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**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140064 P015B140064

Indiana Univ/Trustees

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: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
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* b. Employer/Taxpayer Identification Number (EIN/TIN): 35-6001673	* c. Organizational DUNS: 0060467000000	
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County/Parish: Monroe	_____	
* State:	IN: Indiana	
Province:	_____	
* Country:	USA: UNITED STATES	
* Zip / Postal Code: 47401-3654	_____	
e. Organizational Unit:		
Department Name: Middle Eastern Studies	Division Name: College of Arts and Sciences	
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Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

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

*** 12. Funding Opportunity Number:**

EDGRANTS-053014-001/EDGRANTS-053014-002

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A/
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

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:**

Indiana University Title VI National Resource Center For the Study of the Middle East

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="599,032.00"/>
* 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="599,032.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 
Mr. Steven A. Martin

* Date Signed:

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

1. Project Director:

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

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

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

* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

Table of Contents

Abstract
Acronyms

Project Narrative

Introduction	1
1. Commitment to Subject Area	2
2. Quality of Curriculum Design	5
3. Quality of Non-Language Instructional Program	8
4. Quality of Language Instruction Program	10
5. Strength of Library	14
6. Quality of Staff Resources	16
7. Outreach Activities	18
8. Program Planning and Budget	23
9. Impact and Evaluation	38
10. FLAS Awardee Selection Procedures	47
11. NRC and FLAS Competitive Preference Priorities	49

HEA Supplemental Statutory Requirements

Certifications and Assurances

Appendices

1. Indiana University Middle Eastern Courses
2. Biographical Information
3. Performance Measures Forms
4. Letter of Support

Tables

1. CSME Fiscal Year Support by IU	2
2. Degree Requirements for Departments Specializing in MES	6
3. Estimated MES Library Holdings	14
4. Project Goals	41

ABSTRACT

Description of Program. The Indiana University (IU) Center for the Study of the Middle East (CSME) coordinates programs dealing with the Arab countries, Iran, Israel, Turkey, and Afghanistan.

Goals for 2014–17. Our goals for the next four years are:

i. *Build capacity* at IU and other institutions for languages of MENA (**AP**). We propose supporting professionalization of language teaching; developing textbooks for Kurdish, the major language of the ME not regularly taught in the US; developing advanced and intermediate Persian materials; and tutoring Arabic at a community college.

ii. Engage in *significant and sustained collaborative activities* with community colleges and MSIs through promoting the internationalization of the curriculum/courses by teaching students and training instructors (**AP, CPP1, CPP2, F2**). With ED, we propose to participate in a state-wide plan to prepare and certify language teachers for K-12 state-wide, as well as develop a K-12 global learning certificate; internationalize the curriculum at community colleges, both locally and statewide, and to work with a community college and MSIs toward the same goal.

iii. Collaborate with various IU academic and professional programs and other area studies centers to support the *integration of international and global learning* in higher education and K-12 (**AP, CPP2**). We propose, inter alia, in conjunction with ED, to create a “blended course” on the contemporary ME useful especially to ED and other professional students; internationalize K-12 curriculum with ED, including creating new degree programs; create an active mentoring program for graduate students in international studies; create a course on and in the ME; send traditionally underrepresented students to MENA for credit; and develop content modules on MENA for use by ED students.

iv. We will give priority to financial need in awarding FLASs for our five critical language LCTLs (**F1, F2**).

Degree Programs in ME languages are offered through NELC, CEUS, and JSP, with programs in Arabic, Persian, Hebrew, and Turkish. Relevant disciplinary courses are taught in the seven professional schools as well as 15 departments in the College of Arts and Sciences.

Language Coverage. Indiana teaches 5 levels of Arabic, 3 of Hebrew, Persian, and Turkish, which has a Flagship. Three years of Arabic are also taught in the summer.

Disciplinary Coverage. While CSME has exceptionally strong coverage of language, literature, folklore, and Islamic studies, IU has expanded ME coverage to include law, political science, Islamics, and public health, among others. It has also created additional lines in Arabic and Turkish pedagogy, sociology of Israel, Egyptology, history, art, linguistics, archaeology, ethnomusicology, and religion.

Faculty. IU has 99 Middle East studies faculty, representing 16 Arts and Sciences departments, seven professional schools, and the IU Art Museum.

Library. IU’s library is rated 12th among North American academic libraries. Of some 230,000 volumes relevant to MES, nearly half are in ME languages, including 72,500 volumes in Arabic. There are about 300 current MES serial subscriptions. Access to electronic resources, interlibrary loan, and access for those not affiliated with IU are all excellent.

Outreach. Due to the extraordinary current interest in our region, our faculty are very active on the local, state, and national, and international levels in outreach directed at the general public and media. They also act as advisors to various US governmental organizations, such as the departments of State, Defense, Energy, and the intelligence communities, among others.

ACRONYMS

AACU	Association of American Colleges and Universities
ACE	American Council of Education
AI	assistant instructor (graduate teaching assistant)
AP	absolute priority
ASP	African Studies Program
BUS	Kelley School of Business, Indiana University
CAGS	Center for American and Global Security
CCD	Center for Constitutional Democracy
CEUS	Department of Central Eurasian Studies
CGC	Center for the Study of Global Change
CIBER	Center for International Business Education and Research
CIEDER	Center for International Education, Development, and Research
COLL	College of Arts and Sciences, Indiana University
CPP	competitive priority
CRL	Center for Research Libraries
CSME	Center for the Study of the Middle East
DCCS	Department of Commerce Commercial Service
DEMA	IU Diversity, Equity, and Multicultural Affairs
DGS	Director of Graduate Studies
DLI	Director of Language Instruction
DOE	Department of Education
DUS	Director of Undergraduate Studies
ED	School of Education, Indiana University
EURO	European Studies Center
GA	graduate assistant
GLAI	Global Learning Across Indiana
GRD	graduate
HBCU	historically-Black colleges and universities
IAUNRC	Inner Asian and Uralic National Resource Center
ICAB	Internationalization Collaborative across Bloomington
ICCI	Institute for Curriculum and Campus Internationalization
IDOE	Indiana Department of Education
IIC	Indiana Internationalization Consortium
IN	Indiana
IS	International Studies Department
ISIP	Indiana State Internationalization Plan
IU	Indiana University
ISP	Islamic Studies Program
JSP	Borns Jewish Studies Program
LAW	Maurer School of Law, Indiana University
LCTL	less commonly taught languages
LRC	learning resource center
ME	Middle East
MENA	Middle East and North Africa

MES	Middle East studies
MESP	Middle East Studies Program
MSA	Modern Standard Arabic
MSI	minority-serving institutions
MU	Martin University
NELC	Department of Near Eastern Languages and Cultures
NRC	National Resource Center
NTC	Navajo Technical College
NTT	non-tenure track
OOS	Office of Overseas Study
PAI	Pan-Asian Institute
PH	School of Public Health, Indiana University
REEI	Russian and East European Institute
SGIS	School of Global and International Studies
SI	Smithsonian Institution
SPEA	School of Public and Environmental Affairs, Indiana University
TT	tenured or tenure-track
UG	undergraduate

CSME combines the area expertise of its affiliated faculty in three departments—NELC, CEUS, and JSP—with faculty in fifteen departments spread throughout the College of Arts and Sciences (COLL) and seven IU professional schools, namely education, law, public administration, business, public health, journalism, informatics and computing, and the IU Art Museum, each of which is an essential constituent of CSME, which has 99 affiliated faculty.

CSME is a constituent of IU's new School of Global and International Studies (SGIS), which combines International Studies, EALC, NELC, and CEUS, and 22 area studies and language centers and programs and will be housed in a state-of-the-art \$54 million building opening in 2015. Its 350 faculty teach across a wide spectrum of academic topics including more than 70 languages with a dedication to first-rate language pedagogy. The goal is multi-disciplinary cross-fertilization, based on a depth of understanding of history and culture. CSME faculty believe, for instance, that a political scientist's analysis is better informed by considering the legal and policy implications of her conclusions, and that sustained contact with colleagues across disciplines and regions, is essential to directing scholarly enquiry about the ME toward practical relevance and intellectual depth. Working with IU's ED, SGIS and CSME support educators, from kindergarten to the highest levels of the academy, to promote a holistic comprehension of the ME.

The Goals of CSME's 2014 T6 Proposal: (1) *Build capacity* at IU and other institutions for the LCTLs of the MENA Region (**Priority: AP**); (2) Engage in *significant and sustained collaborative activities* with community colleges and MSIs by promoting the internationalization of the curriculum at MSI/HBCU and disseminating information and knowledge about the contemporary MENA region by teaching students and training instructors (**Priorities: AP, CPP1, CPP2, F2**); and (3) Collaborate with various IU academic and professional programs and other area studies centers to support the *integration of international and global learning* into both higher education

and K-12 schools by sharing information with faculty and students about the topical issues of the ME/MENA region (**Priorities: AP, CPP2**).

1. Commitment to Subject Area.

IU’s commitment to MES dates from the establishment of NELC in 1960. CSME focuses exclusively on the ME—the Islamic Studies Program (ISP) deals with interregional issues—and seeks

Table 1: CSME Fiscal Year Support by IU		
Salaries:	2009–10	2013–14
Faculty*	\$3,689,925	\$5,151,894
Associate Instructors	\$300,000	\$254,009
Full-time office staff	\$65,835	\$110,459
Student office staff**	\$75,000	\$75,000
Supplies and Expenses	\$21,000	\$23,076
Conference and program support	\$20,000	\$15,000
Library purchasing	\$91,530	\$98,129
Total Budget	\$4,263,290	\$5,727,567
*Calculated by % time devoted to MES by faculty. Includes administrative costs for NELC, CSME only, excludes space and maintenance.		

to advance comprehensive and holistic understanding of the ME, its peoples, languages, laws, religions, cultures, politics, policies, economics, commercial environment, his-

tory, and more. CSME thus includes faculty from across IU’s diverse community of scholars. Aside from its three core academic units, CSME includes scholars and professional staff from CIEDER in ED, CCD in LAW, CIBER in BUS, the NRCs CGC and IAUNRC, and CAGS in SGIS. CSME has broad support throughout the IU community. In four years, CSME has sponsored or co-sponsored conferences, lectures, and panels with SPEA, CCD, CIBER, CGC, EURO, IAUNRC, CAGS, REEI (also an NRC), ISP, JSP, the Chair in Turkish Studies, and the departments of NELC, CEUS, Political Science, and Linguistics. IU’s commitment to MES can also be gauged by the fact that the IU Press has 122 MES titles currently in print.

1.A.1. Support for CSME Operations. IU pays salaries and benefits for the CSME director, associate director, 50% of the assistant director’s salary, a half-time secretary, and a part-time graduate assistant (Budget A/B.1, C.3, E.a.1, E.c.4, E.e.1). Additionally, SGIS has pledged a total of \$45,000 over three years in CSME roll-over discretionary programmatic funds, starting in

AY 2013.

1.A.2. Teaching Staff. IU's commitment to MES is evident in its faculty. Altogether across the campus, CSME has 99 affiliated faculty. MES faculty salaries and benefits, adjusted for percent of MES effort, total nearly \$5.2 million. NELC, an inter-disciplinary academic unit devoted exclusively to the ME, has 12 TT core faculty, 2 senior lecturers, 10 adjuncts and affiliated faculty from other units, 2.5 administrative personnel, and 3 part-time graduate assistants. CEUS's MES faculty consists of 4 TT faculty and 2 senior lecturers. JSP's MES faculty consists of 6 TT faculty (plus 3 already noted in NELC) and 2 senior lecturers. Two tenure-track pedagogists were added, one in Arabic in NELC, and one in Turkish in CEUS (see below).

IU added a total of 11 MES faculty since 2010. These include (App. 3): Desai (SPEA: political science); González Diéguez (NELC, JSP: medieval Arab and Jewish philosophy); Graves (Art History: Islamic Art); Khazzoom (NELC, JSP: sociology of Israel; the first TT appointment in modern Israel at IUB since the mid-1980s, seeded by T6 funds.); Korbow (ED); Morkus (NELC: Arabic pedagogy; CSME 2010 T6 commitment); Özçelik (CEUS: Turkish pedagogy); Sahin (History); and Savonius-Wroth (Library: Jewish Studies). Two more faculty have been hired and will begin their duties in AY 2014: a TT hire in modern Iran (CEUS) and an Arabic lecturer (NELC). Moreover, since 2002, IU added 17 faculty whose research and teaching engages the ME. Despite some natural attrition, a total of 28 hires in MES over twelve years ensure the sustainability of MES on the IU campus for the foreseeable future.

1.A.3. Library Resources. See section 5 below.

1.A.4. Linkages with Institutions Abroad. IU has formal agreements with universities in Afghanistan, Egypt, Iran, Israel, Jordan, Lebanon, Saudi Arabia, and Turkey. It had visiting scholars and distinguished practitioners from Afghanistan, Egypt, Indonesia, Iran, Iraq, Jordan, Leba-

non, Morocco, Saudi Arabia, Syria, and Turkey. CSME faculty have made research trips to Egypt, Iran, Iraq, Tunisia, Jordan, Saudi Arabia, Turkey, Japan, the Central Asian republics, India, Pakistan, Bangladesh, Ghana, Mali, Morocco, Israel, Spain, Indonesia, Syria and Afghanistan. IU assisted the Afghan Ministry of Higher Education with the reconstruction of the Afghan higher education system. In 2009, IU and Australian National University created the Pan-Asia Institute, with locations at each university, to promote research and teaching on Asia, including the ME, and which allows students to take courses at each university and to be awarded a degree from both IU and ANU. CSME participates fully in this institute. (Budget C.1)

1.A.5. Outreach Activities. See sect. 7 below.

1.B. Support for Qualified Students. *Kiplinger's* has named IU one of the top forty "best values" in public education. Aside from comparatively low tuitions, several financial aid programs are available for outstanding UGs, such as the Wells Scholars program, which pays all expenses, and the Hutton Honors College. Various forms of work-study and need-based financial aid are available. At the GRD level financial aid is administered through departments. NELC receives two recruiting fellowships each year and 9 assistantships with fee remissions, most for teaching Arabic. NELC attempts to fund all PhD students not otherwise funded and usually does so. The situation of MES students in other departments is similar. About 5 MES students in other departments have funded assistantships. The total value of graduate stipends and fee remissions for MES students is about \$532,000. CSME has granted FLAS awards in each of its five languages (MSA, Modern Hebrew, Persian, Turkish, and Kurdish) over the past four years. Because so many qualified applicants are from IN, CSME has been able to award 52 GRD and 32 UG FLASs over the past cycle, far more than anticipated, though we do not select for residency.

2. Quality of Curriculum Design

2.A.1. Undergraduate Degree Programs. Students can earn a BA major or minor in each of CSME's principal departments: NELC (Arabic, Persian, Hebrew, Turkish, or ME culture); CEUS (Persian, Turkish, or Central Eurasian studies); JSP (Hebrew). Other departments and programs allowing a focus on the ME include JSP (certificate), ISP (certificate), Anthropology, Folklore, History, Political Science, and Religious Studies. The highly successful International Studies major and minor in SGIS, have also attracted many students interested in MES.

MES courses fulfill distribution requirements in other departments and schools, including requirements in cultural studies, foreign language, international studies, intensive writing, and arts and humanities. NELC and JSP students normally take ME-related courses from several departments. Finally, many NELC and CEUS students double-major in disciplinary departments.

2.A.2. Appropriateness and Rigor, Undergraduate. See Table 2. The five NELC language majors require 3 years of a ME language. The NELC and CEUS culture tracks, corresponding to the 2-year IU undergraduate language requirement, require two years of a language and seven additional courses. A C+ GPA must be maintained for majors and minors. Most NELC majors complete a second major in a disciplinary department or International Studies. New IU general education requirements extend the COLL 2-year language requirement as an option to the other schools with the alternative of 6 credits of "international experience," satisfied by study abroad or other options, as a core undergraduate requirement. NELC majors have gone on to top graduate and professional schools, government service, including specialized military and intelligence posts, Teach for America, and other competitive career paths.

2.B.1. Training Options, Graduate. See Table 2. CSME graduate students can earn an MA and PhD in NELC, CEUS, and departments or professional schools with MES content. NELC and

Table 2: Degree Requirements for Departments Specializing in Middle East Studies			
	Language requirements	Other courses	Other reqs.
UNDERGRADUATE BA			
CEUS major: CES	2 years	22 hours	
CEUS major: lang. and civ.	3 yr.	19 hours	
CEUS minor		15 hours	
CEUS minor with lang. cert.	6 hours above intro.	6 hours in non-lang.	
Islamic Studies Certificate		21 hours	
Jewish Studies major, Hebrew	2 nd year	27 hours	
Jewish Studies Certificate	Optional Hebrew	24 hours	
Jewish Studies Hebrew Minor	3 years	3 hours	
NELC major: Arabic, Hebrew, Persian, Turkish	3 years to 3 rd yr.	15 hours	Honors thesis optional
NELC BA: ME Culture	2 years to 2 nd yr.	21 hours	Honors thesis optional
NELC Minor	Optional	15 hours, 1 st year lang. not counted	
GRADUATE DEGREES			
CEUS PhD: Persian, Turkish	4.5 yr., 2 Eur. research langs.	78 hr. total, including language	External minor, exams, thesis
CEUS Ph.D. Minor	Optional	12 hours	
CEUS MA: Arabic, Persian	2 nd yr., 1 Eur. res. lang.	24 hours	Thesis
CEUS/Pub. Affairs Jt. MA/MPA	2 nd yr., 1 Eur. res. lang.	54 hours.	Thesis
CEUS/Bus. Jt. MA/MBA	2 nd yr., 1 Eur. res. lang.	54 hours	Thesis
CEUS/MLS/Informatics Jt. MA	2 nd yr., 1 Eur. res. lang.	54 hours	Thesis
CEUS/MLS/Lib. Sci. Jt. MLS	2 nd yr., 1 Eur. res. lang.	54 hours	Thesis
NELC PhD: Arabic, Hebrew, Persian, Turkish	5 th yr. with 12 hrs. beyond MA; 3 rd yr. of 2 nd ME lang.; European res. lang.	75 hours total, including language	Outside disciplinary minor; exams; thesis
NELC PhD minor		12 hours	
NELC MA: Arabic, Hebrew, Persian, Turkish	4th yr., 12 hrs. using language	36 hrs. total, including language	Exam; paper; 6 hrs. hist.; 3 hrs. methods
NELC MA: Egyptology	3 rd yr. Ancient Egyptian; Eur. res. lang.	36 hrs. total, including language	Exam; thesis
NELC/Pub. Affairs Jt. MA/MPA	2 nd yr., 1 Eur. res. lang.	54 hours.	Thesis
Jewish Studies Ph.D. Minor		15 hours	
Jewish Studies MA	2 nd year	32 hours incl. language	Exam or thesis
Jewish Studies/History Dual MA	Proficiency	52 hours incl. language	Exam or thesis
Double Ph.D., any two depts.	Requirements of both programs	Reqs. of both programs	90 hours coursework; double exams; thesis

CEUS PhD students complete an external disciplinary minor, and many students do a second major in another department; there are current and recent NELC and CEUS PhD students with second majors in Comparative Literature, History, Philosophy, Political Science, and Religious Studies. Students can also minor in NELC or take CSME courses as requirements or electives for other programs; there are recent NELC minors from CEUS, ED, English, Ethnomusicology,

Folklore, History, History and Philosophy of Science, Linguistics, and Religious Studies. CSME students can earn a dual PhD in Law and Democracy with NELC and the LAW through the CCD, while NELC and CEUS each offer a joint MA/MPA degree with SPEA, and CEUS with BUS and Informatics and Library Science. CSME is currently in discussions to establish joint degrees between NELC and other professional schools .

2.B.2. Appropriateness and Rigor, Graduate. See Table 2. All NELC MA degree students must gain 4th-year proficiency in Arabic, Hebrew, Persian, or Turkish. The NELC PhD requires proficiency in three languages: 5th year standing in the major ME language with 12 hours beyond the MA requirement; 3rd-year standing in another ME language; and reading proficiency in a European research language—and an outside minor. The CEUS PhD requires Persian or Turkish and two European languages, usually including Russian. Recent PhDs and ABDs in NELC or CEUS teach at Columbia, Dartmouth, Amherst, De Paul, Texas, Washington University, Hofstra, George Washington, American University of Sharjah, and universities in Japan, Saudi Arabia, Turkey, and elsewhere. Some hold posts in the Departments of Defense, State, and Labor.

2.B.3. Academic and Career Advising for Students. All CSME departments have a faculty DUGS. A departmental academic advisor assists with course selection, career counseling, credit transfers, and study abroad and acts as liaison between students and all university resources. The faculty DGS advises graduate students. PhD students have individual faculty advisors and graduate committees. NELC, CEUS, and CSME staff disseminate information through our websites and e-mail lists about government recruiters, internships, and jobs in universities and NGOs. A NELC faculty member conducts an annual workshop on publishing and academic careers.

2.B.4. Research and Study Abroad Opportunities. *Current IU overseas study programs:* American University in Cairo; Hebrew University, Israel; Boazıca University, Istanbul. Credit

from other overseas programs and universities is transferred by the Office of Overseas Studies (OSS). Transfers are placed on record for other IU students taking the same overseas courses. Although student travel to several ME countries has not been possible over much of this past cycle, IU students have studied in Egypt, Israel, Jordan, Lebanon, Morocco, Pakistan, Spain, Tunisia, Turkey, and UAE, with Egypt and Israel the largest programs. In a typical year, 35-40 IU students study in the ME. Several of our students have been accepted to CASA. Our students benefit from the strong ties of our faculty to the region, and we will use these connections to make additional formal exchange arrangements with ME institutions. (8.A.1.e. Budget 3.A.1).

2.B.5. Facilitating Access to Other Overseas and Summer Language Programs. IU has worked to make international study a routine part of the IU education. (1) *Administrative encouragement* through the OOS and other offices; arrangements to use financial aid for overseas study. (2) *NELC, CEUS, JSP support*: information, advising, financial support. (3) *Hutton International Experiences Grants*: up to \$2,000 to support international study, automatic for honors students, competitive for others. About 600 are awarded each year. (4) *International Studies major*: a popular program that has a study abroad requirement; 39 students used ME languages, mostly Arabic, to satisfy its requirements in 2008–09. (5) *Committee on Institutional Cooperation*: a consortium of 14 universities, allowing students to participate in exchange programs for summer language instruction and other subjects of interest. Students pay the generally lower IU tuition and receive IU credit. (6) *FLAS*: In the current T6 cycle, CSME has awarded a total of 82 FLASs (52 G and 32 UG) for academic year and summer study, including a number that have supported student study abroad at universities in the ME.

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

3.A.1. Non-Language Disciplines and Countries Covered. CSME faculty in COLL teach in

the fields of anthropology, apparel merchandizing, art history, communication, comparative literature, Egyptology, ethnomusicology, film studies, folklore, history, Iranology, theoretical and applied linguistics, philosophy, political science, religious studies, sociology, and the area studies units ASP, CEUS, JSP, NELC, and REEI; and in the professional schools Law, BUS, SPEA, PH, ED, Journalism, Informatics and Library Science, and Music. CSME courses cover Muslim and non-Muslim populations in countries of MENA. Our faculty offer specialized courses on Turkey, Iran, Israel, Afghanistan, Iraq, and Syria and on Muslim and Jewish communities in the Balkans, Africa, Central and South Asia, and the West.

3.A.2. Availability of MES Courses in Professional Schools. Courses in the professional schools relevant to MES or which contain ME content in internationally or globally oriented courses since 2012 include: 18 Business; 3 Education; 5 Journalism; 10, Law; and 3 Public Health. MES courses in all schools are open to IU professional school students.

3.B. Depth of Specialized Courses. In the 3 academic years 2012–15, 15 IU departments and multiple schools will offer 271 different non-language courses relevant to MES, 177 of which are 100% MES; some will be offered several times. These include 70 courses in history and political science; 30 on religion, 21 of which deal with Islam; 54 on literature, art, and film; and 59 on anthropology, sociology, and folklore. These numbers do not include directed readings classes. For example, students are able to take courses in all the core areas of Islamic religious scholarship: Qur'an, Prophetic traditions, law, theology, and philosophy.

3.C. Interdisciplinary MES Course Offerings. CSME is highly interdisciplinary by design, as are many of its constituent units. With virtually all MES faculty having at least one other joint or adjunct appointment, interdisciplinary courses are the rule rather than the exception. Examples, many open to both UGs and GRDs, include NELC N350/650 “Modern Iran,” history, religious

studies; Law L641 “Constitutionalism in the ME,” law, history; NELC N305/695 “Solitary Life,” philosophy, comparative literature; CEUS R251 “Post-Taliban War on Terror,” anthropology, security studies; NELC N305/695 “Language and Society in the ME,” linguistics, anthropology; JSTU C360 “Israeli Film and Fiction,” literature, film studies, history; NELC N214 “Multiple Voices of Israel,” sociology, history; N212 “Contemporary Literatures of the Middle East in Translation,” literature, anthropology; N208 “Transnational Muslim Communities in Europe and the USA,” anthropology, religious studies.

3.D.1. Non-Language Faculty. Approximately 45 faculty, who are assigned no more than 2 courses each semester, plus a small number of advanced GRD students, taught non-language 100% MES courses in 2013–14 (under supervision), and about the same number taught courses with partial MES content. Low student-to-faculty ratios show the sufficiency of faculty numbers: 17.4 students per section in UG courses and 4.5 in all courses and 3.3 for GRD in 100% MES content courses in 2013-2014.

3.D.2. Pedagogical Training for AIs. Almost all CSME’s non-language courses are taught by full-time faculty. When AIs are employed, they are mentored by the faculty and are required to attend workshops on pedagogy, diversity, basic policies, and common problems. They receive pedagogical training through their home departments (4.C.2). AIs are encouraged to utilize various easily accessible resources, including group workshops, individual consultations, and teaching materials. In NELC, senior PhD students are by policy given the opportunity to teach at least one course where they control the syllabus in order to prepare them for an academic career.

4. Quality of Language Instruction Program

4.A.1. Instruction in Area Languages. NELC offers Arabic (MSA, Classical, and various dialects, Media Arabic, Arabic grammar, Arabic linguistics, and content courses in Arabic), Hebrew

(with JSP, both Modern and Biblical), and through CEUS, Persian (both Modern and Middle) and Turkish (Modern and Ottoman). IU's SLW offers 3 years of Arabic in the summer. IU offers other languages relevant to MES either annually, in the summer, or in multi-year cycles: Coptic, Egyptian, Pashtu, various Old and Middle Iranian languages Syriac, Kazakh, Tatar, Turkmen, Urdu, Uyghur, Yiddish, Uzbek. Kurmanji Kurdish has been offered in the past. This cycle CSME proposes to offer Sorani Kurdish. Through 2010 T6 funding, CSME has been preparing a proficiency-based 2-year curriculum and syllabi and is now preparing a textbook. In this cycle we ask funding for Sorani Kurdish offerings. (section 8.A.G1.3; Budget A/B.5-6, E.a.1, E.e.1)

With 2010 T6 funding CSME created an *Arabic support center* with on-line exercises and a language library for learners and instructors. With CGC, we are partnering with Ivy Tech in the internationalization of their curriculum have designed a 2-year proficiency-based Arabic curriculum for them (7.B.1-2; 8A.G1.4). In the next cycle we will adapt our materials for use by local colleges and K-12 learners and teachers through ISIP. We also propose training instructors of Arabic through CLE for this purpose during the new T6 cycle. (8A.G1.1). The *Bridges program of community language teaching*, where we partner with ED and CGC, has been very successful. We will continue the Alif-Ba program within Bridges and help train UG students of Arabic to teach Arabic at K-6 level (7.A.1). STARTALK funding with ED has provided community language teacher certification nationally for Arabic, Persian, and Turkish between 2011-2013.

4.A.2 Enrollments. For Fall 2013 Arabic enrollments were 175, Hebrew 95, Persian 46, Turkish 22, and summer 2009 Arabic 27. (App. 2 "Course Lists")

4.B.1. Levels of Language Training. IU offers 5 years (levels) of Arabic and 3 of Hebrew, Persian, and Turkish. Year 4 Hebrew, Persian and Turkish are taught as tutorials.

4B.2. Disciplinary Courses Taught in Area Languages. Content-based courses for students at the advanced level have included literature courses taught by Katz (NELC, Jewish Studies), Silay (CEUS), and Stetkevych (NELC, Comparative Literature). In addition, some of the courses have additional class contact hours to enable the classroom reading of the original sources in the relevant languages (Martin, Walbridge). Every graduate course requires reading and the ability to conduct research in area languages. The Arabic program at NELC will be offering two new area courses taught in Arabic at level 4 aiming for ILR proficiency level 3.

4.C.1. Language Faculty. NELC hired a tenure-track Arabic language pedagogist in 2011 (T6 2010 absolute commitment) and a lecturer in Arabic in 2014. The new posts facilitate development of teaching methodology and materials, new courses, and improved assessment. The NELC Arabic program is administered by a DLI, Nader Morkus, a language pedagogist (App. 3) who also teaches Arabic years 4 and 5. From fall 2014 most sections of Arabic will be taught by regular faculty, as has been the case with Persian, Turkish, and Hebrew. IU has supplemented T6 funding for Arabic and won Mellon Foundation funding. Efforts using T6 funding in the 2010 cycle have brought the teaching of Arabic to a high standard, which will excel with the establishment of CLE (8.A.G1.1). IU also has a Turkish Flagship program.

4.C.2. Pedagogy Training and Performance-Based Instruction. All language instructors receive annual pedagogical training in performance-based instruction at NELC and CGC workshops. AIs also attend on-campus lectures and are encouraged to attend national conferences, where some have presented papers on Arabic pedagogy. NELC AIs must complete a course “Teaching Arabic as a Foreign Language” before appointment. Ongoing pedagogical training of all instructors is addressed in weekly meetings with the DLI, standardized class observations with feedback, bi-annual methodological “share fairs” for all IU language departments, individ-

ual consultation, diaries, and mid-term and final student evaluations. All this will only improve with the establishment of CLE at IU (8.A.G1.1).

4.D.1. Quality of performance-based instruction. Arabic is taught as a medium of understanding, expression, communication, and research. Teaching stresses reading, writing, listening, speaking, grammar, and vocabulary. Students also learn the skills related to translation and, when possible, elements of Classical Arabic. At the end of 4 years, students acquire skills related to the use and explicit knowledge of Arabic (e.g., phonology, morphology, syntax, semantics), Arabic cultures, and generically transferrable skills such as independent learning and teamwork. Through continuous exams students must demonstrate an ability to understand and respond to spoken and written language, speak, write, translate, and interpret. The curriculum is currently aimed at ILR proficiency level 2+ to 3.

4.D.2. Resources for language teaching. At IU the multimedia technology classroom is standard. IU's CeLTIE has a mission to focus on LCTLs. CLE will combine all efforts for assessment and training and development under one umbrella (8.A.G1.1). The SGIS Building will add nearly 40 classrooms with state-of-the-art equipment in multimedia pedagogy and remote access. Each unit located in the building will have its own seminar space, with the same technologies. Classes are supplemented by co-curricular ME language and culture-based activities and organizations, such as language tea-tables, Drama Club, the Research Group on ME Languages, conversation practice, contact with native speakers, film series, theater performances, music nights, talent shows, lectures, poetry, and social gatherings. CSME houses print, audio-visual and on-line materials at different levels of difficulty and language proficiency for different language skills for Arabic instructors and learners. We develop materials for use by colleges and K-12 learners and instructors. We will employ an hourly Arabic tutor to help organize the materials

and to offer tutoring outside classroom to first-time learners of Arabic at community colleges (8AG1.4 4).

4.D.3. Language proficiency requirements. NELC requires proficiency rather than accumulated course credit for the MA and PhD, demonstrated by a comprehensive exam including advanced oral proficiency for their major ME language and “intermediate” for all other languages.

5. Strength of Library

Estimated IU MES Library Holdings	
Language and Region	Volumes
Arabic	72,500
Hebrew	24,500
Persian	7,800
Turkish	11,500
Kurdish	175
Other ME languages, incl. Aramaic, Syriac, Albanian, ancient languages	2,000
Other MES	110,000
Film and video	700
Music and audio	750
Total Volumes	229,925

The IU Libraries are highly ranked nationally and hold some 230,000 MES items, an increase of nearly 10% since 2010. The collections are open to the public and are available through interlibrary loan. Funds are being requested to support CSME’s portion of two proposed joint projects of 6 NRCs. The first is for **development of a course in Area Studies Librarianship** (8.A.G3.7). The second is for **development of a web portal designed to support internationalization of curricula** (8.A.G3.8).

5.A. Relative Strength of Library Holdings. The ARL ranks the IU Libraries among the top libraries in North America. IU libraries hold over 7.8 million books in over 900 languages supporting every academic discipline on campus, emphasizing the humanities and social sciences. Collections include journals, maps, films, and sound recordings. Users can access more than 700 databases, 60,000 electronic journals, and 815,000 e-books, as well as locally developed digital content. The Wells Library holds outstanding MES resources—about 230,000 items (Table 3). Its Arabic collection of 72,500 volumes in is one of the largest in the US. “Other MES” includes Western language materials focusing on MES topics. We maintain some 300 se-

rial subscriptions directly relevant to MES and provides access to all major online resources.

