies: 75%

Middle East Studies Courses Taught: Judaism: Continuity & Change; Rabbis Research Seminar; Midrash: Exodus 32 and Its Midrashic Development; Introduction to the Old Testament

Research/Teaching Specialization: Talmudic-midrashic studies; Rabbinic studies; History and literature of Judaism in late antiquity; Legal theory; Biblical exegesis in antiquity; Medieval Jewish exegesis

Recent Publications: *Introduction to the Bible*. Yale University Press, 2012; “Legal Realism and Sectarian Self-Fashioning in Jewish Antiquity,” in *Sects and Sectarianism in Jewish History*, University College London, 2011; *The Emergence of Judaism: Classical Traditions in Contemporary Perspectives*. Fortress Press, 2010

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Mellon Supplemental Fellowship, 2009; Sidonie Miskimin Clauss Prize for Teaching Excellence in the Humanities, 2005; Mellon New Directions Fellowship, 2005-06; National Jewish Book Award finalist, Oxford University 2002; Hilles Publication Grant, 2001

HELLER, REBECCA: Visiting Clinical Lecturer in Law, Yale Law School, Appointed 2010

Education: J.D., Yale Law School, 2010; B.A., Comparative Government, 2005

Academic Experience: Visiting Clinical Lecturer in Law, Yale Law School, 2010–present; Co-founder and Director, Iraqi Refugee Assistance Program, 2008–present; Intern, New York Legal Aid Society, Immigration Unit, summer 2009; Intern, Worker and Immigrant Rights Advocacy Clinic, 2009–10; Student Director, Immigration Legal Services Clinic, 2008–09; Intern, Global Workers Justice Alliance, summer 2008; Fulbright Scholar, Republic of Malawi, Ministry of Nutrition, HIV and AIDS, 2006

Overseas Experience: Malawi, Zimbabwe

Percentage of Time Dedicated to Middle East Studies: 5%

Middle East Studies Courses Taught: Iraqi Refugee Project; Advanced Iraqi Refugee Project

Research/Teaching Specialization: Refugee resettlement law

Distinctions: Member of Council on Foreign Relations, 2012–17; Truman National Security Fellow, 2013–present; Yale Law School Gruber Human Rights Fellow, 2012–13; Dartmouth College Martin Luther King Social Justice Emerging Leader Award, 2012; *Christian Science Monitor* “30 Under 30” Change Agent, 2012; Asia 21 Society Delegate, 2011; Echoing Green Fellow, 2010–12; Skadden Fellow, 2010–12; Charles G. Albom Prize for excellence in judicial and administrative appellate advocacy, Yale Law School; Fulbright Scholar, 2006

HEVER, HANNAN: Jacob and Hilda Blaustein Professor of Hebrew Language and Literature, Comparative Literature Department, Judaic Studies Program, Appointed 2013

Education: Ph.D., Hebrew Literature, Hebrew University of Jerusalem 1984; B.A., Hebrew Literature and Philosophy, Hebrew University of Jerusalem 1978

Academic Experience: Blaustein Professor, Yale University 2013 – present; Visiting Professor, Jewish Theological Seminary, New York 2012; Visiting Professor, Columbia University, 1999, 2002, 2003 & 2007; Chair, Hebrew Literature Department, Hebrew University of Jerusalem; Full Professor, Hebrew University of Jerusalem, 2001; Chair, Department of Poetics & Comparative Literature, Tel Aviv University, 1999; Assistant then Associate Professor, Department of Poetics & Comparative Literature, Tel-Aviv University, 1989–96 & 1997

Overseas Experience: Study and teaching in Israel

Language(s): Hebrew, Yiddish, English, German

Percentage of Time Dedicated to Middle East Studies: 100 %

Middle East Studies Courses Taught: Hebrew Modernist Poetry; Modern Hebrew Poetry; Cultural Study of Israel; Hebrew Allegory as Cultural Critique; Jewish and Arabic Literature in Israeli Space

Research/Teaching Specialization: Cultural history of Modern Hebrew poetry and prose; The history of critical theory; Postcolonial readings of Modern Hebrew literature; Theory of cultural and literary critique

Recent Publications: *Nativism, Zionism and Beyond, Three Essays on Nativist Hebrew Poetry*. Syracuse University, 2014; “The Crisis of Responsibility in S. Yizhar’s ‘The Prisoner’” in *Captives*. Van Leer Jerusalem Institute, Zalman Shazar Center, 2014; *With the Power of God: Political Theology in Modern Hebrew Literature*. Van-Leer Institute & Hakibbutz Hameuchad Publishing House, 2013; “A New Israeli Discourse: On the 25th Anniversary of Anton Shammas’ Arabesques.” In *Theory and Criticism*, 2013; “‘Deportation Does not Solve Anything’—on ‘Khirbet Khizeh’ by S. Yizhar” in *Textures, Culture, Literature, Folklore*, 2013

Distinctions: Lea Goldberg Award, best book on the study of Hebrew Poetry, 2001; Avraham Kariv Award for Literary Criticism, Haifa Municipality, 1995; Lady Davis Fellowship, 1986–87; Jewish Memorial Fund, 1983; Wolf Fund, National Academy of Science, 1989-92

HILL, CHARLES: Senior Lecturer in Humanities/ Brady-Johnson Distinguished Fellow in Grand Strategy/ Lecturer, International Affairs Council/ Affiliated faculty member, The Jackson Institute, Appointed 2002

Education: M.A. American Studies, University of Pennsylvania 1961; J.D. University of Pennsylvania 1960; A.B. Brown University, 1957

Academic Experience: Visiting Fellow Harvard University, Clark Fellow Cornell University, Distinguished Lecturer U.S. Air Force Academy; Diplomat in Residence Stanford University; Research Fellow Hoover Institution, Distinguished Visiting Fellow in Diplomacy Baylor University; Patten Fellow Indiana University.

Overseas Experience: Diplomatic assignments in Switzerland, China, Hong Kong, Vietnam, Panama, Israel Director, Office of Israel and Arab-Israeli Affairs Department of State, Political Counselor American Embassy Israel, Deputy Assistant Secretary of State for Near East Affairs. Special Adviser on Policy to the Secretary-General of the United Nations.

Outreach: 22 years of speaking events on Middle East and diplomatic issues for corporations, alumni groups, high school and college associations, think tanks, “Model UN,” etc.

Languages: Chinese, German

Percentage of Time on Middle East Issues: 20 %

Courses Taught with Middle East Content: Strategies of World Order, Oratory in Statecraft, Studies in Grand Strategy, Metahistories, Directed Studies History and Politics.

Research/Teaching Specialization: Diplomacy, Strategy, The United Nations, Literature and the Humanities, with significant Middle East content.

Recent Publications: *The Weaver’s Lost Art* (Hoover Press) 2014; *Grand Strategies: Literature, Statecraft and World Order* (Yale University Press), 2011; *Trial of a Thousand Years: Islamism and World Order* (Hoover Press), 2011; *Trial of a Thousand Years: Islamism and World Order* (Hoover Press) 2011; Editor of the three-volume *Papers of U.N. Secretary-General Boutros-Ghali* (Yale University Press) 2003; *Unvanquished* (collaboration with former U.N. Secretary General Boutros Boutros-Ghali), 1999; *Egypt’s Road to Jerusalem* (collaboration with former U.N. Secretary General Boutros Boutros-Ghali), 1997

Distinctions/Honors: Doctor of Law (Hon) Rowan University. The Secretary of State’s Medal. Presidential Distinguished Service Award. Presidential Mentoring Service Award. Presidential Distinguished Honor Award. Career Minister, Foreign Service of the United States

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

HOLE, FRANK: C.J. MacCurdy Professor Emeritus, Department of Anthropology, Appointed 1980
Education: Ph.D. University of Chicago 1961; NSF Fellowship, University of Tehran, 1959-60; M.A. University of Chicago, 1958; Special student, Harvard University, 1957-58; B.A. Cornell College, Mt. Vernon, Iowa, 1953
Academic Experience: Senior Research Scientist, Yale University 2005-present; Emeritus Curator of Archaeology, Yale Peabody Museum of Natural History, 2005-present; Visiting Professor of Archaeology, Masaryk University, Brno, Czech Republic 2009-11; C. J. MacCurdy Professor of Anthropology, Yale, 1996 -05; Professor of Anthropology, Yale University 1980-96; Head, Division of Anthropology, Peabody Museum of Natural History 1996-05; Curator of Archaeology, Peabody Museum of Natural History 1981-95; Chairman, Council on Archaeological Studies, Yale 1991-03; Chairman, Department of Anthropology, Yale 1980-83; Chairman, Department of Anthropology, Rice University 1974-79; Professor, Rice University 1968-69; Associate Professor, Rice 1965-68; Assistant Professor, Rice 1961-65
Overseas Experience: Archeological surveys and excavations throughout Syria and Iran, as well as other regions including Mexico. Excavations at Ali Kosh and Chagha Sefid in Deh Luran, Iran
Percentage of Time Dedicated to Middle East Studies: 100%
Research/Teaching Specialization: History and development of agriculture and animal husbandry in the Near East
Recent Publications: “Cycles of Settlement in the Khorramabad Valley in Luristan, Iran” in *Settlement and Society*. The Oriental Institute of the University of Chicago, 2007; “Policies, Plans, Practices, and Prospects: Irrigation in Northeastern Syria” (co-authored). *Land Degradation and Development*, 2006.
Distinctions: Editorial Board, Iranian Journal of Archaeological Studies, 2010-present; Farabi International Award, 2011; Fulbright Specialist 2009-10; Lifetime Achievement Award, Society for American Archaeology, 2007; Elected to Connecticut Academy of Sciences and Engineering, 1983; Elected to National Academy of Sciences, 1981; Elected Fellow, American Association for the Advancement of Science, 1966

HOWORTH, JOLYON: Visiting Professor of Political Science and International Affairs, Department of Political Science and MacMillan Center, Yale University, Appointed 2002
Education: Ph.D., History, University of Reading, UK, 1971; B.A., French Studies, *Honors*, University of Manchester UK, 1966
Academic Experience: Visiting Professor of Political Science and International Affairs, Department of Political Science and Macmillan Center, Yale University, 2002-16; Professor *Emeritus* of European Studies, Department of European Studies University of Bath, UK, 2010-Present
Overseas Experience: University Professor: England, France, and Italy; Guest Lecturer: Europe, Russia, Canada, Japan, China, India, Australia, Chile, and Brazil
Outreach: Television: *BBC, ITV, A2, MSNBC, CBC, Canal Plus, I-Télé, France 24, Al-Jazeera*; Radio: BBC, China International Radio, Deutsche Welle, France-Info, GWBR, NPR, RFI
Language(s): English 5, French 5
Percentage of Time Dedicated to Middle East Studies: 20 %
Middle East Studies Courses Taught: NATO in the Post-Cold War World; Europe, the US and the Iraq Crisis; Comparative European and EU-US politics; Contemporary European Public Policy and Policy-Making
Research/Teaching Specialization: European Security and Defense and European Identity.
Recent Publications: *Security and Defence Policy in the European Union*. Palgrave, 2007, 2nd edition, Palgrave-MacMillan, 2014; “French Defense Policy under President Hollande,” *The Military Balance 2013*, *International Institute for International Affairs*, 2013; “The EU & NATO after Libya and Afghanistan: The Future of Euro-US Security Cooperation,” *Yale Journal of International Affairs*, 2013; “CSDP-NATO Relations at the Crossroads: effectiveness or irrelevance?” *Strategie und Sicherheit 2013*, Vienna, 2013; “The supranational/ intergovernmental interface in CSDP decision-making,” *Cooperation and Conflict*, 2012
Dissertations/Theses Supervised in Past Five Years: 20
Distinctions: UACES prize- “Best Book on Europe 2008”; Fellow: *Royal Society for the Arts* (UK); *Chevalier dans l'Ordre des Palmes Académiques* (France)

HSIEH, JULIA: Teaching Fellow, Egyptology, NELC

Education: M.Phil. Egyptology, Distinction, Yale University 2009; M.A., Ancient History

Anthropology/Archaeology, University of Auckland 2006, B.Sc. Biological Sciences, University of Auckland, 2003

Academic Experience: Instructor, Yale University, 2013, 2012, 2010; Teaching Assistant, Yale University, 2012;

Overseas Experience: New Zealand, Egypt

Outreach: Education and Public Programs Assistant, Yale Peabody Museum, 2011-12; Peabody Teachers' Training Seminar, Peabody Museum 2010; Egyptological Workshop Assistant, Discovery Centre, Auckland War Memorial Museum, Auckland 2007

Language(s): Ancient Egyptian: Old, Middle, Late, Demotic (reading fluency), Coptic (reading fluency), French 2, German 2, Chinese (speaking/reading fluency), Akkadian (reading, introductory level) Japanese (conversational)

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Classical Egyptian Hieroglyphs I and II

Research/Teaching Specialization: Epigraphic artist specializing in two and three dimensional technical drawings of ceramics and object finds, epigraphy, and paleography

Recent Publications: "Discussions on the Daybook Style and the Formulae of Malediction and Benediction Stemming from Five Middle Kingdom Rock-Cut Stelae from Gebel el-Girgawi." *Zeitschrift für ägyptische Sprache und Altertumskunde*, 2012

Distinctions: Yale University Arts and Humanities Graduate School Scholarship, 2007-12; John Hay Whitney Fellowship Fund, Yale University, 2011-12; Walter Scott Scholarship Fund, Yale University, 2010-11

INHORN, MARCIA: William K. Lanman Jr. Professor of Anthropology & International Affairs (Tenured), Department of Anthropology, Appointed 2008

Education: Ph.D. (Anthropology & Medical Anthropology), UC Berkeley 1991; M.P.H. (Epidemiology), UC Berkeley 1988; M.A. (Anthropology & Medical Anthropology), UC Berkeley 1985; B.A. (Anthropology & Journalism), University of Wisconsin 1980

Academic Experience: Diane Middlebrook and Carl Djerassi Visiting Professor, Centre for Gender Studies, University of Cambridge, 2010; University of Bergen, Norway, Center for Women's and Gender Studies and Center for International Health, 2006 – 2008; Helmut F. Stern Professor, Institute for the Humanities, University of Michigan, 2007-08 (Sabbatical Fellowship); Professor, with Joint Appointments in the Department of Anthropology, Department of Health Behavior and Health Education (School of Public Health), Program in Women's Studies, and Department of Obstetrics and Gynecology (School of Medicine), University of Michigan, Ann Arbor, 2004 –2008; Associate Professor, 2001 –2004;

Overseas Experience: Research Professor, Center for Women's & Gender Studies & Center for International Health/Consultancies, University of Bergen, Norway, 2006-10; Visiting Research Scholar, Department of International Studies, American University of Sharjah, United Arab Emirates, 2007

Outreach: "Is Iran the New Leader in Fertility Treatment?" Interview for HuffPost Live 2014; "Women, consider freezing your eggs," CNN Opinion, online, 2013; "I Am With the Uprising of Arab Women," *Slate* 2012;

Language(s): Arabic 3; Egyptian and Lebanese colloquial

Percentage of Time Dedicated to Middle East Studies: 75%

Middle East Studies Courses Taught: Culture and Politics in the Contemporary Middle East

Research/Teaching Specialization: Social impact of infertility and assisted reproductive technologies in the Middle East; Middle East gender studies; Science & technology studies; Gender & feminist theory; Masculinity studies; Religion & bioethics; Globalization & global health

Recent Publications: *The New Arab Man: Emergent Masculinities, Technologies, and Islam in the Middle East*, Princeton University Press, 2012. "Infertility and Assisted Reproduction in the Muslim Middle East: Social, Religious, and Resource Considerations" (co-authored) in *Facts, Views, and Visions in Obstetrics and Gynaecology*, 2012; "Why Me? Male Infertility and Responsibility in the Middle East," *Men and Masculinities*, 2012.

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Middle East Distinguished Scholar, Middle East Section, American Anthropological Association, 2013; Graduate Mentor Award, Society for Medical Anthropology, American Anthropological Association, 2013; Council on Anthropology and Reproduction, Society for Medical Anthropology, Most Notable Recent Edited Collection Book Prize, for *Assisting Reproduction, Testing Genes: Global Encounters with New Biotechnologies*, American Anthropological Association, 2012

INSLER, STANLEY: Salisbury Professor of Sanskrit and Comparative Philology (Emeritus), Department of Linguistics, Appointed 1963
Education: Ph.D., Yale University 1963; B.A. Columbia College
Academic Experience: Department chair, Yale Linguistics Department, 1980s; Director of Graduate Studies, Yale Linguistics Department; Head, American Oriental Society
Overseas Experience: Iran, India
Language(s): Sanskrit
Percentage of Time Dedicated to Middle East Studies: 5%
Middle East Studies Courses Taught: Sanskrit Classics in Translation; Middle Indic: Pali & Prakrit
Research/Teaching Specialization: Historical linguistics, Indo-european linguistics, Indo-aryan linguistics
Recent Publications: “Vedic drśád,” *Schindler Gedenkschrift*, 1999; “On the Recensions of the Atharva Veda and Atharvan Hymn Composition,” *Wiener Zeitschrift für die Kunde des Südasien*, 1998; “The phonological organization of the Rigvedic clitic chain,” *Yale A-Morphous Linguistic Essays: Studies in the Morphosyntax of Clitics*, 1997

JACOBS, ADRIANA: Postdoctoral Fellow, Department of Comparative Literature and the Program in Judaic Studies, Appointed 2012
Education: Ph.D., Comparative Literature, Princeton University; M.A., Hebrew Language and Literary Study, Hebrew University of Jerusalem; B.A., Literary and Cultural Studies, College of William and Mary
Academic Experience: Cowley Lecturer in Modern Hebrew Literature, Oxford University; Fellow, Oxford Centre for Hebrew and Jewish Studies, Oxford University; ACLS New Faculty Fellow, Yale University, Department of Comparative Literature and the Program in Judaic Studies; Instructor, Hofstra College, Jewish Theological Seminary
Overseas Experience: England
Language(s): Hebrew 5, English 5
Percentage of Time Dedicated to Middle East Studies: 80%
Middle East Studies Courses Taught: Transnational Encounters in Contemporary Israeli Poetry; Modern Hebrew and Israeli Literature, Post-War Jewish Literature
Research/Teaching Specialization: Modern Hebrew and Israeli poetry, Translation History and Theory, Diaspora and Nationalism, Language Politics in Israel, Literary Bilingualism and Multilingualism, Comparative Poetics, Political Poetry and Digital Culture
Recent Publications: “The Go-Betweens: Leah Goldberg, Yehuda Amichai and the Figure of the Poet Translator,” *The Blackwell Companion to Translation Studies* Blackwell Publishing Ltd, 2014; “Hebrew Remembers Yiddish: The Poetry of Avot Yeshurun.” *Choosing Yiddish: Studies in Yiddish Literature, Culture and History*. Wayne State University Press, 2013; “From IDF to PDF: War Poetry in the Israeli Digital Age.” *Narratives of Dissent: War in Contemporary Israeli Arts and Culture*. Wayne State University Press, 2012; “Paris or Jerusalem: The Multilingualism of Esther Raab.” *Prooftexts: A Journal of Jewish Literary History*, 2006
Distinctions: Sidonie Miskimin Clauss Dissertation Prize, Princeton University

JORATI, HADI: Teaching Fellow, NELC, 2012-13

Education: Ph.D. NELC, Yale University, 2014; M.Phil., Medieval Studies, Yale University, 2012; M.Phil., Arabic and Islamic Studies, Yale University, 2011; Ivy Exchange Scholar, Columbia University, 2011; Ph.D., Mathematics, Princeton University, 2008; Postdoctoral Fellow, University of British Columbia, BA Mathematics and Physics, Tehran

Academic Experience: Visiting Scholar of Near Eastern Languages and Cultures, Ohio State University, 2013-14; Visiting Scholar, Eberhard-Karl-Universität Tübingen, 2013; Visiting Scholar, Georg-August-Universität Göttingen 2012; Visiting Faculty, University of Helsinki, 2008

Overseas Experience: Germany, Turkey, Iran, Finland

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Intermediate Classical Arabic I and II

Research/Teaching Specialization: Social and intellectual history of the Islamic Civilization in the Medieval and Pre-modern period; History of the Mathematics and Astronomy; Ottoman Astronomy; Early Ottoman Anatolia; the Alexander legend between Eastern cultures; Arabic and Persian gnomologia; the Persianate heritage of the Indian subcontinent

Recent Publications: “Misse and Abuse of Language, and the Perils of Amateur Historiography” in *1001*

Inventions: The Hyped History of Science and Technology in Islamic Civilization (forthcoming);

“Canon Masudicus” in *Encyclopaedia Iranica* (forthcoming); “Al-‘Amiri” in *Oxford Encyclopedia of Philosophy, Science, and Technology in Islam* (forthcoming); “Bazar” in *The Princeton Encyclopedia of Islamic Political Thought*;

“Al-Tafhim li Awa il al-Sina'at alTanjim,” *Encyclopaedia Iranica* (forthcoming); “Geometric Incidence Theorems via Fourier Analysis” (co-authored). *Transactions of the American Mathematical Society*, 2009;

Distinctions: Referee for the series: Islamic Thought in Translation, Yale University Press; Area Specialist, Persian and Arabic manuscript and lithograph section, Library of Congress

JOSEPH, GEORGE: Director for International Relations and Leadership Programs, Office of International Affairs, Appointed 2004

Education: Graduate degrees from Yale, graduate and undergraduate degrees from Washington University.

Overseas Experience: Supports the University’s engagement, strategy, and visibility across Asia other than in China, Japan, and Korea by working with deans, directors, and faculty. He also supervises support for the University’s activities in Africa, Middle East, Europe, and Latin America.

Percentage of Time Dedicated to Middle East Studies: 5%

KASTEN, ULLA: Associate Curator, Yale Babylonian Collection, Appointed 2000

Academic Experience: Associate Curator, Yale Babylonian Collection, Yale University, 2000–present; Museum Editor, Yale Babylonian Collection, Yale University, 1974–present

Percentage of Time Dedicated to Middle East Studies: 100%

Recent Publications: *Breath of Heaven, Breath of Earth*. Hallie Ford Museum of Art, Salem, Oregon, 2013; *Echoes of Egypt*, Yale Peabody Museum, New Haven, 2013; *Antes del diluvio: Mesopotamia 3500-2100 a.c.*, Obra Social “La Caixa”, Barcelona 2012; *Homo Sapiens. La grande storia della diversità umana. Catalogo della mostra*, Rome 2011; *Visible Language: Inventions of Writing in the Ancient Middle East and Beyond*, Oriental Institute of the University of Chicago, 2010; Exhibitions: *Breath of Heaven, Breath of Earth: Ancient Near Eastern Art from American Collections* (participant), Hallie Ford Museum at Willamette University, Salem, Oregon, 2013; *Echoes of Egypt* (participant), Yale Peabody Museum, 2013–2014; Exhibit at the National Museum in Muscat (participant), Oman, 2013; Created a photo-exhibit for the American Consulate in Basra, Iraq, 2013; *Antes del Diluvio: Mesopotamia 3500-2100 a.c.* (participant), Caixaforum, Madrid, 2013; *Abans del Diluvi* (participant), Caixaforum Gallery, Barcelona, 2012–2013

KAPLAN, EDWARD H: William N. & Marie A. Beach Professor of Operations Research, Professor of Public Health, and Professor of Engineering (Tenured), Yale School of Management, Appointed 1987

Education: Ph.D., Massachusetts Institute of Technology 1984; S.M. in Mathematics (Statistics), Massachusetts Institute of Technology 1982; S.M. in Operations Research, Massachusetts Institute of Technology 1979; Master in City Planning, Massachusetts Institute of Technology 1979; B.A. (First Class Honours), McGill University, 1977

Academic Experience: Professor of Engineering, School of Engineering and Applied Sciences, Yale 2006 – present; Professor of Public Health, Yale School of Public Health, 1998 – present; Distinguished Visiting Professor, Graduate School of Business, Stanford University, 2012; Visiting Research Scholar, Graduate School of Business, Columbia University 2006; Director, Methodology and Biostatistics Core, Center for Interdisciplinary Research on AIDS, Yale 2001-05; Director, Law, Policy and Ethics Core, Center for Interdisciplinary Research on AIDS, Yale 1999-01; Visiting Professor, Sloan School of Management, Massachusetts Institute of Technology 2000; Professor of Management Science, Yale School of Management 1993-00;

Overseas Experience: Israel

Percentage of Time Dedicated to Middle East Studies: 5%

Middle East Studies Courses Taught: International Experience

Research/Teaching Specialization: Operations research for public policy and management; Homeland security and counter terror operations research; HIV/AIDS policy and management issues; Applied probabilistic modeling and statistics.

Recent Publications: “Staffing models of covert counterterrorism agencies,” *Socio-Economic Planning Sciences*, 2013; “Estimating the Duration of Jihadi Terror Plots in the United States,” *Studies in Conflict and Terrorism*, 2012; “Intelligence operations research,” *Operations Research*, 2012. “Intel queues” (co-authored), *Military Operations Research*, 2012; “Counterterror intelligence operations and terror attacks” (co-authored), *Public Choice*, 2011; “Queue inference from periodic reporting data” (co-authored) *Operations Research Letters*, 2010; “Terror Queues,” *Operations Research*, 2010.