IU Libraries are a US government, UN, and EU document depository and collect publications of major international organizations. The IU Libraries belong to the Center for Research Libraries consortium, including its ME Microfilm Project, which acquires microform copies of unique and rare material. The MES collection is also supported through donations and exchange agreements with institutions in Iran, Jordan, and Saudi Arabia.

IU's Lilly Library contains Islamic manuscripts, rare books, and a complete set of the first books printed by Muslims. The Archives of Traditional Music and the Music Library contain significant ME collections. The Kinsey Institute has ME art and printed material. The professional school libraries all contain MES materials, as does the reference collection of the Denis Sinor Research Institute. IU Art Museum has a large collection of ME art for teaching and research.

5.B. Support for Acquisitions and Staff

5.B.1. Acquisitions. IU Libraries MES acquisitions budget was \$98,129 for serials and monographs in FY 2013, a \$6,599 increase over 2010. General-purpose funds support acquisition of core Western-language materials in all subjects and multi-disciplinary electronic resources.

5.B.2. Staff. The MES collections are selected and managed by two professional librarians: a full-time bibliographer and reference librarian, with an MLS and PhD in ME languages, for ME, Islamic, and Central Eurasian Studies, and a part-time (25% FTE) JSP bibliographer. There are one half-time collections assistant and two catalogers, making 4.0 FTE for MES collections.

5.C. Accessibility and Cooperative Agreements with Other Libraries. Material held by an IU library is deliverable to any of the seven other campuses. IU has exchange agreements with other

research libraries. It is a member of the CRL and the CIC; each gives IU library users access to resources elsewhere. We participate in OCLC (WorldCat), serving more than 72,000 libraries in 171 countries and territories. IU students and faculty may request materials held by other WorldCat libraries through the Libraries' web pages. IU is a top net lender in the Interlibrary Loan program. In 2012-13 patrons borrowed 40,140 items through ILL, and we received 63,365 loan requests from others. ILL is free to CIC libraries; others pay a modest charge.

The web-based catalog offers centralized access to the IU collections. IU students and faculty enjoy on-line access to the catalogs of other institutions and major citation indexes, full-text periodical collections, statistical databases, and reference materials, including over 500 on-line databases and 30,000 journal titles. Teachers, students, and faculty from other institutions access IU print and electronic resources with a special borrower's card. CSME, NELC, and other MES-related departments facilitate the use of IU library resources by hosting visiting foreign scholars, who have full access to our collections and other resources without charge.

6. Quality of Staff Resources

6.A.1. Qualifications of Teaching Faculty and Professional Staff. CSME's affiliate faculty are prominent specialists and experienced teachers in their fields. All TT faculty hold doctorates, many from the world's most prestigious universities. They have received awards and fellowships from the MacArthur, Guggenheim, Rockefeller, Woodrow Wilson, and Wenner-Gren Foundations and from Fulbright-Hays, SSRC, ACLS, IREX, NEH, AAAS, and the American research centers in Egypt, Turkey, and Pakistan. CSME faculty are from both COLL and the professional schools. SPEA is ranked 2nd nationally among all schools in its field, and the other professional schools, including the LAW, BUS, Informatics and Computing (including Library Science), and ED each rank high in their respective fields. Many CSME faculty also have practical experience

as consultants for governmental, non-governmental, and private organizations, including the Departments of State and Defense, the National Security Council, and other governmental entities. Teaching intensive NTT faculty have advanced degrees in their fields, usually doctorates, and are entitled to long-term contracts after six years. Part-time adjuncts are rare.

6.A.2. Professional Development Opportunities. Faculty receive a paid sabbatical every 7th year; pre-tenure faculty receive similar leave prior to tenure review. COLL, the professional schools, and IU itself offers support for professional travel. Faculty with major research fellowships are eligible for funds to compensate for lost salary. Most MES faculty have extensive research experience in the ME and the Islamic world. CSME requests **matching funds for faculty travel** for research trips and for foreign and domestic conferences. (Budget C.2, 4)

6.A.3. Commitment to Students. Most faculty spend at least half of their time teaching and advising students and holding regular office hours. While typical teaching loads are two courses each semester, they routinely conduct directed readings for students and advise each GRD student at least once a semester. Teaching is a major factor in hiring decisions, and unsatisfactory teaching is a common reason for denial of tenure or promotion. There are also professional departmental advisors to advise UGs with course choice and requirements.

6.B.1. Program Oversight. There are three levels of CSME oversight. The director and other administrative staff have divided day-to-day responsibilities over CSME operations, projects, and staff. An executive committee, which meets at least once per semester, consists of the director and faculty from NELC, JSP, Political Science, SPEA, and BUS, and has immediate oversight over the director and sets policies and procedures. An external advisory board, to meet annually, is being formed and will consist of internationally known scholars, practitioners, and business leaders, and will advise on larger policy, quality, and fundraising issues.

6.B.2. Adequacy of Staff Resources. During the upcoming cycle, faculty associate- and assistant-director positions will be combined into a single full-time position, the associate director, who will hold a PhD in an MES field. **Funds are sought from Y2 to cover half the cost of this position.** (Budget A/B.2; AP). The associate director will coordinate outreach activities and assist in educational programming. CSME staff also includes a half-time secretary and a GA responsible for maintaining the website, newsletter, and database maintenance. **T6 funding is sought for a GA** primarily responsible for outreach and in assisting with programs with Ivy Tech and MSIs.

6.C. Non-Discriminatory Employment. IU's Office of Affirmative Actions assures compliance with all federal, state, and local laws pertaining to hiring of faculty and staff. It works to eliminate inequality and discrimination, foster a climate of tolerance and inclusiveness, and provide opportunities for full participation in university life. Thus IU recruits, hires, and promotes *all* persons according to individual merit. Discrimination based on such categories as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual origination, veteran status, is prohibited. All current and future CSME hiring will strictly honor these guidelines. The Office of Affirmation Action's efforts to increase diversity are supplemented by other programs and advocacy offices, such as the Faculty Recruitment and Retention Program, which funds positions created for outstanding qualified junior- or senior-level minority and senior-level women candidates. Seven of the eleven new faculty hires in MES since 2010 are women. Moreover, IU adheres to the requirements of the Americans with Disabilities Act, making reasonable accommodations to eliminate discrimination in the hiring of persons with disabilities.

7. Outreach Activities

CSME faculty regard outreach as a paramount *raison d'être* of the center. This is not only because CSME is now an NRC, but because we believe it is incumbent upon public universities

because CSME is now an NRC, but because we believe it is incumbent upon public universities to share their expertise with the broader community they are privileged to serve. Since 2010 we have engaged in outreach across the state of Indiana (and beyond) that has resulted in approximately 100,000 people attending our activities. In Y1, CSME engaged in 41 activities that were attended by 33,893 people, in Y2 56 activities attended by 29,801 people, in Y3 61 activities attended by 33,092 people, and in Y4 75 activities attended by approximately 35,000 people. Faculty who engage in outreach are from the College, LAW, SPEA, ED, and BUS.

The recognized expertise of CSME's affiliates and the fact that they take their outreach obligations seriously are why they are repeatedly invited to participate in high-attendance events. These have included the Bloomington Lotus Blossom Festival, the annual conference of the Indiana Council for the Social Studies, the International Festival of Indianapolis, the Midwest Conference on International Education, the Social Studies Workshop for K-12 teachers. CSME has developed a core of local community members who consistently attend our events, and we continue to find ways of engaging and expanding this core group. Our outreach encompasses the history, politics, religions, cultures, music, arts, poetry, and languages of the ME. While an eventual reduction in NRC funds might have affect our ability to bring in outside experts, CSME faculty and students will continue to sustain these outreach efforts indefinitely. (Budget D.2, 9, 10)

7.A. Elementary and Secondary Schools. CSME has supported a broad range of activities aimed at the K-12 community, including sponsoring language programs, as well as outreach involving the history, culture, music, art, and other aspects of MES. For instance, CSME faculty in ED and NELC (Nyikos, Balim, Z. Istrabadi) have received three successive \$100,000 StarTalk grants in Arabic and Turkish to develop language programs in K-6. (Budget C.5)

7.A.1. Using T6 funds, CSME supports the **Bridges: Children, Languages, World**, the winner of the 2014 Paul Simon Award for the Promotion of Language and International Studies. This outstanding university-community collaboration, bringing LCTLs to pre-K-8 youth in community settings, was established by a NELC GA in 2006 to offer Arabic and Persian on Saturday mornings in the local public library. Bridges now offers Chinese, consults to a Russian program, and provides training to other local instructors (Korean, Spanish, German). Now led by CGC, the list of collaborators is noteworthy: 5 NRCs, 2 departments, 3 IU schools including the Hutton Honors College, Monroe County Public Library, Knee High Daycare Cooperative, Girls Club, and Bannecker Center. IU GRD and UG instructors and volunteers receive training and experience in teaching their language. After 2014, each semester approximately 15 IU student volunteers will be trained in communicative language teaching of Arabic by IU ED experts. Prof. Nyikos (Bridges Director of Pedagogy) and PhD candidate and international teacher trainer Vesna Dimitrieska (Bridges Language Coordinator)—to prepare for teaching an average of 50 students per week in five different community locations. An assessment instrument specific to the unique needs of early language learning in community settings will be designed (Y1), field tested (Y2), and implemented (Y3, 4) by Nyikos and Dimitrieska. (Budget E.1.34)

7.A.2. International Outreach Council (IOC) is a joint effort by area studies centers at Indiana University to reach out to the community in their collective work to educate the public, connect with K-16 students as well as different community groups. Through this collaboration, the area studies centers leverage university resources and technological expertise and support the dissemination of region specific information by experts (Budget E.c.5, E.g.5).

7.A.3. International Studies In Schools (ISIS) provides educational connections and content for audiences ranging from K-12 and collegiate students to community groups from both within

Indiana and across the United States through interactive programs. Coordinated by the IOC coordinator, subject matter experts connect to schools and teachers, using the IU's diverse expertise resources of world area studies centers. ISIS programs are available, free of charge, to K-12 teachers in Indiana and across the entire United States, whose schools have access to Interactive Video (IAV) technology. These programs allow students and presenters to experience firsthand connections and interactions with segments of the world, topics, and populations to which they may have never otherwise had exposure. Tailored programs originate with the teacher, who contacts ISIS to request the development of an interactive video/videoconference program focusing on a particular curriculum topic. The relevant IU world area studies center identifies a presenter(s), and the ISIS Program Coordinator trains her or him in the best use of the technologies involved and assists in the design of the program (Budget A.15).

7.A.4. CSME also participates with other IU NRCs in supporting the IN Department of Education and the IU ED's **four annual workshops for IN social studies teachers**. After 2014, CSME will continue its support of area studies workshops through collaborative teacher development in collaboration with ISIP initiative (Budget A/B.3, C.8, D.4).

7.A.5. We support the **FLT Association annual conference and ISSIE**, both sponsored by the Indiana Department of Education. We also participate in the **Project School International Festival** and the **Lotus Blossoms Children's Bazaar**, in which world cultures, including those of the ME, are brought to local schools.

7.A.6. CSME affiliates conduct annual **World Cultures Tours at the IU Art Museum** to introduce 2nd and 6th graders to the history of civilization through the Museum's holdings, including its significant ME collection.

7.B. Postsecondary Institutions.

7.B.1. Using NRC funds for the last four years, CSME and other IU NRCs sponsored the annual **Internationalization Collaborative across Bloomington (ICAB)** to internationalize the curriculum at IU and the Bloomington campus of Ivy Tech Community College and the **Institute for Curriculum and Campus Internationalization (ICCI)**, an annual four-day workshop for approximately 60 faculty, staff, and administrators to develop innovative frameworks for internationalizing campuses, curriculum, and courses (8.AG2.2; Budget E.c.9, E.g.9).

7.B.2. Arabic Tutoring and Resource Development for Global Learning across Indiana (GLAI). See 8.A.G1.4 4.

7.B.3. Model Arab League. CSME will sponsor a delegation of undergraduate and graduate students attending the annual Ohio University Model Arab League in all four years. The Director or Assistant Director will serve as an advisor. By role-playing as foreign diplomats, students step out of their own predispositions and build leadership skills. Funds are requested for registration and partial travel expenses. (Budget C.7, E.j.15)

7.C. Business, Media, General Public. CSME sponsors student and faculty engagement with the Indiana **business community**, especially in Indianapolis, and seeks funding in this cycle to expand this opportunity in Y1 with our partner at IU CIBER (8.A.G2.5–6). CSME works closely with CIBER at BUS, whose Managing Director LaVonn Schlegel is a member of the CSME Executive Committee.

Given **general public** interest in the ME, CSME faculty receive regular invitations to speak to various local and state venues: churches, retirement homes, and community groups. Our faculty also regularly appear on local, national, and international media (e.g., BBC, CNN, CBC, PBS, and MENA outlets) to discuss issues relative to the region. They also appear frequently at policy institutes in the Midwest, in Washington, D.C., in the UK, and in other international fora,

in addition to lecturing at universities throughout the world. Further, we sponsor or co-sponsor dozens of lectures and other activities on and off the IUB campus, which are all open to the public and hundreds of people have attended. We have an extensive email distribution list as well as relying on fellow NRCs on campus to advertise our events.

In terms of **government relations**, CSME co-sponsored a national conference organized by the USAF JAG Corps on Peacekeeping Operations and the Rule of Law. Five CSME affiliates lectured to approximately 150 JAG officers from all branches of the US Armed Forces and six other countries. CSME later hosted a workshop of generals and colonels from the US and Canadian JAG corps, to engage in discussions on ways of retaining institutional memory of lessons learned in the wake of Afghanistan and Iraq. CSME also received a \$100,000 grant from the US Department of State to gather facts from open sources to assist the UN Libya Inquiry Commission to gather evidence of violations of international law by combatants in the Libyan civil war.

8. Program Planning and Budget

A. Quality and Relation to Purpose of NRC Program.

***GOAL 1: Build Capacity at IU and other institutions
for the LCTLs of the MENA/ME Region (Priority: AP)***

8.A.G1.1. Center for Language Excellence (CLE) (G1). CSME will join other IU area studies and LRCs to support the newly established CLE's activities promoting the **learning and teaching of world languages**:

(a) **Proficiency-based and standards-based instruction** in all languages taught at IU, including ME languages, by supporting **proficiency-targeted outcomes** at all language instruction levels; promoting best practices in **language curriculum development**; developing of pedagogi-

cally sound **language learning materials**; and identifying **best practices in language teaching** through observation, empirical research, and assessed outcomes.

(b) Professional Development and Research: Workshops, seminars, and home department courses for language instructors on effective classroom language learning and teaching principles and strategies; **professionalization of language teaching staff** through funded research, training, and curriculum and course development; **training in best practices for evaluating language teaching staff**; support for language teaching, applied linguistics, and pedagogy through **lecture series, workshops, demonstrations, and model classrooms**. (Budget D.1. E.j.16)

(c) Assessment of Language Learning Outcomes: Development of **assessment tools**; **training** teaching staff in their use.

(d) On-Line Language Education: development of **online and hybrid language education courses**; training for online language instructors in teaching online and using online assessment tools. All language instructors from participating T6 centers will be provided with all CLE professional development opportunities, at least one workshop or institute per semester. (Budget A/B.10, E.i.3)

8.A.G1.2. Bridges (G1). See section 7.A.1.

8.A.G1.3. Sorani Kurdish (G1). CSME is now developing teaching materials for Sorani Kurdish with funding from 2010 T6. A professor of Kurdish literature, appointed as a CSME fellow, has been trained in communicative proficiency-based language teaching and has prepared a 2-year ACTFL proficiency-based curriculum. Year 1/1 lessons are being developed with Y1/2 and Y2 during AY 2014–15. During Summer 2015, SLW will offer Sorani for the first time. From AY 2015, both Y1 and Y2 will be offered each year. Sorani 2 will be offered in summer 2016;

Sorani 1 in summer 2017, and Sorani 2 in summer 2018. We plan to publish the Sorani textbooks during the current cycle. (Budget A/B.4, 5, E.i.1)

8.A.G1.4. Arabic Tutoring and Resource Development for Global Learning across Indiana (GLAI) (G1). CSME and CGC won a \$130,000 UISFL grant to internationalize Ivy Tech's curriculum, including developing an Arabic program. Arabic courses will begin in AY 2014. Our Arabic Resource Center with materials for beginning learners is available to Ivy Tech. This program is sustainable since non-NRC funds have been found and CSME's role is now mainly supportive. CSME plans to use its ample expertise in the service of what is now an absolute priority to expanding these activities. From spring 2015, CSME proposes to offer two hours a week of Arabic tutoring to Ivy Tech Arabic students to supplement their three hours of weekly instruction. CSME will streamline its MSA resource library to meet the needs of Ivy Tech students. (Budget A/B.6)

8.A.G1.5. Tutoring for Persian and Hebrew at IU (G1). Tutorials offered to IU students for each of the 3 levels these courses are offered (2hrs/wk for 3 levels= 6 hrs/wk). (Budget A/B.7, 8)

8.A.G1.6. Development of Intermediate and Advanced Persian Teaching Materials (G1). IU's CeLCAR covers some ME languages, including Turkish, Persian, Pashto, and Dari. With CeLCAR, we propose to develop materials for Intermediate and Advanced Persian at IU. (Budget A/B.9)

8.A.G1.7. We propose to help fund speakers for CeLCAR's **ConCALL conferences.** (G1)

8.A.G1.8 (G1). CSME will represent ME languages with workshops and interactive lectures and games for students at IU's annual **Language Share Fair** for IN K12 students. (Budget E.i.2)

***GOAL 2: Engage in significant and sustained collaborative activities
with community colleges and MSIs through promoting the internationalization***

of the curriculum/courses at MSI/HBCU and disseminating information and knowledge about the contemporary ME and MENA region by teaching students and training instructors

(Priorities: AP, CPP1, CPP2, F2)

8.A.G2.1. Indiana State Internationalization Plan (ISIP) (G1, 2, 3). A 4-year collaboration to link colleges and universities, K-12 systems, businesses, policymakers, organizations and experts from IN and other states, NRCs, ED, the IDOE, the IU state-wide system, and Ivy Tech to build a more robust international education infrastructure across the state. Its objectives are to (a) expand routes for **professional preparation and certification of world language teachers**; enhance and increase the offerings and **access to area, global, and foreign language learning and professional development opportunities** for IN teachers and students; **internationalize the new IN Academic Standards**; develop a **K-12 global learning certificate** for IN; develop a **state-wide internationalization plan** for Pre-K-16 and beyond; design a **consortium of diverse stakeholders** to promote international education in IN. This initiative develops a collaboration across constituencies to make IN increasingly able to advance area, global, and language studies across education, business, and community. Other partners will include IN's schools of education, businesses, colleges and universities, specific communities that will become "nodes of internationalization," and the legislature. ACE will provide guidance as IN develops its strategic plan. CGC and EASC will be the consortium's primary coordinators. The partnership with the IDOE has been fortified through a Longview Foundation grant, "Advancing Global Learning Programs in Indiana Schools." IUB and Ivy Tech have an established internationalization partnership around through the *GLAI* Initiative. (8.A.G1.4; Budget E.c.6, E.g.6, E.k.29–30, 33)

Y1: IIC will be developed. CSME, with other IU NRCs, will work with ICIP to **assess needs and resources** across higher education, specifically schools of education. These surveys

will provide a comprehensive picture of the global learning landscape and the baseline needs of IN businesses. ISIP will define Kokomo, IN, as its first **pilot “internationalization node”** and a potential model for an integrated international initiative. Based on survey results, the IIC will seek to **develop a global learning certificate for IN** and assess the **professional development opportunities** teachers will need in subsequent years. **Professional development for K-12 teachers** will be conducted in coordination with the IDOE’s *Advancing Global Learning Programs*, which includes professional development for teachers in each of the State’s nine educational regions. The collaborators, with IS, and SGIS, will work with the ED to **develop an integrated BA/MA degree track for certification of world language teachers**. Assessment of the overall project impact and learning being imperative, discussions will include global learning outcomes for IN. An **ISIP Advisory Board** will be formed.

Y2: ACE’s Center for Internationalization and Global Engagement will assist us in a multi-day summit in fall 2015 with representatives from states, such as NC, OH, WA, UT, and WI, where such projects are currently ongoing. By the end of Y2, plans for the global learning certificate will be in place. Bloomington will be added as a pilot “node of internationalization.”

Y3: ISIP will begin to implement its plan, reaching out to policy makers, connecting K-12 with higher education institutions, engaging business and international partners, and implementing global learning assessment, interactive technology, and pervasive integration of language, area, and global studies. Columbus, IN, will be added as a pilot “node of internationalization.” Increasing amounts of global, area, and foreign language learning will be available and accessed across the state, and professional development opportunities will continue.

Y4: ISIP will hold a national conference on statewide internationalization, specifically ways NRCs can be catalysts in state-wide internationalization. In IN, students will begin to adopt the

global learning certificate. Global, area, and foreign language offerings will increase across the state. South Bend will be added as the fourth “node of internationalization.” Professional development opportunities will be expanded further across the state.

8.A.G2.2. Internationalization Collaborative Across Bloomington (ICAB) II. (G 2 & 3). IU and Ivy Tech engaged in a 4-year collaboration to develop **faculty learning communities** to work toward designing global learning experiences for *all* students. ICAB brings together faculty and staff from both campuses for cross-fertilization of ideas, pedagogies, and expertise. CSME will prepare a programming semester on the ME in spring 2015 for delivery in fall 2015. ICAB will **increase interest in internationalization** as an essential part of the undergraduate experience; investigate and incorporate ways that internationalization can **enhance teaching, learning, and assessment** at IU and Ivy Tech; **nourish internationalization efforts** on both campuses; build **faculty collaboration** across disciplines and across campuses; encourage **reflective and authentic assessment practices** for faculty as they become responsive to the complexities of international teaching and learning within their classrooms; develop an **internationalization model** for institutions of higher education locally, regionally and nationally. (Budget E.k.31–32)

8.A.G2.3 Lecture Series by Specialists (G2, 3). We propose six lectures a year on currently topical ME issues. CSME acts as a source of information for students, faculty, and the community. The lectures will be taped with the permission of the speakers. Lecture topics and contents will be incorporated into the Contemporary Middle East Course for wider dissemination. (Budget E.j.4, 5, 18)

8.A.G2.4. Conference on Displacement, Migration, Migrant Workers, and Human Trafficking (G2, 3). Migration has become a global issue in MENA, with demographic and socioeconomic trends and conflict influencing population movement. Recent changes across MENA

have exacerbated migration and displacement, in addition to creating large numbers of refugees. MENA countries are destinations for millions of migrant workers, especially from Southeast Asia. Abuse and exploitation of migrant workers is an ongoing concern in the region, as well as increased trafficking in migrant domestic workers, and human trafficking in general. CSME will consider these as global issues. We plan a 2-day conference in Y3 with 8 speakers representing the academic, political, and civil society dimensions. We plan to turn the results into a teachable unit for K-16 students, and K-12 teachers and other instructors. (Budget D.8, E.j.7, 8, 17)

8.A.G2.5. Institute for Curriculum and Campus Internationalization (ICCI) (G2, 3). ICCI has increasingly filled a niche for colleges and universities seeking innovative internationalization frameworks. For four years, various kinds of institutions have sent participants to ICCI, with a growing presence of MSIs, HBCUs, and community colleges. ICCI, which provides an annual intensive 4-day institute to some 60 faculty, staff, and administrators, will craft its programming to emphasize teams from minority-serving and two-year institutions. Not only will ICCI be known as a premier institute for internationalization, but it will be the only major annual institute nationwide filling this specific niche for HBCUs, MSIs, and community colleges. ICCI with all other IU NRCs and CIBER will rely on experts from IU and educational organizations such as ACE and AACU. CSME faculty have attended the Institute and also presented papers at the mini-conference at the end of the Institute. (Budget D.7, E.c.8, E.g.8, E.k.27–28)

8.A.G2.6. Martin University (MU) Partnership—Lecture Series (G3). MU is IN's only HBCU. MU's Business Department prepares students to compete effectively in the domestic and global environments and grants a BS in business administration or accounting. NRCs, including CSME and CIBER will assist MU to launch a lecture series focusing on business and other disciplines. CSME experts on MENA will share their expertise with MU students and faculty. This

series will encourage increased student participation in campus activities, leading to increased academic performance, professional growth, and international understanding. (Budget C.9)

8.A.G2.7. Global Art Local Art: Curriculum to International Citizenship (GALACTIC)

(G2). This IU-based initiative with CSME, CGC, NTC, an MSI, and the Smithsonian has the long-term goal to create a global consortium of teachers skilled in training students in an arts- and culture-based approach to conflict studies, reconciliation, human rights, and cultural policy in virtual and face-to-face learning environments. We will stress cultural practices and policies that promote an understanding of the tensions as well as the commonalities among communities in contention. Food, music, folk healing, liturgical practices, and visual arts provide doorways through which teachers can help students understand the national, religious, and interethnic issues at play globally. GALACTIC creates virtual classrooms where teachers develop curricula to allow students to engage with scholars, artists, activists, and other students in multilogues touching on local/global conflicts. Participants consider geopolitical struggles as ethnicity, gender, race, and sexual orientation. Teachers are trained to guide students as they deal with these complex issues. This training includes the process of crafting contentious blog comments and questions in a respectful way. The project is rooted in **The Living Jerusalem Program**, begun by the Smithsonian, and offered as a course through CSME at IU by Horowitz. This summer we will offer this curriculum module in a **teacher-training forum** in conjunction with the Smithsonian Folklife Festival. Teachers from NTC and IU will study, evaluate, and formulate teaching strategies with SI and Washington-area cultural heritage policy experts. (Budget E.k.20, 21)

GOAL 3: Collaborate across various IU academic and professional programs

and other area studies centers to support the integration of international and global learning into both higher education and K-12 schools by sharing information with faculty and students about the topical issues of the MENA/ME region (Priorities: AP, CPP2)

8.A.G3.1 Contemporary Middle East: A ‘Blended Learning’ Course on Contemporary Issues in the ME (G2, 3). Using the academic area and technical expertise available through CITL and the educational expertise at ED, CSME will prepare in Y1 and pilot in Y2 a course on the contemporary ME, stressing area-specific and global issues. It will form a base from which similar courses can be developed tailored for the needs of the students at IU’s professional schools, such as ED and BUS. The course will also be delivered to Ivy Tech as a part of the Global Learning Certificate and to MSIs such as BC and PBCs such as MU. (Budget A/B.11)

8.A.G3.2. Internationalizing K-12 Education: Indiana and Beyond (CASIE). (G1, 2, 3). A 4-year joint program between SGIS, the NRCs, and ED, consisting of **internationalizing the K-12 education curriculum** at ED; **increasing the number of graduates qualified to teach foreign languages**; and **internationalizing the curriculum** of school districts in IN. Higher-level goals are to **internationalize K-12** schools in Indiana and beyond; deepen and give structure to **collaboration between SGIS and ED**. While all participants in this proposal have long been committed to these goals, the priorities in this round allow us to consolidate and expand such efforts. The proposal contributes to, but is not the same as, ISIP. Personnel will include a 75-100% **Postdoctoral Fellow** (Budget A/B.3), with responsibilities including analyzing curriculum internationalization at ED to identify opportunities for improvement and internationalized materials for ED courses; identifying COLL area-studies courses, including for MES, suitable for ED degrees; assisting in drafting programs for ED students leading toward BA/MEd tracks, licensures in world languages and an international certificate for pre-service teachers, and (if feasible) joint

MA programs between ED and NRCs; conducting analyses to determine the level of international engagement in selected school districts in Indiana; working with the ISIP Coordinator to facilitate workshops in school districts; work with ISIP and ED faculty to develop tools to measure impact of internationalization in districts. A **Faculty Supervisor** will develop long-term strategy for internationalizing ED curriculum; translate broad objectives into specific tasks and programs; supervise postdoctoral fellow; work with ED to develop programs/degrees; work with Global Gateway to expand the number of IU participants and expand international and domestic connections; advise ED students on enhancing their international expertise; represent ED with ISIP and the NRCs' professional development initiatives for in-service for K-12 teachers. **Location:** The Faculty Supervisor is a 0.5 FTE + benefits commitment, supplied by ED who will work 50% within the P-16 Center. The postdoctoral fellow will also be in the P-16 Center. Both report to the P-16 Center Director, whose staff will provide necessary administrative support. **Costs:** The Postdoctoral Fellow will be paid by a \$4500 contribution from each NRC, plus additional funds from COLL, plus approximately \$15,000 from ED, yielding about \$75,000, or approximately \$50,000 + benefits. **Review:** An annual review of activities and outcomes will be prepared by the faculty member and submitted to SGIS, ED, and the P-16 Center director. The overall program's success will be reviewed in Y4, and a recommendation will be made on whether IU should assume the entire costs of the program in 2018.

8.A.G3.3. Critical Area Studies in the Global Era at IU (CASGE) (G2, 3). An active, ongoing **mentoring program for graduate students** from across area and international studies by NRC faculty. The program addresses central questions through the establishment of a working group and related activities: How and in what kind of spaces should we assist our students to become genuinely global scholars? What are the basic qualities of a "globally competent" scholar,

and how do we nurture these qualities in our graduate programs? There has been a dramatic growth of scholarship on the purposes of the doctorate, accompanied by increased calls for assessment, as well as the articulation of doctoral training with changing employment opportunities for genuinely global public scholars. In the CAS Working Group at least two faculty mentors per year will guide a working group of **IU graduate students** (two per center) with the objective of identifying the global dimensions of their research and training. It will meet at least 3 times before the culminating events of each year and participate in same. **Y1:** “Looking Inward: Critical Area Studies,” a conference at IU to examine how to reframe area studies for the global, rethinking the theoretical and conceptual foundations of area studies. This will be an IU internal set of conversations, among directors, core interested faculty and GRD students, with participation with 2–3 national speakers. **Y2:** “Looking Outward: National Conference on Critical Area Studies and Global Learning.” CIC members and NRCs nation-wide will be invited in spring, showcasing NRCs as leaders in enhancing global competence/ understanding of *all* students. The tools such as GPI, NSSE global/diversity modules will be evaluated. **Y3:** “Reaffirming Area in the Global Era” allows individual area-based NRCs to consider particular themes that resonate with their interests and particularities. CSME will host a workshop to question how processes of globalization and global learning impact MENA. **Y4:** Capstone event, presenting results from Ys 1 to 3 and circulating draft of an edited volume, which IU Press’s Framing the Global Series may publish in 2019, IU’s 200th anniversary. (Budget D.4, E.a.2, E.e.2, E.j.9–14, E.k.24–26)

8.A.G3.4. IU Diversity, Equity, and Multicultural Affairs (DEMA) Project, “A Diversity of World Views” (G3). A new DEMA initiative with SGIS and NRCs for a four-year pilot project. This initiative internationalizes opportunities for underserved undergraduate students at IU. Over the four-year cycle, it supports study abroad for up to 120 undergraduate students who are tradi-

tional minority students, students with financial need, or first generation college students. DEMA will fund the full costs of overseas travel of approximately 2 weeks each for all students, while the NRCs, including CSME, work through their affiliated faculty to design targeted course curricula focusing on international diversity issues. Each course will include an overseas component, led by an IU faculty member. CSME will provide a pre-departure orientation for outbound students and a debriefing upon their return. Career Services will provide tailored training on incorporating the overseas experience into the student's resumé and into future job interviews. CSME will solicit course and study abroad proposals from its faculty and conduct a pre-screening of the proposals, narrowing them to no more than three top proposals for final selection. The faculty selected as finalists will receive a one-time course development grant of \$4,000 for creation of the proposed course. Support for faculty to implement the overseas component will be provided by COLL. Student will complete a program evaluation, and we will review the results to improve the program and to gauge its long-term effect. (Budget E.d.10, E.h.10)

8.A.G3.5. Business Professional Development Workshops and Networking Opportunities

(G3). CIBER, CSME, NRCs, and US DCCS will offer one-day professional development workshops focused on doing business in specific regions, including recent changes, practical skills, and business connections. CIBER and CSME will pilot this program in Indianapolis with a “Doing Business in and with the Middle East” workshop in Indianapolis. The workshop will result in materials and how-to guides for executive education and professional training outlets made available through an outreach resource portal on the CIBER web site. (Budget D.3, E.k.22, 23)

8.A.G3.6. Sustainability and Development Symposium (G3). CIBER will work with CSME and other NRCs and professional schools at IUB to explore questions related to sustainable development and economic globalization. Each year, a symposium will be held in partnership with

a professional school that brings together noted thought-leaders as related to each professional school's specific interests. A translation of scholarship into policy will be emphasized, which will result in symposium transcripts, blogs, and policy briefs. With the training provided by IU faculty as part of the CGC's emphasis on developing public intellectuals, policy briefs will be developed by GRDs who will participate in the symposia, policy brief writing and media training workshops. (Budget D.5, E.j.19)

8.A.G3.7. Islam in the Modern MENA Region Speaker Series (G3). A collaborative project, with IS requesting \$1,000 per year, will focus on selected topics throughout the cycle. For instance, in Y1, the series will explore how readers react to and interpret, or reinterpret, classical texts, especially in the light of modernity and its challenges. These documents, being living texts, are sometimes re-read in more conservative directions, at others more liberally. These processes and how they affect current actors will be considered. (Budget E.j.6)

8.A.G3.8. Development of a Course in Area Studies Librarianship at IUB with 6 other NRCs. Area and international studies librarians must be competent collection managers with strong language and subject expertise in their disciplines, as well as in ongoing changes in research libraries and technologies. For some areas, libraries find it increasingly difficult to recruit librarians with the right combination of these skills. In summer 2014, members of the IU Libraries faculty will develop a class in area librarianship. In Y1, the course will be offered for the first time. The class will be developed into an online format in Y2, so that students from other universities may enroll. Depending on Y1 and Y2 outcomes a future goal after for Y3 and beyond is to develop a certificate program consisting of 3 consecutive courses, which IU students may combine with any MA program in SGIS. (Budget E.b.3, E.f.3)

8.A.G3.9. Development of a Web Portal Designed in Support of Internationalizing Curricula (G2, 3). Developed by CSME with 6 other NRCs, this portal will have sections for all area/global/international studies disciplines. In Y1 we will develop the portal/website and populate it with the first basic resources for each of the sub-fields. The website will be expanded to include research guides, web-archives, and other content in Y1-Y3. Though operated by IU Libraries, the chief objective of the portal is to provide information and access about area and global/international studies resources beyond IU and the large research institutions, providing free access to small liberal arts colleges, MSIs, and community colleges. (Budget E.b.3, E.f.3)

8.A.G3.10. Center for International Education, Development, and Research Project. CSME will work with CIEDR to develop content modules on the MENA region for use in ED courses for pre-service teachers for a variety of UG courses. CSME will work with CIEDR/ED in the development of a global understanding certificate for UGs.

8.A.G3.10. Global Gateway for Teachers. Designed to give ED students multicultural experiences while also fulfilling their degree requirements for student teaching. Participants have the opportunity to serve as student teachers in culturally diverse settings that include Chicago, the American Southwest, and 18 countries around the world. As part of the ED initiative, CSME will work with Global Gateway to expand the number of participants in the program, both at IU and campuses across the country, and to add new program partners in countries covered by CSME and to develop culture and language orientation modules to be used to prepare student teachers in advance of the placement in the overseas teaching positions.

8.B. Development Plan for a Strengthened Program. In the programs we have proposed, we are marshalling the large number of faculty all over the university who have ME expertise in various fields. We have proposed the creation of courses, certificates, and degree programs that will

will become a permanent part of the MES curriculum across schools, departments, and programs. We are planning for the long-term, aware of the financial environment in which we are operating. Yet the overwhelming bulk of the programs we propose will require little or no funding once they are established, yet they will give our students ever greater opportunities for MES. As noted above, IU's commitment to MES has been sustained over twelve years, with a total of 28 hires across campus. That fact and continued student interest promise a fecund future for MES at IU.

8.C. Reasonableness of Costs. The cost-effectiveness of the proposal may be judged by the degree to which funds are being used to seed new projects that will outlast the need for funding. By creating courses, certificate programs, and specialized degrees, we ensure the continuity and sustainability of these programs even in a diminished or post-T6 dispensation. The costs of creating the programs are greatest at the time of their establishment, and will decrease or cease altogether once these programs are created. At that juncture, sustainability is assured because faculty will be in place, as will the programs and courses themselves. Thus, the need for further funding of virtually all the programmatic proposals we have made will be diminished over time, as the programs will be self-sustaining. The same is true of the capacity-building we are undertaking.

8.D. Long-Term Impact on UG, GRD, and Professional Training. Our students will have access to a full five years of Arabic, accompanied or followed by courses on MES taught in Arabic. By the end of the cycle we will have established two years of Sorani Kurdish and be preparing to launch a 3rd year. We will have courses on two major areas where we now have erratic coverage, modern Iran and Israel, and new kinds of courses in which students are actually able to spend spring break visiting the countries they are studying. We trust that we will also be in a position to continue to receive FLASs, a matter of close concern to our best students. We will have at least four joint degrees with professional schools compared to one now. There will, in short, be more

opportunities in more depth for more kinds of students.

9. Impact and Evaluation

9.A. Impact on University, Community, Region, and Nation

9A.1. University CSME-related language and non-language courses reached over 6600 graduate and undergraduate students in 2011-13. IU regularly offers more than 200 sections that are CSME-related. CSME faculty, through outreach and media appearances, have enhanced IU's scholarly reputation nationally and internationally. CSME graduates enjoy high placement rates in jobs devoted to the region, many in government service. (9A4 and 9E1)

9.A.2. Community. CSME makes an impact by disseminating knowledge about MENA to the public through events, attended by over 130,000 individuals, between 2010 - 2014; a website through which we announce our events and post media interviews; a Facebook "fan" account and a Twitter feed through which we post important announcements. Databases of organizations and opportunities, including language training, are publicly available. CSME regularly offers consultations to callers and visitors requesting general information about MENA and handles media inquiries. (Section 7)

9.A.3. Region and Nation. CSME provides workshops and resources for K-16 educators in Indiana. (see section 8.. IOC; ISIS and GSS). Members of the general public and media consult with CSME faculty and staff on regional topics; CSME Director is a frequent guest on national and international media outlets, which reach thousands of individuals. Graduates (UG and G) of IU with ME/MENA region qualifications found placement in universities, government service, non-profit organizations, graduate schools, the private sector, and international organizations. Hundreds of IU students receive training in MENA region through course offerings.

9B. Equal Access and Treatment(. On non-discriminatory hiring, see 6.C and GEPA State-

ment.) IU has a proud record of openness to minorities and underrepresented groups going back to its abolitionist sympathies in the 19th century. In compliance with the Americans with Disabilities Act, IU programs and facilities are accessible to the disabled, and the University provides alternative accommodations when necessary. Recruitment and advertising include recruitment fairs, regularly published IU materials, and the web site, all of which are programmed for accessibility. Participation in CSME activities and admissions are not contingent on arbitrary considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The religious, national, and cultural diversity of our students and faculty in fact give us considerable skill in such matters.

IU is a prestigious university in a largely rural state, so we are sensitive to the needs of students who have not had optimal educational opportunities, whether minorities, first generation college students, or simply students from small, rural counties. We have had genuine success in identifying intelligent and motivated students for our MA programs, students who would not otherwise have had the opportunity to study ME languages.

9.C. Evaluation Plan. The external evaluation of CSME will be conducted by CEEP, an internationally and nationally recognized and fully self-funded independent, non-profit external evaluator with over \$12 million annually in research expenditures. CEEP's diverse portfolio of projects includes extensive experience conducting external evaluations of programs funded by the USDOE, USDOS, NSF, and NATO; and providing evaluation technical assistance for the Office of Management and Budget, and the Office of Innovation and Improvement (USDOE). More specifically, CEEP has extensive prior experience developing and implementing external evaluations of NRCs. CEEP has served as an external evaluator and/or provided technical assistance for twenty NRCs and area studies programs for IU, Georgetown, Harvard and Columbia. CEEP's

Project Director for this evaluation (Dr. Ruddy) has served as an Advisory Board member to the USDOE postsecondary office providing consultation on a survey administered to students who have completed FLAS programs; and has worked closely and collaboratively with CSME and other NRCs and area studies programs at IU during the most recent T6 funding cycle.

CEEP's prior experience working with IU's NRCs across the past eight years will provide a strong foundation for the proposed external evaluation; and will allow each NRC to continue efficiently and effectively to use the evaluation results both to improve the quality of ongoing activities and to measure impact. The IU NRCs have committed collaboratively to using CEEP for the external evaluation of T6 programs and to sharing the costs of the evaluation, enabling CEEP to efficiently gather high-quality impact data across centers. (Budget F.1–2)

9.C.1. Evaluation Components. The four-year independent evaluation conducted by CEEP will include comprehensive formative and summative evaluation of center activities and NRC collaborative efforts. The evaluation specifically focuses on measuring the extent to which CSME successfully meets the three established goals (corresponding to the T6): build capacity at IU and other institutions for the LCTLs of the MENA region (AP, CPP 2, F1, F2); engage in significant and sustained collaborative activities with community colleges and MSIs through promoting the internationalization of the curriculum/courses at MSI/HBCU, and disseminating information and knowledge about the contemporary MENA region by teaching students and training instructors (AP, CPP 1, CPP 2, F2); and collaborate with various IU academic and professional programs and other area studies centers to support the integration of international and global learning into both higher education and K-12 schools by sharing information with faculty and students about the topical issues of the MENA/ ME region (AP, CPP 2). As evidenced in Table 4 below, CEEP worked closely and collaboratively with CSME to develop meaningful and specific objectives

(referred to as *performance measures* for the purposes of this proposal) linked to each of these three goals; and to develop project-specific, and quantifiable, outcome measures (referred to as *indicators* for the purposes of this proposal) to assess progress towards goals. Similar information plus corresponding activities are included in Appendix 4 on the required Performance Measure Form (PMF). However, the following table also indicates the types and sources of data, and the frequency of data collection.

Table 4: Project Goals			
Key to Priorities		Absolute Priority: Teacher Training Activities	AP
NRC Competitive Preference Priority 1: Collaborative activities with Minority-Serving Institutions (MSIs) or Community Colleges	CPP 1	FLAS Preference Priority 1: Fellowship award preference to students with financial need	F1
NRC Competitive Preference Priority 2: Collaborative activities on or off the NRC campus	CPP 2	FLAS Preference Priority 2: 25% or more academic year FLAS fellowships in U.S. DoE LCTLs	F2
NRC Invitational: Linkages with overseas educational institutions	NI	FLAS Invitational: Academic year fellowships in priority languages used in sub-Saharan Africa, South Asia, and Southeast Asia	FI
Project Goal #1: Build capacity at IU and other institutions for the LCTLs of the MENA/ME Region (AP, CPP 2, F1, F2)			
Performance Measures	Indicators	Timeline	Method
A) Increase the numbers of instructors participating in pedagogical training for LCTL instruction and assessment by 10% annually.	<ul style="list-style-type: none"> Number of instructors participating in pedagogical training for LCTL instruction and assessment. Percentage of participants' who report use of innovative LCTL instructional methods as a result of training. Percentage of instructors reporting use of innovative LCTL assessments. 	Annually Annually Annually	Grantee records Outreach survey Outreach survey
B) Increase opportunities for children to participate in ME/MENA language learning events by 10% annually.	<ul style="list-style-type: none"> Number of children attending LCTL events. Percentage of parents reporting that their children who participated in LCTL learning events had an increase in interest in learning about LCTLs. 	Annually Annually	Grantee records Outreach survey
C) Increase access to and use of teaching materials for advanced beginners and intermediate language instruction in Sorani Kurdish by 10% annually (GPRA)	<ul style="list-style-type: none"> Number of teaching materials developed for advanced beginners and intermediate language instruction Percent of instructors who report using materials in courses 	Annually Annually	Grantee records Outreach survey
D) Increase by 10% the number of IU students' completing intermediate and advanced level courses	<ul style="list-style-type: none"> Number of students enrolling in Sorani Kurdish courses Number of students who score at ILR proficiency 1+ (or equivalent) on test of Sorani Kurdish by 	Annually Annually	Grantee records Language proficiency test

in Sorani Kurdish each project year.	<p>graduation.</p> <ul style="list-style-type: none"> Percentage of students who report using the language studied for pursuit of graduate studies or employment 	Annually	Grand Survey
E) Increase access to and use of materials and curricula for Arabic, Hebrew and Persian at IU and Ivy Tech by 10% annually	<ul style="list-style-type: none"> Number of Ivy Tech students enrolling in Arabic tutorials Number of IU students enrolling in Hebrew tutorials Number of IU students enrolling in Persian tutorials Number of new materials developed for Arabic curriculum Percentage of Ivy Tech students enrolled in tutorials whose Arabic proficiency increased to Lower Intermediate Level Percentage of IU students enrolled in tutorials whose Hebrew/Persian proficiency increased by 10% Percentage of students enrolled in tutorials who later enrolled in intermediate/advanced language courses 	Annually Annually Annually Annually Annually Annually	Grantee records Grantee records Grantee records Grantee records Grantee records/ Language proficiency test Grantee records/ Language proficiency test Grantee records
F) Increase opportunities for collaboration with CeLCAR around curriculum development for LCTL of the MENA/ME by 10% annually	<ul style="list-style-type: none"> Number of participants in CeLCAR conference Percentage of conference participants who report increased knowledge or use of LCTL materials Number of K-12 students participating in Language Share Fair Percentage of K-12 students who report increased interest in LCTLs as a result of Language Share Fair Number of students participating in workshop taster classes on LCTLs and language of the ME/MENA 	Annually Annually Annually Annually	Grantee records Participant survey Grantee records Participant survey Grantee records
G) Award fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA (F1)	<ul style="list-style-type: none"> Number of FLAS fellowships awarded to undergraduate students who demonstrate financial need Number of FLAS fellowships awarded to graduate students who demonstrate financial need 	Annually Annually	Program records Program records
H) Percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education (GPRA, F2)	<ul style="list-style-type: none"> Percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education 	Annually	Grand Survey
I) Percentage of FLAS graduated fellows who secured employment that utilized	<ul style="list-style-type: none"> Percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after 	Annually	FLAS Tracking Survey/Grand Survey

izes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey. (GPRA)	graduation based on FLAS tracking and center survey		
J) Percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level. (GPRA)	<ul style="list-style-type: none"> Percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level 	Annually	Language Proficiency test
Project Goal #2: Engage in significant and sustained collaborative activities with community colleges and MSIs through promoting the internationalization of the curriculum/courses at MSI/HBCU, and disseminating information and knowledge about the contemporary ME and MENA region by teaching students and training instructors (AP, CPP 1, CPP 2, F2)			
Performance Measures	Indicators	Timeline	Method
A) Increase opportunities for collaboration and networking for internationalized learning across colleges/universities, Pre-K-12 schools, businesses, and media by 10 % annually.	<ul style="list-style-type: none"> The number of different organizations/entities partnering in the International Education Consortium for the State of Indiana The number of different organizations/entities participating in at least one outreach or collaborative activity Percentage of organizations/entities regularly participating in the International Education Consortium will “agree” or “strongly agree” that the Consortium is strengthening state-level collaboration and networking for internationalized learning 	Annually Annually Annually	Program Records Program Records Outreach Survey
B) Increase opportunities for collaboration and learning about ME/MENA content among students and faculty at MSI and community colleges with traditional institutions of higher education by 10% annually	<ul style="list-style-type: none"> Numbers of students at partnering minority serving institutions and community colleges who participate in ME/MENA blended learning courses Percentage of faculty at partnering institutions who report integrating international and global perspectives and outcomes into courses 	Each semester (beginning Fall 2017) Annually	Registrar (Ivy Tech) Outreach survey
C) Increase opportunities for learning about ME/MENA issues among IU students, Ivy Tech students, and K-12 teachers through topical lectures, through conference participation among key stakeholders and 10% annually.	<ul style="list-style-type: none"> Number of IU students, Ivy Tech students, K-12 teachers, attending lecture events. Percentage of lecture participants who report increased interested in ME/MENA issues as a result of lecture Percentage of K-12 or higher education instructors who report using lecture information/materials for their instruction. Percentage of blended learning instructors who report using lecture information/materials in their course. 	Annually Annually Annually Annually	Grantee records Outreach survey Outreach survey Outreach survey

D) Increase faculty use of knowledge of global and area studies, language learning, and internationalized curricula within higher education by 10% annually.	<ul style="list-style-type: none"> • Number of faculty participants • Percentage of faculty participants who report applying knowledge gained from workshops into their teaching. 	Annually Annually	Grantee records Outreach survey
E) Increase expertise in Area Studies-MENA/ME region by developing a certificate for university librarians. (GPRA)	<ul style="list-style-type: none"> • Number of librarians participating in area librarianship course • Number of courses developed 	Annually Annually	Grantee records Grantee records
F) Develop a web portal to provide information and access about global/international and area studies resources to small liberal arts colleges, MSIs, and community colleges.	<ul style="list-style-type: none"> • Number of MENA/ME resources developed for portal/website 	Year 1,2,3	Grantee records
G) Develop expertise and disseminate information about how religious texts are perceived in different cultures of the ME/MENA region (with Islamic Studies Program of IU)	<ul style="list-style-type: none"> • Number of resources accessed through Scholarworks 	Year 4	Web metrics

Project Goal #3: Collaborate with various IU academic and professional programs and other area studies centers to support the integration of international and global learning into both higher education and K-12 schools by sharing information with faculty and students about the topical issues of the MENA/ ME region (AP, CPP 2)

Performance Measures	Indicators	Timeline	Method
A) Increase opportunities for blended learning among K-16 students who are not familiar with ME/MENA by 10% annually.	<ul style="list-style-type: none"> • Number of students enrolled in blended learning course • Percent of students enrolled in course who indicate an increased interest in ME/MENA content as a result 	Each semester Annually	Registrar or program records Participant survey
B) Increase opportunities for collaboration and learning among faculty and students in KBS to around blended learning courses with ME/MENA content by 10% annually	<ul style="list-style-type: none"> • Number of (KBS) students enrolling in blended learning course. • Percentage of enrolled students who report an increased interest in ME/MENA content as a result of course. 	Each year (beginning F 2015) Each year (beginning F 2015)	Registrar Participant survey
C) Increase international study abroad opportunities for underrepresented IU undergraduate students (mi-	<ul style="list-style-type: none"> • Number of students from underrepresented groups studying abroad. • Percentage of underrepresented students who participated in study abroad who report integrat- 	Annually Annually	Registrar Participant survey

<p>nority, first generation, financial need) by 10% annually.</p>	<p>ing their experience or knowledge into their academic program.</p>		
<p>D) Increase opportunities for networking and collaboration among businesses and students in IU professional schools by 10% annually.</p>	<ul style="list-style-type: none"> • Number of business participants in workshops • Percentage of workshop participants who report increased knowledge of ME business practices • Percentage of workshop participants who report using workshop materials in their work. • Number of faculty and study participants attending annual symposium • Percentage of symposium participants who report increased knowledge as a result of participation. 	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Grantee records</p> <p>Outreach survey</p> <p>Outreach survey</p> <p>Grantee records</p> <p>Outreach survey</p>
<p>E) Increase opportunities for collaboration among School of Education and Area Studies Centers to develop new certificate, minor, joint and major degree programs in ME languages/area studies in collaboration with ED and other NRC by 10% annually. (GPRA)</p>	<ul style="list-style-type: none"> • Number of ED students enrolling in ME area students or language courses • Number of ED students participating in Global Gateway program in ME regions. • Number of IU students completing licensure addition/certification/joint degrees in area studies. • Percentage of pre-service teachers who report utilizing area studies course content in their student teaching. 	<p>Each semester</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Registrar</p> <p>ED records</p> <p>Registrar</p> <p>Grand Survey</p>
<p>F) Increase opportunities for collaboration and global learning among students and faculty across all world areas at IU by 10% annually.</p>	<ul style="list-style-type: none"> • Number of students and faculty participating in global learning activities/workshops. • Percentage of student and faculty participants reporting a collaborative activity as a result of global learning workshop/activity. • Percentage of IU faculty who report utilizing interdisciplinary and global perspectives in their teaching • Number of internationalized courses and interdisciplinary global courses offered at IU 	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Each semester</p>	<p>Grantee records</p> <p>Outreach survey</p> <p>Outreach survey</p> <p>Registrar</p>

9.C.2. Formative Evaluation: The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that program goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in Y1–2.

9.C.3. Summative Evaluation: Evaluation in Y3–4 will primarily analyze the outcomes of CSME activities/programs. For example, CEEP will measure the extent to which CSME has impacted students, faculty, and the community. To accomplish this, CEEP will follow up with for-

mer participants, including those from K-12 schools, community colleges, businesses and the media. An annual online “Outreach Survey” will be administered to determine the extent to which CSME has impacted participants’ teaching, career, research, studies, and language use. An annual “Grand Survey”, described in more detail below, will be administered to all academic program affiliates of the center. To measure long-term outcomes, CEEP will maintain and regularly update a database housing participation records and contact information.

9.C.4. Grand Survey: An annual online “Grand Survey” will be administered to all current and past students affiliated with CSME including current undergraduate and graduate students, alumni, FLAS recipients, and study abroad students. The survey will determine the impact CSME has had on their current/future studies and career. Additionally, CSME can use the data gathered on this survey to report on its participants’ current status, employment, and use of cultural knowledge/language in their current studies/employment.

9.C.5. Collaborative Efforts: Along with their own specific activities, CSME has also joined with other Indiana University Title VI centers to provide programs and resources for K-12 pre-service and in-service teachers, professional schools and a state community college. CEEP will evaluate these collaborations, the implementation of the activities (formative) and the impact the collaborative activities has had on participants (summative).

9.C.vi. Evaluation Timeline and Deliverables. Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. A formative/summative evaluation report will be submitted annually, reporting on the activities and outcomes of the preceding year, as well as any applicable longitudinal outcomes. Additional formative reports may be submitted in years 1-2 depending on the center’s request. In year 4, a final

summative report will focus on the extent to which the grant program accomplished the pre-established goals.

9.D. FLAS Placement. CSME annually tracks placement for FLAS fellows. Of the respondents, 50% of FLAS recipients are employed full-time, with 30% in the for-profit sector, 26% in higher education, and 19% in the non-profits; 19% are employed part-time; 30% are GRD students. Recent NELC graduates were hired in tenure-track positions at Texas-Austin, Dartmouth, Yale, Duke, Grand Valley State, De Paul, Loyola of Chicago, and several universities in Japan, Saudi Arabia, Pakistan, and the United Arab Emirates. One NELC PhD was hired to supervise child labor issues in South Asia for the Department of Labor. A number of our BA and MA graduates work in government agencies, including at least two in senior intelligence positions.

9.E. Address National Needs, Disseminate Information. See Section 7. CSME's languages are taught regularly at IU, except Kurdish, and all meet the list of languages of national need. IU is committed to instruction in these languages and will help meet those national needs. In addition, CSME focuses on world regions identified as critical to national needs. We routinely participate in programming affecting the national interest such as our JAG and NIC programs.

9.F. FLAS and National Needs. As all CSME's languages are critical needs LCTLs, 100% of CSME's FLAS awards address national needs.

10. FLAS Awardee Selection Procedures.

For the 2014 cycle, CSME seeks support with an annual goal of: AY 6 GRD, 5 UG; summer 4 GRD, and 4 UG FLASs in Modern Arabic (all dialects), Modern Hebrew, Kurdish (Kurmanji, Sorani), Modern Persian, and Turkish. The application process and advertising is centralized and available online for all IU NRCs. CSME and COLL are responsible for advertising to students for our languages and selection, **with preference given to UG and GRD students**

demonstrating financial need as indicated by the students' expected family contribution, as determined under part F of Title IV of HEA.

10.A.1. Advertising. COLL annually produces a paper and pdf flier listing FLAS awards available at IU for all languages; the flier for 2014 was released in Oct. 2013. It is widely distributed to all departments, graduate advisors, professional schools, and prospective GRD applicants, making it easy for students to know that FLAS awards are available in each center and in which language. It is available with the online GRD School application and in CSME's and departmental web sites. We send the flier out to our various email announcement lists, and to outlets specific to our field: departments and centers in our field nationwide and various relevant listserves. A FLAS informational meeting is held in December. Demand is illustrated by the significant number of applications for MES FLASs through CSME, CGC, ASP, and ISP.

10.A.2. Deadlines. Academic year FLASs are advertised from October through January with a Feb. 1 deadline. Selections are made before Feb. 28; recipients are notified by mid-March and respond in two weeks so that alternates may be notified.

10.A.3. Correspondence to Competitive and Invitational Priorities. CSME prioritizes **financial need** for both UG and GRD FLAS candidates who arise through a merit-based review process and who exhibit such need as shown in the results of their current FAFSA application. Starting in AY 2015 CSME will include reference in the FLAS announcement that students who demonstrate financial need will receive preference in the final stage of the selection process. Students who wish to be considered for such preference will need so to state by checking a box in the on-line application. Those students checking the priority box will be asked to submit their annual FAFSA form (available in January of each year) promptly. Degree students at IU submitting the FAFSA need do no additional work, as designated staff may access the FAFSA results to

results to determine the student's qualification for financial need. Applicants from qualifying institutions outside of IU will be asked to send their FAFSA results so that need may be assessed.

10.B.1. Application Procedures. IU has standardized FLAS applications across all Title VI centers. Students apply with a paper or online application form covering all languages. A completed application consists of a FLAS application, transcripts, 3 letters of recommendation, and a personal statement describing language training and how the program of language study will enhance the student's educational and career objectives. Each FLAS committee member reviews all FLAS applications and completes a scoring sheet that provides from 1–10 points for each of 5 relevant categories. A list of at least 150% of the number of expected awards will be ranked, at which time those students deemed qualified for financial need will be elevated 3 positions in the rankings. Thus students initially deemed highly qualified will be further prioritized based on financial need and recommended for FLAS awards. A list of alternates will be similarly created.

10.Bii. Selection Committee. The Director will appoint a FLAS selection committee of 3–5 faculty members from across disciplines, including at least three schools.

10.B.3. Selection Criteria. *Merit criteria:* GPA, letters of recommendations, statement of purpose, quality of previous training, and relevance of the language to career objectives. *Distribution criteria:* balance of languages, departments, disciplines, professional schools, and regional interests; minority candidates. *Preferential criteria:* financial need will be prioritized as set forth above for each of the LCTLs for which we propose to award FLASs.

11. NRC and FLAS Competitive Preference Priorities

11.A.1. NRC CPP1. See *Arabic Tutoring and Resource Development for Global Learning across Indiana* (GLAI) (8AG1.4); *Indiana State Internationalization Plan (ISIP)* (8A.G2.1); *Internationalization Collaborative Across Bloomington (ICAB) II* (8.A.G2.2); *Institute for Curricu-*

lum and Campus Internationalization (ICCI) (8.A.G2.5); Martin University (MU) Partnership–Lecture Series (8.A.G2.6); and Global Art Local Art: Curriculum to International Citizenship (GALACTIC) (8.A.G2.7).

11.A.2. NRC CPP2. See *Annual Workshops for Indiana Social Studies Teachers (7.A.4); Indiana State Internationalization Plan (ISIP) (8A.G2.1); Contemporary Middle East Course (8.A.G3.1); Internationalizing K-12 Education: Indiana and Beyond (8.A.G3.2); CIEDR Project (8.A.G3.10); and Global Gateway for Teachers (8.A.G3.10).*

11.B.1. FLAS CCP1. CSME will prioritize financial need in FLAS applications. (10.A.iii; 10.B.i).

11.B.2. FLAS CCP2. 100% of CSME’s five proposed languages are LCTLs. (10; 10.A.iii).



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

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

Name of Institution/Organization

Trustees of Indiana University

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	51646	92075	93114	94184		331019
2. Fringe Benefits	11512	17731	18144	18569		65956
3. Travel	24275	22075	25075	22075		93500
4. Equipment	0	0	0	0		0
5. Supplies	7108	5508	6738	4908		24262
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	137897	100128	114957	98518		451499
9. Total Direct Costs (lines 1-8)	232437	237517	258028	238255		966237
10. Indirect Costs*	18595	19001	20642	19060		77299
11. Training Stipends	348000	348000	348000	348000		1392000
12. Total Costs (lines 9-11)	599032	604519	626670	605315		2435536

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? X Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2015 (mm/dd/yyyy)
 Approving Federal agency: ED X Other (please specify): DHHS The Indirect Cost Rate is 32%%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8%

Name of Institution/Organization Trustees of Indiana University

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

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

Appendix 1
Detailed Budget

Indiana University Tilde VI National Resource Center For the Study of the Middle East
REQUEST FOR FEDERAL FUNDS FOR YEARS 2014-2018

	2014-2015	2015-2016	2016-2017	2017-2018	Prioritv AP, CPP 1 & 2, IP
	8/15/14-8/14/15	8/15/15-8/14/16	8/15/16-8/14/17	8/15/17-8/14/18	8/15/17-8/14/18
A. SALARIES					
Administrative					
1. Assistant Director/Outreach Coordinator, (Liese Hilgeman): (50% FTE)	19706	0	0	0	0 AP, CPP1, CPP2
2. Associate Director/Outreach Coordinator (50% FTE)	0	30000	30900	31827	AP, CPP1, CPP2
3. SOE/CASIE, SGIS, Area Studies post doc	4500	4635	4774	4917	AP, CPP2
Administrative subtotal	24206	34635	35674	36744	
Language Instruction					
4. SummerWorkshop Kurdish language Instructor	8600	8600	8600	8600	AP
5. Adjunct Hire A.Y Kurdish language Y2, Y3, Y4 (2 courses per semester @\$9000/course)	0	36000	36000	36000	AP
6. Hourly Employee for Individualized Arabic Instruction: \$20/hr x 4 session/wk x 32 wks	2560	2560	2560	2560	AP
7. Hourly Employee for individualized Hebrew Instruction: \$20/hr x 6 session/wk x 32 wks	3840	3840	3840	3840	AP
8. Hourly Employee for individualized Persian Instruction: \$20/hr x 6 session/wk x 32 wks	3840	3840	3840	3840	AP
9. Persian Curriculum Developer (with CELCAR) hourly at \$20/hr x 100 hours	2000	2000	2000	2000	AP
10. CLE Center for Language Excellence hourly assistants \$15/hr x 20 hrs/wk to 2 weeks	600	600	600	600	AP
Language subtotal	21440	57440	57440	57440	
Area Studies Instruction					
11. MENA online course development Faculty Supplemental Pay	6000	0	0	0	AP, CPP2
Area Studies subtotal	6000	0	0	0	
A. SALARIES SUBTOTAL	51646	92075	93114	94184	
B. FRINGE BENEFITS					
Administrative					
1. Assistant Director (Liese Hilgeman): Academic Fringe Benefits @ 39.76%	7835	0	0	0	AP, CPP1, CPP2
2. Associate Director/Outreach Coordinator (50% FTE) @ 39.76%	1781	11928	12286	12654	AP, CPP1, CPP2
3. SOE/CASIE, SGIS, Area Studies post doc: 39.57%	1781	1834	1889	1946	AP, CPP2
Administrative subtotal	9616	13762	14175	14600	
Language Instruction					
4. SummerWorkshop Kurdish language Instructor FICA @ 6.91%	594	594	594	594	AP
5. Adjunct Hire A.Y Kurdish language: FICA @ 6.91%	0	2488	2488	2488	AP
6. Hourly Employee for individualized Arabic Instruction: FICA @ 6.91%	177	177	177	177	AP
7. Hourly Employee for individualized Hebrew Instruction: FICA @ 6.91%	265	265	265	265	AP
8. Hourly Employee for individualized Persian Instruction: FICA @ 6.91%	265	265	265	265	AP
9. Persian Curriculum Developer (with CELCAR): FICA @ 6.91%	138	138	138	138	AP
10. CLE Center for Language Excellence hourly assistants: FICA @ 6.91%	41	41	41	41	AP
Language subtotal	1482	3969	3969	3969	
Area Studies Instruction					
11. MENA online course development Faculty Supplemental Pay: FICA @ 6.91%	415	0	0	0	AP, CPP2
Language subtotal	415	0	0	0	
B. FRINGE BENEFITS SUBTOTAL	11512	17731	18144	18569	