Distinctions: INFORMS Expository Writing Award, 2010; Koopman Prize (2010, 2005, 2002); Phillip McCord Morse Lectureship Award, 2009; Charles C. Shepard Science Award, 2009; INFORMS Fellow, 2005; Institute of Medicine 2004; National Academy of Engineering 2003; INFORMS Presidents Award, 2002

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

KAZEMI, RANIN: Teaching Fellow, Department of History, 2005-12

Education: Ph.D. Yale University 2012; M.Ph. and M.A. Yale University 2008; M.A. Ohio State University 2005; B.A. Honors and cum laude Middle Tennessee State University

Academic Experience: Assistant Professor, Kansas State University, Department of History, 2012 – present; Affiliated faculty, Kansas State, Security Studies Program, 2012 – present; Part Time Acting Instructor, Yale, Department of History, Fall 2011; Teaching Fellow, Yale, 2007-08; Research Assistant, Yale, 2006-09

Overseas Experience: Iran, Turkey, UK

Outreach: “What the Syrian conflict Can Teach us about the Middle East.” Public talk given at Civic Luncheon Lecture Series, Kansas State University, Salina, Kansas, 2014; Commentary on public screening of documentary “The Green Wave,” directed by Ali Samadi Ahadi, and Iran's 2009 Green Movement, Spencer Museum of Art, University of Kansas, Lawrence, Kansas /2013

Language(s): Persian 5, Modern Turkish 4, Ottoman Turkish 4 (reading), Arabic 4, French 4, Urdu 2

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Social Conflict and Protest in the Modern Middle East; Emergence of the Modern Middle East; The Making of Modern Iran, 1500-present

Research/Teaching Specialization: Social processes and undercurrents that led to the making of economic structures, political formations, and cultural and ideological practices in Muslim societies

Recent Publications: “Environment and Urban Conflict: The Origins and Course of the Tobacco Movement in Shiraz, 1881-1892,” *Journal of Persianate Studies*, forthcoming fall 2014; “Kasef-al-Saltana, Hajji Mohammad Mirza Qajar Qovanlu,” in *Encyclopaedia Iranica*, Routledge and Kegan Paul, 1982-11, vol. 15; “Historiography” and “Middle East History” in *The History Highway: A 21st Century Guide to Internet Resources*, 4th edition, M.E. Sharpe, 2005

Distinctions: Short-Term Senior Fellowships in Iranian Studies, The American Institute of Iranian Studies, July 2014; Prince Dr. Sabbar Farman-Farmaian research Project Fellowship, International Institute of Social History, Institute of the Royal Netherlands Academy of Arts and Sciences, 2014; Kansas State University, Faculty Enhancement Program Award, 2013; Woodrow Wilson National Fellowship Foundation and Charlotte W. Newcombe Foundation Dissertation Fellowship, 2010-11; Yale University Dissertation Writing Fellowship 2009-10

KERROU, MOHAMED: Carnegie Centennial Scholar and Visiting Professor, CMES, Appointed 2014

Education: Ph.D., Political Science, University of Social Sciences of Toulouse 1987; High Diploma in History, Ecole des Hautes Etudes en Sciences Sociales 1982; License in Sociology, Faculty of Letters and Human Sciences of Tunis 1979

Academic Experience: Professor of Political Science, Faculty of law and Political Sciences of tunis, university of Tunis El Manar 2010-present; Associate Professor of Sociology, University of Tunis, 1988-10; Visiting Professor at The University of Rovira I Virgili, Tarragona, Spain, since 2005; Visiting Professor at The Maison Méditerranéenne des Sciences de l’Homme, University of Provence Aix-Marseille, France, 1997-present; Visiting Research at The Watson Institute of International Affairs, Brown University, 1996-97

Overseas Experience: Study and teaching in Europe and the Middle East

Outreach Experience: Journalist at *Erray* and *Democracy* (Tunisian newspapers), 1975-78

Language(s): Arabic, French, English, Italian, Spanish

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Comparative politics in North Africa and the Middle East; Islam and politics in the contemporary world; Islamism, women, and new public spheres; Public policies, state and society

Recent Publications: *Habib Bourguiba Jr. Entretiens*. Ceres Editions 2013; “New Actors of the Revolution and Political Transition in Tunisia” in *The Arab Spring: Will it Lead to Democratic Transition?* The Asian Institute for Policy Studies, 2012; *Hijâb. Nouveaux voiles et espaces publics*, Tunis, Editions Cérès, 2010; *Kairouan. Phare éternel de l’islam*, Tunis, Editions Apollonia, 2009

Distinctions: Member of The Scientific Council of the “Maison Méditerranéenne des Sciences de l’Homme”, Aix-en-Provence, France 2010-Present; Member of « Comité national d’Ethique Médicale » (CNEM) 2008-Present; Member of the Jury of Scenarios Films at the « Journées Cinématographiques de Carthage » (JCC) 2012

KESEN, YASEMIN: Fulbright Foreign Language Teaching Assistant, Turkish (Non-Tenured), Council on Middle East Studies, Appointed 2012

Education: M.A., Turkish Linguistics, Bogazici University 2010; B.A., Foreign Language Education, Bogazici University 2007;

Academic Experience: Lecturer, Isik University 2008 – present; Teaching Assistant, Bogazici University 2005-07

Language(s): Turkish, English, Spanish

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Turkish

Distinctions: MEB (National Department of Education) Scholarship; Istanbul Metropolitan Municipality Scholarship

KHAMRA, DIALA: Yale World Fellow 2013

Education: M.A., University of Edinburgh, Business Administration; B.A., American University of Beirut, Political Science

Work Experience: Jordan: Chief Executive Officer at the HAYA Cultural Center; Founder of the Justice Center for Legal Aid, Amman; USAID; Lebanon, Beirut; The World Bank, Consultant on Public Sector; Switzerland, the Basel Institute on Governance

Language(s): Arabic 5, English

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Legal Aid, Law and Governance, Public Sector Policy, Leadership and Community Development

KHAN, RAHEELA: Yale World Fellow, 2013

Education: M.B.A., Institute of Business Management 2001; Advance management and leadership program, University of Oxford 2012

Work Experience: Assistant Manager Treasury & Investments, Doha Bank 2011-Present; Director, R2 Business Advisory Consultants 2011-Present; Head of Business Development & Strategy, Project Based Associations: UAE Financial Brokerage 2010; Senior Manager Treasury and Institutional Marketing, Pakistan Mercantile Exchange, 2007-10; Manager Institutional Equity Sales, First National Equities Limited 2005-07; Head of Fixed Income and Money Market, Khadim Ali Shah Bukhari Securities, 1998-04

Overseas experience: Pakistan, United Arab Emirates, France

Outreach: Currently engaged in two social welfare projects in Pakistan - using social media as a resource to revolutionize Pakistan's cultural milieu, to break through current social disparity and restore civic sense in the general population; gender diversity, empowering women and youth development to unlock growth potential and social sustainability in the developing world.

Languages: English, Urdu, French

Percentage of Time Dedicated to Middle East Studies: 100%

KHOSHNOOD, KAVEH: Associate Professor (Non-Tenured), School of Public Health, Appointed 2011

Education: Ph.D., Yale School of Public Health 1995; M.P.H., Yale School of Public Health 1989; B.S. Loyola College 1987

Academic Experience: Associate Research Scientist, Yale School of Medicine, 1995/1999; Associate director, "Law, Policy, Ethics Core, Center for Interdisciplinary Research on AIDS", Yale University, 2006-12; Program Director, BA-BS/MPH Program in Public Health at Yale University, 2006-Present; Program Director, Global Health Studies at Yale College, 2010-Present;

Overseas Experience: Conducting research and research training activities as well as mentoring researchers from Iran, Jordan, Lebanon, Afghanistan and China; Investigator for an evaluation study of a parenting program for families in Palestinian refugee camps in Beirut; Principal investigator of a research ethics training and curriculum development program with Central South University, Changsha, China; Principal Investigator of a Faculty development program with the Royal Institute of Health Sciences, in Bhutan.

Outreach: Interview with Radio program Queens University on Violent Conflict and Health in Jan 2014; Presentation to student interns at Iran Human Rights Documentation Center on Violent Conflict and Health, 2013.

Languages: Persian 5

Percentage of Time Dedicated to Middle East Studies: 15%

Middle East Studies Courses Taught: Global HIV/AIDS; Infectious Disease in Resource-poor countries; Research Ethics

Research/Teaching Specialization: Infectious disease epidemiology, Prevention of HIV/AIDS and Tuberculosis in resource limited settings; Global health; violent conflict and public health consequences; research methods

Recent Publications: "Violent conflict and opiate use in low and middle-income countries: A systematic review" (co-authored). *International Journal of Drug Policy*, 2014; "Confidentiality, Privacy, & Respect: Experiences of Female Sex Workers Participating in HIV Research in Andhra Pradesh, India" (co-authored). *Journal of Empirical Research on Human Research Ethics*, 2014

Dissertations/Theses Supervised in Past Five Years: Over 50 Master of Public Health Students, some Medical students, Nursing students and Yale College students; Dissertation advisor of a few Ph.D. students at Yale & abroad

Distinctions: Teacher of the Year Award, Yale School of Public Health, 2003; The Surgeon General's Certificate of Appreciation, 2001; New Board of Aldermen Official Citation and Certificate of Appreciation, 2001; Martin L. King Community Service Award Presented by Dean of Medical School, 1993

KIEL, YISHAI: Lecturer in Religious Studies and Postdoctoral Associate in the Program in Judaic Studies, Appointed 2013

Education: Ph.D., The Hebrew University of Jerusalem 2011; M.A., The Hebrew University of Jerusalem 2007; B.A., The Open University of Israel 2005

Academic Experience: Lecturer in Religious Studies and Postdoctoral Associate in the Program in Judaic Studies, Yale 2013-14; Visiting Scholar at NELC, and the Center for Jewish Studies, Harvard University, 2013-14; Postdoctoral fellow, Department of NELC and the Center for Jewish Studies, Harvard, 2012-13; Lecturer, Schechter Institute for Jewish Studies, Jerusalem, 2010-11; Schechter Institute for Jewish Studies; Lecturer and affiliate of the bet midrash for advanced Jewish studies, Beit Morashah of Jerusalem, 2008-10

Overseas Experience: Jerusalem, Mumbai, India

Language(s): English 5, Hebrew 5, German, Latin, Aramaic languages, Iranian languages

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Advanced Jewish Studies;

Research/Teaching Specialization: Laws of Ritual Defilement Between the Babylonian Talmud and Pahlavi Literature; Nazirism as an Ascetic Practice in Talmudic Literature

Recent Publications: "Cognizance of Sin and Punishment in the Babylonian Talmud and Pahlavi Literature: A Comparative Analysis," *Oqimta: Studies in the Talmudic and Rabbinic Literature 1*, 2013; "Zoroastrian and Hindu Connections in the Priestly Strata of the Pentateuch: The Case of Numbers 31:19-24," *Vetus Testamentum*, 2013; "Fasting and Asceticism in the Babylonian Talmud in Light of Zoroastrian Ideology," *Jewish Studies Internet Journal*, 2013; "The Moral and Religious Instructions of the Ashkenazi Pietists: Between Asceticism and Sensuality," *Da'at: A Journal of Jewish Philosophy and Kabbalah*, 2012

Distinctions: Harry Starr Fellowship in Jewish Studies, Center for Jewish Studies, Harvard University, 2011; The Amnon Netzer Award in Iranian studies, Department of Islamic and Mediterranean studies and The Institute for Asian and African Studies, The Hebrew University of Jerusalem, 2010

KLEINER, DIANA E.: Dunham Professor of History of Art and Classics, Appointed 1995

Education: Ph.D., Columbia University 1976; B.A., Smith College 1969

Academic Experience: Professor, Yale University 1995-Present; Assistant Professor to Full Professor, Yale University 1980-95; Deputy Provost for the Arts, 1995-03; Master of Pierson College, Chair of Classics, Director of Graduate Studies, History of Art/Classics, Yale University 1986-95

Outreach: Founding Director, Open Yale Courses, 2006- Principal Investigator, Open Yale Courses, 2006-12; Exhibition: *I, CLAVDIA: Women in Ancient Rome*, Yale University Art Gallery, San Antonio Museum of Art, North Carolina Museum of Art (1996-97)

Language(s): French, Italian, German

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: Cleopatra: A Legend for All Time; Roman Architecture

Research/Teaching Specialization: Art and Architecture of the Ancient Romans

Recent Publications: Roman Architecture: A Visual Guide, Yale University Press, 2014; *Cleopatra and Rome*, Harvard University Press, 2005; *I, CLAVDIA II: Women in Roman Art and Society* (with Susan B. Matheson), Austin, 2000 *Roman Sculpture*. Yale University Press, 1992; *Roman Imperial Funerary Altars with Portraits*. Rome, Giorgio Bretschneider Editore, 1987

Dissertations/Theses Supervised in Past Five Years: 5

KLOTZ, DAVID: Lecturer, NELC (Non-Tenured), Appointed 2011

Education: Ph.D., Yale University 2008; M.S., Yale University 2003; B.S. Yale University 2003

Academic Experience: Lecturer, Yale University 2011-Present, Instructor, Yale University 2005-07; Mathematics Tutor, Yale University 2002-03

Overseas Experience: Egypt

Language(s): Ancient Egyptian, Coptic, Ancient Greek, Old Persian, Farsi, Akkadian, French, German, Arabic, Italian, Spanish, Russian

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Temple Construction Texts, Egyptian Cosmogonies, Introduction to Classical Hieroglyphic Egyptian, Lives in Ancient Egypt

Research/Teaching Specialization: Graeco-Roman Egypt; Egyptian languages; Religion; Temple Architecture; Egyptian History (New Kingdom, Late Period, Ptolemaic Period, Roman Period); Statuary; Papyri; Non-Royal Autobiographies; Multilingualism and Cross-Cultural Exchange

Recent Publications: “Elements of Theban Theology in Plutarch, Iamblichus, and Proclus,” *Plutarch und die Ägyptenrezeption in der römischen Kaiserzeit*, Julius-Maximilians-Universität Würzburg, 2014; “Public Participation in Religious Ceremonies: evidence from non-royal biographical texts,” *Ancient Egyptian Biographies*, University of Basel, 2014; “A Theban Devotee of Seth from the Late Period – Now Missing: Hannover, Ex-Museum August Kestner, Inv. S. 0366,” *Studien zur altägyptischen Kultur*, 2013; “Remarks on Ptolemaic Lexicography (§1-4),” *Revue d’Égyptologie*, 2013; “The Earliest Representation of a Potter’s Kick-Wheel in Egypt,” *Égypte Nilotique et Méditerranéenne*, 2013; “Who was with Antiochos III at Raphia? Revisiting the Hieroglyphic Versions of the Raphia Decree,” *Chronique d’Égypte*, 2013

Distinctions: Andrew W. Mellon/American Council of Learned Societies Recent Doctoral Recipients Fellowship 2008-09; William J. Horwitz Dissertation Prize, Yale University 2008; Whiting Dissertation Writing Fellowship 2007-08; Best Graduate Student Paper Award, Annual Meeting of the American Research Center in Egypt 2007; The Andrew W. Mellon Fellowship in Humanistic Studies 2003-04; Wrexham Prize for Best Senior Essay in the Humanities, Yale University 2003

KOCHER, MATTHEW ADAM: Lecturer, Department of Political Science and the Jackson Institute, Appointed 2008

Education: Ph.D., University of Chicago 2004; M.A., University of Chicago 1997; B.A., Philosophy and Political Science, Reed College 1993

Academic Experience: Lecturer, Department of Political Science & the Jackson Institute, Yale University, 2003-04; Assistant Professor, Division of International Studies, CIDE, Mexico 2004-08; Adjunct Lecturer, Department of Political Science, University of Notre Dame, 2003

Overseas Experience: Mexico, Turkey, Morocco

Outreach: Contributor to the collective blog Political Violence @ a Glance

Language(s): Spanish 5, French 4, Turkish 2, German 2

Percentage of Time Dedicated to Middle East Studies: 15%

Middle East Studies Courses Taught: Violence: State and Society; International Security; Ethnicity and Nationalism in Politics; State Formation in the Developed and Developing World; The Rise and Decline of Empires

Research/Teaching Specialization: Political violence; Causes and internal dynamics of civil wars and other violent social processes

Recent Publications: “Aerial bombing and counterinsurgency in the Vietnam War” (co-authored). *American Journal of Political Science*, 2011; “Violence and control in Vietnam: An analysis of the Hamlet Evaluation System (HES)” (co-authored). *Journal of Peace Research*, 2009; “How free is free-riding in civil wars? Violence, insurgency, and the collective action problem” (co-authored). *World Politics*, 2007

Dissertations/Theses Supervised in Past Five Years: 25 (undergraduate)

Distinctions: American Political Science Association (APSA), Comparative Politics Section, *Sage Paper Award*; APSA Comparative Politics Section, *Gregory Luebbert Article Award* for the best professional article in comparative politics published in 2007 or 2008, co-winner in 2009; *Journal of Peace Research* Article of the Year Award, 2009 co-winner

KOH, HAROLD: Sterling Professor of International Law, Yale Law School, Appointed 2013

Education: J.D., *cum laude*, Harvard Law School, 1980; M.A., Oxford University, 1996; B.A., Philosophy, Politics and Economics *Honors*, Oxford University, 1977; A.B., Government, Summa Cum Laude, Harvard University, 1975

Academic Experience: Martin R. Flug '55 Professor of International Law, Yale Law School, 2009-13; Dean, Yale Law School, 2004-09; Gerard C. & Bernice Latrobe Smith Professor of International Law, Yale Law School, 1993-2009

Overseas Experience: England

Outreach: "No Torture - No Exceptions," *The Washington Monthly*, January/February/March 2008

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Foreign Relations and National Security Law; International Human Rights Law and Policy; Introduction to Transnational Law

Research/Teaching Specialization: International Human Rights Law, U.S. Trade Policy and International Economic Law; International Litigation and Procedure; International and Foreign Affairs Law; European Community Law; Immigration and Refugee Law; Asian-American Issues

Recent Publications: *Transnational Litigation in United States Courts* New York: Foundation Press, 2008; *Transnational Business Problems* (4th ed.) with Detlev F. Vagts & William S. Dodge, New York: Foundation Press, 2008; "Human Rights and National Security," Chapter in Mark Green, et al., eds, *Change for America: Progressive Blueprint for the Next Administration*, New York: Basic Books, 2008;

Distinctions: Library of Congress George Wickersham Award for Outstanding Public Service, 2010; Judith Lee Stronach Human Rights Award, Center for Justice and Accountability, San Francisco, 2008; Lawdragon 500 Leading Lawyers in America, 2007-09; Brookings Institution Board of Directors, 2004-Present; Harvard University Overseer, 2001- Present

KÖKER, TOLGA: Senior Lecturer (Non-Tenured), Department of Economics, Appointed 2006

Education: Ph.D., University of Southern California 2004; M.A., Honors, University of Southern California 1995; M.A., University of Pittsburgh 1992; B.A., Honors, Middle East Technical University 1989

Academic Experience: Senior Lecturer of Economics, Yale, July 2009-present; Lecturer of Economics, Yale, 2006-09; Visiting Assistant Professor of Economics, Hamilton College, 2004-06; Harvard University, Postdoctoral Fellow, CMES, 2005-06, Visiting Instructor of Economics, Hamilton College, 2001-04; Visiting Instructor of Economics, Binghamton U-SUNY, 2000-01; Instructor of Economics, University of Southern California, Summer 1997

Overseas Experience: Turkey

Outreach: "Turkish Involvement in Iraq: A Harbinger of Peace or More Conflict?" *Boston Globe* (online), October 11, 2004; Guest speaker on "The G-8 Summit of 2004," Turkish Broadcasting, 2004

Percentage of Time Dedicated to Middle East Studies: 25%

Research/Teaching Specialization: Introductory Micro and Macroeconomics, International Trade

Recent Publications: "Microfinancing Terrorism" (co-authored) in *State of Corruption, State of Chaos: The Terror of Political Malfeasance*. Lexington Books, 2008; "Lessons in Refugeehood: The Experience of Forced Migrants in Turkey" (co-authored) in *Crossing the Aegean: Assessing the Consequences of the 1923 Exchange of Populations Between Greece and Turkey*. Berghahn Press, 2003;

Distinctions: Special Award for Outstanding Teaching, University of Southern California, 2000; Outstanding Teaching Assistant Award, University of Southern California, 1997

KRAKOWSKI, EVE: Jacob & Hilda Blaustein Postdoctoral Fellow, Program in Judaic Studies, Appointed 2012
Education: Ph.D., University Of Chicago 2012; M.A., University of Chicago 2004; B.A., University of Chicago 2000
Academic Experience: Postdoctoral Fellow, Yale University 2012-14; Instructor, University of Chicago 2008
Overseas Experience: Israel
Outreach: Panelist, “Power of the Genizah” program, Yeshiva University Museum, Feb. 20, 2014
Languages: Hebrew, French, Arabic, Aramaic, German
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Jewish Sectarianism in the Medieval Islamic World; Jews and Minorities in the Islamic State, 900-1500; Marriage and Kinship in the Medieval Near East; Jewish History and Society II: Jewish Society in the Middle Ages
Research/Teaching Specialization: Islamic History, History of the Family, Medieval Jewish History, Cairo Genizah, Jewish Studies, Jewish History, Medieval Women, History of the Mediterranean, Rabbinics, Rabbinic Literature, and Karaism
Recent Publications: ““Many days without the God of truth”: Loss and Recovery of Religious Knowledge in Early Karaite Thought,” in *Pesher Nahum: Texts and Studies in Jewish History and Literature from Antiquity through the Middle Ages presented to Norman Golb*, Oriental Institute/University of Chicago Press, 2012; Review of *The Jews of Khazaria*, by Kevin Alan Brook, *Journal of Near Eastern Studies*, 2011; “Natan ha-Bavli,” in *Encyclopedia of Jews in the Islamic World*, Brill, 2010; “On the Literary Character of Abraham Ibn Da’ud’s *Sefer ha-qabbalah*,” *European Journal of Jewish Studies*, 2007
Distinctions: American Council of Learned Societies Collaborative Fellowship, 2013-14; Whiting Dissertation-Year Fellowship, 2010-11; Cross Scholarship, 2007-08, 2009-10; Fuerstenberg Fellowship, 2005-08, 2009-10; Harold A. Rantz Fellowship, 2006-07; Foreign Language Acquisition Fellowship, 2004-05; University Unendowed Fellowship, University of Chicago, 2001-05

KRONMAN, ANTHONY: Sterling Professor of Law (Tenured), Yale Law School, Appointed 1978
Education: J.D., Yale Law School 1975; Ph.D., Yale University 1972; B.A., Williams College 1968
Academic Experience: Sterling Professor of Law, 2004 - Present; Dean, Yale Law School, 1994 - 04; Edward J. Phelps Professor of Law, Yale Law School, 1985 - Present; Professor of Law, Yale Law School, 1979-85; Visiting Associate Professor of Law, Yale Law School, 1978-79; Assistant Professor of Law, University of Chicago, 1976-1978; Associate Professor of Law, University of Minnesota Law School, 1975-76
Overseas Experience: Board of Director, Tel Aviv University Law School Faculty International Board of Trustees, 2002-Present
Outreach: Served on the board of various non-profit organizations including the Foote School in New Haven, Yale University Press, and the Slifka Center for Jewish Life at Yale
Percentage of Time Dedicated to Middle East Studies: 5%
Middle East Studies Courses Taught: Law and Religion; Undergraduate: Philosophy, Literature
Research/Teaching Specialization: Contracts, bankruptcy, jurisprudence, social theory, and professional responsibility.
Recent Publications: *Education's End: Why Our Colleges and Universities Have Given Up on the Meaning of Life*, Yale University Press, 2007; *Democratic Vistas* (co-edited), Yale University Press, 2004; “The Democratic Soul,” in *Democratic Vistas; A History of the Yale Law School: The Tercentennial Lectures* (edited), Yale University Press, 2004; “The Mystery of the ‘But,’” *Yale Law Journal*, 2001;
Dissertations/Theses Supervised in Past Five Years: 3 - 4
Distinctions: Member of the Board of Trustees of the American College of Greece; Member of the Council on Foreign Relations; Member of the American Academy of Arts and Sciences; Commander of the French National Order of Merit, 2004; Citation of Merit, Yale Law School, 2004; Editor, *Yale Law Journal*, 1974-75; Danforth Fellow, 1968-1972; Phi Beta Kappa, 1968

LASSEN, AGNETE: Kohut Postdoctoral Associate, Yale Babylonian Collection and Lecturer, NELC, Yale University, Appointed 2013

Education: Ph.D., University of Copenhagen 2012; M.A., University of Copenhagen 2008

Academic Experience: Kohut Postdoctoral Associate, Yale Babylonian Collection, Yale University, 2013-present; Postdoctoral Associate on the project *Market and Trade in the Ancient World*, University of Copenhagen, 2012-13; Visiting Ph.D.-student at Harvard University, Department of History of Art and Architecture, 2011

Overseas Experience: Denmark, central Turkey, Jordan, Syria, and Greece

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Seals and Sealing in the Ancient Near East; Dress and Identity in the Ancient World; Bronze Age Textiles ; Textiles and Economy

Research/Teaching Specialization: Ancient Near East Textiles

Recent Publications: “Technology and palace economy in Middle Bronze Age Anatolia: the case of the crescent shaped loom weight,” in *Textile Production and Consumption in the Ancient Near East: archaeology, epigraphy, iconography* (Ancient Textiles Series 12), Oxford, 2013; “Tools, Procedures and Professions: A Review of the Akkadian Textile Terminology,” in *Textile Production and Consumption in the Ancient Near East: archaeology, epigraphy, iconography* (Ancient Textiles Series 8), Oxford, 2010; “Wool Trade in Old Assyrian Anatolia,” *Jaarbericht “Ex Oriente Lux”*, 2010

Distinctions: 2010–13; External collaborator on the University of Copenhagen Programme of Excellence *Centre for Canon and Identity Formation in the Earliest Literate Societies* (CIF)

LAWRENCE, ADRIA: Assistant Professor (Non-Tenured), Department of Political Science, Appointed 2008

Education: Ph.D., University of Chicago 2007; M.A., University of Chicago 2003; B.A., Vassar College 1995

Academic Experience: Research Fellow, MacMillan Center for International and Area Studies, Yale University, 2008 – present; Instructor of Seminar in Political Science (Preceptor), University of Chicago, 2004-05; Teaching Assistant, University of Chicago, 2002-03

Overseas Experience: Morocco, Tunisia, France

Outreach: “Morocco’s Resilient Protest Movement,” *Foreign Policy* (online), 2012; “Election Dilemmas for Morocco’s Protest Movement,” *Foreign Policy* (online), 2011.

Language(s): French 5; Modern Standard Arabic 3; Moroccan Arabic (conversational)

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: Middle East Exceptionalism

Research/Teaching Specialization: Ethnic & Nationalist Conflict, Empire, Social Movements; State Formation; Middle Eastern & North African Politics; Authoritarianism

Recent Publications: *Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire*, Cambridge University Press, 2013. “Rethinking Moroccan Nationalism, 1930-1944.” *Journal of North African Studies*, 2012; Rethinking Violence: States and Non-State Actors in Conflict (co-edited), MIT Press, 2010; “Triggering Nationalist Violence: Competition and Conflict in Uprising Against Colonial Rule.” *International Security*, 2010; “After the Credits Roll: The Long-term Effects of Educational Television on Public Knowledge and Attitudes” (co-authored). *American Politics Research*, 2009

Distinctions: Winner of the 2014 Jervis-Schroeder Best Book Award, given by the American Political Science Association's Organized Section on International History and Politics, Book named one of the best of 2013 on Foreign Policy’s Middle East Channel; Belfer Center for Science & International Affairs Postdoctoral Fellowship, Harvard University, 2007-08; Olin Institute for Strategic Studies Pre-Doctoral Fellowship, Harvard University, 2006-07; Harry Frank Guggenheim Dissertation Fellowship, 2006-07; Ford Foundation Fellow, Vassar College, 1993

LAYTON, BENTLEY: Frederic & Laura Goff Professor of Religious Studies (Tenured), Department of Religious Studies, Appointed 1976
Education: Ph.D., Harvard University 1971; Private Study of Coptic and Linguistics in Jerusalem, 1970, 1972-75; B.A., Harvard University 1963.
Academic Experience: Goff Chair, Affiliated Professor in the Departments of Classics and History, Yale University 2000 - present; Professor of Religious Studies (Ancient Christianity) & Professor of NELC (Coptic), Yale University, 1983-Present; Associate Professor, Yale University, 1978-83; Assistant Professor, Yale University, 1976-78; Visiting Professor, Israel, École biblique et archéologique française, Jerusalem, 1971-76
Overseas Experience: Jerusalem; UNESCO Technical Subcommittee, Cairo; Department of Oriental Manuscripts, British Library, London
Languages: Coptic, Greek, Latin, French, German, Dutch, Italian, Modern Greek (literary), Arabic Syriac (limited)
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Introduction to Coptic Literature; The Making of Monasticism; Introduction to Gnostic Texts in Coptic
Research/Teaching Specialization: History of Christianity Until Islam; Coptic language & theory; Gnostic religion & literature
Recent Publications: “The Monastic Rules of Shenoute’s White Monastery,” in *The Administration of Monastic Estates in Late Antiquity: Essays in Honour of Sarah Clackson*, American Society of Papyrologists, 2009; “The Ancient Rules of Shenoute’s Monastic Federation,” in *Christianity and Monasticism in Upper Egypt, vol. 1*, Cairo 2008; “Rules, Patterns, and the Exercise of Power in Shenoute’s Monastery: The Problem of World Replacement and Identity Maintenance,” *Journal of Early Christian Studies*, 2007
Distinctions: Yale Egyptological Institute in Egypt grants for excavation and survey of the church and monastery of Shenoute at Sohag Egypt, 2005-06, 2006-07, 2007-08; ACLS Fellowship, 1983 and NEH Research Materials Program project (director, principal investigator), 1983–1985; Guggenheim Fellowship, 1979–80

LAZENBY, JAMES (MARK): Assistant Professor (Non-Tenured), Yale School of Nursing, Appointed 2012
Education: MSN, Yale School of Nursing, Oncology Nurse Practitioner Track, 2009; Ph.D., Philosophy of Religion, Boston University 2001; M.A. Theology, Fuller Theological Seminary 1990
Academic Experience: Fellow Silliman College, Yale College since 2012; Core Faculty, CMES, Yale University since 2011; Assistant Professor of Divinity (Courtesy Appointment), Yale Divinity School since 2011; Assistant Professor of Nursing, Yale School of Nursing 2011-12
Overseas Experience: Fulbright Scholar at the King Hussein Cancer Center (KHCC) in Amman, Jordan, Translating into Arabic and Validating the Functional Assessment of Chronic Illness Therapy – Spirituality, 2009; Place of death in Botswana Study, Gaborone Botswana, June-August 2007; June-August 2008. Physical and Psychological Symptoms of Patients in Treatment for Cancer in Gaborone, Botswana, June 2009, July-August 2010-2013.
Outreach: “What is the role of nurse practitioners?” Letter to the Editor, *New York Times*, May 2, 2014. “APRNs will help health outcomes,” Letter to the Editor, *Hartford Courant*, April 22, 2014. Football concussions, invisible, debilitating. Op-Ed, *Hartford Courant*, November 5, 2012.
Language(s): English 5, Arabic 3, French 2, German 3, Greek 3, Latin 3, Setswana 2, Spanish 4
Percentage of Time Dedicated to Middle East Studies: 25%
Middle East Studies Courses Taught: Evidence (10% on medical epistemology in Al-Ghazali and Ibn Cina); Principles & Practice of Oncology (25% on practice of oncology in Middle East context).
Research/Teaching Specialization: Psychosocial Oncology with emphasis on Spiritual Well-being
Recent Publications: *Safe passage: A global sourcebook on spirituality at the end of life*. Oxford University Press 2014; “Current State of Palliative and End-of-Life Care Based on Home or Inpatient Facility and Urban or Rural Settings in Africa,” *Palliative & Supportive Care*, 2013; “The Emotional and Spiritual Wellbeing of Hospice Patients in Botswana,” *Journal of Palliative Medicine*, 2013; “Place of Death among Botswana’s Oldest Old.” *Omega: Journal of Death and Dying*, 2012
Dissertations/Theses Supervised in Past Five Years: 5
Distinctions: Fellow, American Psychosocial Oncology Society, 2014; Chair, Scientific Program Committee, American Psychosocial Oncology Society, 2014; Dorothy Sexton Mentor Award, Delta Mu Chapter of Sigma Theta Tau International, 2013; Ten Best Abstracts, 24th Annual Scientific Sessions of Eastern Nursing Research Society, March, 30, 2012; Fulbright Traditional United States (Postdoctoral) Scholars Research Award, 2009-10

LECKMAN JAMES: Nelson Harris Professor of Child Psychiatry, Psychology, & Pediatrics (Tenured), Yale School of Medicine, Appointed 1990

Education: M.D., University of New Mexico School of Medicine, 1973; B.A. College of Wooster 1969.

Academic Experience: Sabbatical Leave – Institute of Psychiatry University of Sao Paulo, Brazil, Sub-Department of Animal Behavior, University of Cambridge, Cambridge, United Kingdom, University of Southern Denmark, Odense, Denmark, 2011-2012; Visiting Fellow, Wolfson College, Cambridge, 1998; Nelson Harris Prof of Child Psychiatry, Psychology & Pediatrics Child Study Cent Yale School of Medicine 1990–Pres; Nelson Harris Assoc Prof of Child Psychiatry and Pediatrics (without term) Child Study Center Yale School of Med 1987–90/Assoc Prof 1983–87; Postdoc Fellow Yale School of Medicine 1976–80; Visiting Lectures: Lionel Hersov Visiting Lecturer in Glasgow, Scotland and Dublin, Ireland, Association of Child and Adolescent Mental Health, UK, 2012; Visiting Professor, University of Southern Denmark, Odense, Denmark, 2012-2016; State-of-the-Art Lecturer, International Congress, International Association of Child and Adolescent Psychiatry and Allied Professions, Paris, July 2012;

Outreach: Plenary Speaker, 20th Anniversary Symposium, German Tourette Syndrome Association, October 2012
Percentage of Time Dedicated to Middle East Studies: 5%

Research/Teaching Specialization: Interaction of genes & environment in the development of the human CNS; Assessment & treatment of Tourette's syndrome; Obsessive-compulsive disorder

Recent Publications: "Is early childhood relevant to peacebuilding?" (co-authored). *Journal of Peacebuilding and Development*, 2013; "Tic disorders," *BMJ*, 2012; "Thank goodness for Uncle Sam and the NIMH Intramural Program." *Journal of American Academic Child Adolescent Psychiatry*, 2011

LEMOSY, LORA: Program Manager (Non-Tenured), Council on Middle East Studies, Appointed 2009

Education: B.S., Business Administration, Charter Oak State College, 2010.

Experience: Program Manager, Council on Middle East Studies, MacMillan Center, Yale, 2009 - present; Registrar, Modern Middle East Studies BA Major, 2009 - present; Senior Administrative Assistant 2, Council on African Studies, Yale Center for International and Area Studies, Yale, 2005-09; Senior Administrative Assistant, Council on African Studies, Yale Center for International and Area Studies, Yale, 1999-04; Administrative Assistant, Economic Growth Center, Yale, 1994-99; Research Secretary, Department of Biochemistry, Duke University, 1990-94; Traffic Coordinator, National Distribution Center, Broadcast Products Division, Sony Corporation of America, San Jose, CA, 1989; Coordinator II, Accounting, Broadcast Products Division, Sony Corporation of America, San Jose, CA, 1987-1989; Secretary, Product Management, Broadcast Products Division, Sony Corporation of America, San Jose, CA, 1985-1987.

Percentage of Time Dedicated to Middle East Studies: 100%

LUST, ELLEN: Professor (Tenured), Department of Political Science, MacMillan Center for International and Area Studies, and Jackson Institute, Yale University Appointed 2000

Education: Ph.D. Political Science, University of Michigan, Ann Arbor 1997; M.A. Middle Eastern and North African Studies, May 1993, Political Science 1991; B.A. Public Policy/Psychology, Albion College 1988

Academic Experience: Non-Resident Scholar, Project on Middle East Democracy (POMED), Washington, DC, 2014-present; Founder and Director, Program on Governance and Local Development, Yale University, 2013 - present; Director of Undergraduate Studies, Modern Middle East Studies, 2008-10; Chair, CMES, Yale University 2005-08

Overseas Experience: Since 1992 conducted fieldwork and lived in Egypt, Syria, Jordan, West Bank, Gaza Strip, Israel, Libya, Palestine, Morocco, Nicaragua, Guatemala, Honduras; United Nations Development Program, Political Economy Assessment, Jordan, 2011; Carter Center, Election Observation Team, Tunisia, 2011

Outreach: “Parties, Polarization and Politics,” presentation for World Affairs Council, Manchester, NH, April 24, 2014; “Libya’s Security Dilemma” (co-authored), *Washington Post*, April 7, 2014; “Understanding Muslim Societies,” presentation for World Affairs Council, Hartford, CT, Feb. 26, 2014; “Egypt’s Swinging Centre” (co-authored) *Al-Jazeera English*, July 26, 2013

Language(s): Arabic (Modern Standard Arabic, Syrian/Lebanese dialect) 4, French (Reading) 3

Percentage of Time Dedicated to Middle East Studies: 80%

Middle East Studies Courses Taught: Development and Governance in the Middle East and Africa; Political Consolidation in the Middle East and Africa; Introduction to Middle East Politics

Research/Teaching Specialization: Institutional Reform, Regime Transitions, Authoritarianism; Comparative Political and International Politics of the Middle East; Domestic Politics of the Arab-Israeli Conflict; Politics of the Middle East through Film and Literature

Recent Publications: *Taking to the Streets: Activism and the Arab Uprisings* (co-edited), Johns Hopkins University Press, 2014; “Reconsidering Activism in the Arab World: Arab Uprisings and Beyond,” in *Taking to the Streets: Activism and the Arab Uprisings*, 2014; “Elections and Parties,” in *The Arab Uprisings in Comparative Perspective*, Columbia University Press, 2014; *Governing Transforming Societies: The Challenge of Development in Africa* (co-edited) Lynne Rienner Press, 2012

Dissertations/Theses Supervised in Past Five Years: 8

Distinctions: Vice-Chair, APSA Comparative Democratization Section, 2014; Yale Arab Alumni Association Award, 2012-13; President, Advisory Board, *Journal of Middle East Law and Governance*, 2012-14

LYALL, JASON: Associate Professor of Political Science (Non-Tenured), Department of Political Science, Appointed 2010

Education: Ph.D., Cornell University 2005; B.A., Simon Fraser University 1998

Academic Experience: Assistant Professor, Yale University 2010-13; Assistant Professor, Princeton University 2005-09; Instructor, Princeton University 2004-05

Overseas Experience: Russia, Afghanistan

Outreach: Technical Advisor, Measuring Impact of Stabilization Initiatives, USAID (Afghanistan); Counterinsurgency Leaders’ Course XXIII–Afghanistan (CLC-A)

Language(s): Russian, French, Nokhchiin/Chechen, Persian/Dari

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Development Under Fire; International Relations II: Research Design; International Security Field Seminar; Special Topics in International Security; Introduction to International Relations

Research/Teaching Specialization: International Security, Dynamics of Violence, Identity, Causal Inference, Russia and Afghanistan

Recent Publications: “Explaining Support for Combatants During Wartime: A Survey Experiment in Afghanistan.” *American Political Science Review*, 2013; “Afghanistan’s Lost Decade,” *Foreign Affairs*, 2011; “Are Co-Ethnics More Effective Counter-Insurgents?” *American Political Science Review*, 2010

Dissertations/Theses Supervised in Past Five Years: Kaeli Anderson (Co-Chair), Francesca Grandi, Michael Kalin, Jiyoung Ko, William Nomikos, Niloufer Siddiqui, Louis Wasser, Andres Vargas, Shivaji Mukherjee (University of Toronto---Mississauga, 2013)

Distinctions: Air Force Office of Scientific Research (AFOSR) Grant, 2014-17 (\$1.8 million); AFOSR Minerva Grant, 2009-14 (\$1.2 million); Pi Sigma Alpha Award for Best Paper Presented at the 2012 Midwest Political Science Association, 2013; Kellogg/Notre Dame Award for Best Paper in Comparative Politics, 2008

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

MALLAT, CHIBLI: Visiting Professor of Law and Oscar M. Ruebhausen Distinguished Senior Fellow, Yale Law School, Appointed 2012

Education: Ph.D. in Islamic Law, University of London 1990; L.L.M. in International and Comparative Law; Georgetown University 1983; L.L.B. in Lebanese Law, Saint Joseph's University, Beirut 1982

Academic Experience: Custodian of the Two Holy Mosques Visiting Professor of Islamic Legal Studies, Harvard Law School 2011; Presidential Professor of Law 2009 – present, University of Utah, Professor of the Law and Politics of the Middle East, S.J. Quinney College of Law, University of Utah, 2007 - present; Visiting Professor, University of Virginia School of Law 2006-08

Overseas Experience: Egypt; Bahrain; France; tenured position held in England at London University's School of Oriental and African Studies, and in Lebanon at Saint Joseph's University and the Islamic University, Yemen; constitutional advisor, UN Special Envoy, summer 2013; Global Justice Project Iraq, 2008-10 (work with US State Department and Iraqi government)

Outreach: Dozens of public addresses, including keynote speeches, Max Planck Institute, Hamburg, October 2013; Public lecture, Ecole des Hautes Etudes en Sciences Sociales, Paris, May 2014; Address to Board of Governors, Salzburg Global Centre, 25 June 2011; *The Daily Star Law Page*, weekly/fortnightly page, 2009-10; Op-eds in the *New York Times*, *Le Monde*, the *London Times*; Founder and Chairman, Right to Nonviolence, Beirut

Languages: Arabic 5, English 5, French 5, Spanish 5, German 5; Italian 3, Persian 3, Judeo-Arabic 3

Percentage of Time Dedicated to Middle East Studies: 60%

Middle East Studies Courses Taught: Islamic, Middle Eastern and European Law; War and Human Rights: Rethinking Perpetual Peace; Public International Law; the 2011 Middle East Revolution; Middle East Politics

Research/Teaching Specialization: Constitutional Law, Global Justice Reform, Human Rights, International Law, Middle East, Islamic and Middle Eastern Laws litigated in courts worldwide, Euro-Med studies; European Law

Recent Publications: *Philosophy of Nonviolence*, OUP: New York, forthcoming Jan. 2015; *Iraq: Guide to Law and Policy*, Kluwer 2009; *An Introduction to Middle Eastern Law*, Oxford University Press: United Kingdom, 2007

Distinctions: , Advisory Board Member, Sri Lanka Campaign for Peace and Justice 2009; Honorary president, Lebanese Association of the Philosophy of Law 2006-13; Leading human rights defender, Carter Center 2005

MALOUCHE, DHAFER: Visiting Associate Professor, CMES, Appointed 2014

Education: Ph.D., Statistics, Paul Sabatier University, Toulouse III 1997; M.A. Paul Sabatier University, Toulouse III 1994; Bachelor of Mathematics, École Normale Supérieure de Bizerte 1993

Academic Experience: Tenured position in Statistics, Probability and Applied Mathematics, National Engineering School of Tunis 2011-present; Invited Professor, L'École Supérieure d'Agriculture d'Angers, France and the University of Piacenza, Italy, 2013; Associate Professor Visitor at the University Lille I, France, 2012-13; Fulbright Visiting Scholar at the Department of Statistics, Stanford University 2011

Outreach: Consultant on survey about transitional democratic process in Libia, 2013; Survey manager in research project evaluating deputies voting in lower house of Tunisia, 2013; "Tunisians do not want a second revolution, despite their dissatisfaction" *Daily Star Lebanon*, 2013; "Islamists Aren't the Obstacle: How to Build Democracy in Egypt and Tunisia" (co-authored). *Foreign Affairs*, 2013; Tunisians frustrated but engaged, *Foreign Policy*, 2012

Language(s): Arabic, French, English

Percentage of Time Dedicated to Middle East Studies: 10%

Research/Teaching Specialization: Statistics; Probability; Applied mathematics; Data mining; Statistics for political sciences

Recent Publications: "Consumer discrimination of Chemlali and Arbequina olive oil cultivars according to their cultivar, geographical origins and processing systems" (co-authored), *European Journal of Lipid Science and Technology*, 2013; "Carcinoma of unknown primary: retrospective study about 437 patients treated at salah azaiez Institute" (co-authored). *La Tunisie médicale*, 2013; "Covariance Gaussian Faithful Trees" (co-authored), *Journal of Probability and Statistics*, 2011;

Dissertations/Theses Supervised in Past Five Years: 5

MALVESTI, MICHELE: Senior Fellow and Lecturer, Jackson Institute for Global Affairs, Yale University, Appointed 2011
Education: Ph.D. & M.A.L.D., International Security Studies, Fletcher School of Law and Diplomacy, Tufts University; B.A., Political Science, University of North Carolina
Academic Experience: Lecturer and Senior Fellow, Jackson Institute for Global Affairs, Yale University, 2011–present; Vice President, Science Applications International Corporation, 2007–present; Senior Fellow, Combating Terrorism Center at West Point, 2008–13; Senior Director for Combating Terrorism Strategy, White House, National Security Council staff, 2002–07; Middle East Terrorism Analyst, Defense Intelligence Agency, 1994–98; Intelligence Analyst, Joint Special Operations Command, 1993–94
Outreach: “Special Ops Bravado Hurts National Security.” *CNN Opinion*, 2013; “Zero Dark Thirty, the Academy Awards, and the Perils of Disclosure.” *Forbes*, 2013;
Percentage of Time Dedicated to Middle East Studies: 50%
Middle East Studies Courses Taught: Issues in Terrorism and Counterterrorism;
Research/Teaching Specialization: Women in National Security; National Security Decision-making; Internet Freedom
Recent Publications: “Policy Considerations in Combating Terrorism: Decision-Making Under Conditions of Risk and Uncertainty.” *Combating Terrorism Center, Occasional Paper Series*, 2012; “To Serve the Nation: U.S. Special Operations Forces in an ERA of Persistent Conflict.” *Center for A New American Security*, 2010; “Explaining the United States’ Decision to Strike Back at Terrorists.” *Terrorism and Political Violence*, 2001

MANASSA, COLLEEN: Marilyn M. and William K. Simpson Associate Professor of Egyptology (Non-Tenured), NELC, Appointed 2006
Education: BA, Yale, 2001; PhD, Yale, 2005
Academic Experience: Director, Mo’alla Survey Project, 2008–present; William K. and Marilyn M. Simpson Associate Professor of Egyptology, Yale University, 2010–present; Faculty Affiliate, Peabody Museum of Natural History, 2011–present; Co-Director, Yale-Cornell Archaeological Project at Ain ed-Dibh, 2013–present
Overseas Experience: Egypt
Outreach: Director and chief instructor, “Echoes of Egypt: Conjuring the Land of the Pharaohs,” Programs in International Educational Resources Summer Institute 2013; “Oddities,” Science Channel (on-camera interview about mummy fragment), 2013; Public outreach advisor, Peabody Museum of Natural History, Yale University 2010; 2010 “King Tut Unwrapped,” Discovery Channel (extensive on-camera interviews about the reign of Tutankhamun) 2010
Language(s): Ancient Egyptian (Old Egyptian, Middle Egyptian, Late Egyptian, Demotic, including hieratic) 4, Coptic 4, French 4, German 4, Akkadian 1
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Lives in Ancient Egypt; Readings in Egyptian History; Introduction to Classical Egyptian Hieroglyphics; Intermediate Egyptian
Research/Teaching Specialization: Egyptian grammar; New Kingdom literary texts, military history, funerary religion, & social history
Recent Publications: *The Late Egyptian Miscellanies* (under contract, expected completion date Fall, 2016); *Imagining the Past: Historical Fiction in New Kingdom Egypt*. Oxford University Press, 2014; *Echoes of Egypt: Conjuring the Land of the Pharaohs*. Yale Peabody Museum of Natural History (editor and primary author), 2013; *The Late Egyptian Underworld: Sarcophagi and Related Texts from the Nectanebid Period*, 2 vols. Wiesbaden, 2008; *Tutankhamun’s Armies: Battle and Conquest during Ancient Egypt’s Late Eighteenth Dynasty*. John Wiley & Sons (co-authored with J. Darnell), 2007;
Distinctions: 2013 Annual Speaker, Archaeological Institute of America; 2012 Connecticut Humanities Council, Implementation Grant for Exhibit Echoes of Egypt (Principal Investigator) (\$49,750); 2012 Title VI Grant for teacher training (July 2013) in coordination with the exhibit Echoes of Egypt (Principal Investigator, \$15,000); 2012 Title VI Grant for Exhibit Echoes of Egypt (Principal Investigator, \$16,500); 2012 Connecticut Humanities Council, Planning Grant for Exhibit Echoes of Egypt (co-Principal Investigator) (\$21,078)

MANNING, JOSEPH: William K. & Marilyn Milton Simpson Professor of Classics and History (Tenured), Department of Classics, Appointed 2008
Education: Ph.D., The University of Chicago (Egyptology) 1992; A.M., The University of Chicago, (Egyptology) 1985; B.A., The Ohio State University, (Honors, Medieval Architectural History) 1981
Academic Experience: The William Kelly and Marilyn Milton Simpson Professor of Classics and History, Yale University 2009-Present; Professor of Classics & Ancient History, 2008 - present; Senior Research Scholar, Yale Law School, 2008 - present; Assistant to Associate professorships, Stanford University 1996 - 08; Assistant Professor, Princeton University 1993-96; Lecturer, The University of Chicago 1992-93
Overseas Experience: Paris School of Economics, Visiting Professor, 2011. 2006. 2005, 2004; Keio University, Tokyo, Visiting Associate Professor, 2005; Katholieke Universiteit, Leuven, Visiting Fellow, 2003;
Outreach: Review of Toby Wilkinson, *The Rise and Fall of Ancient Egypt* in *The Wall Street Journal*, 2011.
Languages: Ancient languages: all stages and scripts of ancient Egyptian, Coptic, Greek, Aramaic
Percentage of Time Dedicated to Middle East Studies: 75 %
Middle East Studies Courses Taught: Egypt and the Classical World; Alexander the Great and the Hellenistic World; Ancient Empires; The Ancient Economy; Ancient Law; Demotic Egyptian Texts;
Research/Teaching Specialization: History of the Hellenistic world, Economic and Legal History, Ancient History, Egyptology, Demotic legal papyri, Greek documentary Papyrology, Ancient Egyptian languages, Coptic, Koine Greek
Recent Publications: “The Representation of Justice in Ancient Egypt,” *Yale Journal of Law and Humanities*, 2011; “The Ptolemaic Capture of the Thebaid,” in *Perspectives on Ptolemaic Thebes*. The Oriental Institute, 2011. *The Last Pharaohs: Egypt Under the Ptolemies, 305 – 30 BC*. Princeton University Press, 2009
Dissertations/Theses Supervised in Past Five Years: 1
Distinctions: 2008 Loeb Classical Library Foundation, Harvard University Research grant (\$10,000) to support the Ptolemais survey project