	2014-2015	2015-2016	2016-2017	2017-2018	Priority AP, CPP1 & 2, IP
	8/15/14-8/14/15	8/15/15-8/14/16	8/15/16-8/14/17	8/15/17-8/14/18	
C. TRAVEL					
Foreign Travel					
1. In support of academic linkages, library acquisitions: 3 trips per year	9000	9000	9000	9000	9000 AP
2. In support of Faculty Travel grants for international research	3000	3000	3000	3000	3000 AP
	12000	12000	12000	12000	12000
<i>Foreign Travel subtotal</i>					
Domestic Travel					
3. Administrative, Outreach Personnel & Librarian travel to \ Title VI meetings and annual conferences Transportation, lodging, per diem @ \$1,100/trip x 7, 5, 5 trips respectively	7700	5500	5500	5500	5500 AP
4. Faculty development to Conferences (partial support) \$500 each trip x 6 trips	3000	3000	3000	3000	3000 AP
5. CSME staff AD/GAs to do outreach programming travel 5 trips a year @ \$.50/mile/100 miles	250	250	250	250	250 AP, CPP1, CPP2
6. Faculty and Admin travel to workshop presentation for HBC (3 in year 3) @ \$1000 each trip	0	0	3000	0	0 AP, CPP1, CPP2, F2
7. Model Arab League Student Advisor travel one trip per year @ \$750	750	750	750	750	750 AP
Outreach and Teacher Training					
8. SOE/CASIE K-12 Coordinator and Presenter travel to regional schools for in-service teacher training 100 miles @ \$.50/	500	500	500	500	500 AP, CPP2
9. Martin University Travel for MSI project with CIBER 1 rt transportation to Indianapolis per year	75	75	75	75	75 AP, CPP1, CPP2, F2
	12275	10075	13075	10075	10075
<i>Domestic Travel subtotal</i>					
	24275	22075	25075	22075	22075
C. TRAVEL SUBTOTAL					
D. SUPPLIES					
1. CLE Center for Language Excellence Workshop Materials	358	358	358	358	358 AP
2. CSME Outreach Programming Materials, Supplies, presentation aids	500	500	500	500	500 AP, CPP1, CPP2
3. CIBER Business in the Middle East Workshop year 1 only	1000	0	0	0	0 AP, CPP2
4. SOE/CASIE Supplies for Project Programming	1750	1250	750	750	250 AP, CPP2
5. Sustainability Development Symposium Project Supplies/materials/ printing (with CIBER)	750	750	750	750	750 AP, CPP2
6. IU Share Fair Language for K-12 program materials	150	150	150	150	150 AP
7. HBC Workshop materials year 3 only (\$250 in supplies per workshop) for 3 workshops	0	0	750	750	0 AP, CPP1, CPP2, F2
8. Displacement Migration conference printing and supplies	0	0	500	500	0 AP, CPP1, CPP2, F2
9. Printing, duplicating - outreach materials, newsletters, etc.	1500	1500	1700	1700	1700 AP, CPP1, CPP2, F2
10. Communications - FEDEX, bulk postage, mailing of Conference and Workshop materials	1100	1000	1280	1280	1200 AP, CPP1, CPP2, F2
	7108	5508	6738	4908	
D. SUPPLIES SUBTOTAL					
E. OTHER					
a. Administrative Salaries (Non-Key Personnel)					
1. Program Assistants: Two Hourly at \$12/hr x 10 hrs/wk x 32 wks	7680	7680	7680	7680	7680 AP, CPP1, CPP2
2. CASGE hourly coordinator Conference: 30 weeks X 20 hrs/week @ \$15 (1 of 8 NRC contribution)	0	0	1125	0	0 AP, CPP1, CPP2
	7680	7680	8805	7680	7680
<i>Administrative Salaries subtotal</i>					
b. Library Salaries (Non-Key Personnel)					
3. LIBRARY Area & Global Studies Librarianship Student hrly @ \$13hr/10 hrs/wk 40 wks (joint 1 of 7 NRC)	600	1200	900	900	900 AP, CPP1, CPP2
	600	1200	900	900	900
<i>Library Salaries subtotal</i>					

	<u>2014-2015</u> 8/15/14-8/14/15	<u>2015-2016</u> 8/15/15-8/14/16	<u>2016-2017</u> 8/15/16-8/14/17	<u>2017-2018</u> 8/15/17-8/14/18	<u>Priority AP, CPP1 & 2, IP</u>
c. Outreach Salaries (Non-Key Personnel)					
4. Graduate Assistant Appointment: Website/Social Media (100% stipend)	15750	16223	16709	17210	AP, CPP1, CPP2
5. IOC Joint outreach coordinator (Area Centers) no fringe \$13x17hrs/wk x 38wks (1 of 7 NRC) Student Hourly	1200	1200	1200	1200	AP, CPP1, CPP2
6. ISIP Coordinator: hourly \$15/hr, 20hr/wk, 40 weeks (shared CSME 15.41%)	1850	1850	1850	1850	AP, CPP1, CPP2
7. BRIDGES Graduate Assistant Appointment: Bridges Language Coordinator (shared CMSE 17%)	2678	2758	2841	2926	AP
8. ICCI Summer Institute: Faculty Supplemental Pay	1000	1000	1000	1000	AP, CPP1, CPP2
9. ICAB2 year 4 workshop leader fees (Faculty Academic Supplemental Pay)	500	0	0	0	AP, CPP1, CPP2
Outreach Salaries subtotal	22978	23031	23600	24187	
d. Other Salaries (Non-Key Personnel)					
10. DEMA overseas study program course development (one time faculty summer supplemental pay)	4000	0	0	0	AP, CPP2
Other Salaries subtotal	4000	0	0	0	
Salaries (Non-Key Personnel) Subtotal	35258	31911	33505	32767	
e. Administrative Salaries Fringe (Non-Key Personnel)					
1. Program Assistants: FICA at 6.91%	531	531	531	531	AP
2. CASGE hourly coordinator Conference: FICA at 6.91%	0	0	78	0	AP, CPP1, CPP2
Administrative Fringe subtotal	531	531	608	531	
Library Salaries Fringe (Non-Key Personnel)					
3. LIBRARY Area and Global Studies Librarianship (Student hourly, no fringe)	0	0	0	0	AP, CPP1, CPP2
Library Fringe subtotal	0	0	0	0	
g. Outreach Salaries Fringe (Non-Key Personnel)					
4. Graduate Assistant Appointment: Website/Social Media (100% stipend/ 50%FTE) Student Insurance	3129	3598	4138	4759	AP, CPP1, CPP2
5. Joint IOC outreach coordinator (Area Centers) (no fringe, Student Hourly)	0	0	0	0	AP, CPP1, CPP2
6. ISIP Coordinator (shared) FICA @ 6.91%	128	128	128	128	AP, CPP1, CPP2
7. BRIDGES Graduate Assistantship Bridges Coordinator (shared) 5FTE (Student Ins)	530	609	701	806	AP, CPP2
8. ICCI Summer Institute: Faculty Supplemental Pay FICA @6.91%	69	69	69	69	AP, CPP1, CPP2
9. ICAB2 year 1 workshop leader fees: Faculty Supplemental Pay FICA @ 6.91%	35	0	0	0	AP, CPP1, CPP2
Outreach Fringe subtotal	3890	4405	5036	5762	
h. Other Salaries Fringe (Non-Key Personnel)					
10. DEMA overseas study program course development (one time faculty pay) fringe at 25.31%	1012	0	0	0	AP, CPP2
Other Fringe subtotal	1012	0	0	0	
Fringe (Non-Key Personnel) Subtotal	5434	4935	5644	6292	
i. Language Materials and Training Projects					
1. Kurdish Curriculum Developer: Professional Service Contract Hourly at \$45/hr x 25 hrs/32 wk Y1 only	36000	0	0	0	AP
2. Language Training CONCAL LCTL Conference: Speakers Fees @ \$500 x 3	1500	1500	1500	1500	AP
3. CLE Center for Language Excellence Workshop Instructor Speaker Fees	2200	2200	2200	2200	AP

	<u>2014-2015</u> 8/15/14-8/14/15	<u>2015-2016</u> 8/15/15-8/14/16	<u>2016-2017</u> 8/15/16-8/14/17	<u>2017-2018</u> 8/15/17-8/14/18	<u>Priority AP, CPP 1 & 2, IP</u>
j. Area Studies Projects					
4. CSME Lecture Series Speakers' Fees 6 @ \$500	3000	3000	3000	3000	3000 AP, CPP1, CPP2
5. Round table with REEI (Russia, China and the World) year 3 only (Speaker fees or travel)	0	0	1500	1500	0 AP, CCPI, CPP2
6. Islam in the MENA region series with Islamic Studies Program (Speaker Fees or travel)	1000	1000	1000	1000	1000 AP, CPP2
7. Displacement, Migration and Human Trafficking Conference Professional Services Speakers' fees 8 @ 500	0	0	4000	4000	0 AP, CPP2
8. Displacement, Migration facility and equipment rental fee for 2 day program	0	0	1500	1500	0 AP, CPP2
Critical Area Studies Reframing the Global (CAGSE)					
9. CASGE Looking Inward Conference: expenses assoc. with bringing in 2-3 speakers (Fees and travel)	600	0	0	0	0 AP, CPP2
10. CASGE Speaker Fees: Support for presentations that directly further critical area studies	500	500	500	500	500 AP, CPP2
11. CASGE Working group of 15 students with faculty mentors (professional fees)	500	500	500	500	500 AP, CPP2
12. CASGE Conference year 3 Set up and facility fees	0	0	2000	2000	0 AP, CPP2
13. CASGE Professional Service Fees for CLACS chapter of NRC volumes - Year 4 Only	0	0	0	0	1250 AP, CPP2
14. CASGE Year 2 programming specific to CSME	0	2000	0	0	0 AP, CPP2
15. Student Engagement Model Arab League: student participation registration fees	1500	1500	1500	1500	1500 AP, CPP2
16. CLE Center for Language Excellence Speakers: Transportation, lodging, per diem	800	800	800	800	800 AP
17. Displacement Migration Conference (1 2 day program) - Speakers: Transportation, lodging, per diem @ \$1000 x 8	0	0	8000	8000	0 AP, CPP2, IP
18. CSME Lecture Series / Speakers: Transportation, lodging, per diem @ \$1000 x 6	6000	6000	6000	6000	6000 AP, CPP2
19. Sustainability Development Symposium / Speakers: Transportation, lodging, per diem	2000	2000	2000	2000	2000 AP, CPP2
k. Outreach and Teacher Training Projects					
20. GALACTIC Curriculum Development and Coordination Professional fee (with CSCG)	4000	4000	4000	4000	4000 AP, CPP1, CPP2
21. MSI Collaboration GALACTIC Transportation, lodging, per diem @ \$1000 x 6 per summer	6000	6000	6000	6000	6000 AP, CCPI, CPP2
22. Cyber Business in the Middle East - Facilities Fee year 1 only	1000	0	0	0	0 AP, CPP2
23. Cyber Business in the Middle East - Technical Service Fee recording	1000	0	0	0	0 AP, CPP2
24. CASIE Presentations in K-12 Workshops: Professional Service Fee \$250 x 4 presentations	1000	1000	1000	1000	1000 AP, CPP2
25. CASIE workshop facility fees	1000	1000	1000	1000	1000 AP, CPP2
26. CASIE substitute teacher fees for participating in-service teachers	1500	1500	1500	1500	1500 AP, CPP2
27. ICCI Speaker fees	1000	1000	1000	1000	1000 AP, CPP1, CPP2, F2
28. HBCs ICCI conference fee for 2 participants per year 2 @ \$450 one each in campus and curriculum track	900	900	900	900	900 AP, CPP1, CPP2, F2
29. ISIP Speaker Fee year 4 only ISSP NRC as Catalyst Symposium	0	0	0	0	1000 AP, CPP1, CPP2, F2
30. ISIP in state travel for coordinator and speakers	500	2500	500	500	500 AP, CPP1, CPP2, F2
31. ICAB 2- Campus Internationalization Ivy Tech focus on the Middle East yr 2 programming expenses	0	2000	0	0	0 AP, CPP1, CPP2, F2
32. ICAB 2- IVY Tech Faculty (Professional Services)	1500	0	0	0	0 AP, CPP1, CPP2, F2
33. MIIE Midwest Institute for IIE 1 Speaker's fee per year for workshop	500	500	500	500	0 AP, CPP1, CPP2, F2
l. Evaluation					
34. BRIDGES Program Language Project Evaluation - Quoted Professional Service Fees	575	290	150	150	150 AP, CPP2
35. Center for Evaluation and Education Policy (CEEP) - Quoted Professional Service Fees	21130	21592	23457	23457	21659 AP, CPP1, CPP2, F1, F2
E. OTHER SUBTOTAL	137897	100128	114957	98578	
F. TOTAL DIRECT COSTS: NRC	232437	237517	258028	238255	
G. INDIRECT COSTS At 8% of Direct Costs	18595	19001	20642	19060	
H. TOTAL NRC COSTS	251032	256519	278670	257315	

Indiana University Title VI Foreign Language and Area Studies Fellowships For the Study of the Middle East

1. Institutional Payment

6 Graduate Fellows/yr. @ \$18,000/academic yr. = \$108,000				
5 UG Fellows/yr. @ \$10,000/academic yr. = \$50,000	208,000	208,000	208,000	208,000
10 Fellows/summer @ \$ 5,000/summer = \$50,000				
4 graduate and 4 undergraduate				

2. Subsistence Allowance

6 Graduate Fellows/yr @ \$15,000/academic yr. = \$90,000				
5 UG Fellows/yr. @ \$5,000/academic yr. = \$25,000	140,000	140,000	140,000	140,000
10 Fellows/summer@ \$ 2,500/summer = \$25,000				
4 graduate and 3 undergraduate				

TOTAL 348,000 348,000 348,000 348,000

Appendix 2

Profiles for Project Personnel

Appendix 2

Biographical Information

1. CSME Staff	2
2. Central Eurasian Studies	4
3. Jewish Studies	10
4. Near Eastern Languages and Cultures	14
5. Other College of Arts and Sciences Faculty	21
6. Professional School Faculty	38
7. Other Professional Staff	48
8. Other Key Personnel	52

1. CSME STAFF

AMB. FEISAL AMIN ISTRABADI **CSME Director**

Title/Department: Professor of the Practice of International Law and Diplomacy; Maurer School of Law and in the Department of International Studies, School of Global and International Studies; Professor by Courtesy, School of Public and Environmental Affairs; Adjunct Professor of Practice, Near Eastern Languages and Cultures

Administrative Experience: Director, Center for the Study of the Middle East, 2010– ; Associate Director, Center for Constitutional Democracy, 2007– ; Deputy Permanent Representative of Iraq to the United Nations, New York, 2004-2007

Education: SJD, Northwestern University School of Law, 2009; LLM, Northwestern University School of Law, 2005; JD, IU School of Law, 1988; BA (Chem), Indiana University, 1986

Academic and Related Overseas Experience: Iraq, Jordan, United Arab Emirates, Kuwait, United Kingdom, extensive travel in Europe

Foreign Language Proficiency: Arabic 4, German 3, French 1

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Processes of Post-Conflict Justice; Constitutional Design in Multiethnic Societies; Constitutionalism in the Middle East; Democratization in the Middle East; Feminist Readings of Islamic Legal Texts; Law and Development; The UN and the Use of Force; Transitional Justice in Iraq

Research and Teaching Specialization: The emergence of the rule of law and establishment of legal institutions in transitional processes, focusing on Iraq and the Middle East

Selected Recent Publications: *The Iraqi Supreme Criminal Tribunal: National and International Dimensions* (forthcoming, 2014); “Sectarian Visions of the Iraqi State: Irreconcilable Differences?” (2014); “Somalia’s Judicial System in the Constitutional Texts Prior to 2012” (2012); “Islam and the State in Iraq: The Post-2003 Constitutions” (2012); “Is a Democratic, Unified Iraq Viable?” (2012)

Theses/Dissertations Supervised in Last 5 Years: 4

Distinctions: Member, Council on Foreign Relations; Ambassador Extraordinary and Plenipotentiary, Foreign Ministry of Iraq, 2004-2012; Deputy Permanent Representative of Iraq to the United Nations, 2004-2010; principal legal drafter, Law of Administration of the State of Iraq for the Transitional Period, principal author, Bill of Fundamental Rights, 2003-2004

ÇIĞDEM BALIM HARDING**Associate Director**

Title/Department: Senior Lecturer, Department of Near Eastern Languages and Cultures

Administrative Experience: Associate Director, CSME; Director, CeLCAR, IU; Chair, Dept. of MES, Manchester; National Coordinator, UNESCO-CODIESEE, Turkey; Dept. of Foreign Language Teacher Training, Gazi University

Education: PhD University of Washington, 1979; BA, Hacettepe University, 1974; Certificate of Education, Hacettepe University, 1974

Academic and Related Overseas Experience: Turkey, Central Asian countries, Ukraine

Foreign Language Proficiency: Turkish 4, English 4, German 2, Azeri 3, Uzbek 2, Turkmen 2, Kirghiz 2, Kazak 2, Russian 1, Persian 1, Arabic 1

Pedagogy Training for Language: Ph.D., Linguistics

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Language and Society in the ME; Contemporary Literatures of the ME; Muslims in the West; Individual readings

Research and Teaching Specialization: Turkic languages, societies and peoples; languages and cultures in contact; transnationalism; language teacher training

Selected Recent Publications: *Central Asian Republics and their Turkic-Languages Speaking Peoples* (co-ed, 2012); Azerbaijan, Georgia and Ukraine *and their Turkic-Languages Speaking Peoples* (co-ed, 2013, intro. and 3 chaps); "Turkish Literature between the 10th and 18th centuries", in *The New Cambridge History of Islam* (2010); "History Mirrored in Words: Language Policy in Azerbaijan," "Heritage of the Epics," in *The Azerbaijanis* (2009).

Theses/Dissertations Supervised in Last 5 Years: 5

Distinctions: Executive Director, British Society for Middle Eastern Studies (BRISMES) (2002-2004)

LIESE HILGEMAN**Assistant Director**

Title/Department: Assistant Director/Outreach Coordinator, Center for the Study of the Middle East

Administrative Experience: FLAS Fellowship Coordinator; former Outreach Coordinator Middle Eastern and Islamic Studies, Program Coordinator Islamic Studies, former Director of Public Programs, School of the Art Institute Chicago; director and Curator, Herron Gallery; Indianapolis Center for Contemporary Art; Curator of Exhibitions, The Hudson River Museum,

Education: MA, Boston University, 1986; BA, cum laude, Vanderbilt University, 1982

Academic and Related Overseas Experience: Belgium, China, Costa Rica, Ecuador, England, France, Germany, Italy, Mexico, the Netherlands, Philippines, Indonesia, Singapore, Switzerland, Thailand, Turkey

Foreign Language Proficiency: French 2, German 1, Spanish 1

Percentage of Time Dedicated to Middle Eastern Studies: 100%

Research and Teaching Specialization: Art History, Visual Culture and Communication, Interfaith Dialogue

2. CENTRAL EURASIAN STUDIES

RAHMAN A. ARMAN

Title/Department: Lecturer, Central Eurasian Studies and SWSEEL The Summer Language Workshop; Advisor, Afghan Students Association, Indiana University;

Administrative Experience: Afghan Languages developer, Center for Languages of the Central Asian Region (CeLCAR); Afghan Languages Tester, ACTFAL/ILR; Afghan Languages Expert and Reviewer, Avant Assessment

Education: ACTFL/ILR Certified, 2010; Indiana University Distance Education Certification, 2009; MD, BS, Herat University Medical Faculty School of Medicine, Herat -Afghanistan

Academic and Related Overseas Experience: Afghanistan

Foreign Language Proficiency: Pashto 4, Dari 4

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Advanced Pashto

Research and Teaching Specialization: Afghan Languages and Culture, Medicine

Selected Recent Publications: Dari & Pashto textbooks for the PRT, ADT, ETT Projects at CeLCAR; survival phrasebook in Dari and Pashto; electronic writing tutorial DVD

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: PRT Exceptional Language Instructor Award; ETT Appreciation Award/ Exceptional Language Instruction Award; ADT Exceptional Language Instruction Award

JAMSHEED K. CHOKSY

Title/Department: Professor, Department of Central Eurasian Studies, tenured, appointed 1993

Administrative Experience: Chairman, Department of Central Eurasian Studies, 2013– ; Chairman, Department of Near Eastern Languages and Culture, Indiana University, 1999-2000

Education: PhD, Harvard University, 1991; AB, Columbia University, 1985

Academic and Related Overseas Experience: Born in India and raised in Sri Lanka; Participated in fieldwork and conferences in Canada, England, France, Germany, Norway, Switzerland, Israel, Iran, UAE, Oman, Pakistan, India, Sri Lanka, and Malaysia

Foreign Language Proficiency: Arabic 3, French 3, German 3, Persian 4, Old Persian 3, Avestan 3, Bactrian 3, Sogdian 3, Greek 1, Latin 1, Sanskrit 1

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 50

Area or International Courses Taught: Prophets, Poets, and Kings: Civilization of Iran; Advanced Persian II

Research and Teaching Specialization: Development of societies in Central Asia, the Near East, and South Asia with a focus on Zoroastrianism, Islam, and Manichaeism

Selected Recent Publications: *Gifts to a Magus: Indo-Iranian Studies Honoring Firoze Kotwal* (co-editor, 2013); "Antisemitism's Permutations in the Islamic Republic of Iran," in *Resurgent Antisemitism* (2013); "Sailors, Soldiers, Priests, and Merchants: Reappraising Iran's Early Connections to Ceylon," *Iranica Antiqua* (2013), pp. 363–391; "Non-Muslim Religious Minorities in Contemporary Iran," *Iran and the Caucasus* (2012)

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions: National Council on the Humanities; Guggenheim Fellow; National Endowment for the Humanities Fellow

SIBEL ARIOGUL CRUM

Title/Department: Lecturer of Turkish, Turkish Flagship Center

Education: PhD, Language Education with a minor in Applied Linguistics, Indiana University

Academic and Related Overseas Experience: Poland, Germany, Turkey

Foreign Language Proficiency: Turkish 4

Pedagogy Training for Language: doctorate in language education

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Intro Central Eurasian Language I and II; Advanced Turkish II

Research and Teaching Specialization: Language immersion education; Academic motivation of pre-service foreign language teachers; Foreign language anxiety; Metaphorical conceptualizations of Turkish as a foreign language learners

Selected Recent Publications: "Effects of Gender and University Major on Preparatory School Students' Use of Foreign Language Learning Strategies," *Hacetepe Journal of Education* (co-author, 2012)

SHAHYAR DANESHGAR

Visiting Assistant Professor, SWSEEL, summer 1999-2009

Education: PhD, Indiana University, CEUS, 1995; MA, Indiana University, 1987; BA, Indiana University, 1982

Academic and Related Overseas Experience: Born in Tehran, Iran; Studied in Germany (Bremen 1974-78); research in Turkmenistan and Uzbekistan (1992) and Azerbaijan (1998)

Foreign Language Proficiency: Azerbaijani 4, Persian/Tajik native 4, Turkish 4, German 4, Uzbek 3, Turkmen 3, Russian 1, Arabic 1

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Introductory Azerbaijani; Advanced Reading Azerbaijani; Introductory and Intermediate Persian; Advanced Language Studies in Persian; Music of Central Asia and the Middle East

Research and Teaching Specialization: Turkic languages, civilization and culture; minority groups in Iran and the Middle East, Azerbaijani folklore.

Selected Recent Publications: "Zurkhaneh: The Iranian House of Strength," *Journal of Asian Martial Arts*, (co-author, 2004); *The Mamedov Family Ensemble of Azerbaijan* (double CD, produced and accompanied, 2003)

DEVIN DEWEESE

Title/Department: Professor, Department of Central Eurasian Studies, tenured, appointed 1987

Education: PhD, Indiana University, 1985; MA, Indiana University, 1979; BA, Indiana University, 1977

Academic and Related Overseas Experience: Over 3 years in Iran, Uzbekistan, Tajikistan, and Turkey since 1995

Foreign Language Proficiency: Arabic 1, Chagatai Turkic 3, French 2, German 2, Persian 2, Russian 3, Tajik 2, Turkish 2, Uzbek 3

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: The Yasavi Sufi Tradition, Shrine and Pilgrimage in Islamic Central Asia, Islamic Hagiography of Central Asia; Naqshabandi Sufi Tradition

Research and Teaching Specialization: Islamic and Soviet Central Asia, Sufism, Islamization, religions and Inner Asia, Islamic hagiography

Selected Recent Publications: “A Sixteenth-Century Interpretation of the Islamization of the Mongols” (2013); “Sufi Communities, Organizational Patterns” (2013); “Ala al-Dawla Simnani's Religious Encounters at the Mongol Court” (2013); “Intercessory Claims of Sufi Communities” (2013); “The Yasavi Presence in the Dasht i Qipchaq” (2013); “Muslim Medical Culture in Modern Central Asia” (2013); “Muslims and Infidel Nomads in Timurid Central Asia” (2013)

Theses/Dissertations Supervised in Last 5 Years: 10

Distinctions: Carnegie Scholars Fellowship, 2006–2008; project: Guggenheim Fellowship

RAKHMUN INOMKHOJAYEV

Title/Department: Lecturer, Department of Central Eurasian Studies (CEUS)

Administrative Experience: Senior specialist in Afghan languages, Developer, Center for Languages of the Central Asian Region (CeLCAR)

Education: PhD, Afghan literature, Uzbekistan; Candidate of Philology, Oriental Studies Institute of Academy of Sciences of USSR

Academic and Related Overseas Experience: Afghanistan, Uzbekistan, India, Kazakhstan

Foreign Language Proficiency: Uzbek 4, Pashto 4, Dari 4, Tajik 4, Russian 4, English 4

Pedagogy Training for Language: PhD

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Pashto Language; Dari Language; Classical Dari; Old Uzbek writing based on Arabic alphabet; Modern literature of Afghanistan; Introduction to literary criticism; Theory of literary studies; Classical Persian literature

Research and Teaching Specialization: Afghan languages

Selected Recent Publications: *Pashto: An Elementary Textbook* (2 vols., 2011); *Practical Manual on Persian-Tajik Aruz* (2007)

Theses/Dissertations Supervised in Last 5 Years: 2

UMIDA KHIKMATILLAEVA

Title/Department: Academic Specialist, The Turkish Flagship Center

Administrative Experience:

Education: MA, Instructional Systems Technology, IU School of Education; MA, Uzbek language and literature teaching

Academic and Related Overseas Experience: Uzbekistan

Foreign Language Proficiency: Uzbek 4

Pedagogy Training for Language: MA, education

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Topics in Turkish Studies; Advanced Turkish I

Research and Teaching Specialization: Turkish for Specific Purposes (TSP); Turkish to Uzbek Bridge Project; Effective language learning

EDWARD LAZZERINI

Title/Department: Academic Specialist, Central Eurasian Studies; Adjunct Professor, History; Affiliate, Russian and East European Institute, East Asian Studies Center, Islamic Studies Program;

Administrative Experience: Director, Denis Sinor Research Institute for Inner Asian Studies; Director, Inner Asian and Uralic National Resource Center

Education: PhD, University of Washington, 1973

Academic and Related Overseas Experience: Central Asia, Crimea

Foreign Language Proficiency: Russian, Turkish and Turkic languages, Crimean Tatar

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Russia's Orient, 1552-1924; Ambition and Competition in Pre-Mongol Central Eurasia; Islam and Modernity in Central Eurasia; Russia's Imperial Venture in the Caucasus and Crimea; The Volga-Kama Region, 13th to mid-19th Centuries; Reading Russia's Past in Russian

Research and Teaching Specialization: Eurasian commentary traditions; Intellectual developments within Turkic communities of Central Eurasia, 18th-20th centuries; Comparative study of early modern empires

Selected Recent Publications: "K voprosu o poiavlenii fenomena dzhadidzma" (in press); "Tsarist Russian Administration and Socio-Economic Change (1884-1917): The Governates General" in Cambridge History of Modern Central Asia (in press); *Russia's Orient: Imperial Borderlands and Peoples, 1700-1917* (co-ed., 1997)

Theses/Dissertations Supervised in Last 5 Years: 2

Distinctions: Treadgold Memorial Lecturer University of Washington; Faculty Excellence in Teaching Award, University of New Orleans

PAUL E. LOSENSKY

Title/Department: Associate Professor, Central Eurasian Studies, Comparative Literature tenured, appointed 1994

Administrative Experience: DGS, NELC, CEUS, Comparative Literature

Education: PhD, University of Chicago, 1993; BA, University of Chicago, 1979

Academic and Related Overseas Experience: Egypt, Jordan, Iran, Tajikistan

Foreign Language Proficiency: Arabic 3, French 1, German 1, Persian 4, Spanish 2, Tajik 2, Turkish 1

Percentage of Time Dedicated to Middle Eastern Studies: 85

Area or International Courses Taught: Elementary, Intermediate, and Advanced Persian; Classical Persian Texts; Persian Mystical Literature; Iranian Literature and Cinema; Poetics of Mysticism; History and Theory of Translation

Research and Teaching Specialization: Persian literature and literary history, in particular the literature of the 16th and 17th centuries in Iran, India, and Central Asia; Literature, architecture, and topography; Sufism and literature; Comparative studies in the Baroque; Translation and translation studies

Selected Recent Publications: *In the Bazaar of Love: The Selected Poetry of Amir Khusraw* (2011); “Fani Kashmiri”, “Fighani Shirazi,” *Encyclopaedia of Islam* (2012); “Vintages of the Saqi-nama: Fermenting and Blending the Cupbearer’s Song in the Sixteenth Century” (2012); “Square Like a Bubble: Architecture, Power, and Poetics in Two Inscriptions by Kalim Kashani” (2013)

Theses/Dissertations Supervised in Last 5 Years: 8 MA theses

Distinctions: Tehran Fellowship, American Institute of Iranian Studies; Trustees Teaching Award

ANDREA NIKOLOVA

Title/Department: Program Manager and Outreach Coordinator, The Turkish Flagship Center

Administrative Experience:

Education: MA, Political Science, Indiana University; BA, International Studies and Political Science, University of Dayton

Academic and Related Overseas Experience: Sweden, China, India, Thailand

Foreign Language Proficiency: Chinese 3

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: None

Research and Teaching Specialization: Identity politics and Chinese minority policy

ÖNER ÖZÇELİK

Title/Department: Assistant Professor, tenure-track, Central Eurasian Studies; Adjunct Assistant Professor, Second Language Studies, Indiana University

Administrative Experience: Director, Center for Languages of the Central Asian Region (CeLCAR)

Education: PhD in Linguistics with option in Language Acquisition, McGill University, Montreal, Quebec

Academic and Related Overseas Experience: Canada (PhD); Turkey (BA)

Foreign Language Proficiency: Turkish 4, English 4, French 2, German 2, Mandarin 1, Azerbaijani 1, Kazakh 1, Kyrgyz 1, Turkmen 1, Uyghur 1, Uzbek 1

Pedagogy Training for Language: PhD, linguistics

Percentage of Time Dedicated to Middle Eastern Studies: 50

Area or International Courses Taught: Central Eurasian Languages and Culture; Structure of Turkish; Introductory Turkish; Intermediate Turkish

Research and Teaching Specialization: Second language acquisition ; phonology and phonetics (with an emphasis on prosody); Turkic and Altaic linguistics ; prosody-syntax interface; phonology-morphology interface

Selected Recent Publications: “L2 acquisition of word stress: towards a prosodic acquisition path” (2013); “Nominal positions in Turkish” (co-author, 2014); “Selectivity in L3 transfer: effects of typological and linguistic similarity in the L3 Turkish of Uzbek-Russian bilinguals” (2013); “Exceptions in stress assignment: Feet in input” (2013); “Redefining the prosodic hierarchy” (2012); “Syntactic positions of Turkish bare NPs: The view from aspect and prosody” (2012).