MARCH, ANDREW: Associate Professor (Non-Tenured), Department of Political Science, Appointed 2007
Education: D.Phil., Oxford University 2006; M.Phil., Oxford University 2002; B.A., University of Pennsylvania 2000.
Academic Experience: Editor-in-Chief, “World Thought in Translation” Series, Yale University Press; Senior Editor, *Encyclopedia of Islam and Law* (Oxford University Press). Adjunct Professor Yale Law School and Department of Religious Studies, 2008 - present; Assistant Professor, James Madison College, Michigan State University, 2005 - 07; Lecturer in Politics, Hertford College, Oxford University 2002 - 03; Tutor in Politics, Department of Politics, Oxford University 2001 - 05.
Overseas Experience: Jordan, Syria, Egypt, U.K.
Outreach: What’s Wrong with Blasphemy?” *New York Times*, Opinionator blog, “The Stone,” September 25, 2012; “A Dangerous Mind?” *New York Times Sunday Review*, April 22, 2012; “Poppies and Prophets: Is Critique Secular?” *The Immanent Frame*, March 17, 2011; “*The Flight of the Intellectuals* and Tariq Ramadan,” Debate with Paul Berman, *Dissent*, March 25, 2010; Lecturer-Trainer, Program on Humanitarian Policy and Conflict Research, Harvard University. Trainings on “Islamic Laws of War,” 2009 – 2014 (annual trainings on the Islamic laws of war held variably in Amman, Jordan and Bangkok, Thailand.); Presenter: “Shari’a Law and Military Operations,” ISISC (Istituto Superiore Internazionale di Scienze Criminali), Siracusa, Sicily, November 24-30, 2013
Languages: Arabic
Percentage of Time Dedicated to Middle East Studies: 50%
Middle East Studies Courses Taught: Islamic Law & Ethics; Islamic Political Thought; Comparative Political Theory: Islam and Liberalism; Religion and Political Theory
Research/Teaching Specialization: Comparative Political Theory; Islamic Politics & Ethical Thought; Contemporary Liberalism,
Recent Publications: *Islam and Liberal Citizenship: The Search for an Overlapping Consensus*, Oxford University Press, 2009; “Rethinking Religious Reasons in Public Justification,” *American Political Science Review*, 2013; “Ambivalent Universalism? Jus ad bellum in Modern Islamic Legal Discourse,” *European Journal of International Law*, 2013.
Distinctions: Award for Excellence in the Study of Religion (Constructive-Reflective Studies Category), American Academy of Religion, 2009; Research Fellow, MacMillan Center for International & Area Studies, Yale University, 2007; Aaron Wildavsky Award for Best Dissertation on Religion & Politics, American Political Science Association

MARCOTTE, MARGARET: Director, Programs in International Education Resources, Appointed 2012
Education: Master of International Management, Thunderbird School of Global Management 1991; B.A., University of Rhode Island 1984; Certificat de Commerce et d'Industrie de Paris (Achievement of proficiency in French business) Diplôme d'Etudes Françaises (Degree in French Studies), Université d'Orléans, France, 1983
Experience: Director, Programs in International Education Resources, Yale University, 2012- present; Outreach Liaison for Critical Language Program, Yale University, 2011-12; Country Program Officer / International Trade Analyst in West Africa Region 1992-98, translator, 2011-12;
Outreach: League of Women Voters of Connecticut (LWVCT) Education Fund, Hamden, CT 2004-Present; Association of Women in International Trade (WIIT), Washington, DC 1995-2002
Percentage of Time Dedicated to Middle East Studies: 20%

MARCUS, IVAN: Frederick P. Rose Professor of Jewish History (Tenured), Department of History, Appointed 1994
Education: Ph.D., Jewish Theology Seminary of America 1975; Rabbi Jewish Theology Seminary 1970; MHL Jewish Theology Seminar 1968; M.A., Columbia University 1967; Hebrew University 1965; B.A., Yale University 1964.
Academic Experience: Professor of Jewish History, History Department, Yale University, 1994 - present; Provost, Jewish Theology Seminary, 1991- 1994; Advisory Council, Department of Religion, Princeton University; Visiting Professor, Yale University, 1988
Overseas Experience: Visiting Professor, Hebrew University of Jerusalem; Lady Davis Postdoctoral Fellow, Hebrew University, 1979-80
Language(s): Hebrew 5
Percentage of Time Dedicated to Middle East Studies: 75%
Middle East Studies Courses Taught: History of Jewish Culture to the Reformation.; Medieval, Jews, Christians, & Muslims Imagining Each Other; Jews in Muslim Lands from the 7th to the 16th Centuries; The Jews in Medieval Societies
Research/Teaching Specialization: Medieval & Early Modern Jewish History & Culture, Jewish-Christian-Muslim Relations, Images of Jews, Christians & Muslims representing each other
Recent Publications: "The Jewish life cycle: Rites of Passage from Biblical to Modern Times," 2004; "The Jews of Ashkenaz to 1500," *The YIVO Encyclopedia of Jews in Eastern Europe*, 2008; "Israeli Medieval Jewish Historiography: From Nationalist Positivism to New Cultural & Social Histories," *Hebrew, Zion*, 2009
Distinctions: L. Bittenwieser Prize in Talmud and H. Enelow Award in History of Ethics, 1968-70; Memorial Foundation for Jewish Culture Grant, 1979-80; Fellow, American Academy for Jewish Research; National Endowment for the Humanities Fellowship for University Teachers, 2000

MARINIS, VASILEIOS: Associate Professor (Non-Tenured), Institute of Sacred Music, Yale Divinity School, Appointed 2009

Education: Ph.D. Art History, University of Illinois 2004; M.A.R. Yale Divinity School & Institute of Sacred Music, Yale 2003; D.E.A. Institute d'art et d'archéologie, Université Paris I Panthéon-Sorbonne 1998; B.A. Department of Art History & Archeology, University of Athens 1997

Academic Experience: Kallinikeion Assistant Professor of Byzantine Art, Department of Art, Queens College, CUNY, 2007–09 ; Visiting Professor, Department of Art, Queens College, CUNY, 2006–07; Lecturer, School of Architecture, University of Illinois, 1999

Overseas Experience: Turkey

Languages: Greek (ancient, medieval, modern) 5; French 5; German 2; Turkish 2

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Early Christian Art and Architecture; Art, Architecture, and Ritual in Early Christianity and the Middle Ages; From House Churches to Gothic Cathedrals: Christian Art and Architecture From the Third Century to the End of Gothic; Christian Art and Architecture from the Renaissance to the Present

Research/Teaching Specialization: Art & architecture of early Christianity and the Middle Ages; architecture and ritual; medieval churches of Constantinople

Recent Publications: *Architecture and Liturgy in the Churches of Constantinople, Ninth to Fifteenth Centuries.*

Cambridge University Press, 2014; “Defining Liturgical Space in Byzantium.” *The Byzantine World*, 2010; Edited “Byzantium: Essays in Honor of Angela Constantinides Hero.” *Journal of Modern Hellenism*, 2009–10; “The vita of St. Anna/Euphemianos. A 9th-century Transvestite Nun.” *Journal of Modern Hellenism*, 2009

Distinctions: Humboldt Fellowship for Experienced Researchers, Ludwig-Maximilians-Universität München, 2015-17;

MacMillan Center Research Fellow in International and Area Studies, Yale University, 2014-15; Member, School of Historical Studies, Institute for Advanced Study, Princeton, NJ, 2011-12; S.C. and P.C. Coleman Senior Fellowship, The Metropolitan Museum of Art, 2005; Postdoctoral Research Fellowship, Pontifical Institute of Mediaeval Studies, 2004–05; Dumbarton Oaks Junior Fellowship in Byzantine Studies, 2003–4

MARINOV, NIKOLAY: Assistant Professor (Non-Tenured), Department of Political Science, 2005-13

Education: Ph.D., Stanford University 2004; M.A., Stanford University 2002; B.A., American University of Bulgaria 1996

Academic Experience: Universität Mannheim, Assistant Professor, Political Science, 2013 – present; Assistant Professor, Yale University Political Science Department, 2005 – 13; Global Fellow, University of California, L.A.

2004 - 05; Postdoctoral Fellow, Center for Democracy, Development and the Rule of Law, Stanford University 2003 - 04

Overseas Experience: Lebanon, Turkey, Germany

Outreach: References to work have appeared on Freakonomics, Monkey Cage, Obama Administration, Center for Global Development, Economist.com, Foreign Policy, Chris Blattman Blog; papers have made SSRN top ten list by downloads multiple times.

Language(s): Bulgarian, Russian, English, German

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: “International Dimensions of Democratization”; “International Cooperation; “Democracy Promotion”; “Economic Sanctions”

Research/Teaching Specialization: Elections & Democracy, Future of Coup d’Etat, International Relations

Recent Publications: “Information and Self-Enforcing Democracy: The Role of International Election

Observation” (co-authored). *International Organization*, 2014; “Voter Attitudes When Democracy Promotion Turns

Partisan: Evidence from a Survey-Experiment in Lebanon” (co-authored). *Democratization*, 2013; “Electoral

Authoritarianism and Credible Signalling in International Crises” (co-authored). *Journal of Conflict Resolution*,

2013; “Taking Sides in Other People’s Elections: The Polarizing Effect of Foreign Intervention” (co-authored).

American Journal of Political Science, 2012

Distinctions: Best Paper, 2010 Midwest Political Science Association; Recipient of visiting Global Fellows Award, University of California, Los Angeles, Institute for International Studies, 2004-05; Fellowship Award, Stanford Institute for Democracy, Development and the Rule of Law, 2003-04

MARTIN, DALE: Woolsey Professor of Religious Studies (Tenured), Department of Religious Studies, Appointed 1999

Education: Ph.D., Yale University 1988; M.Div., Princeton Theological Seminary 1982; B.S., Abilene Christian University 1976

Academic Experience: Woolsey Professor of Religious Studies, Yale University, 2005–present; Fellow, Whitney Humanities Center, Yale University, 2003–2007; Chair, Department of Religious Studies, Yale University, 2002–05; Professor of Religious Studies, Yale University, 1999–2005; Associate/Assistant Professor of Religion, Duke University, 1988–99
Overseas Experience: Administrator for medical and health care non-profit, Guatemala, 1979; Alexander von Humboldt Fellow, Tübingen, Germany, 1995; Fulbright Fellow, University of Copenhagen, Denmark, 2001;

Outreach: Book reviews in *The New York Times Book Review* (April 8, 2012) and in *The New York Times* (August 6, 2013); Invited speaker on many occasions to colleges, universities, and churches on issues of the historical Jesus, early Christianity in relation to other ancient religions, and interpretation of the Bible in modern cultural debates; Regularly interviewed by journalists for topics of religion and biblical interpretation.

Languages: Speaking/reading: Spanish, German; Reading: Ancient Greek, Latin, Classical Hebrew, French, Italian
Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: The New Testament in History and Culture

Research/Teaching Specialization: New Testament and Christian Origins

Recent Publications: “Patterns of Belief and Patterns of Life: Correlations in The First Urban Christians and Since” in *After The First Urban Christians: the Social-Scientific Study of Pauline Christianity Twenty-five Years Later*. T & T Clark/Continuum, 2009; “The Promise of Teleology, the Constraints of Epistemology, and Universal Vision in Paul” in *St. Paul Among the Philosophers*. Bloomington: Indiana University Press, 2009

Dissertations/Theses Supervised in Past Five Years: 3

Distinctions: Fellow of the American Academy of Arts and Sciences, elected 2009; Study Leave Fellowship, Wabash Center for Teaching and Learning in Theology and Religion, 2005–06; Fulbright Fellowship, University of Copenhagen, 2001; Alexander von Humboldt Research Fellow, Eberhard-Karls-Universität Tübingen, 1995

MATHESON, SUSAN B.: The Molly and Walter Bareiss Curator of Ancient Art, Lecturer (Non-Tenured), Yale University Art Gallery, Appointed 1974

Education: M.A. (History of Art), Bryn Mawr College 1970; B.A. (History of Art), Mount Holyoke College 1968

Academic Experience: The Molly and Walter Bareiss Curator of Ancient Art Yale University Art Gallery, 1997 – present; Chief Curator, Yale University Art Gallery, 2000 - present; Editor, Yale University Art Gallery Bulletin, an annual scholarly publication, 2000 – present Curator of Ancient Art, Yale University Art Gallery 1985 – 96; Associate Curator, Ancient Art, Yale University Art Gallery 1975 - 85; Curatorial Assistant, Ancient Art, Yale University Art Gallery 1973 - 75; Lecturer, Department of the History of Art, Yale University: 1973, 1984, 1986, 1987, 1993, 1995, 1996, 1998, 2002, 2004, 2005, 2008;

Language(s): French, German, Italian, Dutch

Percentage of Time Dedicated to Middle East Studies: 50%

Research/Teaching Specialization: Ancient Greek and Roman vases, sculpture, glass; the Roman Near East; the Near East in the Hellenistic period; cultural continuity in the ancient Near East

Recent Publications: *Corpus Vasorum Antiquorum: Athenian Red-figure and White-ground Vases in the Yale University Art Gallery*. Philipp von Zabern, Darmstadt/Mainz-am-Rhein, 2011; “Beardless, Armed, and Barefoot: Ephebes, Warriors, and Ritual on Athenian Vases,” in *An Archaeology of Representations: Ancient Greek Vase-Painting and Contemporary Methodology*. Athens 2009; “Old Age in Athenian Vase Painting,” in *Athenian Potters and Painters: Papers of the International Conference Held in Athens, March 2007*. Oxford 2009; “A Farewell With Arms: Departing Warriors on Athenian Vases,” in *Periklean Athens and its Legacy*. Austin 2005

Distinctions: J. Paul Getty Trust Grant for the publication of the book *Polygnotos and Vase Painting in Classical Athens* (University of Wisconsin Press, 1996), 1994

McKEE, EMILY: Postdoctoral Associate / Lecturer, Department of Anthropology and CMES, 2011-12
Education: Ph.D., Sociocultural Anthropology, University of Michigan, 2011
Academic Experience: Assistant Professor, Department of Anthropology and the Institute for the Environment, Sustainability & Energy, Northern Illinois University 2013 – present; Postdoctoral Fellow, Schusterman Center, Anthropology Department, Brandeis University, 2012-13; **Overseas Experience:** Negev/Naqab region, Southern Israel;
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Peoples and Societies of the Middle East
Research/Teaching Specialization: Cultural, Historical and Environmental Anthropology; Applied, Engaged, and Public Anthropology; Middle East Anthropology; Political Ecology; Israel/Palestine Conflict; Violence, and Peace Building; Phenomenology; Marxism
Recent Publications: “Socio-environmental Sustainability: Lessons from Environmental Justice Activism,” *Anthropology News*, 2011; “Of Camels and ‘Ca-mail’: Engaging Complex Representations of Bedouins in Activism,” *Collaborative Anthropologies*, 2010

MIKHAIL, ALAN: Assistant Professor (Tenured), Department of History, Appointed 2010
Education: Ph.D., University of California, Berkeley 2008; M.A., University of California, Berkeley 2003; B.A., Rice University 2001
Academic Experience: Professor, Department of History, Yale University, 2013-present; Assistant Professor, Yale 2010-13; Andrew W. Mellon Fellowship of Scholars in the Humanities Postdoctoral Fellow, Department of History, Stanford University, 2008-10.
Overseas Experience: Archival Research in Egypt, Turkey, England, Italy, Malta
Outreach: Interviews with *Jadaliyya*, *The MacMillan Report*, Ottoman History Podcast
Languages: Arabic, Ottoman Turkish, Modern Turkish, French, Spanish
Percentage of Time Dedicated to Middle East Studies: 85%
Middle East Studies Courses Taught: Three Empires of Islam: The Ottomans, Safavids, and Mughals; The Ottoman Empire; Environmental History of the Middle East; Sources and the Construction of Middle East History
Research/Teaching Specialization: Undergraduate and graduate courses in the history of the early modern Muslim world and Mediterranean, the Ottoman Empire, and environmental history
Recent Publications: *The Animal in Ottoman Egypt*, Oxford University Press, 2013. “Unleashing the Beast: Animals, Energy, and the Economy of Labor in Ottoman Egypt.” *American Historical Review*, 2013. “Anatolian Timber and Egyptian Grain: Things that Made the Ottoman Empire” in *Early Modern Things: Objects and Their Histories, 1500-1800*. Routledge, 2013. “Middle East Environmental History: The Fallow between Two Fields” and “Plague and Environment in Late Ottoman Egypt” in *Water on Sand: Environmental Histories of the Middle East and North Africa* edited by Alan Mikhail. Oxford University Press, 2013; *Nature and Empire in Ottoman Egypt: An Environmental History*. Cambridge University Press, 2011;
Distinctions: *Nature and Empire in Ottoman Egypt*: the Gustav Ranis International Book Prize from Yale’s MacMillan Center, Yale’s Samuel and Ronnie Heyman Prize for Outstanding Scholarly Publication, Roger Owen Book Award from the Middle East Studies Association 2011-12; Ömer Lütfi Barkan Article Prize, Turkish Studies Association; Malcolm H. Kerr Dissertation Award in the Social Sciences, Middle East Studies Association, 2009; James H. Kettner Dissertation Award, 2008; Hamad Bin Khalifa Fellowship, 2007; Andrew W. Mellon Grant, 2007

MILLER, CHRISTOPHER L.: Frederick Clifford Ford Professor, African American Studies & French (Tenured); Appointed 1983

Education: PhD Yale University 1983; BA Boston University 1975

Experience: Former Chair, Director of Graduate Studies, and Director of Undergraduate Studies of French Department; Former Acting DGS, African American Studies

Overseas Experience: Senegal, Guadeloupe, France, Mali, Ivory Coast, Martinique

Languages: French 5, German 2, Italian 1, Bambara 1, Tshiluba 1

Percent of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: The Francophone African Novel

Research/Teaching Specializations: Francophone African, Caribbean francophone & French literatures; Film, literary & anthropological theory; Postcolonial theory

Recent Publications: “The Theory and Pedagogy of World Literature in French.” *Yale French Studies*, 2011; “Manifesto of a new African literature: preemptive literature.” *Research in African Literatures*, 2009; *The French Atlantic Triangle: Literature and Film of the Slave Trade*, Duke University Press, 2008; *Nationalists and Nomads: Essays on Francophone African Literature and Culture*, The University of Chicago Press, 1998; “Alien Nation? Response to Esonwanne,” *Research in African Literature*, 1993; “Literary Studies and African Literature: The Challenge of Intercultural Literacy,” in *Africa and the Disciplines: The Contributions of Research in Africa to the Social Sciences and Humanities*, University of Chicago Press 1993; *Theories of Africans: Francophone Literature and Anthropology in Africa*, The University of Chicago Press, 1990 (finalist, Melville Herskovits Prize Competition of African Studies Association, 1991)

Dissertations/Theses Supervised in Past 5 Years: 8

Distinctions: Guggenheim Fellow and NEH Fellow, 2003-04; Fulbright Senior Research Fellow, 1987; NEH Summer Stipend, 1986

MOBARAK, AHMED MUSHFIQ: Associate Professor, School of Management & Assistant Professor (Non-Tenured), Department. of Economics, Appointed 2007

Education: Ph.D. Economics, University of Maryland 2002; M.A. Economics, University of Maryland 1999; B.A. *magna cum laude* Math & Economics, Macalester College 1997

Academic Experience: Associate Professor of Economics, Yale 2012 - present; Assistant Professor of Economics Yale 2007-12; Faculty Affiliate, Economic Growth Center, Yale, 2007-present; Assistant Professor of Economics, University of Colorado 2002-07; Visiting Assistant Professor, Economics Department, Yale, Fall 2006

Overseas Experience: Ongoing field projects in Bangladesh, India, Malawi, Uganda, Kenya, Rwanda, and Nepal

Outreach: Many media appearances, interviews, and publications, including such outlets as *NPR*, *Bloomberg News*, *Voice of America*, *BBC World Service*, *New York Times*, *Huffington Post*, and *The Times of London*

Language(s): Bengali 5; English 5; French 3

Percentage of Time Dedicated to Middle East Studies: 10%

Research/Teaching Specialization: Development economics with interests in environment and public finance issues

Recent Publications: “Doctoral Students and Immigration Policy,” *Science*, 2013; “Consanguinity and other Marriage Market Effects of a Wealth Shock in Bangladesh” (co-authored), *Demography*, 2013; “Informal Risk Sharing, Index Insurance, and Risk-Taking in Developing Countries” (co-authored), *American Economic Review (Papers and Proceedings)*, 2013; “Development Effects of Electricity: Evidence from the Topographic Placement of Hydropower Plants in Brazil” (co-authored), *American Economic Journal: Applied Economics*, 2013; “The Low Demand for New Cookstove Technologies” (co-authored), *Proceedings of the National Academy of Sciences*, 2012;

Dissertations/Theses Supervised in Past Five Years: 10

Distinctions: National Science Foundation Innovation & Policy Grant, 2007-09; National Science Foundation Human & Social Dynamics Grant, 2005-08; National Bureau of Economic Research Grant, 2005-06; MacMillan Center Grant, Yale, 2008; Most Outstanding Faculty Advisor Award, GSAS, University of Colorado, 2006-07

MOHIT, MAHSHAD: Lector (Persian) (Non-Tenured), CMES, Appointed 2011

Education: M.A., Political Science, New School for Social Research 2001; M.A., School of Law and Political Science, Tehran University 1986; B.A., Political Science, Tehran University 1981

Academic Experience: Adjunct Instructor, Persian Language, New York University, 2009; School of Visual Arts, 2006; New York University 2006; Touro College, Department of History and Social Science; Teaching Assistant, City College of New York, 2006; Private Tutor, Persian Language

Overseas Experience: Iran, Tehran University

Language(s): Persian 5, English, and Arabic 3

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Persian Language: Elementary, Intermediate, and Advance

Research/Teaching Specialization: Persian Literature and Language, State and Power Structure in Iran during the Sixteenth Century, US Ethnic History

NAJMAN, HINDY: Professor of Religious Studies (Tenured), Appointed 2011

Education: Ph.D., Harvard University, 1998; M.A., Harvard University 1997; B.A., Stern College, Yeshiva University 1990

Academic Experience: Associate Professor, Department of Religious Studies and the Program in Judaic Studies, Yale University 2011–14; Director of the Centre for Jewish Studies, University of Toronto 2008–12; Associate Professor, Department for the Study of Religion, University of Toronto 2008–12; Associate Professor, Department of Near and Middle Eastern Civilizations, University of Toronto 2004–08; Associate Professor, Department of Theology, University of Notre Dame 2004–05 Jordan Kapson Chair of Jewish Studies, University of Notre Dame 2002–05; Assistant Professor, Department of Theology, University of Notre Dame 1998–2004

Outreach: Lectures for the Jewish Federation of Stamford, CT in 2013, 2012; Lectures at Darkhei Noam Synagogue, Manhattan, 2012; Lectures for synagogues in New Haven, CT, and Stamford, CT; Canadian Jewish News Advisory Board, 2009–11; Zelda Radio Show, 2008–10

Language(s): Hebrew (ancient and modern), Aramaic, Syriac, Greek, German, French (reading)

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Destruction and Recovery in Ancient Jewish Texts, Ancient Judaism

Research/Teaching Specialization: Tracing interpretive traditions; Dead Sea Scrolls; Hellenistic Jewish thought; Prophecy; Early Judaism and Christianity as interlocking traditions; Second Temple Literature; Ancient Jewish interpretation; Hebrew Bible (special interests in Prophecy; Law; Wisdom Literature; Prayer); Rabbinic interpretation.

Recent Publications: *Losing the Temple and Recovering the Future: An Analysis of 4 Ezra*. Cambridge University Press, 2014. “The Inheritance of Prophecy in Apocalypse” in *The Oxford Handbook of Apocalyptic Literature*. Oxford University Press, 2014; “The Vitality of Scripture Within and Beyond the Canon.” *Journal for the Study of Judaism*, 2012; *Past Renewals: Interpretive Authority, Renewed Revelation and the Quest for Perfection. Supplements to the Journal for the Study of Judaism* 53. Brill, 2010; “Philosophical Contemplation and Revelatory Inspiration in Ancient Judean Traditions.” *Studia Philonica Annual*, 2007; “Reflections on John Barton’s Oracles of God.” *Journal of Hebrew Scriptures*, 2007; “Towards a Study of the Uses of the Concept of Wilderness in Ancient Judaism.” *Dead Sea Discoveries*, 2006 **Distinctions:** Fellow in the Centre for Advanced Judaic Studies, University of Pennsylvania 2008; Chancellor Jackman Research Fellowship in the Humanities (full semester of paid leave) 2007; Dean’s Excellence Award 2006; Dean’s Merit Award, University of Toronto 2005; Connaught Research Grant, University of Toronto 2004

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

NASSER, SHADY: Senior Lecturer (Non-Tenured), NELC, 2008-12

Education: Ph.D., Harvard 2011; M.A., American University of Beirut 2003; B.A., American University of Beirut 2001; Law School, Lebanese University 2000-02

Academic Experience: University Lecturer in Classical Arabic Studies, University of Cambridge, 2012 – present; Coordinator of the Arabic Program, NELC, Yale, 2009-12; Teaching Fellow, Harvard, 2007-08 & 04-07; Instructor of Arabic, Harvard, 2006-07; Instructor of Arabic, Middlebury College, summer 2005; Teaching Fellow, AUB, 2000-01

Overseas Experience: Instructor of Arabic at AUB, summers 2005, '07

Language(s): Arabic 5; German 3; French 4; Farsi 3; Biblical Hebrew 3; Syriac 3; Japanese 1

Percentage of Time Dedicated to Middle East Studies: 95%

Middle East Studies Courses Taught: Elementary/Intermediate Modern Standard Arabic; Spoken Standard Arabic; Levantine Arabic; Arabic seminar

Research/Teaching Specialization: Arabic language & literature; Islamic studies (Quran, Hadith) Arab language acquisition

Recent Publications: *The Transmission of the Variant Readings of the Qur'an*. Brill, 2013; “The Two-Rāwī Canon before and after ad-Dānī (d. 444/1052–3): The Role of Abū ṭ-Ṭayyib Ibn Ghalbūn (d. 389/998) and the Qayrawān/Andalus School in Creating the Two-Rāwī Canon,” *Oriens*, 2013; “Al-Muhalhil in the historical akhbār and the folkloric Sīrah,” *Journal of Arabic Literature*, 2009

Distinctions: Teaching Award for Distinction in Teaching, Harvard, 2007; The Margaret Weyerhaeuser Jewett Memorial Fellowship, Harvard, 2006-07; Teaching Award for Distinction in Teaching, Harvard, 2006

NELSON, ROBERT S.: Robert Lehman Professor of the History of Art (Tenured), Department of History of Art, Appointed 2005

Education: Ph.D. Institute of Fine Arts, New York University 1978; M.A. Institute of Fine Arts, New York University 1973; B.A. Rice University 1969.

Academic Experience: Professor of History of Art, Yale, 2005– present; Onassis Foundation Senior Visiting Scholar, Stanford University, 2006; Distinguished Service Professor Emeritus, University of Chicago, 2005–; Distinguished Service Professor of Art History & History of Culture, University of Chicago, 2001–05; Assistant/Associate Professor, University Chicago, 1983–2001; Instructor, University of Chicago, 1977–78

Overseas Experience: Turkey, Egypt, Israel

Outreach: “Collecting and Displaying Byzantine Art in the Medieval, Early Modern, and Modern Periods.” Keynote lecture for conference in conjunction with exhibition at J. Paul Getty Museum, Los Angeles, May 2014; “Ritual Images and Devotional Networks in Constantinople and Beyond.” Pera Museum, Istanbul, June 2012; “The Medieval Art of Power in Byzantium.” The Boshell Lecture, The Art Institute of Chicago, October 2011; “Icons and Light at St. Catherine’s Monastery and the J. Paul Getty Museum.” Gennadius Library, Athens, Gennadius Library, March, Cleveland Museum of Art, September 2007; Interview, “Engineering an Empire.” *The History Channel*. 2006

Language(s): French 4, German 4, Italian 4, Spanish 2, Russian 2, Modern Greek 3, Ancient Greek 3, Latin 3, Turkish 1, Arabic 1

Percentage of Time Dedicated to Middle East Studies: 60%

Middle East Studies Courses Taught: Art and Ceremony in Constantinople; The Art of Christian Empires from Constantine to Charlemagne

Research/Teaching Specialization: Medieval Art in the Eastern Mediterranean, Byzantine Art, Early Islamic Art & Architecture; Early Christian Art; History and Methods of Art History

Recent Publications: *Approaching the Holy Mountain: Art and Liturgy at St. Catherine’s Monastery in the Sinai* (co-edited). Turnhout, 2011; “Royal Tyler and the Bliss Collection of Byzantine Art,” in *A Home of the Humanities: The Collecting and Patronage of Mildred and Robert Woods Bliss*. Dumbarton Oaks Research Library and Collection, 2010; *San Marco, Byzantium and the Myths of Venice* (co-edited). Dumbarton Oaks, Harvard University Press, 2010; *The Old Testament in Byzantium* (co-edited). Dumbarton Oaks, 2010

Dissertations/Theses Supervised in Past Five Years: 8

Distinctions: John Simon Guggenheim Memorial Foundation, 2003; Villa I Tatti, Harvard Center for Italian Renaissance Studies, 2003; J. Paul Getty Research Institute for Art History & the Humanities, 1999–2000

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

OKAN, ORCUN CAN: Fox International Fellow, The Whitney and Betty MacMillan Center for International and Area Studies, 2012-13

Education: Ph.D. Candidate, History Department, Columbia University; M.A., History Department, Bogazici University 2013; B.A., Double Major: Turkish Language and Literature and History, Bogazici University 2010

Academic Experience: Hofstadter Fellow, Columbia University; Fellow, Uppsala University, The American University of Beirut, The Cairo University

Overseas Experience: Turkey, Sweden, Lebanon, Egypt

Language(s): Turkish 5, English 5, Arabic

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Intellectual History of the Middle East in The Late Nineteenth and Early Twentieth Centuries, Late Ottoman Political and Intellectual History, The Making of the Post-WWI Middle East, The Memory of the Ottoman Period in Post-Ottoman Spaces

OULAMINE, REDA: Yale World Fellow, 2012

Education: M.A., Université de Provence France 1996; L.L.M., University of San Diego, California 1997

Work Experience: Founder & Senior Attorney, Oulamine Law Group 2009; Associate, Naciri & Associés/ Gide Loyrette et Nouel, 2004; Attorney, Paul Weiss, Rifkind, Wharton and Garrison, LLP, Bryan Cave, LLP, Thomson Coburn, LLP

Overseas experience: Morocco, Tunisia

Outreach: Created Droit et Justice, an NGO that promotes the rule of law and human rights in Morocco by advocating on behalf of vulnerable social groups and working pro bono for impoverished citizens with limited access to justice, 2009; Election Observer, Carter Center; Legal Advisor, USAID; President, Association of Law and Justice; Adviser, Millennium Challenge Corporation, United States Department of Commerce, World Bank/ I.F.C.

Languages: Arabic, English

Percentage of Time Dedicated to Middle East Studies: 100%

Distinctions: Member of New York, Paris, Casablanca Bar Association, Fulbright Fellow

PAYNE, ELIZABETH: Conservator/Lector (Non-Tenured), Babylonian Collection, Sterling Memorial Library & NELC, Appointed 2009

Education: Ph.D. NELC & Assyriology, Yale 2007; M.A. Archaeological Studies with a focus on Near Eastern Archaeology, Boston University 1998; B.A. Old World Archaeology and Art, Brown University 1995.

Academic Experience: Instructor, Elementary Akkadian, Yale, 2003-04, 06-07; Adjunct Professor, Ancient Art, University of Hartford, 2007; TA, History of the Middle East, Yale 2003; TA Archaeology, Brown, 1993, 1999; TF Archaeology, Boston University 1996; Guest Lecturer Archaeology, Brown University, 1998.

Overseas Experience: Petra, Jordan

Language(s): Akkadian 4; French 3; German 4; Sumerian 3

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Neo-Babylonian Texts: Administration & Archival Records

Research/Teaching Specialization: Conservation, Neo-Babylonian socio-economic history (specifically), Assyriology (generally)

Recent Publications: “Accounting for Gold in a Period of Unrest,” in *Beyond Hatti: A Tribute to Gary Beckman*. Atlanta, 2013; “Two Tablets from the Yale Babylonian Collection Mentioning the Guzguzu Garment” in *Nouvelles Assyriologiques Brèves et Utilitaires 2013*, “Artisans, Ancient Near East.” In *The Encyclopedia of Ancient History*. Blackwell Publishing, 2013; “A Dossier of Wage-Earning Smiths in the Eanna Archive” in *Aspect of the Economic History of Babylonia in the First Millennium BC*. Münster, 2010; “A New Addition to the Musical Corpus,” in *Opening the Tablet Box: Near Eastern Studies in Honor of Benjamin R. Foster*. Leiden and Boston, 2010

Distinctions: Alexander Kohut Research Fellowship in Semitics, 2007-09; Yale University Teaching Fellowship 2006-07, 2002-04; PEO Scholar Award, 2005-06; John F Enders Tracel and Research Grant, 2005; Recipient of numerous other fellowships and awards

PONET, JAMES: Howard M. Holtzmann Jewish Chaplain and Director at Slifka Center for Jewish Life at Yale; Lecturer, Yale Law School

Education: D.D. Hebrew Union Col 1998; M.A. Hebrew Union Col 1973; B.A. Yale 1968

Academic Experience: Howard M. Holtzmann Jewish Chaplain at Yale, 1981- 2015; Director, Joseph Slifka Center for Jewish Life at Yale, 1981-13

Overseas Experience: Rabbi Ponet lived in Israel from 1974 through 1981, studying Jewish thought at Hebrew University in Jerusalem and serving as a Fellow and teacher at both the Shalom Hartman Institute and the Pardes Institute.

Language(s): Hebrew, English

Percentage of Time Dedicated to Middle East Studies: 10%

QUINTMAN, ANDREW: Assistant Professor (Non-Tenured), Department of Religious Studies, Appointed 2009
Education: Ph.D., Buddhist Studies, Department of Asian Languages and Cultures, University of Michigan, Ann Arbor 2006; M.A., Buddhist Studies, University of Michigan, Ann Arbor 2001; B.A., Philosophy and Tibetan Studies, Hampshire College 1989

Academic Experience: Faculty Coordinator and Steering Committee Member, Yale Himalaya Initiative 2010–present; Cotsen-Mellon Fellow in the History of the Book, Society of Fellows in the Liberal Arts, Princeton University, 2006-09; Academic and Program Director, Summer Tibetan Studies in Tibet, 2001-07;

Overseas Experience: 20 years working across the Himalayan region (north India, Tibet, and Bhutan); Academic Director for SIT’s Tibetan Studies Program; Current research projects in Tibet, Nepal, and Bhutan.

Outreach: “Lives in the Tibetan Landscape” The Shelley and Donald Rubin Foundation, New York, February 2007; “Toward a Material Culture of Tibetan Life Writing” Tibetan Buddhist Resource Center, New York, January 2004; “Living Images: Portraiture and Narrative in Tibetan Art” Michigan Oriental Arts Society, May 2004.

Language(s): Classical and Modern Tibetan, Sanskrit

Percentage of Time Dedicated to Middle East Studies: 5%

Middle East Studies Courses Taught: Pilgrimage in Comparative Perspective (co-taught)

Research/Teaching Specialization: Buddhist traditions of Tibet and the Himalaya

Recent Publications: *The Yogin and the Madman: Reading the Biographical Corpus of Tibet’s Great Saint Milarepa*, Columbia University Press, 2014; “Redacting Sacred Landscape in Nepal: The Vicissitudes of Yolmo’s Tiger Cave Lion Fortress.” *Highland Passages: Himalayan Studies in Honor of Hubert Decleer*. Wisdom Publications, 2014; *Himalayan Passages: Tibetan and Newar Studies in Honor of Hubert Decleer*. (co-edited). *Studies in Indian and Tibetan Buddhism* [peer reviewed series], Wisdom Publications. 2014; *Princeton Dictionary of Buddhism*. (contributing author). Princeton: Princeton University Press, 2013

Distinctions: Tibetan and Himalayan programming at Yale, Shelley and Donald Rubin Foundation, New York, NY, \$10,000, 2013-14; Edward J. and Dorothy Clarke Kempf Award Yale University, \$20,000, 2013; Morse Fellowship, Yale University 2011-12; “Cotsen-Mellon Postdoctoral Fellowship in the History of the Book, 2006-09

RAE, DOUGLAS: Richard S. Ely Professor (Tenured), Yale School of Management, Appointed 1967

Education: Ph.D., University of Wisconsin at Madison 1967; M.S., University of Wisconsin at Madison 1964; B.A. Indiana University 1962

Academic Experience: Yale Political Science, Chair 1980s; Fellow at the Center for Advanced Study; Fellow at the Netherlands Institute for Advanced Study; Editorships: Civic Arts Review, Theoretical Politics

Outreach: Public service leave in 1990 and 1991 to serve as chief administrative officer of New Haven during a crisis period;

Percentage of Time Dedicated to Middle East Studies: 5%

Middle East Studies Courses Taught: State and Society

Research/Teaching Specialization: Interface between business and government

Recent Publications: *Murder in the Model City: The Black Panthers, Yale, and the Redemption of a Killer*, (co-authored), Basic Books, 2006; “Making Life Work in Crowded Places,” *Urban Affairs Review*, 2006; *City: Urbanism and Its End*, Yale University Press, 2003; *Equalities*, Harvard University Press, 1981; Revised Edition, 1989; Italian Edition, 1992

Distinctions: Chief Administrative Officer for the City of New Haven, Connecticut, 1990-91; George Hallet Prize, American Political Science Association, 1989; Guggenheim Fellow, 1988; Elm and Ivy Award for Town-Gown Relations, New Haven, Connecticut, 1984; Fellow, American Academy of Arts and Sciences, 1983

RASTEGAR, ASGHAR: Professor of Medicine and Director of Global Health Program (Tenured), Yale School of Medicine, Appointed 1986

Education: M.D., University of Wisconsin, 1968; B.A., University of Wisconsin 1963

Academic Experience: Rwanda Human Resources for Health Program, Rwanda (2011); Yale/Stanford J&J Global Health Scholars Program, Kampala, Uganda (2011); Yale/Stanford J&J Global Health Scholars Program, Asmara, Eritrea (2011); Yale/Stanford J&J Global Health Scholars Program, Monrovia, Liberia (2011); Yale/Stanford J&J Global Health Scholars Program, Tugela Ferry, South Africa (2009); Yale/Stanford J&J Global Health Scholars Program, Sukadana, Indonesia (2009); Associate Professor of Medicine, Yale, 1986-88; Associate Professor of Medicine, University of Colorado, 1984-85; Visiting Professor, Firoozgar Hospital, Tehran, Iran, 1981-83; Visiting Associate Professor, Yale 1977-78; Associate Professor, Shiraz University School of Med, 1973-81; Instructor in Med, University of Pennsylvania, 1972-73

Overseas Experience: Tehran, Iran; Prague, Czech Republic; Kazan, St Petersburg, Russia; Erlangen, Germany; Uganda; Eritrea; Liberia; South Africa

Languages: Persian 5

Percentage of Time Dedicated to Middle East Studies: 5%

Research/Teaching Specialization: Nephrology, humanities in medicine

Recent Publications: “AG:HCO₃ and diagnosis of mixed acid-base disorders.” *Journal of the American Society of Nephrology*, 2007; “Mixed acid-base disorders.” In *Acid-Base Disorders and their Treatment*. Taylor & Francis, 2005; “Disorders of potassium and acid-base metabolism in association with renal disease” (co-authored). In *Schrier Diseases of the Kidney*. 8th Edition 2006; “The threat to the universality of science in the post-9/11 world. *Nature Clinical Practice Nephrology*, 2006

Distinctions: Morris Dillard Lecture in Humanities in Medicine at Yale School Medicine, 2007; Various teaching awards and research awards

REISZ, WILLIAM TODD: Visiting Assistant Professor of Urbanism, School of Architecture, Appointed 2013

Education: M.A. Architecture I, School of Architecture (AIA certificate award), Yale University, 2003;

B.A., English Literature, *with distinction*, Yale University, 1995

Academic Experience: Assistant Editor for Academic Writing, Portal 9, Beirut, 2011-Present; Architect, Researcher, Editor, Writer, Office for Metropolitan Architecture / AMO, Rotterdam, 2004-07; Teaching assistant for “Introduction to Architecture, MVRDV, Rotterdam, 2003; Research assistant for book *Enduring Innocence*, Yale School of Architecture, 2002-03

Overseas Experience: Berlin, Denmark, Kuwait, St. Petersburg, Russia, Latvia, Beirut

Outreach: “The Olympic City of Doha,” edited and produced short films for Dutch Ministry of Infrastructure and Environment; Entry for 2012 International Architecture Biannual Rotterdam

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: City Making on the Arabian Peninsula

Research/Teaching Specialization: The rapid urbanization of the Arabian Gulf

Recent Publications: “The Orderly Pleasures (and Displeasures) of Oil Urbanism,” Portal 9 website, October, 2013; “Plans the Earth Swallows, an Interview with Abdulrahman Makhoulf,” *Portal 9*, Spring 2013; “Facing the City: Amsterdam’s Stedelijk Museum,” *ArtForum*, March, 2013; “Pipe Dreams and Real Deals,” *Volume Magazine*, January, 2013; Editorial committee, *Rising in the East, Contemporary New Towns in Asia*. Published November, 2011

Distinctions: NYC Olympic Committee, New York City, 2012; AIA certificate award, School of Architecture Yale University, 2003; Fulbright Grant, Technische Universität, Architecture and Design, Berlin, 1998-99

REYMOND, ERIC: Lector in Biblical Hebrew (Non-Tenured), Yale Divinity School, Appointed 2010
Education: Ph.D., Northwest Semitic Philology, The University of Chicago 1999; M.A., Northwest Semitic Philology, The University of Chicago 1995; B.A., Literature, Bennington College 1992
Academic Experience: Lecturer I of Northwest Semitic Languages and Cultures, University of Michigan, Ann Arbor, MI 2006-10; Adjunct Assistant Professor in the History Department, Long Island University, Brooklyn, NY 2001-06; Adjunct Assistant Professor in the English Department, St. John's University, Jamaica, NY 2001-06
Outreach: 100 %
Language(s): Hebrew, Aramaic, Ugaritic, Phoenician
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Elementary Biblical Hebrew; Intermediate Biblical Hebrew, Ugaritic, Phoenician
Research/Teaching Specialization: Biblical Hebrew and Aramaic
Recent Publications: *Qumran Hebrew: An Overview of Orthography, Phonology, and Morphology*, Society of Biblical Literature, 2014; *New Idioms within Old: Poetry and Parallelism in the Non-Masoretic Poems of 11Q5(=11QPsa)*, Society of Biblical Literature, 2011; "Imaginary Texts in Pseudepigraphal Literature: The Angelic Hymns of Job's Daughters in The Testament of Job," *Henoch*, 2009; "The Hebrew Word *dēmāmāh* and the Root *d-m-m* I ("To Be Silent")," *Biblica*, 2009; "Poetry of the Heavenly Other: Blessing beyond Blessing and Other Paradoxes of Angelic Praise," *Festschrift, in honor of John J. Collins*, Eerdmans, 2011
Distinctions: Awarded grant from the Lecturers' Professional Development Fund to create website that introduces Aramaic to individuals that have no experience with Hebrew or other Semitic languages.

RIZVI, KISHWAR: Associate Professor (Tenured), Department of History of Art, Appointed 2006
Education: Ph.D., Massachusetts Institute of Technology 2000; M.A., University of Pennsylvania 1991; B.A., Wesleyan University 1987
Academic Experience: Associate Professor, Yale University 2012 – Present; Assistant Professor Yale University 2006 - 12; External Examiner for Ph.D. theses., Lahore College for Women University (Pakistan) 2008 - Present.; Assistant Professor, Columbia University, 2004 - 06; Lecturer, Yale University 2002-03; Visiting Faculty, College of the Holy Cross 1998
Overseas Experience: Iran, United Arab Emirates, Pakistan, Turkey, United Kingdom, France, Germany
Language(s): Urdu 5, Persian 4, Arabic 3, French 4, English 5
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Introduction to Islamic Art; Introduction to Islamic Architecture; Painting and Poetry in Islamic Art; Modernism & Middle East; Documenting the World; Museum and Nation
Research/Teaching Specialization: Islamic Art and Architecture, Art Historical Methods, Pilgrimage, and the Representations of Kingship, Modern and Contemporary Architecture in the Middle East
Recent Publications: *The Safavid Dynastic Shrine: History, Religion and Architecture in Early Modern Iran*. British Institute for Persian Studies, I. B. Tauris, 2011; *Modernism and the Middle East: Architecture and politics in the Twentieth Century* (edited), University of Washington Press, 2008; "The Suggestive Portrait of Shah 'Abbas: Prayer and Likeness in a 1605 Safavid Shahnama (Book of Kings)," *The Art Bulletin*, 2012
Dissertations/Theses Supervised in Past Five Years: 1
Distinctions: Faculty Travel Grant, MacMillan Center for International and Area Studies, Yale University, 2011-12; Griswold Grant, Yale University, 2011-12.; Carnegie Foundation Scholars Award for book project, 2009-11; Whitney Humanities Center Fellowship, Yale University, 2009-10; Hilles Fund Award, Yale University, 2009; Stanford Humanities Center grant for collaborative book project, 2008-09; MacMillan Center Director's Award, Yale University, 2007-11; Graham Foundation publication grant, 2006

ROGINSKY, DINA: Senior Lecturer (Non-Tenured), NELC, Appointed 2010

Education: Postdoctoral Research, New York University 2005; Ph.D., Tel Aviv University, 2006; M.A., Tel Aviv University 1998; B.A., Tel Aviv University 1994 ;

Academic Experience: Lecturer, Yale University 2010-Present; Lecturer, University of Toronto 2007-2010; Instructor, Toronto Board of Jewish Education, Teachers' Seminary Program 2006-2008

Overseas Experience: Israel – Instructor, Tel Aviv University, Ben Gurion University 1998-2005

Outreach: Articles in *Dance Today*

Language(s): Hebrew, English, Russian, Arabic

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Modern Hebrew Language (beginners, intermediate, advanced); Hebrew in a Changing World; Israeli Popular Music; State and Society in Israel; Israel in Ideology and Practice; Reading Academic Texts in Modern Hebrew

Research/Teaching Specialization: Israel and Jewish Studies; Sociology of Culture; Modern Hebrew Language; Historical Ethnography; Nationalism and Ethnicity; Immigration and Diaspora; Arts and Folklore; Performance and Dance

Recent Publications: *Sara Levi-Tanai: A Life of Creation* (co-edited). Resling, in press, 2014; "Folk Dance: Jewish and Israeli", in *The Encyclopedia of Jewish Folklore*, M. E. Sharpe, Inc. 2013; "On the Symbolic and Physical Body: The Israeli Representative and Impaired Body" *Israeli Sociology*, 2012; "Structural Changes and Cultural Meanings in the Israeli Folk Dance Movement," in *Perspectives on Israeli and Jewish Dance*. Wayne State University Press, 2011; *Dance Discourse in Israel* (co-edited). Tel Aviv: Resling Press (2009); "The National, the Ethnic and in-Between: Sociological Analysis of the Interrelations between Folk, Ethnic and Minority Dances in Israel," in *Dance Discourse in Israel*;

Distinctions: The Israeli Ministry of Education and Culture, Publication grant to co-edit book: *Sara Levi-Tanai: A Life of Creation* 2013-2014; The Israeli Ministry of Education and Culture, Publication grant to co-edit book: *Dance Discourse in Israel* 2009-2010; The Association for Jewish Studies travel grant to Washington D.C. for presentation at the annual AJS conference 2008-2009; The Halbert Centre for Canadian Studies travel grant to Israel, for presentation at The 12th Biennial Jerusalem conference in Canadian Studies, The Hebrew University 2007-2008; Center for Jewish Studies at York University, Research grant for the project: Middle-Eastern Food Business in Toronto 2005-2006; The Hadassah-Brandeis institute research, Memorial Foundation for Jewish Culture, New York, postdoctoral grant 2004-2005; Doctoral prize from Ben-Zvi Institute

ROGOZEN-SOLTAR, MIKAELA: Postdoctoral Associate / Lecturer, CMES, 2010-2012

Education: Ph.D., Sociocultural Anthropology, University of Michigan, 2010;

Academic Experience: Postdoctoral Fellow, Yale University 2010-2012; Postdoctoral Fellow, Fox Center for Humanistic Inquiry, Emory University 2012-2013; Assistant Professor of Anthropology, University of Nevada Reno, 2013-Present; Book Review Editor, *Journal of Middle East Women's Studies* 2010-2014

Overseas Experience: Ethnographic Fieldwork in Andalusia, Spain (Two years from 2007-2009, summers of 2006, 2011, and 2014)

Outreach: Organized the CMES weekly colloquium series for 2010-11; Series of public talks to return migrant communities in Spain, summer 2014 (Series "Día del Emigrante"); 2 years of volunteer work with migrant social services and anti-racism NGOs in Spain (2007-2009)

Languages: English (Native Speaker), Spanish (Near-Native Fluency), Arabic (Intermediate)

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Middle Eastern and Muslim Diaspora, Anthropology of Migration, Islam and Gender in Global Perspective

Research/Teaching Specialization: Migration, Diaspora, and Citizenship; Globalization and Transnationalism; Islam; Religious Conversion; Historical Memory; Anthropology of Gender; Human Rights; Public Anthropology; North Africa, Europe, and the broader Mediterranean

Recent Publications: "Ambivalent Inclusion: Anti-Racism and Racist Gatekeeping in Andalusia's Immigrant NGOs." *Journal of the Royal Anthropological Institute*, 2012; "Managing Muslim Visibility: Conversion, Immigration, and Spanish Imaginaries of Islam." *American Anthropologist*, 2012; "Al-Andalus in Andalusia:

RUTHER, NANCY: Lecturer, Political Science, International Affairs; Associate Director, Center for International & Area Studies, Appointed 1988

Education: Ph.D. Higher Education, University of Massachusetts 1994; M.S., Agricultural Economics, Cornell University 1981; MA International Affairs, University of Pittsburgh; B.A. Latin American Studies, University of Pittsburgh

Academic Experience: Associate Director, MacMillan Center for International & Area Studies 1988-present; Lecturer in Political Science, Yale 1995-present; Associate Professor, Public & Development Management, University of Connecticut, 1981-88; Associate Director, Institute of Public Service Intl, University of Connecticut 1981-87; Graduate student/research assistant, Cornell University; Graduate student/research fellow, University of Pittsburgh Center for Latin American Studies.