Theses/Dissertations Supervised in Last 5 Years: 1

KEMAL SILAY

Title/Department: Professor of Central Eurasian Studies, tenured, appointed 2000; Professor, Ottoman and Modern Turkish Studies Endowed Chair and Director, Turkish Studies Program, appointed 1996

Administrative Experience: Director of the Turkish Flagship

Education: PhD, Indiana University, 1993; MA, Indiana University, 1990; BA, Ankara University, 1987

Academic and Related Overseas Experience: Turkey

Foreign Language Proficiency: Turkish native 4, Old Anatolian Turkish reading knowledge 4, Classical Ottoman 4, Old Turkic 2, Qarakhanid 3, Kharezmi 3, Chaghatay 3, Uzbek 2, Azeri 3, Persian 2, Arabic 2, French 2, Many other historical and contemporary Turkic languages at varying degree

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Introductory Ottoman Turkish; Introductory Turkish; Media Turkish; Studies in Ottoman Texts; Literature of the Ottoman Court in Translation; Sources of Turkish Language and Literature; Turkish Literature in Translation; Translating Turkish Literature; Cultural History of the Ottoman Empire and Modern Turkey; Research in Classical Ottoman Texts; The Glorification of Jihad

Research and Teaching Specialization: Ottoman court literature; Ottoman cultural history; Turkish oral literature; secularism, Islam, and modernity in Turkey; contemporary Turkish politics and Islamist movements

Selected Recent Publications: “From Liberal Deconstructions to Islamist Counterrevolution: Radical Islam’s Triumph over Kemalist Turkey” (2012); “Ottoman Poet-Lover and the Gaze” (2010); “The Turks and Islam” (2010); “Hand in Hand We Tended Love: Poems by Bulent Ecevit” (2010)

Theses/Dissertations Supervised in Last 5 Years: 4

3. BORNS JEWISH STUDIES PROGRAM

STEPHEN KATZ

Title/Department: Professor, Borns Jewish Studies Program; Professor, Near Eastern Languages and Cultures

Administrative Experience: Director, Hebrew Language Program; acting chair, NELC

Education: DHL (Doctor of Hebrew Literature), Jewish Theological Seminary of America, 1979; MA, Hunter College, 1971; BA, Hunter College, 1969

Academic and Related Overseas Experience: Israel

Foreign Language Proficiency: Hebrew 4, Hungarian 2, Yiddish 1, Aramaic (biblical/ Talmudic) 1

Pedagogy Training for Language: language education Ph.D. minor

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Israeli Film and Fiction; Modern Hebrew prose; Modern Hebrew poetry; Biblical Themes in Modern Hebrew Literature; The Kibbutz in Fact and Fiction; Medieval Hebrew literature: poetry; Contemporary Hebrew literature; The Fiction of S. Y. Agnon; David: The Man and the King; Soldiers and Wars in Modern Hebrew Literature; Israeli Culture

Research and Teaching Specialization: Modern Hebrew Literature

Selected Recent Publications: *Red, Black, and Jew: New Frontiers in Hebrew Literature* (2009); "Power and Powerlessness: Niagara, Primitivism, and the Hebrew Literary Imagination" (2014); "First Cry: Moshe Ben-Meir's Early Holocaust Poetry of the Un-Passover" (2009); "Quinces," translated short story by Avshalom Kaveh (2010); "So Miriam Spoke of Moses," an annotated translation of E. E. Lisitzky's long poem (2008): 59-89

Theses/Dissertations Supervised in Last 5 Years: 2

Distinctions: Indiana University Trustee Teaching Award, 2010

SHAUL MAGID

Title/Department: Jay and Jeannie Schottenstein Professor of Jewish Studies, Department of Religious Studies

Education: PhD, Brandeis University; MA, Brandeis University; BA, Goddard College

Academic and Related Overseas Experience: Attended conferences in Israel

Foreign Language Proficiency: Hebrew 4, Aramaic, 3, Yiddish, 2, German, 1, French, 1

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Israel/Palestine; Zionism

Research and Teaching Specialization: Jewish mysticism; Jewish philosophy and theology; American Judaism

Selected Recent Publications: *American Post-Judaism: Identity and Renewal in a Postethnic Society* (2013); "The Holocaust and Jewish Identity in America" (2013); "God is Already Not One: The Postmonotheistic Turn in Contemporary Jewish Theology in America," (in Hebrew, 2012); "From Sainthood to Selfhood in American Judaism" (2012); "Hasidism, Mithnagdism, and Contemporary American Judaism" (2012) "The King is Dead (and has been for three decades), Long Live the King: Contemporary Kabbalah and Scholem's Shadow," (2012): 131-153, 2012

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions: CAHI fellowship for spring 2015

MICHAL MAOZ-LEVY

Title/Department: Lecturer, Borns Jewish Studies Program, non-tenure track, appointed 2007

Education: MA, Indiana University, 1990; BA, Tel Aviv University, 1984

Academic and Related Overseas Experience: 7 years of Hebrew teaching at Indiana University; 10 years of creative writing and Journalism in Israel; 1 year of mentoring MA thesis writing in Israel

Foreign Language Proficiency: Hebrew 4, Dutch 2, German 3

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Elementary Hebrew I and II; Intermediate Hebrew I and II

Research and Teaching Specialization: Writing educational texts

Selected Recent Publications: *Makom Mishelo* (1998); *Gali ve'Ani Melach ve'Plilel* (2005); Rikud Kaful, (2006); "HaAni Be'aremat Ha'chevre (The Self in the Social bunch)" (2007)

EVA MROCZEK

Title/Department: Assistant Professor, Jewish Studies and Religious Studies

Administrative Experience:

Education: PhD, University of Toronto, Centre for the Study of Religion and Centre for Jewish Studies, 2012

Foreign Language Proficiency: Biblical Hebrew, Aramaic, Ancient Greek, Syriac

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Introduction to Old Testament/Hebrew Bible; Prophecy in Ancient Israel; Suffering and Lament in Ancient Judaism; Women in the Bible; The Dead Sea Scrolls; Judaism in the Making; Studies in Jewish Tradition

Research and Teaching Specialization: Hebrew Bible: prophecy, lament, Psalms and prayer, canon formation; Second Temple Judaism: Apocrypha and Pseudepigrapha, Dead Sea Scrolls, Aramaic Targum; Book History: material text, cultural history of reading and writing; Syriac reception and transmission of scriptures

Selected Recent Publications: "David did not ascend into the heavens' (Acts 2:34): Early Jewish Ascent Traditions and the Myth of Exegesis in the New Testament" (2014), forthcoming; "Thinking Digitally About the Dead Sea Scrolls: 'Book History' Before and Beyond the Book" (2011); "Aramaisms' in Qohelet: Methodological Problems in Identification and Interpretation,"(forthcoming); "A Peg To Hang on: Metaphor, Ancestral Merit, and the Midrashic Relationship of David and Solomon," (2010)

ALVIN H. ROSENFELD

Title/Department: Professor of Jewish Studies and English

Administrative Experience: Director, Institute for the Study of Contemporary Antisemitism; Director, Jewish Studies Program

Education: PhD, Brown University, 1967

Academic and Related Overseas Experience:

Foreign Language Proficiency:

Percentage of Time Dedicated to Middle Eastern Studies:

Area or International Courses Taught: Arts & Humanities Topics - Jewish Literature of Time and Place

Research and Teaching Specialization: Holocaust Literature, American Jewish Literature, Exile Literature, Contemporary Antisemitism

Selected Recent Publications: *Resurgent Antisemitism: Global Perspectives* (editor, 2013); *The End of the Holocaust* (2011)

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: DHL Hebrew Union College-Jewish Institute of Religion; 2007 IU Distinguished Service Award; IU Provost Medal, 2013

JEREMY SCHOTT

Title/Department: Associate Professor, Department of Religious Studies; Adjunct Faculty, Borns Jewish Studies Program

Administrative Experience:

Education: PhD, Duke, 2005; BA, Rochester

Foreign Language Proficiency: Ancient Greek

Percentage of Time Dedicated to Middle Eastern Studies: 50

Area or International Courses Taught: Intro to the New Testament; Majors Seminar in Religion

Research and Teaching Specialization: Religions of Late Ancient and Early Medieval/Byzantine Mediterranean and the Near East

Selected Recent Publications: "Plotinus's Portrait and Pamphilus's Prison Notebook: Neoplatonic and Early Christian Textualities at the Turn of the Fourth Century C.E." (2013); "Textuality and Territorialization: Eusebius' Exegeses of Isaiah, and Empire" (2013); *Eusebius of Caesarea: Tradition and Innovations* (2013)

Distinctions: National Endowment for the Humanities fellow

AYELET WEISS

Title/Department: Senior Lecturer, Borns Jewish Studies Program, untenured, appointed 2005

Administrative Experience: Director of the IU Modern Hebrew Language Program

Education: PhD, University of Illinois; MA, University of Illinois; BA, Hebrew University

Academic and Related Overseas Experience: Israel

Foreign Language Proficiency: Hebrew 4, French 2

Pedagogy Training for Language: PhD linguistics

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Elementary Hebrew I and II, Intermediate Hebrew I and II, Advanced Hebrew I and II

Research and Teaching Specialization: Computational linguistics; Developing materials for Hebrew language instruction

Distinctions: Indiana University Trustees Teaching Award

4. NEAR EASTERN LANGUAGES AND CULTURES

ASMA AFSARUDDIN

Title/Department: Professor, Department of Near Eastern Languages and Cultures, tenured, appointed 2008

Administrative Experience: Chair, Department of Near Eastern Languages and Cultures, 2011–

Education: PhD, Johns Hopkins University, 1993; MA, Johns Hopkins University 1985; BA, Oberlin College, 1982

Academic and Related Overseas Experience: Executive Advisory Committee, Islamic Studies Program, Indiana University; Extensive research in Morocco, Egypt, Turkey

Foreign Language Proficiency: Arabic 3, Persian 1, French 2, German 1, Bengali 4

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: The Golden Age of Islam; Islam and Modernity; Hadith Sciences; Islamic Texts: Tafsir

Research and Teaching Specialization: Islamic religious and political thought; Islamic intellectual History; Qur'an and hadith; contemporary Islamic movements and thought

Selected Recent Publications: *Striving in the Path of God: Jihad and Martyrdom in Islamic Thought* (Oxford U. P. 2013); "The Siyar Laws of Aggression: Juridical Re-interpretations of Quranic Jihad and Their Contemporary Implications for International Law," in *Islam and International Law* (2013); "Demarcating Fault-lines within Islam: Muslim Modernists and Hard-Line Islamists Engage the Shari'a," in *Shari'a as Discourse* (2010); "Arabo-Islamic Literature: Continuities and Transformations," *The SAGE handbook of Islamic studies* (2010); editor, *Islam, the State, and Political Authority: Medieval Issues and Modern Concerns* (2011).

Theses/Dissertations Supervised in Last 5 Years: 2

Distinctions: Carnegie Scholars Grant, 2005 – 2007; Harry Frank Guggenheim Foundation Grant

SALMAN ALANI

Title/Department: Professor, Near Eastern Languages and Cultures, tenured, appointed 1969

Education: PhD, Indiana University, 1963; MAT, Indiana University, 1962; BA, Baghdad University, 1958

Academic and Related Overseas Experience: Executive Advisory Committee, Islamic Studies Program, Indiana University, 2007-present; Visiting Professor of Linguistics; King Abdulaziz University, Jeddah, Saudi Arabia, 1976, 1983; Visiting Professor of Linguistics. College of Arts, Kuwait University, Kuwait 1987-1988; over 30 years of research in Middle East

Foreign Language Proficiency: Arabic 4, Aramaic 1, French 1, German 1, Hebrew 1, Persian 1, Urdu 1

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Conversational Arabic; Multimedia Arabic; Arabic Composition; Arabic Grammar; Introduction to Arabic linguistics; Arabic Phonetics and Phonology; Classical Arabic Grammar; Individual Readings in Arabic Language and Linguistics; Arabic Phonetics and Phonology

Research and Teaching Specialization: Arabic language; Arabic phonetics and linguistics

Selected Recent Publications: "The Linguistics Analysis and Rules of Pause in Arabic" *Approaches to Arabic Linguistics* (Brill, 2007;); "Phonetics," *Encyclopedia of Arabic Language and Linguistics* (2008); translation of Ibn Taymiyyah, *Kitab al-Iman* (Book of Faith) by (2009)

Theses/Dissertations Supervised in Last 5 Years: 1

Distinctions: President of the International Institute of Islamic and Arabic Studies (1983-present).

Language System: 1=Elementary, 2=Intermediate, 3=Advanced, 4=Fluent

SALIH ALTOMA

Title/Department: Professor Emeritus of Near Eastern Languages and Cultures. Appointed 1964.

Administrative Experience: None

Education: EdD, Harvard, 1957; MAT, Harvard University, 1955; BA, University of Baghdad, 1952

Academic and Related Overseas Experience: Extensive travel in the Arab world

Foreign Language Proficiency: Arabic 4, French 1

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Topics in Near Eastern Studies; Arabic-Western Literary Relations; Modern Arabic Literature

Research and Teaching Specialization: Modern Arabic literature; Arabic poetry; Arabic drama; translating Arabic poetry to English. Modern Arabic literature ; Arab-American Literature; American Reception of Contemporary Arabic Literature

Selected Recent Publications: Modern Arabic Literature in Translation: A Companion, 2005; "Iraq's Modern Arabic Literature in English Translation: 1950-2003," Journal of Arabic Literature, 2004; "Iraqi Poets in Western Exile: Selected Poems with an Overview," World Literature Today Magazine (October-December 2003); Fi al-'Alaqat al-Adabiyyah bayn al-'Arab wa al-Gharb. [On Arabic-Western Literary Relations] Jeddah: The Literary Club, 2003; "Modern Arabic Poetry in English Translation: An Overview of Selected Anthologies," Translation Review No.62 (2001); Guest Editor, Yearbook of Comparative and General Literature 48 (2000), topic: Arabic-Western Literary Relations

SARA DJAMÀA

Title/Department: Lecturer, Near Eastern Languages and Civilizations, appointed 2014, non-tenure track

Education: PhD, TEFL, Ibadji Mokhtar-Annaba University, Annaba, Algeria, 2014

Academic and Related Overseas Experience: Algeria, France

Foreign Language Proficiency: Arabic 4, French 4

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Elementary and Intermediate Modern Standard Arabic

Research and Teaching Specialization: Arabic instruction, TEFL, English literature

Selected Recent Publications: "Scientific English in the EFL Classroom" (2013); "Syllabus Jurisprudence in the Algerian EFL Classroom" (2014)

Distinctions: Fulbright scholar

GUADALUPE GONZÁLEZ DIÉGUEZ

Title/Department: Assistant Professor of Near Eastern Languages and Cultures, tenure track, appointed 2013

Education: MA, PhD, Hebrew and Jewish Studies, New York University; BA, Universidad Complutense de Madrid, Hebrew

Academic and Related Overseas Experience:

Foreign Language Proficiency: Spanish 4, French 4, German 3, Modern Hebrew 3, Arabic 3, Portuguese 2, Italian 2, Biblical and Medieval Hebrew 3, Biblical Aramaic 3, Syriac 2, Judeo-Spanish 3, Judeo-Arabic 2, Latin 3

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Social & Historical Topics - Jewish; Issues in Middle Eastern History; Graduate Topics in Near Eastern Language & Culture

Research and Teaching Specialization: Judeo-Islamic intellectual history, medieval Jewish and Islamic philosophy, Islamic Spain

Selected Recent Publications: “Los judíos y la cultura andalusí: de Córdoba a Provenza” (2013); “Zero Degree of Interpretation? Spinoza and the Literal Meaning of Scripture in the Jewish Exegetical Tradition” (2013); “Claves para la Gramática Hebrea de B. Spinoza” (2011); “La virgen roja, el ateo virtuoso y las tentaciones de la inversión” (2010)

ZAINEB S. ISTRABADI

Title/Department: Senior Lecturer, Near Eastern Languages and Cultures, non-tenure track, appointed 2001

Administrative Experience: Coordinator or Director of Arabic Language Instruction, NELC, 2004-2011; Associate Director and Outreach Coordinator (2001- 2005), Middle Eastern and Islamic Studies Program; Arabic Language Consultant for the Alef-Baa’ Bridges Program, Fall 2011-present

Education: PhD, Near Eastern Languages and Cultures, Indiana University, 1988; MA, Arabic Language and Literature, Indiana University, 1978; BA, Biological Sciences, Indiana University, 1976

Academic and Related Overseas Experience: Iraq, Jordan, Egypt, United Arab Emirates, Oman, Turkey

Foreign Language Proficiency: Arabic 4, French 2, Turkish 2, Hebrew 1

Pedagogy Training for Language: NELC in-service

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Elementary, Intermediate, and Advanced (4 semesters) Arabic; Arabic Prose; Iraqi dialect; Introduction to Islamic Civilization; Readings in Arabic Literature

Research and Teaching Specialization: Islam and Education; Politics in the Middle East; Arabic Language Instruction K-12-Adult; Religious Tolerance and Diversity; Religions of the Middle East Arabic language; Islamic civilization and religion; Sufism

Selected Recent Publications: *The Principles of Sufism*, forthcoming; “On Being a Muslim in Today’s World of Hope,” (2009)

Theses/Dissertations Supervised in Last 5 Years: 1 Senior Honors Thesis

Distinctions: Student Choice Awards for Outstanding Faculty, Indiana University Student Alumni Association, Indiana University; Faculty Mentor Award, NELC

AZIZA KHAZZOOM

Title/Department: Associate Professor, NELC; Adjunct Associate Professor, Robert and Sandra S. Borns Jewish Studies Program

Education: PhD, UC Berkeley

Academic and Related Overseas Experience: Israel

Foreign Language Proficiency: English 4, Hebrew 4, German 2

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Gender, Difference, and Israel; Israeli Inequality in Context; Multiple Voices of Israeli Society

Research and Teaching Specialization: Israel, Social stratification, Race/ethnicity, Gender

Selected Recent Publications: Shifting Ethnic Boundaries in Israel, or: How the Polish Peddler Became a German Intellectual; A tale of Baghdad and Tel Aviv, 2012; Jews in Israel: Effects of Categorization Practice on Research Findings and Research Frames, 2012; Can Memories Yield Data? The Narrative Analysis Critique and Evidence from Experimental Psychology, 2013; De-urbanization and the new Jew: The kibbutz in immigration narratives of bourgeois Iraqi and Polish Jews who immigrated to Israel in the 1950s, 2013

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Israeli Science Foundation salary supplement plus \$20,000 per year, 2012-2013

KEVIN W. MARTIN

Title/Department: Assistant Professor, Near Eastern Languages and Cultures, tenure-track, appointed 2007; Adjunct Assistant Professor of History, 2009-present

Administrative Experience: IUB Faculty Affairs Committee

Education: PhD, Georgetown, 2005; MA, Georgetown, 2000; BA, University of Houston, 1996

Academic and Related Overseas Experience: Syria

Foreign Language Proficiency: French 1, German 2, Modern Standard Arabic 3, Levantine Arabic Dialect 3

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: The Making of the Modern Middle East; Middle East History through Literature and Film; Theory and Method in Middle East Historiography; Iraq and Syria in the Twentieth Century; The Cultural History of the Middle East

Research and Teaching Specialization: Modern Middle East history; Middle East historiography; History of the Mashriq; cultural history; history of independent Syria

Selected Recent Publications: “‘Behind Cinerama’s Aluminum Curtain’: Cold War Spectacle and Propaganda at the First Damascus International Exposition” (2014); “Middle East Historiography: Did We Miss the Cultural Turn?” (2014); “Presenting the ‘True Face of Syria’ to the World: Urban Disorder and Civilizational Anxieties at the First Damascus International Exposition” (2010); “Peasants into Syrians?” (2009)

Theses/Dissertations Supervised in Last 5 Years: 1

Distinctions: Best Article Prize, Syrian Studies Association

ABDAL-RAZZAQ MOAZ

Title/Department: Adjunct Professor, Department of Near Eastern Languages and Cultures

Administrative Experience: Deputy Minister of Culture (Syria), 2002–7; Acting Dean (2011–12) for Academic and Administrative Affairs, Arab International University (Syria)

Education: PhD, Université de Provence, France, 1991; D.E.A. (Diplôme d'Études Approfondies), Université de Provence, France, 1987; BA, University of Damascus, Syria, 1985

Academic and Related Overseas Experience: Syria, France

Foreign Language Proficiency: Arabic 4, French 4, English 4

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: The History of Islamic Architecture in the Middle East

Research and Teaching Specialization: Islamic Studies; Arabic Studies; Islamic History; History of Islamic Art and Architecture; Middle Eastern History; Cultural Heritage

Selected Recent Publications: “Residences, Castles, Settlements: Transformation Processes from Late Antiquity to Early Islam in Bilad Al-Sham” (2008); “The Ayyubid Era: Conflicts and Coexistence in Medieval Syria” (co-editor, 2007); “Sarouja quarter: The Formation of a Neighbourhood in Damascus (12th-16th century)” (2002)

Distinctions: Fulbright Visiting Scholar, Harvard University

NADER MORKUS

Title/Department: Assistant Professor, Department of Near Eastern Languages and Cultures

Administrative Experience: Director of the Arabic Language Program, Department of Near Eastern Languages and Cultures

Education: PhD, University of South Florida, 2009; MA, University of Northern Iowa, 2001; BA, Alexandria, Egypt, 1995

Academic and Related Overseas Experience: Egypt

Foreign Language Proficiency: Arabic 4, English 3, French 1

Pedagogy Training for Language: PhD, second language acquisition

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Modern Standard Arabic (MSA): Beginning, Intermediate, and Advanced; Egyptian Colloquial Arabic; Contemporary Arab Cinema; Topics in Contemporary Arab Culture

Research and Teaching Specialization: Intercultural pragmatics, Developing L2 learners' pragmatic competence, Instructional technology in the AFL classroom

Selected Recent Publications: “Refusals in Egyptian Arabic and American English” (under submission)

ABDULKADER H. SINNO

Title/Department: Assistant Professor of and Near Eastern Languages and Cultures, tenured, appointed 2003

Education: PhD, University of California, 2002; MA, University of California, 1997; BA, Florida 1994

Academic and Related Overseas Experience: Europe, Middle East, Afghanistan, North Africa

Foreign Language Proficiency: French 4, Arabic 4, Hebrew 2

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: US Foreign Policy in the Muslim World; Politics of Muslim Countries

Research and Teaching Specialization: Politics of Muslim minorities in Western Europe and North America; Politics of the Middle East, North Africa and Afghanistan; Public attitudes towards Muslim immigration, the Arab Spring, and Islamist parties' participation in elections

Selected Recent Publications: "Researching Western Muslims" (2013); *Organizations at War in Afghanistan and Beyond* (2010); "The Discourse on Muslims and Welfare across the Atlantic" (2013); "Armed groups organizational structure and their strategic options" (2012); "The strategic use of Islam in Afghan politics in Religion and politics in South Asia," (2010); "Education, income and support for suicide bombings: Evidence from six Muslim countries" (2010)

Theses/Dissertations Supervised in Last 5 Years: 7

Distinctions: Carnegie Scholar, Carnegie Corporation of New York, 2009-2011

SUZANNE P. STETKEYVYCH

Title/Department: Professor Emeritus, Department of Near Eastern Languages and Cultures, tenured, appointed 1986; Adjunct Professor, Department of Comparative Literature

Administrative Experience: Chairman of Near Eastern Languages and Cultures; Executive Editor, Brill Studies in Middle Eastern Literature

Education: PhD, University of Chicago, 1981; BA, Wellesley College, 1972

Academic and Related Overseas Experience: Egypt, Jordan, Kuwait, Saudi Arabia, Tunisia, France

Foreign Language Proficiency: Arabic 4, French 3, German 3, Latin 2, Persian 3

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: The Arabic Ode (in English); Tracing the Nasibic Journey (in Arabic); Translating Arabic Poetry; Praise Poems to the Prophet (in English and in Arabic)

Research and Teaching Specialization: Classical Arabic poetry; ritual, performance, and historicist approaches to the Qasidah; praise poetry to the Prophet

Selected Recent Publications: "Al-Akhtal at the Court of Abd al-Malik" (2012); "Arabic Literature," for *The Oxford Handbook of Literatures of the Roman Empire* (2012); "Observations on Arabic Language Teaching and Learning in the United States" (2013); (Al-Qasidah wa al-Sultah: al-Usturah, al-Junusah wa al-Marasim fi al-Shi'r al-'Arabi al-Qadim" (2010); *The Mantle Odes: Arabic Praise Poems to the Prophet Muhammad* (2010)

Theses/Dissertations Supervised in Last 5 Years: 15

Distinctions: Sultan Qaboos/Sultan of Oman Chair in Arabic at Georgetown University; National Endowment for the Humanities fellow

STEVE VINSON

Title/Department: Associate Professor, Near Eastern Languages and Culture, appointed 2009, tenured
Administrative Experience: DGS, Near Eastern Languages and Cultures
Education: PhD, Johns Hopkins University, 1995; MA, Texas A&M, 1987; BA, University of Texas, 1982
Academic and Related Overseas Experience: Germany, Egypt
Foreign Language Proficiency: Spanish 1, French 2/3, German 3, Ancient Egyptian 3
Percentage of Time Dedicated to Middle Eastern Studies: 100
Area or International Courses Taught: Ancient Egyptian History and Civ; Ancient Egyptian Religions; Ancient Egyptian Literature; Good and Evil in Ancient Egypt; Middle Egyptian; Demotic Egyptian; Late Egyptian
Research and Teaching Specialization: Ancient Egyptian literature; Graeco-Roman Egypt; Egyptomania
Selected Recent Publications: “Studies in Esoteric Syntax: The Enigmatic Friendship of Aleister Crowley and Battiscombe Gunn” co-author, 2014); “Go Figure: Metaphor, Metonymy and the Practice of Translation in the ‘First Tale of Setne Khaemwas’” (2014); “Transportation Technology,” in “Boats (Use),” in *UCLA Encyclopedia of Ancient Egypt* (2013)
Theses/Dissertations Supervised in Last 5 Years: 1 MA
Distinctions: National Endowment for the Humanities fellow

JOHN WALBRIDGE

Title/Department: Professor, Near Eastern Languages and Cultures, appointed 1993, tenured
Administrative Experience: Chair, Near Eastern Languages and Cultures; Director, Middle East Studies Program; Bloomington Faculty Council
Education: PhD, Harvard, 1983; BA, Yale, 1973
Academic and Related Overseas Experience: Lebanon, Jordan, Israel, Pakistan, Turkey
Foreign Language Proficiency: Arabic 3, Persian 3, Greek 2, French 2, Syriac 1, German 2
Percentage of Time Dedicated to Middle Eastern Studies: 100
Area or International Courses Taught: Koranic Studies; Shi’ism; War in the Middle East; Islamic Philosophy; Sources and Methods in Islamic Studies; Modern Iran; Arabic readings
Research and Teaching Specialization: Islamic philosophy, science and medicine; Islamic intellectual history; Iran and Shi’ism; Middle Eastern military history
Selected Recent Publications: *God and Logic in Islam: The Caliphate of Reason* (2011); “Illuminationists, Place, and the Void” (2012); “The Bab’s Panj Sha’n (Five Modes)” (2012); “The Devotional and Occult Works of Suhrawardī the Illuminationist” (2011). Pp. 80–97
Theses/Dissertations Supervised in Last 5 Years: 1 defended, 2 in progress
Distinctions: Guggenheim, National Endowment for the Humanities, Fulbright fellowships

5. OTHER COLLEGE OF ARTS AND SCIENCES FACULTY

JAMES ACKERMAN

Title/Department: Professor Emeritus, Department of Religious Studies

Administrative Experience: Chair of Religious Studies

Education: ThD, Harvard University, 1966; BA, Northwestern, 1955

Academic and Related Overseas Experience: None

Foreign Language Proficiency: English 4

Pedagogy Training for Language: Ancient Greek, Biblical Hebrew

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Literary Analysis and Interpretation of the Bible, Bible as literature; Religions of the ancient Near East

Research and Teaching Specialization: Religion and Literature of Israel; Ancient Near East; Bible as Literature

Selected Recent Publications: 'Knowing Good and Evil': a Literary Analysis of the Court History in 2 Samuel 9-20 and 1 Kings 1-2, *Journal of Biblical Literature* 109 (1990), pp. 40-65; "Biblical Imagery in Robert Lowell's 'Children of Light,'" *Hiroumu Shimizu Festschrift* (Kyoto, 1990), pp. 1-11

MAJED AKHTER

Title/Department: Assistant Professor of Geography, tenure track, appointed 2012

Education: PhD, Geography, University of Arizona, 2013; MSc, Economics, Lahore University of Management Sciences, 2007; BS, Industrial Engineering, Georgia Institute of Technology, 2004

Academic and Related Overseas Experience: Pakistan, India, Canada

Percentage of Time Dedicated to Middle Eastern Studies: 50

Area or International Courses Taught: Geography of Development; Environmental Politics of South Asia; Water and Society; Introduction to Political Geography; World Regional Geography

Research and Teaching Specialization: Geographies of physical infrastructure, Transboundary waters, Geopolitics of drone warfare, Marxist geography (especially critical development studies), Modern Pakistan and South Asia, Pakistan-US relationship

Selected Recent Publications: Shaw, I.G.R., and Akhter, M. "The dronification of state violence," *Critical Asian Studies* (2014); Mustafa, D., Akhter, M., and N. Nasrallah. 2013. *Understanding Pakistan's Water/Security Nexus*. Peaceworks No. 88. Washington D.C.: United States Institute of Peace; Shaw, I.G.R., and Akhter, M. 2012. The unbearable humanness of drone warfare in FATA, Pakistan. *Antipode* 44(4): 1490-1509; Akhter, M. 2012. The politics of Islam and democracy in Pakistan. (Book Review Essay). *Critical Asian Studies* 44(3): 499-504

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Social and Behavioral Science Research Institute Dissertation Grant, 2011, \$800; SSRC Dissertation Proposal Development Fellowship, 2010, \$5000; Social and Behavioral Sciences Research Institute Pre-Dissertation Grant, 2010, \$600

HEATHER AKOU

Title/Department: Associate Professor of Apparel Merchandising and Interior Design (AMID), appointed 2004, tenured

Administrative Experience: Associate Chair, Apparel Merchandising and Interior Design

Education: PhD, Minnesota, 2004; MA, Minnesota, 2001; BA, Macalester College, 1998

Academic and Related Overseas Experience: Semester abroad in Mali, 1997; 4 years of research with the Minneapolis Somali diaspora community; faculty advisory board for the Mathers Museum of World Cultures, 2013-present

Foreign Language Proficiency: French 3, German 1, Yiddish 1, Bambara 1

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: "Dress and Religion"

Research and Teaching Specialization: Somali dress; Islamic fashion; dress and religious identity

Selected Recent Publications: *The Politics of Dress in Somali Culture* (Indiana U. P., 2011); "A Brief History of the Burqini: Confessions and Controversies," in *Dress* 39(2013); "The Changing Politics of Textiles as Portrayed in Somali Postage Stamps," *Proceedings of the Textile Society of America* (2012); "Burqini," *Encyclopedia of World Dress and Fashion* (2014)

Distinctions: \$30,000 grant from New Frontiers in the Arts and Humanities

JOËLLE BAHLOUL

Title/Department: Professor of Anthropology, appointed 1986

Education: PhD (Doctorate), Social and Cultural Anthropology, Ecole des Hautes Etudes en Sciences Sociales, Paris 1981

Foreign Language Proficiency: French 4, Hebrew 4, Italian 4, Spanish 3

Percentage of Time Dedicated to Middle Eastern Studies: 65

Area or International Courses Taught: Migrations and Diasporas; Reproduction, Culture, and Identity; Memory and Culture

Research and Teaching Specialization: Anthropology of Europe; Ethnography of Collective Memory; Reproduction and Politics; Anthropology of International Migration

Selected Recent Publications: "Jewish-Muslim Relationships in Food", in *A History of Jewish-Muslim Relations* (2013); "Alger- Diar-es-Saada", in *Une enfance juive en Méditerranée musulmane*; "Colonial History, the Jews and Europe", *Anthropology News* 51/9 (December 2010); "Syrian Jews in New York City: Transnational Identity and Memory after Dictatorship," in *Syrian Judaism and its Diaspora in America* (2009)

Theses/Dissertations Supervised in Last 5 Years: 6

SARAH BASSETT

Title/Department: Associate Professor, Department of History of Art, tenured, appointed 2009

Education: PhD, Bryn Mawr College, 1985; MA, University of Chicago, 1980; BA, Smith College, 1976

Academic and Related Overseas Experience: Turkey

Foreign Language Proficiency: Italian 3, French 3, German 3, Latin 3, Greek 3 (ancient and medieval)

Percentage of Time Dedicated to Middle Eastern Studies: 75

Area or International Courses Taught: Problems in Early Christian Art; Early Christian Art; Byzantine Art; Early Medieval Art; Medieval Art

Research and Teaching Specialization: Late antique, early medieval and Byzantine aesthetics; late antique portraiture early Christian icons; the reception of the classical past in late antiquity and the Byzantine middle ages; late antique and early medieval urbanism

Selected Recent Publications: “Constantinople, history and monuments,” *Encyclopaedia of Ancient History* 2013; “The Topography of Triumph in Late Antique Constantinople,” *Der Römische Triumph in Prinzipat und Spätantik* (2013); “Late Antique Honorific Sculpture in Constantinople,” in *Using Images in Late Antiquity* (2014); “The Great Palace Mosaic and the Image of Imperial Power,” in *Mosaics of Anatolia* (2011)

Distinctions: Fellow, American Research Institute in Turkey; Fellow, Dumbarton Oaks Research Library and Collection; Fellow, National Endowment for the Humanities

MOSTAFA BESHKAR

Title/Department: Assistant Professor, Department of Economics, tenure track, appointed 2013

Administrative Experience:

Education: PhD, Vanderbilt University, 2008; MA, Economics, Vanderbilt University, 2006; MSc, Industrial Engineering, Sharif University of Technology, Tehran, Iran, 2003; BS, Industrial Engineering, Amir Kabir University of Technology, Tehran, Iran, 2001

Academic and Related Overseas Experience: Iran, France, UK, Australia, Germany, South Korea

Foreign Language Proficiency: Persian 4

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 10

Area or International Courses Taught: International Trade

Research and Teaching Specialization: International Trade Policy, Law and Economics, Industrial Organization

Selected Recent Publications: “Trade Skirmishes and Safeguards: A Theory of the WTO Dispute Settlement Process.” *Journal of International Economics* 82 (1), September 2010, pp. 35-48; Reprinted in *Economics of International Trade Law*, edited by Alan Sykes, Elgar, Edward Publishing, Inc. (2013); “Optimal Remedies in International Trade Agreements.” *European Economic Review* 54 (3), April 2010, pp. 455-466; “The Theory of Dispute Resolution with Application to Intellectual Property Rights.” (2008) Joint with Eric Bond, in *Intellectual Property, Growth and Trade*, Ed. Keith Maskus, Elsevier B.V.; “Tariff Binding and Overhang: Theory and Evidence.” With Eric Bond and Youngwoo Rho (2010, last updated October 2012), Under Review

Distinctions: Peter T. Paul Research Fellow, 2010; First runner up, WTO Essay Competition for Young Economists, 2009; Graduate Fellowship, Vanderbilt University, 2003-2008; Kirk Dornbush Summer Research Award, Vanderbilt University, 2005 and 2006

NICK CULLATHER

Title/Department: Associate Professor, Department of History, tenured, appointed 1993

Administrative Experience: Associate Editor, *Journal of American History*, 1995-97; Staff Historian, Central Intelligence Agency, 1992-1993.

Education: PhD, University of Virginia, 1992; MA, Virginia, 1988; BA, Indiana, 1981

Academic and Related Overseas Experience: Research in the Philippines, Indonesia, Thailand, and South Asia

Foreign Language Proficiency: Tagalog 1

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Image of America in the World; "America's Nations": The Military Occupations of the United States; US Foreign Relations in the Twentieth Century

Research and Teaching Specialization: Diplomatic/military/intelligence history; Modernization Theory

Selected Recent Publications: *The Hungry World: America's Cold War Battle Against Poverty in Asia* (2010); "'The Target is the People': Representations of the Village in Modernization and National Security Doctrine," in *The City as Target* (2011); "The War on the Peasant: The United States and the Third World," *The Cold War in the Third World* (2013); "LBJ's Third War: The War on Hunger," in *Beyond the Cold War: Lyndon Johnson and the New Global Challenges of the 1960s*, (2014)

Theses/Dissertations Supervised in Last 5 Years: 5

Distinctions: Fulbright Fellowship, Singapore (2003); OAH Distinguished Lecturer

STUART DAVIS

Title/Department: Professor, Department of Linguistics, appointed 1988, promoted 2001

Administrative Experience: Chair, Linguistics, 2004–11

Education: PhD, University of Arizona, 1985; MA, University of Arizona, 1981; BA, UCLA, 1979

Academic and Related Overseas Experience: Center for Arabic Study Abroad, Cairo, Egypt, 1982-1983

Foreign Language Proficiency: Arabic 2, Hebrew 2, Spanish 2

Pedagogy Training for Language: PhD, linguistics

Percentage of Time Dedicated to Middle Eastern Studies: 10

Area or International Courses Taught: None, but in my linguistics courses I frequently discuss various linguistic aspects of Arabic dialects

Research and Teaching Specialization: General linguistics, phonology, morphology

Selected Recent Publications: "Quantity" in *Handbook of Phonological Theory*, Wiley-Blackwell, 2011; "Toward a Taxonomy of Loanword Prosody", *Catalan Journal of Linguistics*, 2012; "Formal versus Functional Explanation for a Universal Theory of Syllable structure", *Journal of Universal Language*, 2012; On the Role of Marginal Phonotactics in Colloquial Bamana Complex Syllables, *Natural Language and Linguistic Theory*, 2014

Theses/Dissertations Supervised in Last 5 Years: 5

Distinctions: Trustees Teaching Award, Department of Linguistics, 2012

HASAN EL-SHAMY

Title/Department: Professor Emeritus, Folklore and Ethnomusicology, tenured, appointed 1973

Administrative Experience: DGS, Folklore, African Studies

Education: PhD, Indiana University, 1967; MA, Indiana University, 1964; BA, Ain Shams University, 1959

Academic and Related Overseas Experience: Extensive travel in Egypt

Foreign Language Proficiency: Arabic 4, French 3, German 3

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Arab and ME Mythology; ME Folklore; Arabian Nights; International Folk Narrative; Tales Women Tell in the Middle East; Middle Eastern World Views and Religions

Research and Teaching Specialization: The folk narrative and the ballad; typology; social structure; religion among the folk; mental health in traditional cultures; psychological approaches and folklore theory; Africa; the Middle East

Selected Recent Publications: *Beyond Oedipus: The Brother Sister Syndrome* (2013); *Religion of the Folk in Egypt* (2009); *A Motif Index of The Thousand and One Nights* (2006); "Motif," in *Cambridge Encyclopedia of Language Sciences* (2011); *A Psychosocially Oriented Motif Index for Arab Folk Traditions* (2011)

Theses/Dissertations Supervised in Last 5 Years: 4

Distinctions: Fellow of the American Folklore Society; National Endowment for the Humanities Fellow, 1985-87.

SUMIT GANGULY

Title/Department: Rabindranath Tagore Chair in Indian Cultures and Civilizations and Professor of Political Science, IU, BL. Adjunct Professor, School of Environmental and Public Affairs, Indiana University Bloomington.

Administrative Experience: Director, Dhar India Studies Program, IU; Director, Center for Global and American Security

Education: PhD, Political Science, U of Illinois at Urbana/Champaign, 1984; MA, Political Science, Miami University, Oxford, Ohio, 1978; BA, English and Political Science, Berea College, Berea, Kentucky, 1977

Academic and Related Overseas Experience: India, Pakistan

Foreign Language Proficiency: Bengali 4, Hindi 4, Urdu 3, French 1

Percentage of Time Dedicated to Middle Eastern Studies: 0

Area or International Courses Taught: None

Research and Teaching Specialization: International Relations and World Politics, Comparative Politics (South Asia, Southeast Asia), Ethnopolitics, Regional Security, Nuclear Strategy and Arms Control, Counterinsurgency and Counterterrorism

Selected Recent Publications: *How Rivalries End* (co-author, 2013); "Pakistan: Neither State Nor Nation" (2010); "India and Pakistan: The Origins of Their Different Politico-Military Trajectories" (2010); "The Sorcerer's Apprentice: Islamist Militancy in South Asia" (2010); "Piety and Politics: Religious Leadership and the Conflict in Kashmir" (2011); "Jihad as Grand Strategy: Pakistan and Islamist Militancy in South Asia" (co-author, 2012)

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Medal of the Italian Chamber of Deputies (2006); Carnegie Corporation of New York research grant; Woodrow Wilson International Center for Scholars fellowship

HENRY GLASSIE

Title/Department: Professor emeritus, Folklore, appointed 1970

Administrative Experience: Chair, NELC, Folklore

Education: PhD, University of Pennsylvania, 1969; MA, State University of New York, Oneonta, 1965; BA, Tulane University, 1964

Academic and Related Overseas Experience: Ireland, 1972-82; Turkey, 1982-96; Bangladesh, 1987-1996; India, 1998-2001; Japan, 1994-2001

Foreign Language Proficiency: Bengali 2, French 2, Italian 3, Turkish 4

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Folklore Studies: Islamic and Turkish Art and Architecture

Research and Teaching Specialization: Folklore; Art and Architecture of Turkey, Bangladesh, Indian and Pakistan

Selected Recent Publications: *The Stars of Ballymenone* (2009); *Vernacular Architecture*. Bloomington: Indiana University Press, 2000; *Traditional Art of Dhaka*. (2000)

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Distinctions: President, American Folklore Society, 1988-1990; Award of Honor for Superior Service to Turkish Culture, Turkey, 1993; Friend of Bangladesh Award in Recognition of Outstanding Contribution Toward Bangladesh, 2000; Charles Homer Haskins Prize of the American Council of Learned Societies, 2009

JANE GOODMAN

Title/Department: Associate Professor, Communication and Culture, appointed 1999, tenured

Administrative Experience: Chair, Department of Communication and Culture, IU

Education: PhD, Brandeis University, 1999; BA, Bates College, 1980

Academic and Related Overseas Experience: Algeria, France

Foreign Language Proficiency: Berber 2, Arabic 2, French 4

Percentage of Time Dedicated to Middle Eastern Studies: 75

Area or International Courses Taught: Performance, Culture and Power in the Middle East and North Africa (30 students, 4 times); Ethnography and Social Theory in Africa (15 students, 1 time)

Research and Teaching Specialization: Language and Performance; Narrative and Genre; Music and Theater; Colonialism; Middle East, North Africa, and France

Selected Recent Publications: "The Man Behind the Curtain: Theatrics of the State in Algeria" (2013); "Acting with One Voice: Producing Unanimism in Algerian Reformist Theater" (2013)

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions: ACLS fellow

MARGARET GRAVES

Title/Department: Assistant Professor, Department of History of Art, tenure-track, appointed 2012

Administrative Experience:

Education: PhD, University of Edinburgh, 2010; MSc (Res), University of Edinburgh, 2006; MA, University of Edinburgh, 2002

Academic and Related Overseas Experience: Iran, Syria, Egypt, Morocco and Turkey

Foreign Language Proficiency: Arabic 1, French 3, German 2

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Survey of Islamic Art and Architecture; The Painted Image in the Islamic World; Islamic Ceramics in the Museum

Research and Teaching Specialization: Medieval Islamic art and architecture; Historiography of Islamic art history; Islam in museological display

Selected Recent Publications: *Islamic Art, Architecture and Material Culture: New Perspectives* (ed., 2012); "Feeling Uncomfortable in the Nineteenth Century" (2012); "The Aesthetics of Simulation: Architectural Mimicry on Medieval Ceramic Tabourets" (2012); "Visual Arts and Islam" (2014); "Kashan Ware" (2014)

Distinctions: Trustees Teaching Award, Indiana University, 2012-13

JOHN H. HANSON

Title/Department: Associate Professor, Department of History, tenured, appointed 1991

Administrative Experience: Director, African Studies Program, IU

Education: PhD, Michigan State University, 1989; MA, Michigan State University, 1982; BA, Kalamazoo College, 1979

Academic and Related Overseas Experience: Côte d'Ivoire, France, Gambia, Guinea, Ghana, Mali, Mauritania, Morocco, Netherlands, Senegal, Togo, United Kingdom Kenya, South Africa, Tanzania

Foreign Language Proficiency: Arabic 3, French 3, Fulfulde 1, Twi 1

Percentage of Time Dedicated to Middle Eastern Studies: 33

Area or International Courses Taught: African Civilizations; Undergraduate Seminars in African History; Graduate Colloquia in African History; Graduate Seminars in African History

Research and Teaching Specialization: African Muslim societies in the nineteenth and twentieth centuries; Religion in Africa; African Arabic texts

Selected Recent Publications: *Africa* (co-editor, 4th edition, 2014); "Islam in Africa" (2013); "Ahmadiyya in West Africa" (2012); "Africa south of the Sahara from the First World War," in *New Cambridge History of Islam* (2010); "Modernity, Religion and Development in Ghana: The Example of the Ahmadiyya Muslim Community" (2010); "Jihad and the Ahmadiyya Muslim Community" (2007)

Theses/Dissertations Supervised in Last 5 Years: 5

Distinctions: John W. Ryan Award for Distinguished Contributions to International Studies, Indiana University, 2011; National Endowment for the Humanities Fellowship, National Humanities Center, Rockefeller Humanities Fellowship

NUR AMALI IBRAHIM

Title/Department: Assistant Professor, Religious Studies and International Studies, tenure track

Education: PhD, New York University, 2011

Academic and Related Overseas Experience: Indonesia

Foreign Language Proficiency: Indonesian

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Introduction to Islam

Research and Teaching Specialization: Islam in the modern world; Theories of pedagogy and socialization; Contexts of scriptural interpretation; Social movements; Religion and media

Selected Recent Publications: “On Reading: The Socialization of Liberal Muslims in Indonesia” (2012)

Distinctions: Harvard Academy for International and Area Studies Postdoctoral Fellowship; Dissertation Fieldwork Grant, Wenner-Gren Foundation for Anthropological Research

R. KEVIN JAQUES

Title/Department: Associate Professor, Department of Religious Studies, tenured, appointed 2001

Administrative Experience: Director, Islamic Studies Program

Education: PhD, Emory University, 2001; MA, Arizona State, 1997; BA, Arizona State, 1992

Academic and Related Overseas Experience: Indonesia, England

Foreign Language Proficiency: Arabic 3 (reading knowledge), French 2, Indonesia/Malay 4, Javanese 1, Jawi 2, Russian 2

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Critical Issues in the Study of Hadith; The Life and Legacy of Muhammad; Islam in Southeast Asia; Religions of the West; Introduction to Islam; Islamic Theology; Islamic Law; Jihad; Islam in America; (Mis)representing Islam

Research and Teaching Specialization: Islamic studies, religious studies, Islamic law and theology and history, Islam in Southeast Asia, methods in the academic study of religion

Selected Recent Publications: *Ibn Hajar: Makers of Islamic Civilization* (2014); “Varieties of Religious Invention” (2012); “The Lost Biography of al-Shafi’i” (2012); “Murder in Damascus: The Consequences of Competition among Medieval Muslim Religious Elites” (2013). “The Contestation and Resolution of Inter and Intra-School Conflicts through Biography” (2010)

Theses/Dissertations Supervised in Last 5 Years: 5

Distinctions: The Trustee’s Teaching Award, Department of Religious Studies, Indiana University; Al-Mutawa Visiting Research Fellowship, Oxford University

EUGENE W. KLEINBAUER

Title/Department: Professor Emeritus, Department of Art History and Department of Near Eastern Languages and Cultures, appointed 1973

Administrative Experience: Chairman, Department of History of Art, 1992-95; Associate Director, School of Fine Arts, 1988-92; Director of Art History Graduate Studies, School of Fine Arts, 1977-79, 86-87, 2003-06; Acting Director, Arts Administration Program, Fall 1978; Chairman, De

Education: PhD, University of Princeton, 1967; MFA, University of Princeton, 1964; MA, University of California, Berkeley, 1962; MA, University of California, Berkeley, 1959

Academic and Related Overseas Experience: Travel in Russia, Georgia, Armenia, Turkey, Greece, Bulgaria, Israel, former Yugoslavia, Italy, France, Germany, Belgium, Netherlands, United Kingdom, Switzerland, Austria, Mexico, Canada

Foreign Language Proficiency: French 3, German 3, Italian 3, Latin 1, Modern Greek 3

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Byzantine Art; Problems in Byzantine Art

Research and Teaching Specialization: Byzantine and Near Eastern Art

Selected Recent Publications: Kleinbauer, Antony White, and Henry Matthews, *Hagia Sophia* (London and Istanbul, Scala Books, 2004. Commissioned; Tareekh al-Fan al-Gharbi (Wejhat Nadhar Hadeetha), translation by Khaled al-Hamzah of the 105 page introduction of Kleinbauer's *Modern Perspectives in Western Art History*, first published 1971, reissued in 1987), 2002; *Saint Sophia at Constantinople: Singulariter in mundo*. University of Louisville: Frederic Lindley Morgan Chair of Architectural Design, Monograph No. 5. Dublin, N.H.: William L. Bauhan, 1999 [appeared 2000]

Theses/Dissertations Supervised in Last 5 Years: 5

Distinctions: IU Graduate School-College of Arts & Sciences Alumni Association Distinguished Teaching Award (1988); President's Award for Distinguished Teaching, Indiana University (1999); Schrader Grant, IU Foundation (2001).

CONSUELO LÓPEZ-MORILLAS

Title/Department: Professor Emerita, Department of Spanish and Portuguese, appointed 1977

Administrative Experience: Chair, Spanish and Portuguese

Education: PhD, California, Berkeley, 1974; Bryn Mawr College, 1965

Academic and Related Overseas Experience: Spain, extended stays; Egypt, language study; Jordan, language study; Library research in France and Italy

Foreign Language Proficiency: Arabic 3, French 4, German 2, Italian 2, Spanish 4

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Hispano-Arabic literature; Andalusí literature especially poetry; Language and literature of the Spanish Mudejars and Moriscos; Spanish Islam; Romance and Hispanic philology

Research and Teaching Specialization: Hispano-Arabic literature; Andalusí literature especially poetry; Language and literature of the Spanish Mudejars and Moriscos; Spanish Islam; Romance and Hispanic philology

Selected Recent Publications: *El Corán de Toledo* (2006); *Textos aljamiados sobre la vida de Mahoma* (1994)

Theses/Dissertations Supervised in Last 5 Years: 1

Distinctions: Fulbright Senior Research Fellowship; American Council of Learned Societies Fellowship; CASA II

DEBORAH MAUSKOPF DELIYANNIS

Title/Department: Associate Professor, Department of History, tenured, appointed 2005

Administrative Experience:

Education: PhD, University of Pennsylvania, 1994; BA, Yale University, 1988

Academic and Related Overseas Experience: Research and publication in Italy

Foreign Language Proficiency: Latin 3, Ancient Greek 1, French 2, Italian 2, German 2

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 2

Area or International Courses Taught: Byzantine History (30-60 students)

Research and Teaching Specialization: Late Antique and Early Medieval Western Europe

Selected Recent Publications: *Ravenna in Late Antiquity* (2010); *Shifting Cultural Frontiers in Late Antiquity*, co-edited with David Brakke and Edward Watts. Ashgate Publishing, 2012; "The Roman Liber pontificalis, Papal Primacy, and the Acacian Schism." To be published in *Viator* 45.3, 2014; "Ecclesius and San Vitale: the Episcopal Donor in Text and Image." To be published in E. Gatti and S. Danielson, eds., *Envisioning the Medieval Bishop*. Brepols Publishing, 2014; "Ravenna, St. Martin, and the Battle of Vouillé." In D. Shanzer and R. Mathisen, eds., *The Battle of Vouillé, 507 CE: Where France Began*, pp. 167-180. De Gruyter, 2012; "The Holy Man and the Conqueror: the Legend of Attila and Pope Leo I." In M. Coumert, M.-C. Isaña, K. Krönert, and S. Shimahara, eds., *Rerum gestarum scriptor. Histoire et historiographie au Moyen Âge: Mélanges Michel Scot*, pp. 235-243. Presses de l'Université Paris-Sorbonne, 2012; "The Mausoleum of Theoderic and the Seven Wonders of the World." *Journal of Late Antiquity* 3 (2010): 365-385

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions: Trustees Teaching Award, Indiana University, 2014

DAVID A. MCDONALD

Title/Department: Assistant Professor, Department of Folklore and Ethnomusicology, tenure track appointed 2008

Administrative Experience:

Education: PhD, University of Illinois, 2006; MM, University of Illinois, 2001; BM, Colorado State University, 1994

Academic and Related Overseas Experience: Palestine, Jordan, Israel, Turkey, Syria

Foreign Language Proficiency: Arabic 4, Hebrew 1, French 2

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: World Music and Cultures; Music, War, and Peace; Popular Culture and Politics in the Middle East

Research and Teaching Specialization: Arab Music; Political Protest Movements; Israeli-Palestinian conflict; Palestinian Folklore; Palestinian History; Arab Popular Culture

Selected Recent Publications: *My Voice is My Weapon: Music, Nationalism, and the Poetics of Palestinian Resistance* (2013); *Palestinian Music and Song: Expression and Resistance since 1900* (co-editor, 2013); "Imaginaries of Exile and Emergence in Israeli Jewish and Palestinian Hip-Hop" (2013); "Geographies of the Body: Violence and Manhood in Palestine" (2010)

Theses/Dissertations Supervised in Last 5 Years: 5

Distinctions: Trustee's Teaching Award, Dept. Folklore and Ethnomusicology, 2011-2012;

MICHAEL MCGINNIS

Title/Department: Professor, Department of Political Science, tenured, appointed 1985; Senior Research Fellow, The Vincent and Elinor Ostrom Workshop in Political Theory & Policy Analysis; Adjunct Professor, Governance and Management, School of Public and Environmental Affairs

Education: PhD, University of Minnesota, 1985; BS, Ohio State University, 1980

Academic and Related Overseas Experience: None

Foreign Language Proficiency: English 4

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 0

Area or International Courses Taught: International Relations: Approaches and Issues; Coping With War; Intro to the Study of Politics; International Law; Democracy and National Security; U.S. Healthcare Policy, Theories of Public Policy; Religion, Politics, and Public Policy; Implementation Challenges of Governance Reform

Research and Teaching Specialization: Public policy; Institutional analysis; U.S. health care policy; Public policy related to humanitarian relief, development assistance, peace-building, and reconciliation in troubled regions of the world

Selected Recent Publications: SES Framework: Initial Changes and Continuing Challenges," forthcoming in Ecology and Society. McGinnis and Elinor Ostrom. 2014; Institutional Analysis and Political Economy," In Routledge Handbook of Public Policy, eds., Eduardo A. A. Jr., Scott Fritzen, Michael Howlett, M. Ramesh and Xun Wu, Routledge, pp. 87-97. McGinnis and Paul Dragos Aligica. 2013

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Named one of first cohort of "Senior Research Fellows" for Ostrom Workshop, 2013; Visiting Professor, The Dartmouth Center for Health Care Delivery Science, and The Dartmouth Institute for Health Policy and Clinical Practice, The Audrey and Theodor Geisel School of Medicine at Dartmouth, Hanover, New Hampshire, January-June 2013

JASON MOKHTARIAN

Title/Department: Assistant Professor, Department of Religious Studies, tenure track

Administrative Experience:

Education: PhD, Early and Late Antique Judaism, University of California, Los Angeles, 2011; MA, Divinity, University of Chicago; MA, Ancient Iranian Studies, University of California, Los Angeles

Academic and Related Overseas Experience: Israel

Foreign Language Proficiency: Hebrew, Aramaic, Old and Middle Persian

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Introduction to Judaism; Introduction to Jewish History: From the Bible to the Spanish Expulsion; Jews, Christians, and Others in Late Antiquity; Torah, Temple, and God in Ancient Judaism; Rabbinic Judaism: Literature and Beliefs

Research and Teaching Specialization: Ancient Judaism; Rabbinics; Jews of Ancient Persia; Talmud in its Iranian Context; Ancient Iranian Studies

Selected Recent Publications: "Empire and Authority in Sasanian Babylonia: The Rabbis and King Shapur in Dialogue" (2012); "Rabbinic Depictions of the Achaemenid King Cyrus the Great: The Babylonian Esther Midrash (bMeg. 10b-17a) in its Iranian Context" (2010)

MICHAEL L. MORGAN

Title/Department: Chancellor's Professor Emeritus of Philosophy and Jewish Studies

Administrative Experience: Associate Dean of Faculties

Education: PhD, University of Toronto, 1978; MA, Hebrew Union College, 1970; BA, Syracuse University, 1965

Academic and Related Overseas Experience: UK

Foreign Language Proficiency:

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies:

Area or International Courses Taught: Modern Jewish Philosophy; Topics in the Philosophy of Judaism: Topics in the Philosophy of Judaism:

Research and Teaching Specialization: Jewish and Ancient Philosophy

Selected Recent Publications: *The Cambridge Companion to Modern Jewish Philosophy* (co-editor, 2007)

Distinctions: Canadian Foundation for Jewish Culture, Doctoral Grant, 1972; Memorial Foundation for Jewish Culture, Doctoral Grant, 1972; Hebrew Union College-Jewish Institute for Religion, Doctoral Fellowship (for another institution), 1972-1975; Canada Council, Doctoral Fellowship, 1972-1973; Kent Fellowship, Danforth Foundation, 1972-1975; Lilly Endowment, Post-Doctoral Teaching Fellowship, 1979-1980; Indiana University, Summer Faculty Fellowship, 1980, 1983, 1987, 1993, 1999; Amoco Foundation Distinguished Teaching Award, 1982; Indiana University, Research Grant, 1986-1987, 1988-89, 1989-90, 1992; Indiana University, Instructional Development Summer Fellowship, 1993; Indiana University, College Arts and Humanities Fellowship, 2006

KAREN RASLER

Title/Department: Professor, Department of Political Science, tenured, appointed 1991

Administrative Experience:

Education: PhD, Florida State University, 1981; MA, Florida State University, 1976; BA, University of Florida, 1974

Academic and Related Overseas Experience: Austria, Canada, the Netherlands

Foreign Language Proficiency: English 4

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Introduction to International Relations; World Politics: American Foreign Policy; Political Violence and Revolution; International War and Conflict; International Relations Theory; International Conflict Processes; Theories of Political Contention; Theories of American Foreign Policy; Ethnicity and Nationalism

Research and Teaching Specialization: Theories of international conflict and cooperation; Relative decline of world powers; War and state-building processes; Societal consequences of war; Modeling long cycles of war; Distribution of power and technological innovations; Political violence and internal wars

Selected Recent Publications: *How Rivalries End* (2013); "Complex Causality in 1914" (2014)

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Third Round Prize Finalist (\$3000) for Inequality Beyond Globalization, World Society Focus Paper Competition, World Society Foundation, Switzerland, co-author with William R. Thompson, 2008

ROBERT V. ROBINSON

Title/Department: Chancellor's Professor, Department of Sociology, tenured, appointed 1979

Administrative Experience: Chair of Sociology; Director, Center for Survey Research

Education: PhD, Yale University, 1979; MA, Yale University, 1974; BA, Brown University, 1973

Academic and Related Overseas Experience: Austria, Germany, Italy, France, Australia, Argentina; cross-national research on Europe and Middle East

Foreign Language Proficiency: German 2, Italian 1, French 2, Spanish 2

Percentage of Time Dedicated to Middle Eastern Studies: 50

Area or International Courses Taught: None

Research and Teaching Specialization: Orthodox religion in Muslim-majority countries and Israel

Selected Recent Publications: *Claiming Society for God: Religious Movements and Social Welfare in Egypt, Israel, Italy and the United States* (co-author, 2012); "Overcoming Movement Obstacles by the Religiously Orthodox: The Muslim Brotherhood in Egypt, Shas in Israel, Comunione e Liberazione in Italy, and the Salvation Army in the United States" (co-author, 2009); "Freedom on the March? Bush's Democracy Doctrine for the Muslim World" (co-author, 2007); "The Egalitarian Face of Islamic Orthodoxy: Support for Islamic Law and Economic Justice in Seven Muslim-Majority Nations" (co-author, 2006)

Theses/Dissertations Supervised in Last 5 Years: 8

Distinctions: Scholarly Achievement Award, North Central Sociological Association, 2013; Honorable Mention, Distinguished Book Award of the American Sociological Association's Sociology of Religion Section, 2013; Indiana University Trustees Teaching Award for Excellence and Commitment to Teaching, 2011; Outstanding Mentor Award, Sociology Graduate Student Association, 2003

KAYA SAHIN

Title/Department: Assistant Professor of History, tenure-track, appointed Fall 2012; adjunct assistant professor, Central Eurasian Studies, Near Eastern Languages and Cultures

Education: PhD, History, University of Chicago, 2007; MA, History, Sabanci University, 2000; BA, Political Science and International Relations, Bogazici University, 1998

Academic and Related Overseas Experience: 15 years of research in the Middle East; Member of the editorial board, *Tarih ve Toplum* (Istanbul), 2004-2014

Foreign Language Proficiency: Turkish 4, English 4, French 4, Arabic 3, Persian 3, German 3, Italian 2, Spanish 2

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: Introduction to Islamic Civilization; The Ottomans, 1300-1600; Turkey from Empire to Republic, 1789-1950; Early Modern Islamic Empires, 1300-1750; Istanbul through the Ages

Research and Teaching Specialization: Islamic history; Ottoman history; history of Turkey; Muslim-Christian relations; Comparative and world history

Selected Recent Publications: *Empire and Power in the Reign of Suleyman: Narrating the Sixteenth-Century Ottoman World* (2013); "Imperialism, Bureaucratic Consciousness and the Historian's Craft: A Reading of Celalzade Mustafa's *Tabakatu'l-memalik*" (2013); "Constantinople and the End Time: The Ottoman Conquest as a Portent of the Last Hour" (2010)

Theses/Dissertations Supervised in Last 5 Years: 4

Distinctions: The Newberry Library, Mellon Post-Doctoral Fellowship in the Humanities, 2010-2011; Mellon Postdoctoral Fellowship in Middle Eastern Studies, Northwestern University, Department of History, 2007-2008

MOHAMED SAHNOUNI

Title/Department: Research Associate, Department of Anthropology and Center for Research into the Anthropological Foundation of Technology, Indiana University

Administrative Experience:

Education: PhD, Indiana University Bloomington; Doctorate, University of Pierre & Marie Curie (Paris, France), 1985; BA, University of Algiers, 1981

Academic and Related Overseas Experience: Algeria, Spain

Foreign Language Proficiency: English 4, Arabic 4, French 4, Spanish 3, Catalan 2

Percentage of Time Dedicated to Middle Eastern Studies: 100

Area or International Courses Taught: African Archaeology; Stone Tool Technology; Prehistory of North Africa and Near East

Research and Teaching Specialization: Paleolithic archaeology; African archaeology; Prehistory of North Africa and Middle East

Selected Recent Publications: “The first evidence of cut marks and usewear traces from the Plio-Pleistocene locality El-Kherba (Ain Hanech), Algeria” (co-author, 2013); “The African Acheulean: An Archaeological summary” (2013); “The Lower Paleolithic Settlements in the Maghreb” (2012); “North Africa: Chronology, Ecology, and hominin behavior. Insights from Ain Hanech and El-Kherba, northeastern Algeria” (2010)

Theses/Dissertations Supervised in Last 5 Years: 3

NAZIF M. SHAHRANI

Title/Department: Professor, Anthropology, CEUS, and NELC

Administrative Experience: Chair, NELC

Education: PhD, University of Washington, Seattle, 1976; MA, University of Washington, Seattle, 1972; BA, University of Hawaii, Honolulu, 1970

Academic and Related Overseas Experience: Afghanistan, Pakistan, Turkey, Uzbekistan, Kyrgyzstan, and Kazakhstan

Foreign Language Proficiency: Persian 4, Dari 4, Farsi 4, Tajik 4, Uzbek 4, Uyghur 4, Kyrgyz 4, Pashto 3, Turkish 2, Kazakh 2, Turkmen 2, Arabic 2

Percentage of Time Dedicated to Middle Eastern Studies: 75

Area or International Courses Taught: Peoples and Cultures of the Middle East; Post-Taliban Afghanistan and Global War on Terror; Graduate seminars on Islam and politics, gender, family and crisis of masculinity, pastoral nomadism, states and societies

Research and Teaching Specialization: Anthropology of Muslim Middle East and Muslim Central Asia

Selected Recent Publications: “Political Islam in Afghanistan” (2013); “Center-Periphery Relations in Afghanistan” (2013); “Nationalism, Democracy and Security in 21st Century Asia” (2012); “Approaching Study of Political Culture in Afghanistan with Institutional Analysis and Development (IAD) and Social-Ecological Systems (SES) Frameworks” (2012); “State, Islam and Insurgency in Afghanistan” (2011)

Theses/Dissertations Supervised in Last 5 Years: 3 completed, 11 active PhD theses; 6 active MA theses

Distinctions: Strategic Vision Award for Scientist/Scholar 2010, Turkish Asian Center for Strategic Studies

JONATHAN SIMONS

Title/Department: Associate Professor, Department of Communication and Culture, Indiana University, since August 2006; Adjunct Faculty in the Cultural Studies Program since 2006; Adjunct Faculty in the Program of Jewish Studies, since January 2011

Administrative Experience:

Education: PhD, Political Science, Hebrew University, Jerusalem; MA, Political Science, Hebrew University, Jerusalem; BA, Politics and Modern History, University of Manchester, UK

Academic and Related Overseas Experience: Resident, Israel 1985-95; Visiting Fellow, Israel 2012

Foreign Language Proficiency: Hebrew 3

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 85

Area or International Courses Taught: Arts & Humanities Topics - Jewish; Specific Topics in Cultural Studies; Images of War and Peace; Topics in Rhetoric & Public Culture

Research and Teaching Specialization: Peace movement, Visual culture

Selected Recent Publications: "Power, Resistance and Freedom" (2013); "Peace Now or Never? Images of Peace in the Israeli Peace Movement"(2012); "Mediated Construction of the People: Laclau's Political Theory and Media Politics" (2011); "Aestheticisation of Politics: From Facism to Radical Democracy" (2008)

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Bloomfield Prize for outstanding doctoral dissertation, Hebrew University of Jerusalem, 1993; Israel Political Science Association prize for outstanding M.A. thesis, 1989

DINA SPECHLER

Title/Department: Associate Professor, Department of Political Science, tenured, appointed 1984; Adjunct Associate Professor, Jewish Studies

Education: PhD, Harvard University, 1973; MA, Harvard University, 1971; BA, Radcliffe College, 1965

Academic and Related Overseas Experience: Israel, Russia, Tajikistan, Sweden

Foreign Language Proficiency: Russian 4, Hebrew 4, French 3, Swedish 2, Latin 1

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: International Relations (comparative foreign policy, Soviet and Russian foreign policy, American foreign policy, force and diplomacy, crises and crisis management, the Middle East in world politics); Modern social theory; Israeli foreign policy

Research and Teaching Specialization: Comparative foreign policy and international relations, particularly Russian, Soviet, and American foreign policy and the international relations of the Middle East

Selected Recent Publications: "Will Russia Regain Its Dominant Role in Central Asia" (2012); "The USA and Central Asia" (2012); "Central Asian Survey" (2010); "Eurasia and the Global Economic Crisis" (2010); "Stable Outside, Fragile Inside Post-Soviet Statehood in Central Asi" (2010); "Problems of Post-Communism" (2010)

Theses/Dissertations Supervised in Last 5 Years: 2

RUTH STONE

Title/Department: Laura Boulton Professor of Ethnomusicology

Administrative Experience: Associate Vice Provost for Research

Education: PhD, Indiana University, 1979; MA, Hunter College, 1972; BA, University of Northern Iowa, 1966

Academic and Related Overseas Experience: Saudi Arabia, Oman, Liberia

Foreign Language Proficiency: Kpelle 4, German 1, Arabic 1

Percentage of Time Dedicated to Middle Eastern Studies: 10

Area or International Courses Taught: None

Research and Teaching Specialization: West African Music; Middle Eastern Music; Theory in Ethnomusicology

Selected Recent Publications: *Theory in Ethnomusicology* (2007); "The Feedback Interview: Meaning and Extension in African Research Settings," (co-author, 2013)