Outreach Experience: Work as a development consultant, management trainer; Served on numerous standing & special committees at Yale related to international, area & language studies degree and related programs; Co-organized international conference at Yale; Serve on several non-profits boards including Strategies for International Development, based in La Paz, Bolivia and Washington, 1996-present

Field Research & Overseas Experience: Pakistan, Guatemala, Peru, Portugal, Costa Rica, Bolivia, Thailand, Ecuador, Ghana, Nigeria

Languages: Spanish: 4; Portuguese: 2.5

Percent of time dedicated to Middle East Studies: 5%

Research/Teaching Specializations: International Affairs; Federal policy and the international capacity of the US higher education system; Higher education policy; Overseas economic development

Recent Publications: *The Impact of Title VI on the U.S. Higher Education System: Lessons from the First Thirty Years (1958-1988)* in “International and Language Education for a Global Future: Fifty Years of U.S. Title VI and Fulbright-Hays Programs,” T6 50th Anniversary conference proceedings, Michigan State University Press (2010); *U.S. Government and Higher Education: Bridging the Gap in International Expertise* MacMillan Center Working Papers Series (2006); “African Higher Education: Implications for Development” co-ed. as special issue of *Journal of African Higher Education* (2004); *Barely There, Powerfully Present: Thirty Years of US Policy on International Higher Education* (2002);

Distinctions/Honors: International Higher Education & Development in Africa Project, research grant, Ford Foundation, Carnegie Foundation and Rockefeller Foundation, 2001; Advisory Board, University of Massachusetts, research project on US Higher Education Act, Title VI, undergraduate International Studies & Foreign Language Projects

SAEED, SADIA: Associate Research Scientist (Non-Tenure), Department of Sociology, Appointed 2013

Education: Ph.D., Sociology, University of Michigan, 2010; M.A., Sociology, University of Notre Dame, 2003; B.S, Economics, Lahore University of Management Sciences, Pakistan, 2001

Academic Experience: ACLS New Faculty Fellow and Postdoctoral Fellow, Department of Sociology, Yale University, 2011-13; Co-organizer, Elections in South Asia Workshop, Yale University, Fall 2013; Co-organizer, Modern South Asia Workshop, Yale University, Spring 2013 and 2014; Convenor, Comparative Research Workshop, Department of Sociology, Yale University, 2011-12

Overseas Experience: Pakistan

Languages: English, Urdu, Hindi

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Foundations of Modern Social Theory; Political Sociology; Law in Muslim Societies: Theory, History, Practice; Introduction to Sociological Theory

Research/Teaching Specialization: Political Sociology; Sociology of Religion; Comparative and Historical Sociology; Law and Society; Empire and Colonialism; Pakistan and South Asia

Recent Publications: “Desecularisation as an Instituted Process: National Identity and Religious Difference in Pakistan,” *Economic and Political Weekly*, 2013; “Political Fields and Religious Movements: The Exclusion of the Ahmadiyya Community in Pakistan,” *Political Power and Social Theory*, 2012; “Pakistani Nationalism and the State Marginalization of Ahmadiyya Community in Pakistan,” *Studies in Ethnicity and Nationalism*, 2007

Distinctions: Jerome Hall Postdoctoral Fellow of Law, Society & Culture, Indiana University Maurer School of Law, 2010-2011

SAMUELS, MAURICE: Professor (Tenured), Department of French, Appointed 2006
Education: Ph.D., Harvard 2000; A.M., Harvard 1995; A.B. *summa cum laude* Harvard 1990; Graduate Research, Inst d'Études Politiques, Paris, 1990-91
Academic Experience: Associate Professor, Romance Languages (French), University of Pennsylvania, 2006; Assistant Professor, Romance Languages, University of Pennsylvania, 2000-06; Teaching Assistant, Department of Romance Languages, Harvard, 1996-97
Overseas Experience: France; Israel
Language(s): French 5; German 2; Latin 2
Percentage of Time Dedicated to Middle East Studies: 20%
Middle East Studies Courses Taught: Jewish Identity & French Culture
Research/Teaching Specialization: 19th century literature & culture: romanticism, realism, modernity, visual culture; French Philosemitism
Recent Publications: *Inventing the Israelite: Jewish Fiction in Nineteenth-Century France*, Stanford University Press, 2010; "David Schornstein and the Rise of Jewish Historical Fiction in Nineteenth-Century France." *Jewish Social Studies*, 2008; "Jews, Modernity, and the Fiction of Ben-Lévi," *Nineteenth-Century French Studies*, 2006; *The Spectacular Past: Popular History and the Novel in Nineteenth-Century France*. Cornell University Press, 2004
Distinctions: Whitney Humanities Cen Fellow, Yale, 2008-10; Gaddis Smith International Book Prize, MacMillan Center, Yale, 2007; Faculty Mellon Research Fellowship, Humanities Forum, PENN, 2005-06; Gruss Fellowship, Cen for Advanced Judaic Studies, PENN, 2005 (Spring); Research Foundation Grant, PENN 2003-04; Bourse Chateaubriand, 1998-99

SANNEH, LAMIN: D. Willis James Professor of Missions & World Christianity (Tenured), Yale Divinity School, Appointed 1989
Education: Ph.D., University of London 1974; M.A., Birmingham University 1968; B.A. Union College 1967
Academic Experience: Professor of History, Yale Divinity School, Fellow of Trumbull College, 1989-present; Honorary Professional Research Fellow, School of Oriental & African Studies, University of London, 1997 - present; Assistant & later Associate Professor, History of Religion, Harvard, 1981-89; San Francisco Theological Seminary, San Anselmo, California, summer 1987; Visiting Lecturer, Harvard, 1981-82; Lecturer (tenured), University of Aberdeen, 1978-1981; Lecturer, University of Ghana, 1975-78; Visiting Scholar, Fourah Bay College, University of Sierra Leone, Freetown, 1974-75
Overseas Experience: Canada, Scotland, England, Middle East, Sri Lanka, Thailand, India, China, Germany, The Netherlands, Austria, Italy, Poland, Wales, France, Argentina, The Bahamas, Ghana, Sierra Leone, Nigeria, Kenya, Mali, Zaire, Israel, Cameroun, Senegal, Australia
Outreach: Featured in "Battle for Souls," *New York Times/Discovery Channel Documentary*, 2003; "Faith and the Secular State," *New York Times* Op-Ed, 2001; "World Christianity from an African Perspective: An Interview," *America*, 1994; "Lent and Ramadan", Interview, *The New York Times*, 1992
Language(s): French 3, Arabic 3, Wolof 4, Krio 4, Fula 2, Mandinka 4
Percentage of Time Dedicated to Middle East Studies: 50%
Middle East Studies Courses Taught: West African Islam: Jihad Tradition and Its Pacifist Opponents; Christian-Muslim Dialogue; World Christianity; African Religion: Theological Inquiry
Research/Teaching Specialization: West African history; Islamic history; History of religion; African-American history; History of culture
Recent Publications: *Disciples of All Nations: Pillars of World Christianity (Studies in World Christianity)*. Oxford University Press, 2007; "Bible Translation and Ethnic Mobilization in Africa," in *New Paradigms for Bible Study: The Bible in the Third Millennium*. T&T Clark International, 2004; "Do Christians and Muslims worship the same God?" *Christian Century*, 2004; "Translation" in *Encyclopedia of Islam and the Muslim World*: Macmillan Reference, 2004; *Who's Religion is Christianity? The Gospel Beyond the West*. Eerdmans, 2003; *Abolitionists Abroad: American Blacks and the Making of Modern West Africa*. Harvard University Press, 2000; *Faith and Power: Christianity and Islam in 'Secular' Britain* (co-edited). Society for Promoting Christian Knowledge, 1998
Distinctions: Member, Council of 100 Leaders of the World Economic Forum, Davos; Awarded the Kluge Center Chair in Countries and Cultures of the South in the Library of Congress, 2004-2005; Elected in 2004 by Pope John Paul II to the Pontifical Commission for Historical Sciences; Nominated by House Democrats to the Commission on International Religious Freedom; The Pew Scholars Program, University of Notre Dame, 1993; Commander de l'Ordre National du Lion de Sènegal; Carneige Trust of the University of Scotland, 1980

SCHULMAN, BONNIE ROSE: Managing Editor of Journal of Middle East Women's Studies (Non-Tenured), CMES, Appointed 2010

Education: M.I.A., Columbia University 2009; B.A., Tufts University 2004

Academic Experience: Managing Editor, Journal of Middle East Women's Studies, Yale University 2010-14; Program Assistant/Affiliate, Arnold A. Saltzman Institute of War & Peace Studies Columbia University 2008-Present; Senior Editor, Journal of International Affairs, Columbia University 2008-2009; Harold Rosenthal Fellow in International Relations, U.S. House Committee on Foreign Affairs Subcommittee on Europe 2008; Researcher, Jerusalem Center for Public Affairs 2006-2007; Press Officer, Consulate General of Israel to New England 2005-2006; Principal Editor & Contributor, New Initiative for Middle East Peace Insights, 2004-2005

Overseas Experience: Researcher, Jerusalem Center for Public Affairs 2006-07; Kanda University of International Studies, Tokyo, Japan 2002; University of Judaism, Jerusalem, Israel 2000; Germany

Language(s): Hebrew 3.5; Arabic 1; Japanese 2

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: International Relations; U.S. National Security and Foreign Policy; Middle East History and Politics; Written Communication

Recent Publications: "Book Review: Gender, Water, and Development" (2008); "Holy Sites in Jerusalem Should be Kept Open for All," The Times Herald Record (2007); "Real Democracies Don't Vote Hatred," The Boston Herald (2006); "Skeptics of Israel Detract from Peace," The Portland Press Herald (2005); "The Case for Syrian Involvement in the October War," NIMEP Insights (2005)

Distinctions: Harold W. Rosenthal Fellowship in International Affairs, 2008

SEPTIMUS, BERNARD: Visiting Professor, Department of Judaic Studies and History, Spring 2013

Education: Ph.D. Harvard University 1975; B.A. Brooklyn College 1964

Academic Experience: Jacob Safra Research Professor of Jewish History and Sephardic Civilization, NELC, Harvard University, 1983 – present; Associate Professor, NELC, Harvard University 1980 – 83; Assistant Professor, Department of Religious Studies, Yale University, 1974 - 80; Acting Assistant Professor, Department of Near Eastern Studies, University of California at Berkeley 1973 - 74

Language(s): Hebrew

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: Sources for Medieval Hispano-Jewish Civilization

Recent Publications: "Maimonides Emulates his Maker: A Literary-Biographical Note" (Hebrew) in *Asufah le-Yosef (Studies in Honor of Joseph Hacker)*, Jerusalem 2014; "ḤM/HM Interchanges: Talmudic Exegesis and Qur'ānic Repercussions" (Hebrew), *Leshonenu*, 2013; "A Medieval Judeo-Spanish Poem on the Complementarity of Faith and Works and its Intellectual Roots" in *New Perspectives on Jewish-Christian Relations*, Leiden, 2012; "Linguistic Purity and Legal History" (Hebrew) in *Ta-Shma: Studies in Judaica in Memory of Israel M. Ta-Shma*. Alon Shevut, 2011

SHAKER, SALLAMA: Visiting Professor of the Middle East and Islamic Studies (Non-Tenured), Yale Divinity School, Appointed 2008
Education: Ph.D., School of International Service, American Univ, Washington DC, 1993; Master of International Public Policy, Nitze School of Advanced International Studies, Johns Hopkins Univ, 1987; Master of Economics, Royal University of Malta and London School of Economics, 1976; B.A. Political Economy, Cairo University, 1967
Academic Experience: Visiting Professor, Claremont Graduate University, California, 2007-08; Senior Associate, Woodrow Wilson International Center for Scholars, 1992-94
Overseas Experience: Egypt, Canada, many others
Outreach: Organizer, 'Challenges Facing Arab Women in the 21st Century,' conference at the Library of Alexandria, Egypt, 2008
Languages: Arabic 5, English 5, French 5, Turkish 4, Spanish 4
Percentage of Time Dedicated to Middle East Studies: 80%
Middle East Studies Courses Taught: Religion, Feminization of Poverty and Globalization; Religion, Middle East Policies and Conflict Resolution; Identity Crisis, Gender and Religion: Challenges of Globalization; Religion, Cultural Diversity, Globalization and Gender; Religious Dimensions of the Middle East Peace Process
Research/Teaching Specialization: Peace & Development in the Middle East; Women in Islam; Islam; Globalization; Power politics; Conflict resolution
Recent Publications: "Challenges Facing Arab Women in the 21st Century" 2009; *Canada and The Middle East, In Theory and Practice* (co-edited). The Center for International Governance Innovation & Wilfrid Laurier University Press, 2007; "Practitioners' Perspectives on Canada-Middle East Relations" in *Canada and The Middle East, In Theory and Practise*, Woodrow Wilson Center Press/Johns Hopkins University Press, 2007; "State, Society, and Privatization in Turkey, 1979-90." 1995; "Religion and Feminization of Poverty: Muslim Case Studies" (forthcoming); "Development and Islamic Values" in *Building Peace in the Middle East: Challenges for State and Civil Society*. Boulder: Lynne Rienner, 1993; *State, Society, and Privatization in Turkey, 1979 – 1990*. Woodrow Wilson Center Press/Johns Hopkins University Press, 1994; *Aid, Privatization, and Development in Turkey, 1979-1990*. Metu, 1995
Dissertations/Theses Supervised in Past Five Years: 8 [4 dissertations, 4 senior theses]

SHAPIRO, IAN: Sterling Professor of Political Science, Director Yale Center for International & Area Studies, Appointed 1984
Education: J.D. Yale Law School 1987; Ph.D. Yale 1983; M.Phil. Yale 1980; B.Sc. Bristol University, U.K., 1978
Experience: Luce Director Whitney & Betty MacMillan Center for International & Area Studies, 2004-14; Chair, Department of Political Science, 1999-04; William R. Kenan, Jr. Professor of Political Science, 2000-04; Committee on Cooperative Research, 2000-present; Advisory Committee, Robert Wood Johnson Health Policy Scholars Program, 1998-03; Director, Program on Ethics, Politics, & Econ, 1992-98, 2001-02; Advisory Committee, Center for Comparative Research, 2000-present
Outreach Activities: Led Alumni Tour to South Africa and Zimbabwe in 2003; Interviews & Lectures online: Podcast "All about The Young Turks" March 2007; Podcast "Confronting Nuclear Proliferation in an Age of Terror" March 2007; NPR, The Faith Middleton Show, Aug 2007; The Author's Hour, Washington State's Public Affairs Network, May 2007; Podcast Interview with Blair Feulner on KPCW radio, 2007; Yale Institutional fundraising responsibilities
Overseas experience: South Africa, Israel, West Bank
Language Proficiency: Afrikaans 5
Percentage of Time Dedicated to Middle East Studies: 50%
Research/Teaching Specializations: South African Politics
Courses: South African Politics in Comparative Perspective; Democracy and Distribution; Democracy and its Critics; Senior Essay Colloquium in Political Science; Research and Writing Graduate Seminar; Crime and Punishment; Graduate Proseminar in Contemporary Political Theory; Issues in Democratic Theory
Recent Publications: *The Real World of Democratic Theory* (2011); *Containment: Rebuilding a Strategy against Global Terror* (2007); *The Flight From Reality in the Human Sciences* (2005); *Death by a Thousand Cuts: The Fight Over Taxing Inherited Wealth* (co-authored, 2005/06); *After Apartheid: The Second Decade* (co-edited, 2010)
Theses Supervised During Past 3 Years: 2 M.A.; 12 B.A.
Distinctions: Elected member, Council on Foreign Relations, 2009; Elected Fellow, American Philosophical Society, 2008; Carnegie Scholar, 2000-02; Charles A Porter teaching prize, 2001; American Academy of Arts & Sciences Elected Fellow, 2000

SHAPIRO, SCOTT: Charles F. Southmayd Professor of Law and Philosophy (Tenured), Yale Law School, Appointed 2008

Education: Ph.D., Philosophy, Columbia University 1996; J.D., Yale Law School 1990; B.A., Philosophy, Columbia University 1987

Academic Experience: Charles F. Southmayd Professor of Law and Professor of Philosophy, Yale University, 2012 – present; Professor of Law and Professor of Philosophy, Yale University 2008–12; Professor of Law and Professor of Philosophy, University of Michigan, 2005–08; Visiting Professor of Law, Yale Law School, 2002–03; Professor of Law, Benjamin N. Cardozo School of Law, 1999–01; Visiting Professor of Law, Trinity College, Dublin, summer 1999, Visiting Professor of Law, Central European University, summer 1998; Visiting Professor of Law, Benjamin N. Cardozo School of Law, 1996–99; Instructor, Department of Philosophy, Columbia University, 1993–95

Percentage of Time Dedicated to Middle East Studies: 5%

Middle East Studies Courses Taught: Criminal Law and Administration

Research/Teaching Specialization: Jurisprudence, Advanced Topics in Jurisprudence, Introduction to Transnational Law, Constitutional Law, Criminal Law and Administration, Family Law, Legal Theory, Workshop Colloquium, Introduction to Legal Philosophy

Recent Publications: *Legality*. Belknap Press, 2010; “Outcasting: Enforcement in Domestic and International Law” (co-authored). *Yale Law Journal*, 2011; “Was Inclusive Legal Positivism Founded on a Mistake?” *Ratio Juris*, 2009; “What is the Rule of Recognition (and Does it Exist)?” in *The Rule of Recognition and the U.S. Constitution*. Oxford University Press, 2009; “How Rules Affect Practical Reasoning” in *Rationality and Intentions*. Ashgate Publishing, 2008; “The ‘Hart-Dworkin’ Debate: A Short Guide for the Perplexed” in *Ronald Dworkin*. Cambridge University Press, 2007; “Five Answers” in *Legal Philosophy: 5 Questions*. Automatic/VIP Press, 2007; “What is the Internal Point of View?” *Fordham Law Review*, 2006

Distinctions: Gregory Kavka award for best published article in political philosophy for the two-year period, American Philosophical Association, 1998–99; Best paper in jurisprudence, Stanford-Yale Junior Faculty Forum; Jonathan Lieberman Memorial Award for best essay in moral philosophy, Columbia University

SHARP, CAROLYN J.: Professor of Hebrew Scriptures (Tenured), Yale Divinity School, Appointed 2001

Education: Ph.D. Hebrew Bible/Old Testament, Yale University 2000; M.A.R. *summa cum laude* Old Testament, Yale Divinity School 1994; B.A. Religious Studies, Wesleyan University 1985

Academic Experience: Professor of Hebrew Scriptures, Yale Divinity School, 2012–Present; Interim Associate Dean for Academic Affairs, Yale Divinity School, 2012–2013; Associate Professor of Hebrew Scriptures, Yale Divinity School, 2006–2012; Assistant Professor of Old Testament, Yale Divinity School, 2001–06; Lecturer Convertible in Old Testament, Yale Divinity School, Fall 2000; Teaching Fellow, Yale University, 1996–9

Outreach: “Luke 3:7-18: On the Fiscal Cliff with John the Baptist,” posted in The Huffington Post 2012; “Luke 1:39-56: Magnificat for a Broken World,” posted in The Huffington Post, 2011

Languages: English, Biblical Hebrew 4

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Character and Community in the Biblical Short Story: Jonah, Ruth, Esther; Contemporary Christian Theologies of the Old Testament; Exorcising Marcion’s Ghost: Claiming the Sacred in Difficult Old Testament Texts; Feminist Interpretation of the Hebrew Scriptures; Gender, Sex, and Power in the Books of Ruth and Esther; Godly Skepticism: The Book of Ecclesiastes and Its Reception in Early Christian Tradition; Hermeneutics and Authority: Reading Isaiah in Community; Irony and Meaning in the Hebrew Bible; Irony and the Outsider in Old Testament Narrative; Literary Criticism of the Hebrew Scriptures; Old Testament Interpretation: The Pentateuch and the Former Prophets; Old Testament Interpretation: The Latter Prophets and the Writings; Theology of the Book of Ezekiel; Tradition and Ideology in the Book of Jeremiah; Hebrew exegesis of Genesis, Judges, Isaiah, the Minor Prophets, Psalms

Research/Teaching Specialization: Biblical theology; Hebrew Scripture texts’ composition, redaction, rhetoric; Old Testament hermeneutics

Recent Publications: *Prophecy and Power: Jeremiah in Feminist and Postcolonial Perspective* (co-edited). Library of Hebrew Bible/Old Testament Studies, 2013; *Living Countertestimony: Conversations with Walter Brueggemann*. Westminster John Knox Press, 2012; *Disruptive Grace: Reflections on God, Scripture, and the Church*, by Walter Brueggemann. Fortress Press, 2011; *Wrestling the Word: The Hebrew Scriptures and the Christian Believer*. Westminster John Knox Press, 2010; *Old Testament Prophets for Today*. Westminster John Knox Press, 2009

Distinctions: Editorial board member of the *Journal of Biblical Literature*, the Library of Hebrew Bible/Old Testament Studies monograph series, and the *Biblical Interpretation* monograph series

SHAYESTEH, FARKHONDEH: Program Coordinator and Senior Lecturer, Persian, NELC, Appointed 2012
Education: Ph.D., Middle Eastern Studies, Persian Studies, University of Texas at Austin, 2011
Academic Experience: Instructor and course developer, University of Texas at Austin, summer 2009; Lecturer and TA, University of Texas at Austin, 2007-08; Lecturer, Ohio State University, summers 2004–06; Lecturer, University of Maryland, January 2005–June 2006; Instructor, University of Texas at Austin, summer 2003; Lecturer, University of Washington, summer 2002; Lecturer, University of Chicago, 2001–02
Language(s): Persian, Japanese, Arabic, French
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Elementary Persian I and II, Intermediate Persian I and II; Thematic Survey: Modern Persian Literatures; Persian Culture and Media
Research/Teaching Specialization: Language Pedagogy and Language Acquisition; Persian Literature: Modern Persian literature and literary translation, Comparative literature and culture; Identity, exilic identity and diaspora; Japanese language, literature, culture, history of Japanese-Iranian relations
Recent Publications: “Remembrance, Reflection, and Retention: Involuntary Memory in *Ayenehha-ye Dardar*,” *River of Thoughts*, edited by M.M. Khorrani, Mazda Publishers, Costa Mesa, CA, 2014 (in press); *The Islamic Middle East and Japan: Perceptions, Aspirations, and the Birth of Intra-Asian Modernity* [Book Review], Renée Worringer, Ed. Princeton: Markus Wiener Publishers, 2007; “A Good Social Story [Translation]” and “My Little Prayer Room [Translation]” (co-translated) in *Black Parrot, Green Crow: A Collection of Short Fiction*, Houshang Golshiri. Washington D.C.: Mage Publishers, 2003
Distinctions: Nominated for Horst Frenz Prize for the best paper by a graduate student at the annual meeting of the American Comparative Literature Association, 2009

SHOLKAMY, HANIA: Visiting Associate Professor, CMES, Appointed 2014
Education: Ph.D., Social Anthropology, The London School of Economics 1997; M.A. Sociology/Anthropology, American University in Cairo 1988; B.A. (Highest Honours), Middle East Studies, American University in Cairo 1985
Academic Experience: Associate Research Professor, Social Research Centre, American University in Cairo 2007 – present; Assistant Professor, Social Research Centre, American University in Cairo 2003-07; Lecturer, Arab Gulf University, Bahrain, International Faculty 2002-05; Research Coordinator, Forced Migration and Refugee Studies-AUC/Development Research Centre on Migration and Poverty-Sussex University 2002-03; Assistant Professor of Anthropology, Department of Sociology, Anthropology, Psychology, Egyptology, American University in Cairo 2000-02; Research Associate, The International Population Council Regional Office for West Asia and North Africa, Cairo, Egypt 1997- 00; Ioma-Evans Pritchard Junior Research Fellow, St. Annes College, Oxford University 1995-97
Overseas Experience: Coordinator, Pathways to Women’s Empowerment Research Consortium, Middle East Hub, Social Research Centre, American University in Cairo 2006-present; Co-Principal Investigator "El-Galaa Study on Normal Obstetric Care" The Population Council, Cairo, Egypt 2000-03; Consultant, UNICEF, Regional Office for Middle East and North Africa. Research on The Situation of Children in Armed Conflict. This involved field time in North and South Sudan and in North Iraq (Kurdistan)1991-1992
Language(s): Arabic, English, French
Percentage of Time Dedicated to Middle East Studies: 100%
Research/Teaching Specialization: Reproductive health; Gender; Population; Qualitative methods.
Recent Publications: “Women Were Also Part of this Revolution” in *Arab Spring in Egypt: Revolution and Beyond*. AUC Press, 2012; “How Private Lives Determine Work Options: Reflections on Poor Women’s Employment” in *The Trajectories of Female Employment in the Mediterranean*. Macmillan, 2012. “Creating Conservatism or Emancipating Subjects? On the Narrative of Islamic Observance in Egypt.” *IDS Bulletin* 2011; “No Path to Power: Civil Society, State Services and the Poverty of City Women.” *IDS Bulletin*, 2011
Distinctions: Fellow at the Center for Health and Population Research, AUB, Beirut, Lebanon in July 2004; Ioma Evans-Pritchard Junior Research Fellow, ST Anne’s College, Oxford University 1995; Firth Prize 1994 by Department of Anthropology, LSE 1994; British Council Scholarship renewed for continuation of studies at London School of Economics 1992- 95; Middle East Award (MEAWARD) sponsored by the Population Council to do fieldwork in Assiut 1991