Theses/Dissertations Supervised in Last 5 Years: 11

FRANCES TRIX

Title/Department: Professor, Departments of Linguistics and Anthropology

Administrative Experience: Bloomington Faculty Council; Director, Dearborn Public Schools Bilingual Program

Education: PhD, University of Michigan, 1988

Academic and Related Overseas Experience: Turkey, Kosova, Macedonia, Albania, Lebanon, Egypt, Iran

Foreign Language Proficiency: Turkish 4, Colloquial Arabic 3, French 4, Albanian 4, Macedonian 1, German 2, Persian 1

Pedagogy Training for Language: PhD linguistics, MA, Second language acquisition

Percentage of Time Dedicated to Middle Eastern Studies: 75

Area or International Courses Taught: Sufism (23 students); Islam in the Balkans (17 students)

Research and Teaching Specialization: Muslim immigrant communities; Discourse Analysis; Islam in the Balkans

Selected Recent Publications: "Underwhelmed": Kosovar Albanians' Reactions to the Milošević Trial" (2013); "Ethnic Minorities of Macedonia: Turks, Roma, and Serbs," (2013); "Contesting Immigrant Voice in Istanbul: Mass Media, Verbal Play, Immigrant Channels," (2010); *The Sufi Journey of Baba Rexheb* (2010)

Theses/Dissertations Supervised in Last 5 Years: 1

Distinctions: Woodrow Wilson Fellow; Lifetime Achievement Award, Albanian American National Organization; Fulbright Fellow, Turkey

DROR WAHRMAN

Title/Department: Ruth N. Halls Professor, Department of History, tenured

Administrative Experience: Director, Center for Eighteenth-Century Studies

Education: PhD, Princeton University, 1993; MA, Tel Aviv University, 1987; BSc, Hebrew University of Jerusalem, 1984

Academic and Related Overseas Experience: Israel, Middle East, Europe

Foreign Language Proficiency: Hebrew 4, Arabic 3, French 4

Percentage of Time Dedicated to Middle Eastern Studies: 20

Area or International Courses Taught: The Cultural History of Industrial Society; Britain in the Eighteenth Century; The History of Jerusalem; Truth of the Humanities

Research and Teaching Specialization: Britain, Cultural history, Gender and sexuality, Eighteenth Century, Jewish Studies

Selected Recent Publications: “The Meaning of the Nineteenth-Century: Reflections on James Belish's Replenishing the Earth” (2011); “Invisible Hands: Self Organization in the Eighteenth Century” (2011)

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Ben Snow Prize, Louis Gottschalk Prize, American Council of Learned Societies fellow

6. PROFESSIONAL SCHOOL FACULTY

BRENDA BAILEY-HUGHES

Title/Department: Senior Lecturer, Kelley School of Business

Education: MA, Ball State University, 1989; BA, Ball State University, 1987

Academic and Related Overseas Experience: Taught at SKKU, 2010-2013; Faculty Development Research trip to Turkey; Taught Business Culture of Turkey; Licensed mentor for WorldWorks International Profiler, Teach the Kelley Direct In-Country Botswana course; Served as the host for the CIBERFocus podcast series

Percentage of Time Dedicated to Middle Eastern Studies: 25

JUDAH M. COHEN

Title/Department: Lou & Sybil Mervis Professor of Jewish Culture & Associate Professor of Jewish Studies, CAS, Associate Professor of Musicology, Jacobs School of Music, Appointed 2006

Administrative Experience:

Education: PhD, Harvard University, 2002; BA, Yale College, 1995

Academic and Related Overseas Experience: Field Research in Jerusalem, 1999; Field Research in Uganda, 2004; Several international conferences

Foreign Language Proficiency: French 2, Hebrew 2, German 1

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 10

Area or International Courses Taught: None

Research and Teaching Specialization: Music in Jewish life; Caribbean history; Music and Global Health

Selected Recent Publications: Oxford Bibliography of Jewish Musicians and Composers (Oxford University Press)

Theses/Dissertations Supervised in Last 5 Years: 4

Distinctions: Harry Starr Fellowship, Jewish Studies Center, Harvard University, Spring 2013; One-month Fellowship, American Jewish Archives, Cincinnati, OH, Summer 2014

IVOR KEVIN DAVIES

Title/Department: Emeritus Faculty, Professor of Education Faculty; Professor, Human Performance Technology (IST); Adjunct Professor of Business Administration; Professor, Cognitive Sciences; Member Graduate School faculty

Administrative Experience: Senior Director, Executive Development, Kelley Executive Partners, Kelley School of Business

Education: PhD, Psychology, University of Nottingham, UK; MS, University of Illinois; MA, University of Birmingham, UK; BA, University of Birmingham, UK

Academic and Related Overseas Experience: Eastern Europe, Africa, the Middle East, South East Asia

Foreign Language Proficiency:

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies:

Area or International Courses Taught: None

Research and Teaching Specialization: Developing a national strategic plan which would better align the economic base of the Kingdom of Saudi Arabia with the market forces at work in the larger globalized environment; Nature of cultural, organizational & paradigmatic change; Area of human rel

Selected Recent Publications: Thomas, C.A., Davies, I.K., Openshaw, D., & Bird, J. (1963). Programmed Learning in Perspective: A Guide to Program Writing. London: Lamson; Thomas, C.A., Davies, I.K., Openshaw, D., & Bird, J. (1964). Programmed Learning in Perspective: A Guide to Program Writing. Chicago, IL: Educational Methods; Leith, G.O.M., Curr, W., & Davies, I.K. (1965). What is Programmed Learning? London: BBC Publications; Davies, I.K. (ed). (1969). The Mathematics of T.F. Gilbert. London: Longmac; Davies, I.K. (1971). The Management of Learning. London: McGraw-Hill. Davies, I.K. & Hartley, J (eds). (1972). Contributions to an Educational Technology (Vol. 1). London: Butterworth; Hartley, J. Davies, I.K., Duncan, K.D., & Annett, J. (1972). Strategies for Programmed Instruction: An Educational Technology. London: Butterworth

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Royal Air Force Wing Commander (Lt. Colonel) Ronald H. Anderson Memorial Award by the American Society of Training and Development, 1992

SAMEEKSHA DESAI

Title/Department: Assistant Professor, School of Public and Environmental Affairs, tenure-track, appointed 2010

Education: PhD, George Mason University, 2008

Academic and Related Overseas Experience: Germany, Rwanda, India, Iraq

Foreign Language Proficiency: English 4

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Courses are policy-focused, but use case studies from MENA in the coursework.

Research and Teaching Specialization: Economic governance in postconflict/transition economies; Regulatory policy in postconflict/transition economies; Conflict and development policy

Selected Recent Publications:

“Ownership and Allocation of Capital: Evidence from 44 Countries” (co-author, 2013); “A Model of Destructive Entrepreneurship” (co-author, 2011); “Promarket Reforms and Allocation of Capital in India” (co-author, 2011); “Measuring Entrepreneurship in Developing Countries” (2011); “Entrepreneurship and a Tale of Two Cities” co-author, 2010); “Entrepreneurship, Economic Development and Institutions” (co-author)

Theses/Dissertations Supervised in Last 5 Years: 4 undergraduate honors theses

Distinctions: Outstanding Graduate Teaching Award, SPEA; Bosch Foundation Fellow

Language System: 1=Elementary, 2=Intermediate, 3=Advanced, 4=Fluent

PNINA FICHMAN

Title/Department: Associate Professor, ILS, School of Informatics and Computing / School of Library and Information Science; Affiliated Faculty, School of Global and International Studies

Administrative Experience: Chair, ILS, School of Informatics and Computing; Director, Rob Kling Center for Social Informatics, Indiana University Bloomington; Director, Doctoral Minor in Social Informatics; Co-Chair, ASIST SIG Social Informatics; Secretary and Treasurer, AIS SIG Cr

Education: PhD, SILS, University of North Carolina, 2003; MA, Public Administration, University of Haifa, Israel, 1999; CLS, Library and Information Science, University of Haifa, Israel, 1996; BA, Arts and Humanities, The Hebrew University of Jerusalem, Israel,

Academic and Related Overseas Experience: Israel, Switzerland, Peru, Italy, Netherlands, Canada, Mexico

Foreign Language Proficiency: Hebrew 4

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Seminar in International Information

Research and Teaching Specialization: Social Informatics, Virtual groups and online communities, ICT and cultural diversity, Information intermediation, Online deviant behaviors

Selected Recent Publications: *Social Informatics* (co-ed., 2014); *Global Wikipedia: International and Cross-Cultural Issues in Online Collaboration* (co-ed., 2014); *Multiculturalism and Information and Communications Technology* (co-author, 2013); "Online Peace Movement Organizations," in *Social Information Technology* (2008).

Theses/Dissertations Supervised in Last 5 Years: 1

Distinctions: Scholar Outstanding Individual Contribution Award, School of Informatics and Computing, 2013; Trustees Teaching Award, School of Library and Information Science, Indiana University; 2007

DAVID P. FIDLER

Title/Department: James Louis Calamaras Professor of Law, Indiana University School of Law, tenured

Administrative Experience: Director, IU Center on American and Global Security, 2007–10

Education: BCL, University of Oxford, 1991; JD, Harvard Law School, 1991; M.Phil, University of Oxford, 1988; BA, University of Kansas, 1986

Academic and Related Overseas Experience: England, Poland, Germany, Indonesia, India, Palestine, Dominican Republic, Venezuela, Russia

Foreign Language Proficiency: German 1, French 1

Percentage of Time Dedicated to Middle Eastern Studies: 50

Area or International Courses Taught: Global health law; international trade; international criminal law; law and weapons of mass destruction; international business transactions; international environmental law

Research and Teaching Specialization: Counterinsurgency and rule of law operations, global health law; disaster relief and biosecurity, international law

Selected Recent Publications: "Was Stuxnet an Act of War?" (2011);

India and Counterinsurgency (co-author, 2009); *Responding to National Security Letters: A Practical Guide for Legal Counsel* (co-author, 2009); *After the Revolution: Global Health Politics in a Time of Economic Crisis and Threatening Future Trends*, *Global Health Governance* 2(2), 2009; "Gender Politics, Gender Paradox: Establishing and Implementing Global Standards for the Promotion and Protection of Women's Health" (2008); *Biosecurity in the Global Age* (co-author, 2008)

Theses/Dissertations Supervised in Last 5 Years: 2

Distinctions: IHR Roster of Experts, 2007- 2011; Institute of Medicine Committee on Achieving Sustainable Global Capacity for Surveillance and Response to Emerging Diseases of Zoonotic Origin, 2008-2009

P. ROBERTO GARCIA

Title/Department: Clinical Associate Professor, International Business, Department of Management, Kelley School of Business, tenured

Administrative Experience: Co-Director, Supply Chain Global Management Academy, Kelley School of Business, Indiana University; Director, Global Experience Academy (MBA Program), Kelley School of Business, Indiana University; Co-Director, Center for International Business Education

Education: Ph.D (International Business) University of Michigan, 1996; MBA (International Business) University of Toledo, 1988; BS (Psychology) University of Missouri, 1983

Academic and Related Overseas Experience: Germany, Thailand, China, Chile, Peru, Mexico, Japan

Foreign Language Proficiency: Spanish 4

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: The Environments of International Business; The Operations of International Business: Management of Multinationals; International Competitive Strategies; International Management; The Global Experience Academy and Supply Chain and Global Management Academy; Global Leadership

Research and Teaching Specialization: The Environments of International Business, Management of Multinational Firms, International Competitive Strategies, International Management, Global Leadership, Cross-Cultural Management, Incorporating the World Wide Web in the Teaching of International Business

Selected Recent Publications: Ford Mexico: Bridging the Learning Divide (Teaching Case), with Maguire Lewis, Maureen, and Bradberry, Richard J., CIBER Case Collection at European Case Clearing House, 2006

Theses/Dissertations Supervised in Last 5 Years: 12

Distinctions: 2010 Kelley Direct Teaching Excellence Award, Indiana University, Kelley School of Business; 2010 Kelley Service Award, Indiana University, Kelley School of Business; 2008 Innovative Teaching Award, Indiana University, Kelley School of Business, Fall 2008; Invited to deliver a presentation on innovative teaching techniques for Indiana University Board of Trustees, Delivered on May 6, 2004; Twenty under Forty Leadership and Community Service Award, City of Toledo, OH and Toledo Business Journal, October 12, 2000

BRUCE JAFFEE

Title/Department: Professor Emeritus, Department of Business Economics and Public Policy, tenure track, appointed 1971

Administrative Experience: Director, Institute for International Business

Education: PhD (with distinction), Johns Hopkins University, 1971; MA, Johns Hopkins University, 1969; AB, Brown University, 1960

Academic and Related Overseas Experience: Project director for programs in Croatia, Barbados, Hungary, Poland and the Czech Republic between 1990 and 2014

Foreign Language Proficiency: English 4

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 5

Area or International Courses Taught: Session on American business (90 students, 4 times)

Research and Teaching Specialization: Government business relationships; Economic development

Selected Recent Publications: None

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions: Various teaching awards from Indiana University; University service medal from IU

JAMES D. KELLY

Title/Department: Associate Professor, School of Journalism

Administrative Experience: Director, IU Journalism Honors Program; Board of Directors member, Associated Press Photo Managers; Advisory Board member, Global Media Journal - Pakistan Edition

Education: PhD, Mass Communication, Indiana University, 1990; MA, Journalism, Indiana University, 1988; BSJ, News-editorial journalism, West Virginia University, 1980

Academic and Related Overseas Experience: Pakistan, India, Sri Lanka, Kenya, Bangladesh, Uganda, Tanzania, Nepal

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Photojournalism Reporting, Publication Design

Research and Teaching Specialization: Government public relations in Middle East coverage; Photojournalism ethics

Selected Recent Publications: ViewPoints: The Newsletter of AEJMC's Visual Communication Division, 2010; ViewPoints: The Newsletter of AEJMC's Visual Communication Division, 2010; Visual Communication Quarterly, 2010; Journalism and Mass Communication Quarterly, 2010; ViewPoints: The Newsletter of AEJMC's Visual Communication Division, 2010 ;An Introduction to Visual Theory and Practice in the Digital Age, 2011; Iowa Journal of Communication, 2012; Visual Communication Quarterly, 2013

Theses/Dissertations Supervised in Last 5 Years: 6

Distinctions: George Foster Peabody Award; IU Herman Frederic Lieber Memorial Award for teaching excellence; IU School of Journalism Gretchen Kemp Teaching Award

PATRICIA K. KUBOW

Title/Department: Professor, International Comparative Education, Department of Educational Leadership & Policy Studies and Department of Curriculum & Instruction, tenured

Administrative Experience: Director, Center for Social Studies & International Education (CSSIE); Director, Center for International Education, Development and Research (CIEDR)

Education: PhD, Comparative and International Development Education, University of Minnesota, 1996

Academic and Related Overseas Experience:

Foreign Language Proficiency:

Percentage of Time Dedicated to Middle Eastern Studies:

Area or International Courses Taught: Teaching in Pluralistic Society

Research and Teaching Specialization: Comparative and international education; International citizenship education; Democracy, citizen identity, and education in sub-Saharan Africa and the Middle East; Democratic education, cultural and indigenous knowledge, and cross-cultural pedagogies applied to teacher education, curriculum development, and educational policy

Selected Recent Publications: *Comparative Education: Exploring Issues in International Context*, 2nd ed.

DAN LI

Title/Department: Associate Professor of International Business, appointed 2012; International Business

Administrative Experience:

Education: PhD, Texas A&M, 2005; MS, Tsinghua University, 1999; BA, Peking University, 1997

Academic and Related Overseas Experience: Native of China

Foreign Language Proficiency: Chinese 4, English 4

Percentage of Time Dedicated to Middle Eastern Studies: 5

Area or International Courses Taught: International Business

Research and Teaching Specialization: Management of Multinational Enterprises; International Strategic Alliances; Internationalization Process

Selected Recent Publications: Lyles, M., Li, D., & H. Yan. Forthcoming. Chinese Outward FDI: The Role of Learning. *Management and Organization Review*; Terjesen, S., Hessels, J. & D. Li. Forthcoming. Comparative International Entrepreneurship: A Review and Research Agenda. *Journal of Management*; Ferreira, M.P., Li, D., Reis, N., Fernando, O. Forthcoming. Culture in International Business Research: A Bibliometric Study in Four Top IB Journals. *Management Research: The Journal of the Iberoamerican Academy of Management*; Li, D. 2013. Multilateral R&D Alliances by New Ventures. *Journal of Business Venturing*, 28: 241-260; Fernhaber, S. & D. Li. 2013. International Exposure through Network Relationships: Implications for New Venture Internationalization. *Journal of Business Venturing*, 28: 316-334; Li, D., Miller, S., Eden, L. & M. Hitt. 2012. The Impact of Rule of Law on Market Value Creation for Local Alliance Partners in BRIC Countries. *Journal of International Management*, 18: 305-321; Li, D., Eden, L., Hitt, M., Ireland, D. & R. Garrett Jr. 2012. Governance in Multilateral R&D Alliances. *Organization Science*, 23(4): 1191-1210; Patel, P, Terjesen, S. & D. Li. 2012. Enhancing Effects of Manufacturing Flexibility through Operational Absorptive Capacity and Operational Ambidexterity. *Journal of Operations Management*, 30(3): 201-220.

Distinctions: Best Reviewer, Academy of International Business Meeting, 2012; Best Paper Proceeding, Academy of Management Meeting, 2012; Nomination for Trustees Teaching Award, Indiana University, 2012

PATRICIA MCDUGALL-COVIN

Title/Department: William L. Haeberle Professor of Entrepreneurship, Kelley School of Business

Administrative Experience: Director, Institute for International Business

Education: PhD, University of South Carolina, 1987

Academic and Related Overseas Experience: Travel

Foreign Language Proficiency: English 4

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 2

Area or International Courses Taught: None

Research and Teaching Specialization: International entrepreneurship

Selected Recent Publications: None

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: Vice President-Programs for Academy of International Business, Past Chair of Academy of Management Entrepreneurship Division, 10 editorial boards; *Journal of International Business Studies* 2004 Decade Award, 21st Century Entrepreneurship Research Fellow; Kelley School of Business 2001 Full Professor Research Excellence Award, Teaching Awards--Indiana University Teaching Excellence Recognition Award (TERA), Innovative Teaching Award, Georgia State University, Falcone Distinguished Entrepreneurship Scholar Award, 2011

MARTHA NYIKOS

Title/Department: Associate Professor, Literacy Culture and Language Education, School of Education, tenured

Administrative Experience: Director, Foreign and Second Language Education Program

Education: PhD, Purdue University, 1987; OPI certification; MA, University of Pittsburgh, 1979; Certification in TESOL, University of Pittsburgh, 1975; Pennsylvania State Teacher Certification, 1974; BA, Washington and Jefferson College, 1973

Academic and Related Overseas Experience: Azerbaijan, Senegal, Mali, Hungary, Russia; Changhua, Taiwan, Thailand

Foreign Language Proficiency: Hungarian 4, German 4, French 1

Pedagogy Training for Language: PhD Second Language Education, TESOL certification

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Methods for Teaching Foreign Language; Teaching Foreign Language 5-12; Advanced Study in Foreign Language Teaching; Practice in Literature, Culture, and Language Education; Top Work in Literature, Culture, and Language Education; Literature, Culture, and Language Education Research

Research and Teaching Specialization: Sociocultural approaches to strategies-based language learning; Models for professional teacher development and teacher resistance to change; Family language maintenance in the diaspora

Selected Recent Publications: “Gateways to Languages” (under submission); “Gender in Language Learning” (2008)

Theses/Dissertations Supervised in Last 5 Years: 6

Distinctions: Named editor of INTESOL Journal, 2010 and 2011

CHRISTINE OGAN

Title/Department: Professor Emerita, School of Journalism, School of Informatics and Computing

Administrative Experience:

Education: PhD, University of North Carolina; MA and BA, Bowling Green State University

Academic and Related Overseas Experience: Turkey

Foreign Language Proficiency: Turkish 3

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 30

Area or International Courses Taught: Globalization and the Media

Research and Teaching Specialization: Turkish diaspora in Europe; social movements and use of social networks in Turkey

Selected Recent Publications: “The Rise of Anti-Muslim Prejudice: Islamophobia in Europe and the United States.” (co-author, 2014); “Methodological Issues in a Survey of Children’s Online Risk-Taking and Other Behaviours in Europe” (co-author, 2013); “Why Can’t We Just All Get Along? The Concepts that Divide Academics, Policymakers and Citizens Related to the Muslim Ethnic Minorities in Europe” (2011)

Theses/Dissertations Supervised in Last 5 Years: 5

GAMZE OZOGUL

Title/Department: Assistant Professor, Department of Instructional Systems Technology, tenure track

Administrative Experience: Executive Director the Center for Constitutional Democracy

Education: Post doctorate, Electrical Engineering, Arizona State University; PhD, Educational Technology, Arizona State University; MS, Computer Education and Instructional Technology, Middle East Technical University, Turkey; BS, Curriculum and Instruction, Hacette

Academic and Related Overseas Experience: Turkey

Foreign Language Proficiency:

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 0

Area or International Courses Taught: Instructional Design and Development I (15 students)

Research and Teaching Specialization: Evaluation, Instructional design, Research methods, Multimedia design, Feedback, Problem solving, Teacher education

Selected Recent Publications: Teacher, self- and peer evaluation of lesson plans written by preservice teachers., 2013

RAFAEL REUVENY

Title/Department: Professor, School of Public and Environmental Affairs, tenured, appointed 1997

Administrative Experience:

Education: PhD, Indiana University, 1997; MBA, Indiana University, 1996; BS, Israel Institute of Technology, 1978

Academic and Related Overseas Experience: Israel, Germany, Russia

Foreign Language Proficiency: Hebrew 4

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 50

Area or International Courses Taught: Introduction to Comparative and International Affairs; Globalization, Development and Entrepreneurship; Sustainable Development

Research and Teaching Specialization: International political economy with emphasis on globalization; Rise and fall of major powers; Political conflict and how it interacts with international trade, democracy, and the environment; Sustainable development; Middle East political economy

Selected Recent Publications: *Coping with Terrorism: Origins, Escalation, Counterstrategies, and Responses* (co-editor, 2011); *Limits to Globalization: North-South Divergence* (co-author, 2010); "Trade and Conflict Revisited: Inter-Capital Distance, Country Sizes, and Trade and Conflict Measures" (2010); "Climatic Disasters, Political Risk, and International Trade" (2010)

Theses/Dissertations Supervised in Last 5 Years: 0

Distinctions: World Society Foundation, Zurich, Switzerland, First Prize, World Society Foundation Award, 2007

TIMOTHY WILLIAM WATERS

Title/Department: Professor, Maurer School of Law, appointed 2007, tenured

Administrative Experience:

Education: JD, Harvard, 1999; MIA, Columbia, 1998; BA, UCLA, 1989

Academic and Related Overseas Experience: Balkans, Turkey, Middle East

Foreign Language Proficiency: German 3, Swedish 3, Hungarian 3, Serbo-Croatian 2, Turkish 2

Percentage of Time Dedicated to Middle Eastern Studies: 15

Area or International Courses Taught: Islamic Law

Research and Teaching Specialization: Law and ethnic conflict; State formation; Self-determination

Selected Recent Publications: *The Milošević Trial – An Autopsy* (2013); “Libya’s Home Court Advantage,” (2013); “Let Tripoli Try Saif al-Islam,” (2011); “Discursive Democracy and the Challenge of State Building in Divided Societies: Reckoning with Symbolic Capital in Bosnia and Herzegovina” (co-author, 2010)

Theses/Dissertations Supervised in Last 5 Years: 7

Distinctions: Alexander von Humboldt Foundation Experienced Research Fellowship, 2012-13

SUSAN WILLIAMS

Title/Department: Walter W. Foskett Professor of Law, Maurer School of Law, Indiana University

Administrative Experience: Director, Center for Constitutional Democracy

Education: JD, Harvard Law School, 1985; BA, Harvard University 1982

Academic and Related Overseas Experience: Tunisia, Myanmar, United Kingdom

Percentage of Time Dedicated to Middle Eastern Studies: 10

Area or International Courses Taught: Seminar on Constitutionalism and Democracy; Constitutional Design

Research and Teaching Specialization: Constitutional Design; Feminist Theory; First Amendment; The constitutional status of customary and Islamic law systems

Selected Recent Publications: *Constitutionalism and Social Difference in Pan-Asia* (ed., 2014); “2013 Ruth Bader Ginsburg Lecture: Women and Judging: A Feminist Approach to Judging and the Issue of Customary Law” (2014); “Customary Law, Constitutional Law, and Women’s Equality” (2014)

Theses/Dissertations Supervised in Last 5 Years: 4

Distinctions: Distinguished Faculty Research Lectureship, Indiana University

DAVID CLAIR WILLIAMS

Title/Department: John S. Hastings Professor of Law, tenured, appointed 1991

Administrative Experience: Executive Director the Center for Constitutional Democracy

Education: JD, Harvard University, 1985; BA, Haverford College, 1982

Academic and Related Overseas Experience: Burma, Liberia, Vietnam, Thailand, France, Italy, United Kingdom

Foreign Language Proficiency: French 4, Latin 3, Ancient Greek 2

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Constitutional Law; Seminar in Constitutional Law; Constitutional Design in Multiethnic Societies

Research and Teaching Specialization: Building constitutional democracy in countries with recent ethnic, linguistic, and other divisions

Selected Recent Publications: *The Mythic Meaning of the Second Amendment: Taming Political Violence in a Constitutional Republic* (2003); "The Right of Revolution and Radical Populist Constitutional Interpretation" (Forthcoming); "The Juristic Situation of American Indians" (2006)

Theses/Dissertations Supervised in Last 5 Years: 6

Distinctions: Wallace Teaching Award; Leonard D. Fromm Public Interest Faculty Award

AHMED YOUSSEFAGHA

Title/Department: Assistant Professor, School of Public Health

Administrative Experience: Supervisor, Individual Major Program, IU, 2009-2012

Education: PhD, University Of Louisville, 2006

Academic and Related Overseas Experience: Egypt; Saudi Arabia; Libya

Foreign Language Proficiency: Arabic 4, English 4

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area or International Courses Taught: Seminar in Data Mining Applications in Public Health

Research and Teaching Specialization: Biostatistics, data mining, international health

Selected Recent Publications: "Primary Prevention of Diabetes in the Middle East and North Africa Region: an ecological perspective" (co-author, 2011); "Hepatitis B and C in Refugees from Northeast Africa: the need for screening" (2012)

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions: Teaching Award form the American University in Cairo, Egypt, 1999

7. OTHER PROFESSIONAL STAFF

DEBORAH HUTTON

Title/Department: Assistant Director, IU Center for the Study of Global Change

Administrative Experience: FLAS Fellowship Coordinator; Co-Director, Institute for Curriculum and College Internationalization; Co-Director, New Tech Global Issues All-School Project

Education: EdS, Indiana University, 1998; Ms Ed, Northern Illinois University, 1981; BEd, Queen's University, Ontario, 1977; BSc, Queen's University, Ontario, 1975

Academic and Related Overseas Experience: China

Foreign Language Proficiency: Chinese 1, French 1, Russian 1

Percentage of Time Dedicated to Middle Eastern Studies: 5

Area or International Courses Taught: None

Research and Teaching Specialization: Global education, Internationalize IU undergraduate teacher education, Overseas study

Distinctions: Goldman Sachs Foundation & Asia Society's Excellence in International Education Prize for Higher Education, 2005

HILARY KAHN

Title/Department: Associate Director, Center for the Study of Global Change

Administrative Experience: Director, Ph.D. Minor in Global Studies, IUB; Director of International Curriculum, Office of International Affairs, IUPUI; Director of International Communications, Office of International Affairs

Education: PhD, University of Buffalo, 2002; MA, University of Buffalo, 1993; BA, Indiana University, 1990

Academic and Related Overseas Experience: Mexico, Jamaica

Foreign Language Proficiency: Spanish 4, Q'eqchi' 4

Pedagogy Training for Language:

Percentage of Time Dedicated to Middle Eastern Studies: 10

Area or International Courses Taught: Anthropology of Religion; Culture and Society; Human Rights and the Arts; Ethnographic Field Methods; Human Origins and Prehistory; Peoples and Cultures of Mexico and Central America; Visual Anthropology; Development of Anthropological Thought

Research and Teaching Specialization: Visual and anthropological theory, ethnographic methods, human rights, Central America, Mexico, and the Caribbean, global studies, international education and service learning

Selected Recent Publications: *Seeing and Being Seen: The Q'eqchi' Maya of Livingston, Guatemala and Beyond* (co-author, 2006); "Scholarly Surrealism: The Persistence of Mayanness" (2004); *Traversing the Q'eqchi' Imaginary: The Conjecture of Crime in Livingston, Guatemala*" (2003)

Theses/Dissertations Supervised in Last 5 Years: 6

Distinctions: Commission of Multicultural Understanding (COMU) Faculty Award; City of Bloomington Human Rights Program Award

AKRAM KHABIBULLAEV

Title/Department: Librarian for Middle Eastern, Islamic, and Central Eurasian Studies, tenured, appointed 2007

Administrative Experience: Library bibliographer

Education: MLIS, Rutgers University, New Brunswick, NJ, 2004; PhD of History of Arabic Literature, Uzbek Academy of Sciences, 1994; Diploma (equivalent of MA), Specialty: Teacher of Arabic, English Languages and Arabic Literature, Tashkent State University, Uzbekist

Academic and Related Overseas Experience: Uzbekistan and Central Asia

Foreign Language Proficiency: Uzbek 3, Russian 3, Arabic 3, English 3, Persian 1, Turkish 1, all Turkic languages of Central Asia 1

Pedagogy Training for Language: MA in Arabic language pedagogy

Percentage of Time Dedicated to Middle Eastern Studies: 50

Area or International Courses Taught: None

Research and Teaching Specialization: History of Medieval Arabic literature and Islamic civilization; library and information science

Selected Recent Publications: “Libraries in Uzbekistan: Past, Present, and Future” (co-author, 2012); “Collecting Global Resources” (co-author, 2011); “Bibliography of Professor Charles Melville” (2013); “Zametki Mustafa Shokaia (1890-1941) na stranitshkh zhurnala iz ego lichnoi biblioteki” (2012)

ANTHONY KOLIHA

Title/Department: Director of International Programs, School of Global and International Studies

Administrative Experience: Director, Russia Fulbright Program; International Director for Russia and Eurasia, Institute of International Education (IIE)

Education: MA, Russian History, Indiana University, 1999

Academic and Related Overseas Experience: Russia, Turkey, Korea, Thailand, Brazil, Czech Republic, Hungary, Ukraine, China, Germany, Mexico, Kazakhstan, United Arab Emirates

Foreign Language Proficiency: Russian 4, French 1

PATRICIA MULLER

Department and tenure status: Center for Evaluation & Education Policy, Executive Associate Director and Director of Research and Evaluation

Education: BS, (Applied Social Sciences), State University of New York, 1990; MS, (College Student Personnel Administration), Indiana University, 1992; PhD, (Higher Education), Indiana University, 1999

Academic experience: Associate Director & Senior Research Scientist, CEEP, Indiana University; Senior Statistician & Analyst, Synergy Enterprises, Inc.; Associate Director, Indiana Center for Evaluation, Indiana University; Adjunct Lecturer, School of Education, Indiana University; Senior Research Associate, Indiana Center for Evaluation, Indiana University; Research Assistant and Staff Statistician, Cleveland Scholarship and Tutoring Program Evaluation, Indiana University.

Overseas experience: People's Republic of China, France, Finland, United Kingdom

Research and training: Application of social science research methodology to critical research and evaluation studies, using both advanced statistical analyses (e.g., hierarchical linear modeling or HLM) and in-depth qualitative case study methodology

Recent publications:

2013. Muller, P., Ruddy, A., Moss, M. Williams, A. Inter-organizational collaboration in operations assessment. In Williams, A., Bexfield, J., Farina, F.F., and J. deNijs (Eds.), *Innovation in Operations Assessment: Recent Developments in Measuring Progress in Conflict Environments*. Norfolk, VA: North Atlantic Treaty Organization (NATO), Headquarters Supreme Allied Commander Transformation.

2012. Muller, P., McCormick, K., Ramos, F. *The Impact and Effectiveness of the Pacific Institutes PX2 Program on High School Students*. Bloomington, IN: Center for Evaluation and Education Policy.

Distinctions: Principal investigator and project director for more than \$12 million in funded research and evaluation contracts and grants. Principal investigator for the evaluation of four Title VI National Resource and Area Studies Center programs at Harvard University; and involved in the development and implementation of the evaluations of Indiana University's Title VI programs across the past eight years.