SIMMONS, FREDERICK: Assistant Professor (Non-Tenured), Yale Divinity School, Appointed 2010
Education: Ph.D. Religious Ethics, Yale University 2010; M.Phil., Religious Ethics, Yale University 2006; M.A. Religious Ethics, Yale University 2004; M.Div. *summa cum laude* Yale Divinity School 2000; B.A., *summa cum laude*, Carleton College, 1994
Academic Experience: Lecturer, Convertible in Ethics, Yale Divinity School, 2008-10; Visiting Lecturer, Religion Department, Amherst College, 2007; Teaching Fellow, Religious Studies Department, Yale University, 2004-2006; Teaching Assistant, Philosophy Department, Yale University 2000-02,
Overseas Experience: Instructor, Facultad de Psicología, Pontificia Universidad Católica del Ecuador, 1997; Instructor, Facultad de Ciencias de la Educación, Universidad Politécnica, 1996-97; Teacher, Sociales y Químico-Biológico, Colegio Franciscano Alvernia, Ecuador, 1995-96
Outreach: “Theological Aesthetics and Contemporary Conceptions of Nature.” International Society for the Study of Religion, Nature, and Culture. Vatican Museums. Vatican City State. October 14, 2011.
Language(s): English, Spanish
Percentage of Time Dedicated to Middle East Studies: 10%
Middle East Studies Courses Taught: The Ethics of Saint Augustine
Research/Teaching Specialization: Christian Ethics
Recent Publications: “Sin and Evil” in *The Spirit of Sustainability: Religion, Ethics, and Philosophy*. Volume 1 of *The Berkshire Encyclopedia of Sustainability*. Berkshire Publishing Group, 2010, 367-68.
Dissertations/Theses Supervised in Past Five Years:
Distinctions: Chair, Methodist Studies Committee, 2012 – 14; Adviser, Doctoral Program Admissions Committee in Religious Ethics, 2008 – Present; John F. Enders Fellowship, 2007; Yale University Dissertation Fellowship, 2006-07; Richard Franke Fellow, 2002-04; Julia A. Archibald High Scholarship Prize (valedictorian), Yale Divinity School, 2000; William H. Fogg Scholar, Yale Divinity School, 1999-00; E. Rhodes & Leona B. Carpenter Scholar, 1997-99, Coffin-Forsberg Junior Fellow, 1997-98

SIMON, JOHN: Augustus E. Lines Professor Emeritus of Law (Tenured), Yale Law School, Appointed 1962
Education: LL.B. Yale, 1953; B.A., Harvard, 1950
Academic Experience: Deputy Dean (1985-1990), Yale Law School; Acting Dean (1991), Yale Law School; 1953-1958 served in both military and civilian capacities as an assistant to the General Counsel, Office of the Secretary of the Army, and practiced law in New York
Percentage of Time Dedicated to Middle East Studies: 10%
Middle East Studies Courses Taught: Reading Group: Comparative Jewish Law;
Research/Teaching Specialization: Nonprofit sector and philanthropy; elementary and secondary education
Recent Publications: *The Ethical Investor* (with Jon Gunnemann and Charles Powers), 1972

SIMPSON, WILLIAM K.: Professor Emeritus of Egyptology (Tenured), NELC, Appointed 1958
Education: Ph.D. Yale University, 1954; M.A. Yale, 1948; B.A. Yale, 1947
Academic Experience: Professor, NELC, Yale University 1958 - present(Emeritus)
Overseas Experience: Egypt
Language(s): Egyptian 5
Percentage of Time Dedicated to Middle East Studies: 10%
Middle East Studies Courses Taught: Egyptian Historical Texts; Egyptian Literary Texts; Egyptian Administrative Documents
Research/Teaching Specialization: Egyptian Language and Literature
Recent Publications: *Mastabas of Nucleus Cemetery G2100* (co-edited, 2009); *Literature of Ancient Egypt: An Anthology of Stories, Instructions, Stalae, Autobiographies, and Poetry* (ed. 2003)

SINAI, YUVAL: Schusterman Visiting Professor of Law, Law School, Judaic Studies, and Middle East Programs 2013 -14
Education: Ph.D., The Faculty of Law, Bar Ilan University 2003; L.L.B., The Faculty of Law, Bar Ilan University (Cum Laude) 1999
Academic Experience: Associate Professor of Jewish Law and Director of the Center for the Application of Jewish Law (ISMA), School of Law, Netanya Academic College, Israel; Schusterman Visiting Professor of Law, Yale University, 2013-2014; Visiting Professor of Jewish Law, McGill University, Canada 2007-2008; Visiting Professor of Jewish Law, Bar Ilan University, 2001-Present; Visiting Professor of Jewish Law, The Hebrew University of Jerusalem, 2002-2004.
Outreach: Public talks to various congregations, among them Agudat Shalom Congregation of Stamford CT, Young Israel of Stamford, Beth Shalom of Providence RI, and The Westville Synagogue of New Haven CT
Language(s): Hebrew, English
Percentage of Time Dedicated to Middle East Studies: 50%
Middle East Studies Courses Taught: Jewish Law in the State of Israel; Jewish Law in a Multicultural and Pluralistic Society
Research/Teaching Specialization: Jewish law, civil procedure, evidence law, tort law, and comparative law
Recent Publications: *Calabresi's and Maimonides's Tort Law Theories—A Comparative Analysis and A Preliminary Sketch of a Modern Model of Differential Pluralistic Tort Liability based on the Two Theories.* With Benjamin Shumeli. Yale Journal of Law and Humanities (forthcoming); *The Downside of Preclusion: Some Behavioral and Economic Effects of Cause of Action Estoppel in Civil Actions.* McGill Law Journal, 2011; *The Judge and the Judicial Process in Jewish Law.* Hebrew University Press, 2010 (in Hebrew); *The Status of Witnesses in Maimonidean Jurisprudence.* Jewish Law Annual, 2010 (in Hebrew); *Application of Jewish Law in the Israeli Courts.* Israel, Bar Press, 2009 (in Hebrew)
Distinctions: AICE grant for Schusterman Israeli Visiting Professors who teach in American Universities, 2013; President's award for excellent doctoral students of Bar Ilan University, 1998-2002; Rav Kapach Prize for Excellence, 2000; Riklis Prize for Academic excellence in Jewish Law and Jewish studies, Bar-Ilan University, 1998.

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

SKY, EMMA: Senior Fellow (Non-Tenured), Jackson Institute, Appointed 2012

Education: Study at Alexandria University, The Hebrew University of Jerusalem, and the University of Liverpool; Undergraduate degree in Oriental Studies, Oxford University

Academic Experience: Senior Fellow, Jackson Institute, Yale 2012 – present; Visiting Professor, King's College, London, War Studies Department 2011-12; Fellow, Oxford University, Changing Character of War Programme 2011-12; Fellow at Harvard University's Kennedy School of Government 2011

Outreach: Political Advisor, U.S. Army, 2007-2010; Governorate Coordinator of Kirkuk, Coalition Provisional Authority, Iraq, 2003-04

Languages: Arabic, Hebrew

Overseas Experience: Bangladesh, Brazil, Egypt, Iraq, Jordan, Morocco, Nepal, Nigeria, Pakistan, Palestinian Territories, and United Arab Emirates

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: The New Iraq; Middle East Politics

Research/Teaching Specialization: Courses on Iraq and the international politics of the Middle East

Recent Publications: Numerous articles including in *Foreign Affairs*, *Foreign Policy*, *Survival*, *U.S. Institute of Peace*, *Center for New American Strategy* and the *Journal of the Royal United Services Institute for Defence and Security Studies*

Distinctions: Officer of the Order of the British Empire, 2008; Member of the Order of the British Empire, 2003

SLANSKI, KATHRYN: Senior Lecturer (Non-Tenured), Department of Humanities, Appointed 2004

Education: Ph.D. Harvard 1997; AM Harvard 1995; BA (Honors) Johns Hopkins 1987

Academic Experience: Acting Director of Undergraduate Studies, Directed Studies, 2013 – present; Coordinator, Directed Studies: History and Politics, 2005 – present; Senior Lecturer, Yale University, 2013 – present; Lecturer, Yale University, 2004-13; Visiting Scholar/Adjunct Professor, Fairfield University, 2003-04; Lecturer (Assistant Professor), Tel Aviv University, 1999-02; Instructor, Harvard University, 1989-90, 1992-4

Overseas Experience: USAID Iraq-Amman Workshop, Instructor, summer 2004; Jordan, Israel

Languages: Akkadian

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: The Hero in the Ancient Near East; Discovery and Reception of Ancient Egypt and Mesopotamia; Re-imagining the Ancient Near East; Translating the Hero; Akkadian Literature: Atrahatis advanced Babylonian language courses

Research/Teaching Specialization: Ancient Mesopotamia; Monumentality; Sacred & secular authority; ancient transmission & reception of literary, historical, rel & visual traditions; Ancient NEern lit, hist, rel, law & justice, visual arts, ancient languages

Recent Publications: "The Law Stele of Hammurabi and its Audience." *The Yale Journal of Law and the Humanities*, 2012. "The Rod and Ring: Enduring Icon of Just Kingship, 2100-850 BCE" in *Regime Change in the Ancient Near East: from Sargon of Agade to the Seljuks*. The British Academy, 2007; "Representation of the Divine on the Babylonian Entitlement Monuments (kudurru)." *Archiv für Orientforschung*, 2005; "Social Class System and Economy," in *Ancient Mesopotamia, 3300-331 BCE*. Manly, 2004

Distinctions: Yale Kohut Fellowship; American Schools of Oriental Research Mesopotamian Fellowship; Vatat Social Sciences Fellowship; Tel Aviv University Junior Faculty Research grant; Harvard Dissertation Fellowship; Fulbright Fellowship (Munich); Fellow of the Whitney Humanities Center, Yale since 2006

SOOD, GAGAN: Postdoctoral Associate / Lecturer, International Security Studies,

Education: Ph.D., History, Yale University 2008; Institut d'études politiques de Paris; University of Cambridge

Academic Experience: Assistant Professor in Early Modern International History, London School of Economics and Political Science; Research and teaching positions at Cambridge, the European University Institute (Florence, Italy) and Yale.

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: The Ottoman, Safavid, and Mughal Empires

Research/Teaching Specialization: Pre-modern India and the Islamic world

Recent Publications: "Sovereign justice in precolonial maritime Asia: The case of the Mayor's Court of Bombay, 1726-1798," *Itinerario*, 2013; "An Islamicate Eurasia: Vernacular perspectives on the early modern world," in *Is there a Middle East? The Evolution of a Geopolitical Concept*. Stanford University Press, 2012; "Circulation and exchange in Islamicate Eurasia: A regional approach to the early modern world," *Past & Present* 212, 2011

SPINKS, BRYAN: Professor of Liturgical Studies (Tenured), Yale Divinity School, Appointed 1998

Education: D.D. University of Durham (Earned Degree; UK Higher Doctorate), 1988; B.D. University of Durham

1979; M.Th. University of London, 1972; Diploma in Theology (with distinction), University of Durham, 1971;

B.A. Honours Theology, University of Durham, 1970; Ordination training: St. Chad's Col, U of Durham (1969-71);

Post-Graduate Certificate in Education, Cambridge University, 1980; Further Certificate of Professional Training,

University of Cambridge, 1985

Academic Experience: Professor of Liturgical Studies and Chair of Liturgy Program, Yale University; Institute of Sacred Music, Yale Divinity School, and Berkeley Divinity School; Visiting Research Fellow, Merton College, Oxford, Trinity Term, 2004; Hensley Henson Lecturer, University of Oxford, 2000; Visiting Fellow, St. Cross College, Oxford; Visiting Associate Professor of Liturgy, Institute of Sacred Music, Yale University, 1997; Visiting Associate Professor of Liturgy, Department of Theology, University of Notre Dame, 1996; Affiliated Lecturer, Faculty of Divinity, University of Cambridge, 1982-98

Overseas Experience: UK (Visiting Research Fellow, Merton College, Oxford, 2004; Hensley Henson Lecturer, Oxford, 2000; Visiting Assistant Master, Religious Studies, St. Peter's School, UK, 1980-97; Chaplain, Churchill College, Cambridge University, 1980-97; Lecturer, Cambridge University, 1982-98)

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: The Churches of the East

Research/Teaching Specialization: Marriage liturgy; English Reformation worship traditions; Eucharistic prayer and theolog; Christology; Liturgy of the Eastern churches

Recent Publications: "Baptismal Patterns in Early Syria: Another Reading" in *Studia Liturgica Diversa*. Pastoral Press, 2004; "Conservation and Innovation in the sixteenth century Reformation Marriage Rites" in *Worship in Medieval and Early Modern Europe*, Notre Dame, 2004; "The Origins of the Antipathy to set liturgical forms in the English-Speaking Reformed Tradition" in *Christian Worship in Reformed Churches Past and Present*. Eerdmans, 2003; "Evaluating Liturgies of the Reformation: The Limitations of the Comparative Methods of Baumstark" in *Comparative Liturgy Fifty Years After Anton Baumstark (1872-1948)*. Pontifical Oriental Institute, 2002; "Berkeley, Liturgical Scholars and the Liturgical Movement." *Berkeley at Yale Magazine*, 2002; "Cranmer, Baptism, and Christian Nurture; or, Toronto Revisited", *Studia Liturgica*, 2002; "Taufe VI. Neuzeit" *Theologische Realenzyklopadie*. Lieferung Walter de Gruyter, 2001

Distinctions: Conant Research Grant 2003 & 2004; Lilly Theological Research Grant, 2000; Bethune Baker Awards 1993 & 1995; British Academy Travel and Conference Awards, 1986, 1987, and 1993, Leverhulme Trust Award 1985, Lightfoot Scholar, University of Durham 1970-71

Language Competence: 5=fluent, 4=excellent, 3=good, 2=fair, 1=poor

STAHL, NANETTE: Curator of Judaica Collection (Non-Tenured), Sterling Memorial Library, Appointed 1993
Education: Ph.D. Hebrew Lit, University of California, Berkeley 1993; M.A. Hebrew Lit, University of California, Berkeley, 1973; M.L.S. W/D Pratt Institute Graduate Library School 1967; B.A. French & Spanish, Brooklyn College 1966

Academic Experience: Judaic Curator & Bibliographic instructor Judaic Studies, Yale, 1993-present; Instructor of Hebrew Language, UC Berkeley, 1977-80, 1992-93; Instructor, Lehrhaus Judaica, UC Berkeley, 1990-92; Lecturer, Department of Near Eastern Studies, UC Berkeley, 1989-90; Head Librarian, Jewish Community Library of the Bureau of Jewish Education, 1981-89; Judaica Bibliographer, Law Library, School of Law (Boalt Hall), UC Berkeley, 1970-80

Language(s): Hebrew 5, French 4, Spanish 4, Yiddish 4, Ladino 3, German 3

Percentage of Time Dedicated to Middle East Studies: 100%

Recent Publications: Sholem Asch Reconsidered, editor (2004); “Mendele Moykher Sforim” in *Reader’s Guide to Judaism* (2000); *Law and Liminality in the Bible* (1995)

Distinctions: Lucius N. Littauer Foundation grant for “Jewish Music Conference at Yale,” 2003; Lucius N. Littauer Foundation grant for “Sholem Asch Reconsidered,” 2000; Gift of Jerome & Roslyn Meyer, \$5000 for conference “Sholem Asch Reconsidered”

STERN, ELIYAHU: Assistant Professor (Non-Tenured), Department of Judaic Studies, Appointed 2010

Education: Ph.D., University of California Berkeley 2008; M.A. The Bernard Revel Graduate School, Yeshiva University 2003; B.A. Yeshiva University Honors College 2001

Academic Experience: Assistant Professor of Modern Jewish Intellectual and Cultural History, Program in Judaic Studies and the Department of Religious Studies, Yale University 2010 - present; Director of Undergraduate Studies, The Program in Judaic Studies, Yale University, 2010; Junior William Golding Fellow and Fellow in Jewish History, Brasenose College and The Oriental Institute, 2008-2010

Overseas Experience: Prepared Permanent Exhibit for The Polish Museum of Jewish History, Warsaw Poland.

Outreach: “The History of the ‘Litvaks,’” National Museum of American Jewish History, Philadelphia, 2014; “After the Last Survivor: the Future Memory of the Holocaust,” Holocaust Memorial Lecture, Temples Sons of Israel, 2012; “Lectures on Judaism,” scholar-in-residence, Congregation Beth-Shalom, 2011; “Don’t Fear Islamic Law in America,” *The New York Times*, 2011; “Why the Mania over Madoff is Dangerous,” *The NY Jewish Week*, 2009; “Realigning Jewish Peoplehood,” *First Things*, 2008.

Language(s): German, Hebrew, Yiddish, Russian (in progress)

Percentage of Time Dedicated to Middle East Studies: 100 %

Middle East Studies Courses Taught: Secularism: From the Enlightenment to the Present, Modern Jewish Intellectual History, Law and Ethics in Modern Judaism

Research/Teaching Specialization: Zionism, secularism, and religious radicalism

Recent Publications: *The Genius: Elijah of Vilna and the Making of Modern Judaism*, Yale University Press, 2013; “Demographics and Genius in Modern Jewish History.” *Jewish Quarterly Review* 2011; “The Origins of Violence: The Judaic in Walter Benjamin’s Critique of Violence,” *Report of The Oxford Centre for Hebrew and Jewish Studies* 2009

Distinctions: Samuel and Ronnie Heyman Prize 2012; Frederick W. Hilles Publication Fund, Yale University 2010; Koret Fellowship at U.C. Berkeley 2003-2008; YIVO Institute Gitleson-Tell Memorial Fellowship 2005-2006

TAMALET, EDWIGE: Assistant Professor, Department of French, 2009-13

Education: Ph.D. Literature, University of California San Diego 2009; M.A. Agrégation d'anglais/specialization in lit, U Paris III-Sorbonne Nouvelle, 2004; B.A. summa cum laude Maîtrise d'anglais, Engl Dept, U Paris IV-Sorbonne, 2003; Licence d'Anglais cum laude, English Department & Licence de Français langue Étrangère scl, U Paris IV-Sorbonne, 2002

Academic Experience: Assistant Professor of French, Tulane University 2013-present; Director of Undergraduate Studies, Department of French, Yale University 2012-13; Invited Faculty, Communications Department, University of New Mexico, Los Alamos, 2007-08; Lecturer, Department of Literature, University of California San Diego, 2006; Instructor French, University of California San Diego

Overseas Experience: France and Spain (Centre des Archives d'Outre-Mer, Aix-en-Provence; Fonds Roblés-Patrimoine Méditerranéen, University Paul Valéry; Biblioteca Nacional Española)

Outreach:

Language(s): French 5, Spanish 5, English 5, Italian 5, Arabic 2, Russian 2, Portuguese 3, Catalan 3, Latin 4

Percentage of Time Dedicated to Middle East Studies: 80%

Middle East Studies Courses Taught: Introduction to Maghreb Literature & Culture; Writing the Nation in Maghrebi Literature; France and the Islamic Orient

Research/Teaching Specialization: Maghreb Literature in French, Spanish, Italian, and Catalan; Postcolonial Theory; Global modernism; Transnational modernisms; Mediterranean Studies

Recent Publications: "‘An Invincible Czech Horde:’ Moravian Folklore, Modernity, Resurgences" *Folklorica* (forthcoming); "A Passage to India, Hubristic Orientalism, and the Sublime Object of Islamic Aesthetics," (in forthcoming edition by Anna-Teresa Tymieniecka); "Investigating Mediterranean Memories." *The European Studies Forum*, 2009; "Between nostalgia and desire: l'Ecole d'Alger's transnational identification and the case for a Mediterranean relation." *International Journal of Francophone Studies*, 2007

Distinctions: Dissertation Year Fellowship, Department of Literature, University of California San Diego, 2008-09; Northeast MLA Summer Fellowship, spring 2008; Euro-Pop Award for Best Graduate essay in European Pop Culture, Southwest-Texas Popular Culture Association and American Culture Association, 2008

TOVMASYAN, HASMIK: Lector (Arabic), NELC, Appointed 2010

Education: M.A., Yerevan State University 2004; B.A., Yerevan State University 2002

Academic Experience: Lector, Yale University 2010-12; Teaching Fellow, Yale University 200-10; Instructor, Yerevan State University 2004-2006

Overseas Experience: Armenia, Egypt, Syria

Outreach: AYB-FE newspaper – freelance correspondent: writing on political-cultural issues, Yerevan, Armenia, 2005; Project Coordinator, Bagrevand Non-Governmental Organization 2000-05; Volunteer, Civic Education for Young Women 2003

Language(s): Armenian, Arabic, English, Russian, French, Hebrew

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Elementary, Intermediate, and Advanced Level Arabic

Research/Teaching Specialization: Influence of Islam on the Armenian Cult of Saints

Recent Publications: "St. Sar

gis and Al-Khidr: A Common Saint for Christians and Muslims?" *Aram*, 2008; "Some Typological Features of the Image of al-Khidr in the Middle East," *Iran-Nameh: Journal of Oriental Studies*, Yerevan 2006; "The Feast of Fire and the Cult of al-Khidr among the Yezidis" (A field study in the village of Jrashen in Armenia), in *Arabic Studies*, Yerevan State University Press, 2006; "The Image of al-Khidr in the Folk-beliefs of Arabs and Other Peoples of the Middle East." In *Middle East: A Collection of Articles*. Yerevan, 2005

TRIVELLATO, FRANCESCA: Frederick W. Hilles Professor of History, Department of History, Yale University, Appointed 2011

Education: Ph.D., History, Brown University, 2004; Ph.D., Economic and Social History, Università Luigi Bocconi, Milan, Italy, 1999; B.A., History, *cum laude*, Università Ca' Foscari Venezia, Italy, 1995;

Academic Experience: Director of Graduate Studies, Yale University, 2010-12; Visiting Associate in History, California Institute of Technology, May 2012; Professor of History, Yale University 2007–11; Directeur d'études invité, École des Hautes Études en Sciences Sociales, Paris, 2010; Assistant Professor of History, Yale University, 2004–07; Assistant Professor, University of Venice, 2001-03

Overseas Experience: Italy, France, Germany, Portugal, Spain, Israel

Language(s): English (fluent), Italian (native), French (fluent), Portuguese (good), Spanish (good), German (fair)

Percentage of Time Dedicated to Middle East Studies: 15%

Middle East Studies Courses Taught: The Mediterranean from the Crusades to Napoleon; Readings in Early Modern Europe and the Ottoman Empire

Research/Teaching Specialization: Early Modern European History; Jews and Early Modern Economy; Sephardic Diaspora and Cross-Cultural Trade in the Early Modern Period

Recent Publications: "Credit, Honor, and the Early Modern French Legend of the Jewish Invention of Bills of Exchange," *Journal of Modern History*, 2012; *The Familiarity of Strangers: The Sephardic Diaspora, Livorno, and Cross-Cultural Trade in the Early Modern Period*. Yale University Press, 2009; paperback edition, 2012; *Trans-regional and Transnational Families in Europe and Beyond: Experiences since the Middle Ages* (co-edited). Berghahn Books, 2011

Dissertations/Theses Supervised in Past Five Years: 3

Distinctions: Berlin Prize, American Academy in Berlin, 2013; Winner of the 2010 American Historical Association Leo Gershoy Award for the most outstanding work published in English on any aspect of seventeenth- and eighteenth-century European history; Co-winner of the Association of Jewish Studies Jordan Schnitzer Book Award for the best book in Early Modern and Modern Jewish History published in English between 2006 and 2010

VAN DEUSEN-SCHOLL, NELLEKE: Director, Center for Language Study, Appointed 2007

Education: Ph.D. University of Florida 1988; M.A. University of Florida 1983; BA University of Utrecht, 1978

Experience: Director, Penn Language Center, PENN, 2001-07; Adjunct Associate Professor, Graduate School of Education, PENN, 2001-07; Lecturer, Dutch Studies Program, Department of German, UC Berkeley, 1994-01; Academic Coordinator, Berkeley Lang Center, UC Berkeley, 1997-00; Associate Coordinator, ESL Summer Program, UC Berkeley, 1997-00; Assistant Professor of Linguistics, Department of English, California State University Chico, 1991-94; Coordinator of English as a Foreign Language Program, California State University Chico, 1991-94; Coordinator, English as a Second Language Program, Indian River Community College, 1988-91

Language Proficiencies: Dutch, 5; French, 4; German, 4; Afrikaans, 4; Spanish, 3; Arabic, 3, Haitian-Creole 2, Ancient Greek 2, Classical and Medieval Latin 2, Old and Middle English 2, Middle Dutch 2, Middle High German 2

Percentage of Time Dedicated to Middle East Studies: 5%

Research/Teaching Specializations: Foreign and second language learning; Language pedagogy; Heritage language teaching and learning; Technology and foreign language learning; Computer-mediated communication; Learner-corpus analysis; sociolinguistics; Conversational analysis; intercultural communication; Language policy

Recent Publications: Special Issue of the *Heritage Language Journal on Heritage Language Learning and Identity*, (co-ed, forthcoming); "Online discourse strategies: A longitudinal study of computer-mediated foreign language learning," *Mediating Discourse Online*, 2008; *Encyclopedia of Language and Education*, 2nd Ed, V4 (co-ed); *Second and Foreign Language Education*, Springer, 2008; "Co-constructing Learning: The Dynamic Nature of Foreign Language Pedagogy in a CMC Environment," *CALICO Journal* (co-authored), 2005; "Toward a Definition of Heritage Language: Pedagogical and Sociopolitical Considerations," *Journal of Language, Identity, & Education*, 2003

Distinctions: Arthur Vining Davis Foundation Grant as Principal Investigator for developing a distance-learning infrastructure for Directed Independent Language Study (DILS), 2010-13; U.S. Department of Education, Fund for the Improvement of Postsecondary Education, Principal Investigator, The Fields Model for Advanced & Discipline-Specific Language Learning, 2008-11; SAS Lang Teaching Innovation Grants, Curriculum develop & integration of technology for Pashto (with Sanad Shah), 2007; UC Berkeley Language Center Fellowship, Spring 2001, for research project entitled "UC survey on heritage language instruction."

VAN LIT, ERIC: Postdoctoral Fellow, CMES, Appointed 2014

Education: Ph.D., Utrecht University 2014 (expected); M.A., McGill University 2011; B.S. & B.A., Utrecht University 2009

Academic Experience: Postdoctoral Fellow, Yale University, 2014-15; Language Instructor, Utrecht University 2013-14; Guest Lecturer, Utrecht University 2012; Co-instructor, McGill University 2010; Co-instructor, Tehran University 2007

Overseas Experience: Netherlands, Turkey, Iran

Outreach: Grote behoefte aan wat goede moslimtheologen (Great need for some good Muslim theologians), *Trouw*, Verdieping/Podium section (*Trouw* a major newspaper in the Netherlands).

Language(s): Arabic, Persian, Turkish, Dutch, English, German, French

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Elementary Arabic; Islam, Modernity, and a Scientific Approach to the Quran; Introduction to Ibn Sīnā's Metaphysics; Sufism and Ethics in the Works of al-Ghazali

Research/Teaching Specialization: Islamic philosophy from the late medieval through the early modern period

Recent Publications: "Ghiyāth al-Dīn Dashtakī on the world of image ('ālam al-mithāl): The place of his Ishrāq Hayākil al-nūr in the commentary tradition on Suhrawardī," in *Ishrāq: Islamic philosophy yearbook*, Vostochnaya Literatura Publishers, 2014; "The measurement of the circle in Naṣīr al-Dīn al-Ṭūsī's Revision of the 'middle books' (*Tahrīr al-mutawassīṭāt*)," *Tarīkh-e 'Elm*, 2012; "al-Ghazālī on zombies and what to do when you drop your cellphone in the toilet," McGill University Library, 2011; "The Chapters on God's Knowledge in Khojzāda's and 'Alā' al-Dīn's Studies on al-Ghazālī's *Tahāfut al-Falāsifa*," Büyükşehir Belediyesi, 2011

Distinctions: Research Fellow, Netherlands Institute, Turkey 2011; Huygens Scholarship Program, Ministry of Education, Culture, and Science, The Netherlands 2009-2011; J.W. McConnell Memorial Fellowship, McConnell Foundation, Canada 2010; Canada Provost's Graduate Fellowship Award, McGill University 2009

WEE, JOHN: Teaching Fellow, NELC

Education: Ph.D. NELC, Yale University 2012; M.A. History, Yale University (2008);

Academic Experience: Postdoctoral Fellowship, University of Chicago; Samuel K. Bushnell fellow at Yale; Speaker at an international conference on Greco-Roman medicine at the Humboldt University of Berlin 2012

Overseas Experience: Germany

Percentage of Time Dedicated to Middle East Studies: 100%

Distinctions: Landesstiftung Baden-Württemberg Scholarship, William J. Horwitz prize

WEISS, HARVEY: Professor (Tenured), NELC & Yale School of Forestry, Appointed 1990

Education: Ph.D. University of Pennsylvania 1976; B.A. CUNY 1966

Academic Experience: Director, Tell Leilan Project, 1978-Present; Associate Professor, Yale, 1981-90; Assistant Professor, Yale, 1976-81

Overseas Experience: Excavation of Tell Leilan (Syria); Visiting Professor, Università di Roma, 1998

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: The Genesis and Collapse of Old World Civilizations; Mesopotamian Origins; Abrupt Climate Change and Societal Collapse; Archaeologies of Empire

Research/Teaching Specialization: Mesopotamia, early agriculture, cities and empires; Holocene paleoclimatology and environmental change.

Recent Publications: “Micro- and Macro-Contexts of the Tell Leilan Eastern Lower Town Palace Archives,” in *Jesper Eidem, The Eastern Lower Town Palace Archives* (co-authored). Yale Tell Leilan Research, volume 2. New Haven: Yale University Press 2008; “Holocene Climate and Cultural Evolution in Late Prehistoric-Early Historic West Asia” (co-authored), in *Climate and Cultural Evolution in Late Prehistoric-Early Historic West Asia*. Quaternary Research, 2006; “The Habur Region in the Late Third and Early Second Millennium B.C.” (co-authored), in *The History and Archaeology of Syria. Vol. 1*. Saarbrücken Verlag, 2005

Dissertations/Theses Supervised in Past Five Years: 1

WHITMAN, JAMES: Ford Foundation Professor of Comparative & Foreign Law (Tenured), Yale Law School, Appointed 1994

Education: J.D., Yale 1988; Ph.D., Intellectual History, University of Chicago 1987; M.A., European History, Columbia 1982; B.A., Comparative Literature, Yale, 1980

Academic Experience: 1994 - Present, Professor of Law, Yale University, Ford Foundation Professor of Comparative and Foreign Law since 1996; Spring, 2009, Michel Villey Visiting Professor of Law, Université de Paris II; Spring, 2007 Visiting Professor of Law, Columbia Law School; Fall, 2006, Visiting Professor of Law, New York University Law School; October, 2002, Visiting Professor, Università di Roma III; March, 2001, Visiting Professor, Université de Paris II; June, 1997, Visiting Professor, Université de Cergy-Pontoise, France; June, 1996, Visiting Professor, École des Hautes Etudes en Sciences Sociales, Paris, France; Fall, 1995, Visiting Professor of Law, Harvard University; 1989-1994, Associate Professor of Law, Stanford University (Assistant Professor of Law, 1989-1992)

Outreach: Prisoner Degradation, At Home and Abroad.” Washington Post, May 10, 2004

Language(s): German, French, Latin; competent command of Italian; serviceable reading knowledge and some spoken command of Spanish, Dutch; reading knowledge of Ancient Greek; some knowledge of Biblical Hebrew, Sanskrit, Mandarin

Percentage of Time Dedicated to Middle East Studies: 20%

Middle East Studies Courses Taught: Advanced Topics in Comparative Law; Ancient Law; Art Law

Research/Teaching Specialization: Comparative Law, Conflict of Laws, Criminal Law, Comparative Legal History

Recent Publications: *The Verdict of Battle: The Law of Victory and the Making of Modern War*. Harvard University Press, 2012; “Response to my Reviewers,” *Quaderni Fiorentini*, 2010; “Western Legal Imperialism: Thinking About the Deep Historical Roots.” *Theoretical Inquiries in Law*, 2009; “Equality in Criminal Law: The Two Divergent Western Roads.” *Journal of Legal Analysis*, 2009

Distinctions: 2012 Titular Member, Académie Internationale de Droit Compare; 2010-2011 Fellow, John Simon Guggenheim Foundation; January, 2005; Fellow, Max-Planck-Institut für europäische Rechtsgeschichte, Frankfurt; Spring 2010 Berlin Prize Fellow American Academy in Berlin Berlin, Germany

WILSON, ROBERT: Hooper Professor of Religious Studies and Professor of Old Testament (Tenured), Yale Divinity School Appointed 1972

Education: Ph.D. Yale University 1972; M.A. Yale University, 1969; B.D. Yale Divinity School 1967; A.B., Transylvania University 1964

Academic Experience: Hooper Professor of Religious Studies, Yale University, 1991-Present; Professor of Old Testament, Yale University 1983-Present; Associate Dean of Academic Affairs, Yale Divinity School 2004-08; Director of Graduate Studies, Department of Religious Studies, Yale University 2002-03; Chairman, Department of Religious Studies, Yale University 1995-96

Outreach: “The Isaiah Texts in Handel’s Messiah,” Branford Lutheran Church, March 22, 2003; “Christians, Muslims, and Jews: Who are God’s Chosen People?,” Litchfield & Middlesex Association of the United Church of Christ, Clergy Forum, Madison, CT, January 29, 2003.

Language(s): English, Hebrew

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Old Testament Interpretation; Prophecy in a Time of Crisis; Old Testament Seminar (recent topics: The Book of Ezekiel, The Book of Isaiah; The Book of Jeremiah; The Book of Kings; Deuteronomy; Problems in the History of Israelite Religion); History and Methods of Old Testament Interpretation

Research/Teaching Specialization: Israelite prophecy, the Deuteronomistic history, and ancient Israelite religion in its social and cultural context.

Recent Publications: “Scribal Culture and the Composition of the Book of Isaiah,” in *The Bible as a Human Witness to Divine Revelation: Hearing the Word of God Through Historically Dissimilar Traditions* [Festschrift for Gerald T. Sheppard] T & T Clark, 2010; “Scribal Culture and the Composition of the Book of Isaiah,” in *The Bible as a Human Witness to Divine Revelation*. T & T Clark, 2010

Dissertations/Theses Supervised in Past Five Years: 7

Distinctions: National Selection Committee (Middle East and North Africa) Fulbright Graduate Student Grants; President, The Biblical Colloquium, 1998-2000; Director, NEH Summer Seminar for College Teachers, 1981

WILKINSON, KEVIN: Teaching Fellow, NELC

Education: Ph.D. NELC, Yale University; M.A. Yale University; M.A., B.A., University of British Columbia

Academic Experience: Postdoctoral Fellow, Fordham University

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Elementary Biblical Coptic I and II

Research/Teaching Specialization: History and literature of late antiquity, especially the 3rd-5th centuries

Recent Publications: “The Elder Melania’s Missing Decade,” *Journal of Late Antiquity*, 2012; “Dedicated Widows in Codex Theodosianus 9.25?” *Journal of Early Christian Studies*, 2012; “Palladas and the Foundation of Constantinople,” *Journal of Roman Studies*, 2010; “Some Neologisms in the Epigrams of Palladas,” *Greek, Roman & Byzantine Studies*, 2010; “Palladas and the Age of Constantine,” *Journal of Roman Studies*, 2009

WOOD, ELIZABETH: Professor of Political Science & International and Area Studies, Appointed 2007
Education: Ph.D., Political Science, Stanford University, 1995; M.A., Latin American Studies, University of California, Berkeley, 1988; M.A., Physics, University of California, Berkeley, 1984; B.A., Philosophy and Mathematics, University of Oxford, 1981; B.A., Physics, Cornell University, 1979
Academic Experience: Professor, Department of Political Science, Yale University, 2004-Present; Professor, International and Area Studies, Yale University, 2007-Present; External Faculty, Santa Fe Institute, 2010-Present; Professor, Santa Fe Institute, 2002–10
Overseas Experience: El Salvador; Colombia, South Africa, Sri Lanka, Peru, Israel/Palestine
Percentage of Time Dedicated to Middle East Studies: 15%
Middle East Studies Courses Taught: Armed Groups and Patterns of Violence;
Research/Teaching Specialization: Comparative Politics: Sexual violence during war; Emergence and resolution of civil wars; Collective action and social movements; Transitions to democracy; Distributive politics, especially agrarian; Politics of Latin America and Africa
Recent Publications: *Understanding and Proving International Sex Crimes* (co-edited) Torkel Opsahl Academic Epubliser, 2012; *Political Representation* (coedited) Cambridge University Press, 2010
Distinctions: Board of Directors, Peace Research Endowment; Graduate Mentor Award for the Social Sciences, Yale University, 2013; Luebbert Award for the Best Book in Comparative Politics; Comparative Politics Section of the American Political Science Association, 2005

WYRTZEN, JONATHAN: Assistant Professor (Non-Tenured), Department of Sociology, Appointed 2009
Education: Ph.D., History of Modern Middle East & North Africa, Georgetown University 2009; M.A., Middle Eastern Studies, University of Texas 1999; B.A., University of Texas 1996
Academic Experience: Lecturer, Georgetown University, 2008-09; Lecturer, School of Social Sciences and Humanities, Al Akhawayn University, Ifrane, Morocco, summer 2006; Teaching Assistant, Georgetown University, 2004-05; Lecturer, Center for Academic Development, Al Akhawayn University, Morocco, 2001-03; Teaching Assistant, University of Texas at Austin, 1998-99
Overseas Experience: Visiting Faculty at Al Akhawayn University, Ifrane, Morocco; Research in archives in Morocco and France; Hebrew University, Jerusalem, 1996-97, summer 1999; Haifa University, Israel, 1995
Outreach: Presentation on Moroccan culture and history to John C. Daniels Elementary School, New Haven, CT; Presentation “Stateness in the Sahara” PIER teacher conference on Mali at Yale; Presentation “Multiculturalism in North Africa” - for George Washington Academy, Ifrane, Morocco
Languages: Arabic (Modern Standard) 5, Moroccan Arabic, French 5, Hebrew (Modern) 5
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Islamic Societies, Culture, and Politics; Society and Politics of North Africa (Taught in Morocco); Islamic Social Movements; Imperialism, Insurgency, and State Building in the Middle East; Comparative Nationalism in North Africa and the Middle East; Sociology of Islam, Research Methods in African Studies
Research/Teaching Specialization: North African society & politics; Colonialism & empire; Ethnicity & nationalism; Urban & rural politics; Islamic social movements; Tribal insurgency
Recent Publications: “Performing the Nation in Anti-Colonial Protest in Interwar Morocco.” *Nations and Nationalism*, 2013; “The Violences of Knowledge: Edward Said, Sociology, and Postorientalist Reflexivity” (co-authored). *Political Power and Social Theory*, 2013; “National resistance, amazighité, and (re-)imagining the nation in Morocco” in *Revisiting the Colonial past in Morocco*. Routledge, 2013; “Colonial State-Building and the Negotiation of Arab and Berber Identity in Protectorate Morocco.” *International Journal of Middle East Studies*, 2011; “Reflections from Morocco on the Arab Spring.” *Trajectories*, 2011
Distinctions: MacMillan Center Faculty Research Grant, Yale University, 2010-11; John Ruedy Award for Teaching Excellence, Georgetown History Department, 2009; Davis Lectureship, Georgetown University, 2008-09; Fulbright–Hays DDRA Fellowship for Morocco & France, 2006-08; American Institute for Maghrib Studies Research Grant, 2006-07; Fulbright Fellowship for Morocco 2005-06

YUCEL, OZGE: Fulbright Foreign Language Teaching Assistant, Turkish (Non-Tenured) CMES, Appointed 2011

Education: M.A., Mersin University 2008; B.A., Marmara University 2004

Academic Experience: EFL Instructor, Gazi University 2012-Present; Foreign Language Teaching Assistant, Yale University 2011-12; Research Assistant, Mersin University 2004-11; EFL Teacher, Ministry of Education Turkey 2004

Overseas Experience: Hungary, Czech Republic, Austria, Germany, Cyprus

Language(s): English, Turkish, Spanish

Percentage of Time Dedicated to Middle East Studies: 100 %

Middle East Studies Courses Taught: Academic Writing Skills, Academic Study Skills, English Grammar

Research/Teaching Specialization: English and Turkish Language

Distinctions: Scholarship recipient: The Scientific and Technological Research Council Turkey 2010; Prime Ministry 200-2004; Ministry of National Education 2000-04

ZAHER, SAWSAN: Yale World Fellow, 2013

Education: L.L.M., Washington College of Law at the American University

Work Experience: Lawyer & Director of Social and Economic Rights Unit, Adalah - The Legal Center for Arab Minority Rights; Board Member, Kayan Organization; Writer, Jadaliyya Magazine

Overseas experience: Israel, Palestine

Languages: English, Arabic, Hebrew

Percentage of Time Dedicated to Middle East Studies: 100%

Distinctions: PILnet International Fellow, Marker Magazine's 40 most influential people

ZIDERMAN, ASAF: Fox International Fellow, The Whitney and Betty MacMillan Center for International and Area Studies, 2013-14

Education: Ph.D. Candidate, School of Philosophy, Tel Aviv University; M.A. School of Philosophy, *summa cum laude*, Tel Aviv University; B.A. School of Philosophy, *magna cum laude*, Tel Aviv University

Academic Experience: Fox International Fellow, The Whitney and Betty MacMillan Center for International and Area Studies, Yale University; Library Fellow, Van Leer Institute, Jerusalem; Teaching in Jewish Philosophy Department, Tel Aviv University; Shalom Hartman MELAMDIM Program.

Overseas Experience: Israel, Tel Aviv University, Various initiatives seeking to create a middle ground between the religious-secular divide in Israel

Language(s): Hebrew, English

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Philosophy of action, Philosophy of religion, Modern Jewish thought, Religion and Secularization in the state of Israel

Distinctions: President's doctoral scholarship, Tel Aviv University, 2011-13; Posen Foundation Fellowship, 2012-13, Tel Aviv University; Olga and William Lakritz Foundation Award 2012-13

APPENDIX 3:
PERFORMANCE MEASURE FORMS

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1. Project Goal Statement: To Increase Middle East Studies Teacher Training and Outreach to K-16 In-Service and Pre-Service Educators									
2. Performance Measures*	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase the number of workshops held at Yale that focus on Middle East and North Africa related content.	<ul style="list-style-type: none"> a. Recruit graduate and professional school students and faculty to create and deliver Middle East content for workshops. b. Provide Middle East content teacher training workshops. 								
2. Increase the number of participants in workshops, summer institutes, cinema, and other activities, targeting Community College educators and pre-service teachers.	<ul style="list-style-type: none"> a. Reach out to community colleges and teacher training programs through partnerships with Gateway Community College (GCC), University of New Haven (UNH), the New Haven Public Schools (NHPS) and the Yale Teaching Center (YTC). 								

* If awarded grant, all performance measure target #'s will be set in consultation with our Program Officer.

	<p>b. Update email and mailing lists and websites to improve publicity efforts statewide and better advertise Outreach workshops and other activities.</p>							
<p>3. Increase the number of seminars, cinema and other activities held at Gateway Community College.</p>	<p>Co-host seminars and cinema with GCC faculty to bring Middle East content to local students and the community.</p>							
<p>4. Increase number of opportunities for in-service and pre-service educators to be trained in Middle East area and language studies.</p>	<p>Provide training opportunities: a. Match GCC faculty with YTC pre-service teachers to provide curriculum development and classroom training; b. Offer Arabic in the World Languages After School Program available to high school students in the Greater New Haven area; and</p>							

	<p>c. Offer Arabic and area studies content in the World Languages Summer Program, organized jointly with NHPS and the CT Office of Higher Education Alternative Routes to Teacher Certification (ARC) program.</p>						
<p>5. Increase the number of faculty, student and community members participating in events disseminating knowledge about the arts and culture of the Middle East.</p>	<p>a. Sponsor cultural events throughout the year. b. Support student organized activities. c. Organize calligraphy workshops and work with the Yale University Art Gallery and the Yale Peabody Museum to create workshops for NHPS students in conjunction with the World Language Program.</p>						

	<p>otherwise be aware of Middle East focused area studies courses by publicizing these on Yale College and departmental lists, in addition to the CMES listserv.</p> <p>c. Attend Bulldog Days and the Academic Fair in order to interest students in our courses and obtain sign-ups for the listserv.</p>							
<p>3. Increase the number of foreign scholars visiting campus and thus increase linkages with overseas institutions of higher education.</p>	<p>a. Invite foreign scholars and faculty to participate and present research at workshops and conferences.</p> <p>b. Work with other institutions in the Northeast to identify foreign scholars visiting the region and bring them to Yale to present lectures and participate in CMES-sponsored activities.</p>							

	<p>c. Attend Bulldog Days and the Academic Fair in order to interest students in our courses and obtain sign-ups for the listserv.</p> <p>d. Provide 10 Academic Year FLAS each year to Yale College and Professional School students.</p>							
<p>2. Increase the number of students studying the advanced year of Persian and Turkish.</p>	<p>Provide support to the Persian and Turkish language programs by funding one semester of the advanced level of each language.</p>							
<p>3. Increase the availability of Arabic, Hebrew, Persian and Turkish language materials.</p>	<p>Provide materials and student assistance needed to:</p> <p>a. Create and update content on Arabic and Hebrew Studies program websites; and</p> <p>b. Create and update classroom teaching</p>							

	<p>materials for all four languages.</p>					
<p>4. Increase participation by language faculty in professional organizations and training opportunities.</p>	<p>a. Provide travel grants to attend and present research at conferences and professional organization meetings. b. Provide travel funding and fees for renewal of ACTFL certification.</p>					
<p>5. Increase the number of Yale students attending language study abroad and thus increase linkages with overseas institutions of higher education.</p>	<p>a. Collaborate with the International University of Rabat, Morocco, to run a joint summer intensive language program in Intermediate Arabic. b. Provide 10 Summer FLAS each year to Yale College, Graduate School of Arts and Sciences and</p>					

	<p>Professional School students for intensive language study abroad.</p>							
<p>6. Increase the number of students studying LCTLs through non-credit courses.</p>	<p>Provide support to students studying LCTLs needed for research and other professional purposes through Directed Independent Language Study (DILS), FIELDS, or the Shared Course Initiative (SCI).</p>							

APPENDIX 4:
LETTERS OF SUPPORT

New Haven Public Schools

Administrative Offices
Gateway Center
54 Meadow St.
New Haven, CT 06519

June 16, 2014



Dear Sir or Madam,

I am writing to wholeheartedly express support for the Title VI funding application by the Council of Middle East Studies (CMES) at the MacMillan Center for International and Area Studies at Yale University.

New Haven Public Schools (NHPS) and the MacMillan Center have had a longstanding, collaborative relationship that has promoted excellence in international education for teachers and students in New Haven. Its Program in International Educational Resources (PIER) has been the outreach partner to the NHPS World Languages and Social Studies Departments, providing open access to professional development workshops, summer institutes, and seminars for NHPS teachers. Hundreds of teachers over the years have benefitted from the in-depth study of foreign language and regional studies sponsored by PIER. The breadth of topics to which teachers are exposed and the level of experts with which teachers can interact can only be provided through collaboration with an institution such as Yale University.

Students have also directly benefitted from Yale MacMillan Center/NHPS collaboration. We regularly bring students on field trips to explore Yale's vast resources in its museums, galleries and libraries. One example is the direct access that our Arabic students had to the 2000-5000 year old cuneiform tablets in the Babylonian Collection at the Sterling Library. This is the type of unique experience that builds a love of culture among students; a love that will bolster them through some of the challenges of learning Arabic. Without the assistance from Yale University and the PIER program, we would not have been able to offer students this opportunity.

We have been in close collaboration in developing the pre-service teaching component of the outreach programming proposed herein, as a priority objective in its Title IV grant. We are confident that the MacMillan Center will continue to provide enriching, unique experiences to our teachers, future teachers, and students through fruitful collaboration around true areas of need in our school system. We look forward to many years of continued partnership in the future.

Yours truly,

A handwritten signature in black ink, appearing to read 'Imma Canelli', written in a cursive style.

Imma Canelli
Deputy Superintendent of Schools



June 17, 2014

MacMillan Center for International and Area Studies
34 Hillhouse Avenue
P.O. Box 208206
New Haven, CT 06520

Dear Ms. Marcotte:

It is with great pleasure that I offer this letter of support to the MacMillan Center for International and Area Studies at Yale University. As a humanities professor at Gateway Community College in New Haven, I have benefited enormously from my relationship with Yale in a variety of ways. Over the past ten years, I have participated in workshops, seminars, conferences, and fellowship programs. In addition, I have collaborated with the Center on grants and benefited from mentoring opportunities with Yale professors and met graduate students open to teach classes part time in my programs.

More specifically, I teach Modern Arabic Literature and Arabic language classes, so I enjoy participating in the Center's summer PIER programs, seminars, and workshops related to the Middle East. I have also recently been granted two National Endowment for the Humanities (NEH) Bridging Cultures Muslim Journeys grants: the Bookshelf and "Let's Talk About It" grants. The Center, along with your support, became our sister organization on the grants. With the bookshelf grant, our college received a collection of 50 books and other resources for our library. For the "Let's Talk About It" grant, we received funds to run public programs related to the theme of Literary Reflections.

You also provided us with contacts among the Yale University faculty in the Near Eastern Language and Civilization Department (NELC) where we found professors willing to participate in our scholar-led book discussions of the five Muslim Journeys' literary texts mandated by the NEH in the fulfillment of the grant. This year, we benefited from the support of Professor Youness Elbousty and Professor Etam Erol, both from NELC. Our students, staff, faculty, and guests from the Greater New Haven area all increased their understanding of interfaith and cross-cultural issues from the collaboration with Yale University scholars in Islamic and Middle Eastern studies. She also put us in contact with Jessica Sacks at the Yale University Gallery of Art where we were able to set up six Interactive Education Sessions led by Yale University graduate students. We were able to bring classes of students to the art gallery for guided tours of the Islamic and other exhibitions to make connections between what they were learning in class.

In addition to the collaboration, I have participated in the former PIER program fellowship program. In fact, the fellowship program provided me with the opportunity to develop my Modern Arabic Literature course that I have taught for the past eight years. Since I started teaching this class, I have always included the Center for Middle Eastern Studies (CMES) schedule of programs to my students that they can use to make up a missed class or for extra credit. Every semester, my students attend various talks, films, workshops, or seminars scheduled by the CMES. Most of the events are open to the public and it is an excellent opportunity for my students to participate in events along with Yale students and their guests. It is unfortunate that this fellowship program ended.



Colleagues,

I am writing in support of our joint partnership between UNH's Office of International Enrollment and Program Development and Yale University's Council for Middle East Studies (CMES) at the MacMillan Center for International and Area Studies, as well as furthering collaboration with other councils in the MacMillan Center of Yale. Our collaboration began this past year, when the Chair of CMES, Frank Griffel, agreed to present on Islam at an Interfaith Cluster at UNH to educate the faculty and students of UNH on some of the misconceptions about the religion in order to help alleviate some of the biases against our Muslim student population. Planning is underway for UNH students to join Yale students to participate in the Student-to-Student Classroom Visits to the New Haven public middle and high schools; this program is designed to inspire students to study (multiple) foreign languages and regional cultures as well. We are also working on a program to incorporate UNH students of education (pre-service teachers) to participate in the World Language After School Program, which offers instruction of less commonly taught languages to high school students at Yale. These programs will enable our students to be involved with the community at large while fulfilling their pre-service teaching requirements. Our institution can commit to recruiting native speakers of Arabic, Farsi, and Portuguese to assist with these programs.

We look forward to furthering our collaboration with other councils at the MacMillan Center, such as the Council of African Studies, in the areas of foreign language and regional studies.

Regards,

R. Lizzie Wahab

Associate Vice President for International Enrollment and Program Development
University of New Haven - *A Leader in Experiential Education*