ANNE-MAREE RUDDY

Department and tenure status: Center for Evaluation and Education Policy, Director of Education Policy and Senior Research Associate

Education: B.Ed., (Religious Studies), Edith Cowan University, Perth, Australia, 1990; Master of Educational Management (Education Policy), the University of Western Australia, Perth, Australia, 1996; PhD (International and Comparative Education), Murdoch University, Perth, Australia, 2008

Academic experience: Research Associate, CEEP; Research Assistant, Vice Chancellor for Academic Affairs, Indiana University; Student Support Services, Northwestern University; Senior Teacher/Administrator, Corpus Christi College; Teacher/Administrator, La Salle College and Mt. Erin High School, Australia

Overseas experience: Australia, France and Finland

Language(s) and level of proficiency: French – 2

Research and training: Designed and implemented protocol and methodology for individual centers and programs including web-based surveys of key stakeholder groups for each of the programs and authored program and center specific reports for each center as well as institutional aggregate reports

Recent publications:

“A Review of Joint Evaluation: Opportunities for NATO?” (co-author, 2013); 2012. Ruddy, A.M., Prusinski, E. “Professional development in school improvement: The case of Indiana” (co-author, 2013); “Mayors as charter school authorizers: A case study of the Indianapolis mayoral transition” (2011)

Distinctions: Project director for numerous large-scale CEEP evaluation projects, including the evaluation of approximately twenty Title VI National Resource and Area Studies Centers at Georgetown, Harvard, Columbia and Indiana Universities. AExtensive experience providing evaluation and research technical assistance to federally-funded grantees, including Title VI National Resource and Area Studies Centers, US State Department grantees, Teaching American History and the Charter School Grant Program.

CELESTINA SAVONIUS-WROTH

Title/Department: Associate Librarian, Arts and Humanities; Librarian for History, Religious Studies and the History and Philosophy of Science

Education: PhD candidate, History, Indiana University (degree expected 2014); MLS, Indiana University, 1996; MA, History, Indiana University, 1996

Percentage of Time Dedicated to Middle Eastern Studies: 10

Research and Teaching Specialization: Religion in 18th-century Britain, History of folklore studies, History of children's literature

Selected Recent Publications: "'To Root the Old Woman out of Our Minds:': Women Educationists and Plebeian Culture in Late Eighteenth-Century Britain" (2006)

JUDITH ANN STUBBS

Title/Department: Pamela Buell Curator of Asian Art, Indiana University Art Museum, Adjunct Assistant Professor, Department of the History of Art

Administrative Experience: museum curator

Education: PhD and MA, University of Chicago, 1993; BA, Washington University, 1975

Academic and Related Overseas Experience: Japan

Foreign Language Proficiency: French 4, Japanese 3

Percentage of Time Dedicated to Middle Eastern Studies: 30

Research and Teaching Specialization: Asian Art

Selected Recent Publications: *Masterpieces of the Indiana University Art Museum*, 20 entries (2007)

Theses/Dissertations Supervised in Last 5 Years: 5

7. OTHER KEY PERSONNEL

GWENDOLYN M. BOOKMAN

Title/Department: Director of the Center for Global Studies and External Partnerships and Associate Professor of Political Science at Bennett College

Administrative Experience: 30+ years at eight academic institutions: Executive Assistant to the President and Secretary of the College, Bennett College for Women, Greensboro, NC; Office of the Vice President for Academic Affairs, Associate Vice President, Morris Brown College, Atlanta, GA; Secretary of the College, Spelman College, Office of the President, Atlanta, GA; Office of the Assistant to the President, Training and Policy Research Coordinator, Harvard University, Cambridge, MA; Assistant Dean for Student Affairs, Texas Southern University, School of Law, Houston, TX

Education: JD, Thurgood Marshall School of Law at Texas Southern University, 1978; BA, Howard University, 1968

Academic and Related Overseas Experience: Morocco, Tunisia

Foreign Language Proficiency: French 2, Arabic 1, Kiswahili 1, Spanish 1

Percentage of Time Dedicated to Middle Eastern Studies: 10

Research and Teaching Specialization: International Economics, Law, Politics, and Gender Equality

JAMES COUNTS EARLY

Title/Department: Cultural Heritage Policy Director, Smithsonian Institution Center for Folklife and Cultural Heritage

Education: ABD, (Latin American and Caribbean History), Howard University; BA, Morehouse College; Undergraduate year, Canal Zone College, Panama

Academic experience: Assistant Provost, Educational and Cultural Programs, Smithsonian Institution; Instructor, Antioch College; Researcher, Howard University Institute for Arts and Humanities

Overseas experience: Israel, Palestinian Authority, Cuba, Mexico, South Africa, Nigeria, Germany, Mexico, Jamaica, Brazil, Egypt, Haiti, Spain, Panama

Foreign Language Proficiency: Spanish 4, Portuguese 4

Percent of time dedicated to area studies/international studies courses: 100

Area, international courses taught: Latin America and Caribbean History

Research and training: Participatory museology; cultural democracy statecraft policy; capitalist and socialist discourses in cultural policy; Afro-Latin politics, history, and cultural democracy

Distinctions: Assistant Secretary, Education and Public Service, Smithsonian Institution; Interim Director, Anacostia Community Museum

AMY HOROWITZ

Title/Department: Senior Scholar in Israel Studies, non-tenure, Center for the Study of the Middle East

Education: Ph.D., University of Pennsylvania, 1994; MA, New York University, 1986; BS, Southern Oregon College, 1975

Academic experience: Project Director, The Jerusalem Project, Smithsonian Institution; Executive Producer, *Jerusalem: Gates to the City* (video documentary under auspices of Smithsonian Institution)

Overseas experience: Israel, Mexico, Cuba, Germany, Sweden, Spain

Foreign Language Proficiency: Hebrew 3

Percentage of Time Dedicated to Middle Eastern Studies: 25

Area, international courses taught: Human Rights and Social Movements; Living Jerusalem: Ethnography and Blog Bridging in Disputed Territory

Research and training: Music and Culture in Disputed Territories- Israel and Palestine; Intangible Cultural Heritage- Jerusalem; Human Rights and Social Movements

Recent publications: (In progress). Jews and Popular Culture in the Twentieth Century: Israel and the Middle East. *Cambridge History of Judaism*, Vol VIII: The Modern Period, c. 1815 – c. 2000. Cambridge University Press. Mitchell B. Hart and Tony Michels, eds.; 2013. The Irresolvable Geographies of Mediterranean Israeli Music. *Israeli Identities: From Orient to Occident*. David Tal. Routledge, ed.; 2010. Mediterranean Israeli Music and the Politics of the Aesthetic. *Jewish Folklore and Anthropology*, Wayne State University Press

Distinctions: 2011, Excellence in Teaching Award, International Studies Program, IU; 2010, Jordan Schnitzer Book Award, Honorable Mention for Mediterranean Israeli Music and the Politics of the Aesthetic, Association for Jewish Studies; 1997, Grammy Award, Anthology of American Folk Music, (Smithsonian Folkways Recordings), Co-Producer

Appendix 3

Course List

A3. (A) Non-Language Courses

A3. (B) Language, Literature, & Linguistics Courses

Appendix 3

**INDIANA UNIVERSITY MIDDLE EASTERN COURSES
Summary**

Description	Number of Students Enrolled										Grand Total
	2012-2013					2013-2014					
	F	SP	SU	Total	F	SP	SU	Total			
Graduate Students - Language	97	84	48	229	86	91	0	177			406
Graduate Students - Non-Language	321	192	7	520	350	172	0	522			1,042
Undergraduate Students - Language	325	228	20	573	266	187	0	453			1,026
Undergraduate Students - Non-Language	661	834	7	1,502	1,653	990	0	2,643			4,145
Total	1,404	1,338	82	2,824	2,355	1,440	0	3,795			6,619

Description	Number of Courses per year										Grand Total
	2012-2013					2013-2014					
	F	SP	Total	F	SP	Total	F	SP	Total		
Graduate Students - Language	22	19	41	20	21	41			82		
Graduate Students - Non-Language	32	24	56	32	20	52			108		
Undergraduate Students - Language	19	19	38	20	17	37			75		
Undergraduate Students - Non-Language	30	45	75	44	45	89			164		
Total	103	107	210	116	103	219			429		

Average	26	27	53	29	26	55			107
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**INDIANA UNIVERSITY MIDDLE EASTERN COURSES
NON-LANGUAGE
GRADUATE STUDENTS 2012-2015**

KEY: ME%=Middle East Relevance Percentage, CH=Credit Hours, F=Fall, SP=Spring, SU=Summer, ■ = Not offered in term

* =Projected as being offered

COURSE TITLE	COURSE #	ME %	CH	INSTRUCTOR NAMES - ALL SEMESTERS COMBINED	Number of students enrolled per course, by semester/year											
					2012-2013			2013-2014			2014-2015					
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU
Anthropology, Sociology, Folklore																
JEWISH FOLKLORE AND ETHNOLOGY	FOLK-F634	25	3	Cohen J	6								*		*	
MIDDLE EAST FOLKLORE/FOLK MUSIC	FOLK-F617	100	3	El-Shamy H	1								*		*	
PEOPLES & CULTURES OF MIDDLE EAST	CEUS-R552	100	3	Shahrani M				2					*		*	
TOPICS IN MIDDLE EASTERN CULTURE & SOCIETY	NELC-N204	100	3	Martin K, Vinson S, Khazzoom A, Afsaruddin A	0	0		1	0				*		*	
TOPICS IN YIDDISH CULTURE	GER-Y 506	25	3	Kerler D		1							*			
Art																
PROBLEMS IN ISLAMIC ART	FINA-A667	100	4	Graves M						10			*			
TOPICS IN ISLAMIC ART	FINA-A589	100	4	Graves M	2								*		*	
Business																
INTERNATIONAL BUSINESS ENVIRONMENT	BUS-D503	25	1.5	Schlegel F						37						
THE U.S. IN A GLOBAL ECONOMY	BUKD-C561	25	3	Hauskrecht A	74					81						

**INDIANA UNIVERSITY MIDDLE EASTERN COURSES
NON-LANGUAGE
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					2012-2013			2013-2014			2014-2015							
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU		
AFTER ATROCITIES: PROCESSES OF POST-CONFLICT JUSTICE	LAW-B540	40	3	Istrabadi F						15								
AFTER ATROCITIES: RECONSTRUCTING THE PEACE	INT-1526	40	3	Istrabadi, F									*					
COLLOQUIUM IN NEAR EASTERN HISTORY	HIST-H685	100	4	Martin K	2	1							*	*				
COLLOQUIUM IN JEWISH STUDIES	JSTU-H520	25	4	Magid S	5								*					*
COMP STY CENTRAL ASIA & MIDDLE EAST	CEUS-R711	100	3	Shahrani M	5			2	2				*	*				*
CONSTITUTIONALISM IN MIDDLE EAST	LAW-L 641	100	3	Istrabadi F		1								*				
ISLAM & MODERNITY IN CENTRAL EUROPE	CEUS-R627	100	3	Lazzerini E		6								*				
ISLAMIC CENTRAL ASIA, 16-19TH C	CEUS-R613	100	3	DeWeese D	7								*					*
ISLAMIC HAGIOGRAPHY-CENTRAL ASIA	CEUS-R629	100	3	DeWeese D		4								*				

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					2012-2013			2013-2014			2014-2015					
					F	SP	SU	F	SP	SU	F	SP	SU	F		
INDIVIDUAL READINGS IN MODERN ARABIC	NELC-N594	100	3 to 5	Afsaruddin A			1	1	1	*	*	*	*	*		
INDIVIDUAL READINGS IN YIDDISH STUDIES	GER-Y 815	25	3	Kerler D		2		1				*				
INDIVIDUAL READINGS CLASSICAL ARABIC LITERATURE	NELC-N593	100	3 to 5	Afsaruddin A	1				1		*	*	*	*		
M A THESIS	NELC-N710	100	1 to 6	Afsaruddin A	1		1			*			*			
M.A. THESIS IN JEWISH STUDIES	JSTU-J699	25	3	Magid S		3			1		*		*			
PHD THESIS	NELC-N810	100	1 to 6	Afsaruddin A	6	10	3	10	7	*	*	*	*	*		
Journalism																
INTERNATIONAL MEDIA EXPERIENCES	JOUR-J518	25	4	Raymer S		3										
SEMINAR IN VISUAL COMMUNICATION	JOUR-J520	25	3	Raymer S				9								
Law																
INTERNATIONAL CRIMINAL LAW	LAW-B565	25	3	Waters T				11								
CONSTITUTIONAL DESIGN-MULTIETHNIC COUNTRIES	LAW-B575	25	3	Williams D				17								

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					2012-2013			2013-2014			2014-2015							
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU		
INTERNATIONAL LAW	LAW-B665	25	3	Waters T	27													
CONSTITUTIONAL DESIGN-MULTIETHNIC COUNTRIES	LAW-L684	25	3	Williams S	17													
COMPARATIVE CONSTITUTIONAL LAW	LAW-B748	25	2	Krishnan J						21								
INTERNATIONAL TRADE	LAW-B759	25	3	Fidler D					26									
HUMAN RIGHTS	LAW-B793	25	3	Waters T														
Literature																		
ADVANCED READINGS IN IRANIAN STUDIES	CEUS-R650	100	3	Atwood C, Choksy J	1	2										*	*	
ADVANCED READINGS IN TURKISH STUDIES	CEUS-R680	100	3	Atwood C, Choksy J					1	2							*	*
DIRECTED READINGS IN JEWISH STUDIES	JSTU-H595	25	3	Veidlinger J, Roseman M, Cohen J										2	1		*	*
DIRECTED READINGS IN ARABIC	NELC-N590	100	3	Afsaruddin A										2	2		*	*
MODERN HEBREW LITERATURE IN ENGLISH	NELC-N587	25	3	Katz S					1									*
PERSIAN LITERATURE IN TRANSLATION	CEUS-R554	100	3	Losensky P											3			*

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COURSE TITLE	COURSE #	ME %	CH	INSTRUCTOR NAMES - ALL SEMESTERS COMBINED	Number of students enrolled per course, by semester/year											
					2012-2013			2013-2014			2014-2015					
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU
RECENT HEBREW LITERATURE IN ENGLISH	NELC-N588	25	3	Katz S					1			*			*	
RESEARCH IN CLASSICAL ARABIC TEXTS	NELC-N690	100	3	Walbridge J		4						*				
SEMINAR IN CLASSICAL ARABIC LITERATURE	NELC-N707	100	3	Stetkevych S	9			10				*			*	
TOPICS IN ARABIC LITERATURE	NELC-N701	100	3	Stetkevych S	3			2				*			*	
TOPICS IN YIDDISH LITERATURE	GER-Y 505	25	3	Kerler D	1			1				*			*	
Public and Environmental Affairs																
INTRO COMPARATIVE & INTERNATIONAL AFFAIRS	SPEA-V578	25	3	Reuveny R	15											
SUSTAINABLE DEVELOPMENT	SPEA-V596	25	3	Reuveny R				16								
Religious Studies																
ISLAMIC PHILOSOPHY	NELC-N680	100	3	Walbridge J				12				*			*	
KORANIC STUDIES	NELC-N570	100	3	Walbridge J	7			4				*			*	
STUDIES IN THE JEWISH TRADITION	REL-R 541	25	3	Magid S, Mroczek E		5		1				*			*	

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					2012-2013		2013-2014		2014-2015		F	F		
					F	SP	SU	F	SP	SU			SP	SU
Anthropology, Sociology, Folklore														
	ANTH-A 208	100	3	Onur A						30		*		
ARTS & HUMANITIES TOPICS- JEWISH: Understanding Anti- Semitism; Literature of the Holocaust; Anne Frank and Hitler: Studies in the Representation of Good and Evil; American Musical Theater	JSTU-J203	25	3	Rosenfeld A, Cohen J	5	3		17	4			*	*	
ARTS & HUMANITIES TOPICS- JEWISH: Dead Sea Scrolls; Images in War and Peace in Israeli Public Culture; The Holocaust: Philosophical and Theological Reflections; Judaism and Gender; Emmanuel Levinas: Ethics, Politics, and Judaism; 20th Century Jewish Philosophy	JSTU-J303	25	3	Mroczek E, Simons J, Yakira E, Krawcowicz B, Morgan M		23		9	6			*	*	

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					2012-2013		2013-2014		2014-2015		F	SP	SU	F						
					F	SP	SU	F	SP	SU					F	SP	SU	F		
SOCIAL & HISTORICAL TOPICS-JEWISH: Living Jerusalem: Ethnography and Bridge Blogging in Disputed Territory; Antisemitism: A Sociohistorical Perspective; Israel and the Six-Day War 1967-2014	JSTU-J304	100	3	Horowitz A, Gonzalez Dieguez G, Jikeli G			4				6									
TOPICS IN MIDDLE EASTERN CULTURE & SOCIETY: The Making of the Modern Middle East; Good and Evil in Ancient Egypt; Multi Voices of Israel; Stories and Poetry: Ancient Egypt; Islam in the Modern World; Israeli Inequality in Context; Golden Age of Islamic Civilization; Prostitute; Homemaker, CEO; Literary Masterpieces of Muslim Spain	NELC-N204	100	3	Martin K, Vinson S, Khazoom A, Afsaruddin A	51	64			25	17					*	*				

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					2012-2013			2013-2014			2014-2015							
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU		
TOPICS IN YIDDISH CULTURE	CMLT-C 378	25	3	Kerler D			1											
TOPICS IN YIDDISH CULTURE	GER-E 352	25	3	Kerler D			4											
WOMEN IN THE BIBLE	JSTU-J375	25	3	Mroczek E														
Art																		
SURVEY OF ISLAMIC ART	FINA-A327	100	3	Graves M														33
TOPICS IN ISLAMIC ART	FINA-A489	100	4	Graves M														19
Business																		
INTERNATIONAL BUSINESS ENVIRONMENT	BUS-D301	25	3	Schlegel F														107
GLOBAL BUSINESS ENVIRONMENTS	BUS-D270	25	1.5	Garcia P														741
GLOBAL MANAGEMENT	BUS-D311	25	3	Schlegel F														15 35
Education																		
TEACHING IN PLURALISTIC SOCIETY	EDUC-M300	25	3	Kubow P														19
TEACHING IN PLURALISTIC SOCIETY	EDUC-M300	25	3	Weiss A														26
Health, Physical Education, Recreation																		
MIDDLE EASTERN DANCE	HPER-E134	100	1	Barbrick D														43 62

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					2012-2013			2013-2014			2014-2015							
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU		
MIDDLE EASTERN DANCE	SPH-I 134	100	1	Barbrick D								40	56					
History: International Studies & Political Science																		
ANCIENT EGYPT HISTORY AND CIVILIZATION	NELC-E201	100	3	Vinson S	25													
AFTER ATROCITIES: RECONSTRUCTING THE PEACE	INT-1426	40	3	Istrabadi F	30										*			
HISTORY OF THE HOLOCAUST	JSTU-I323	25	3	Corber E							4							
INTRO TO THE ANCIENT NEAR EAST	CEUS-R250	100	3	Choksy J			25											
ISLAM IN CENTRAL ASIA	CEUS-R213	100	3	DeWeese D			11											
ISLAMIC CENTRAL ASIA, 16- 19 CENTURY	CEUS-R413	100	3	DeWeese D	1													
ISLAMIZATION IN INNER ASIA	CEUS-R314	25	3	DeWeese D							5							

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					2012-2013			2013-2014			2014-2015						
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU	
MAKING OF MODERN MIDDLE EAST	HIST-C210	100	3	Martin K	14					11							
MIDDLE EASTERN POLITICS	NELC-N339	100	3	Sinno A					1								
MIDDLE EASTERN POLITICS	POLS-Y339	100	3	Sinno A					37								
MODERN IRAN	NELC-N350	100	3	Walbridge J	17												
NAQSHBANDI SUFIS IN CENTRAL ASIA	CEUS-R415	100	3	DeWeese D					2								
POST-TALIBAN AFGHANISTAN & WAR TERRORISM	NELC-N251	100	3	Shahrani M			9										
POST-TALIBAN WAR ON TERROR	CEUS-R251	100	3	Shahrani M			5										
TOPICS IN TURKISH STUDIES	CEUS-R389	100	3	Ariogul S, Carney J, Crum S, Khikmatillaeva U, Silay K			1		1	2		4					
U.S. FOREIGN POLICY & MUSLIM WORLD	NELC-N122	100	3	Sinno A			6					9					

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					2012-2013			2013-2014			2014-2015						
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU	
ANCIENT EGYPT HISTORY AND CIVILIZATION	NELC-E201	100	3	Vinson S	25												
ISLAMIZATION IN INNER ASIA	CEUS-R314	25	3	DeWeese D				5									
INTRO TO ISLAMIC CIVILIZATION	HIST-C205	100	3	Sahin K	21				35								
PROPHETS POETS KINGS: IRANIAN CIVILIZATION	CEUS-R351	100	3	Choksy J	25					25							
WORLD WAR I IN THE MIDDLE EAST	NELC-N307	100	3	Walbridge J													*
Independent Study																	
HONORS THESIS	JSTU-H499	25	3 to 6	Veidlinger J, Roseman M						1							
INDIVIDUAL READINGS IN CLASSICAL ARABIC	NELC-N393	100	3	Afsaruddin A						1							
INDIVIDUAL READINGS IN JEWISH STUDIES	JSTU-H495	25	3	Veidlinger J						1							
INTERNSHIP IN JEWISH STUDIES	JSTU-P498	100	1 to 6	Magid S						4							
LEADERSHIP IN JEWISH STUDIES	JSTU-P180	25	1	Magid S, Cohen J	34					38						66	69

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					2012-2013		2013-2014		2014-2015										
					F	SP	SU	F	SP	SU	F	SP	SU	F					
READINGS FOR HONORS JEWISH STUDIES	JSTU-H399	25	3	Veidlinger J	2														
Journalism																			
REPORTING A GLOBAL WORLD	JOUR-J206	25	3	Pennington, R				24											
INTERNATIONAL NEWSGATHERING SYSTEMS	JOUR-J414	25	3	Pennington, R	27														
GLOBAL JOURNALISM: ISSUES & RESEARCH	JOUR-J448	25	3	Raymer S				25											
Literature																			
HEBREW LITERATURE	JSTU-L390	25	3	Katz S	9														
CONTEMPORARY LITERATURE OF MIDDLE EAST	NELC-N212	100	3	Harding C		25						25							

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					2012-2013			2013-2014			2014-2015							
					F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU		
TOPICS IN YIDDISH LITERATURE	GER-E 351	25	3	Kerler D	2	2		1										
Overseas Study																		
AMERICAN UNIVERSITY OF CAIRO: OVERSEAS STUDY IN CAIRO	OVST-H499	100	6 to 15	Sideli K	6	2	1											
OVERSEAS STUDY IN JERUSALEM	OVST-J496	100	6 to 15	Sideli K			3	3	10									
OVERSEAS STUDY IN TURKEY	OVST-X499	100	6 to 16	Sideli K	2	2	2	2	4									
Public and Environmental Affairs																		
NATIONAL & INTERNATIONAL POLICY	SPEA-V160	25	3	Miller C		56												
NATIONAL & INTERNATIONAL POLICY	SPEA-V160	25	3	Afoaku O		16												
NATIONAL & INTERNATIONAL POLICY	SPEA-V160	25	3	Sienna S				200	164									
CONTEMPORARY ISSUES IN PUBLIC AFFAIRS	SPEA-V450	25	3	Afoaku O	17													

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					2012-2013			2013-2014			2014-2015						
					F	SP	SU	F	SP	SU	F	SP	SU	F			
ISSUES IN ISLAMIC STUDIES: Shitism; Islam in the Balkans	NELC-N307	100	3	Walbridge J						13		*					
KORANIC STUDIES	NELC-N370	100	3	Walbridge J	20			22									
TOPICS IN ISLAMIC STUDIES: Reading Muslim Lives: The Biographical Tradition in Islam; The Politics and Cultures of Islamic Education	REL-A 470	100	3	Ibrahim N, Jaques R		5				6							
				Total Enrollment:	661	834	7	1653	990			0	0	0	0	0	0

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COURSE TITLE	COURSE #	CH	INSTRUCTOR NAMES - ALL SEMESTERS COMBINED	Number of students enrolled per course, by semester/year											
				2012-2013			2013-2014			2014-2015					
				F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU
Ancient Egyptian															
INTERMEDIATE MIDDLE EGYPTIAN	NELC-E600	3	Vinson S			2					*				*
LATE EGYPTIAN	NELC-E650	3	Vinson S					2					*		
DEMOTIC EGYPTIAN I	NELC-E660	3	Vinson S					2							*
DEMOTIC EGYPTIAN II	NELC-E670	3	Vinson S							2			*		
Arabic															
ELEMENTARY ARABIC I	NELC-A500	2	Morkus N			12				2			*		*
ELEMENTARY ARABIC II	NELC-A550	2	Istrabadi Z, Priest B, Morkus N			8					3			*	
SUMMER INTENSIVE ARABIC I	NELC-A555	6	Stern-Gottschalk A							5			*		
INTERMEDIATE ARABIC I	NELC-A600	3	Morkus N, Stern-Gottschalk A, Istrabadi Z			6				4	5		*	*	*
INTERMEDIATE ARABIC II	NELC-A650	3	Anderson J, Istrabadi Z, Bentil-Mawusi N, Stern-Gottschalk A, Morkus N			5				4		6	*	*	*

**INDIANA UNIVERSITY MIDDLE EASTERN COURSES
LANGUAGE
GRADUATE STUDENTS 2012-2015**

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COURSE TITLE	COURSE #	CH	INSTRUCTOR NAMES - ALL SEMESTERS COMBINED	Number of students enrolled per course, by semester/year											
				2012-2013			2013-2014			2014-2015					
				F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU
ADVANCED ARABIC I *	NELC-A660	3	Morkus N, Stern-Gottschalk A	7	■	3	5	■	*	*	■	*	*	*	
ADVANCED ARABIC II	NELC-A670	3	Morkus N, Stern-Gottschalk A	■	4	3	■	7	■	*	■	*	*	■	
ADVANCED ARABIC III	NELC-A680	3	Morkus N	7	■	■	11	■	■	*	■	■	■	*	
ADVANCED ARABIC IV	NELC-A690	3	Morkus N	■	7	■	■	11	■	*	■	■	■	■	
ARABIC COMPOSITION I	NELC-N510	3	Alani S	10	■	■	■	■	■	*	■	■	■	■	
ARABIC GRAMMAR	NELC-N512	3	Alani S	6	■	■	10	■	■	*	■	■	■	*	
CONVERSATIONAL ARABIC I	NELC-N523	3	Alani S	■	■	■	■	8	■	*	■	■	■	■	
INTRO TO ARABIC LINGUISTICS	NELC-N524	3	Alani S	■	11	■	■	■	■	*	■	■	■	■	
ARABIC PHONETICS & PHONOLOGY	NELC-N529	3	Alani S	■	■	■	■	12	■	*	■	■	■	■	
MULTIMEDIA ARABIC READINGS IN ARABIC LANGUAGE & LINGUISTIC	NELC-N555	3	Alani S	■	8	■	10	■	■	■	■	■	■	*	
	NELC-N598	3 to 5	Afsaruddin A	3	2	3	4	1	*	*	*	*	*	*	
Hebrew															
ELEMENTARY HEBREW I	NELC-H501	3	Naor R, Maoz-Levy M, Cover L	3	■	■	4	■	*	■	■	■	■	*	
ELEMENTARY HEBREW II	NELC-H502	3	Naor R, Cover L	■	1	■	■	3	■	*	■	■	■	*	

**INDIANA UNIVERSITY MIDDLE EASTERN COURSES
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				2012-2013			2013-2014			2014-2015								
				F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU			
INTERMEDIATE MODERN HEBREW I	NELC-H503	3	Weiss A	2														
INTERMEDIATE MODERN HEBREW II	NELC-H504	3	Weiss A, Maoz-Levy M		2										*			
ADVANCED MODERN HEBREW I	NELC-H505	3	Maoz-Levy M	2			2								*			*
ADVANCED MODERN HEBREW II	NELC-H506	3	Naor R, Maoz-Levy M		3				2							*		*
Persian & Iranian																		
INTRODUCTORY PERSIAN I	CEUS-T551	3	Daneshgar S	8			1	7			*	*	*	*	*	*	*	*
INTRODUCTORY PERSIAN II	CEUS-T552	3	Daneshgar S				9	1		7	*			*		*	*	*
INTRODUCTORY PASHTO I	CEUS-T553	3	Inomkhojaye R	1				1						*				*
INTRODUCTORY PASHTO II	CEUS-T554	3	Inomkhojaye R				1			1					*			
INTERMEDIATE PERSIAN I	CEUS-T651	3	Daneshgar S	7				6						*				*
INTERMEDIATE PERSIAN II	CEUS-T652	3	Daneshgar S				8			6				*		*		
INTERMEDIATE PASHTO I	CEUS-T653	3	Inomkhojaye R					1										*
MIDDLE IRANIAN LANGUAGES	CEUS-T656	3	Choksy J	4										*				
ADVANCED PERSIAN I	CEUS-T751	3	Losensky P	4				5						*				*

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				2012-2013			2013-2014			2014-2015							
				F	SP	SU	F	SP	SU	F	SP	SU	F				
Turkish																	
ADVANCED PERSIAN II	CEUS-T752	3	Choksy J		3				6								
INTRODUCTORY TURKISH I	CEUS-T581	3	Ozcelik O, Elbasan Z	2		5	4			*	*		*	*			*
INTRODUCTORY TURKISH II	CEUS-T582	3	Ariogul S, Elbasan Z		3	5		3		*	*		*	*			*
INTERMEDIATE TURKISH I	CEUS-T681	3	Ariogul S, Bozdogan B	5		5	2			*	*		*	*			*
INTERMEDIATE TURKISH II	CEUS-T682	3	Ozcelik O, Ariogul S, Bozdogan B		2	5		2		*	*		*	*			*
INTRODUCTORY OTTOMAN TURKISH I	CEUS-T685	3	Silay K					5					*				
OLD TURKIC	CEUS-T691	3	Kara G	4						*	*						
ADVANCED TURKISH I	CEUS-T781	3	Elbasan Z, Crum S	2			2			*	*		*	*			*
ADVANCED TURKISH II	CEUS-T782	3	Elbasan Z, Crum S		2			1					*	*			
MEDIA TURKISH I	CEUS-T785	3	Silay K	1						*	*		*	*			
MEDIA TURKISH II	CEUS-T786	3	Silay K	0	4					*	*		*	*			
Yiddish																	
BEGINNING YIDDISH I	GER-Y 501	3	Lang A, Stern-Gottschalk A, Posner A	1		1	1			*	*		*	*			*

**INDIANA UNIVERSITY MIDDLE EASTERN COURSES
LANGUAGE
UNDERGRADUATE STUDENTS 2012-2015**

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				2012-2013	2013-2014	2014-2015		2014-2015		2014-2015				
				F	SP	SU	F	SP	SU	F	SP	SU	F	
Ancient Egyptian														
ELEMENTARY MIDDLE EGYPTIAN I	NELC-E101	4	Vinson S	3							*			*
ELEMENTARY MIDDLE EGYPTIAN II	NELC-E102	4	Vinson S		2							*		
Arabic														
ELEMENTARY ARABIC I	NELC-A100	4 to 5	Morkus N, Stern-Gottschalk A, Istrabadi Z	69		1	71		*	*			*	*
ELEMENTARY ARABIC II	NELC-A150	4 to 5	Istrabadi Z, Willborn A, Priest B, Stern-Gottschalk A, Morkus N		37	1		45	*		*	*		
INTERMEDIATE ARABIC I	NELC-A200	3 to 5	Morkus N, Stern-Gottschalk A, Istrabadi Z	50		2	33		*	*		*	*	*
INTERMEDIATE ARABIC II	NELC-A250	3 to 5	Anderson J, Istrabadi Z, Bentil-Mawusi N, Stern-Gottschalk A, Morkus N		41	2		23	*		*	*		

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COURSE TITLE	COURSE #	CH	INSTRUCTOR NAMES - ALL SEMESTERS	Number of students enrolled per course, by semester/year													
				2012-2013				2013-2014				2014-2015					
				F	SP	SU	F	SP	SU	F	SP	SU	F	SP	SU	F	
ADVANCED ARABIC I	NELC-A300	3	Morkus N, Stern- Gottschalk A	16		1	15			*		*		*		*	
ADVANCED ARABIC II	NELC-A350	3	Morkus N, Stern- Gottschalk A		9	1		10		*		*		*		*	
ADVANCED ARABIC III	NELC-A400	3	Morkus N	7			3					*				*	
ADVANCED ARABIC IV	NELC-A450	3	Morkus N		2								*				
CONVERSATIONAL ARABIC I	NELC-N223	3	Alani S					4					*				
MULTIMEDIA ARABIC	NELC-N255	3	Alani S		8		4					*					
ARABIC COMPOSITION I	NELC-N310	3	Alani S	3								*				*	
ARABIC GRAMMAR	NELC-N312	3	Alani S	10			2					*				*	
INTRODUCTION TO ARABIC LING	NELC-N324	3	Alani S						11					*			
ARABIC PHONETICS & PHONOLOGY	NELC-N329	3	Alani S					4					*				
Hebrew																	
ELEMENTARY HEBREW I	JSTU-H100	4	Naor R, Maoz-Levy M, Cover L	51			47					*		*		*	
ELEMENTARY HEBREW II	JSTU-H150	4	Naor R, Maoz-Levy M, Cover L		33		7	35				*		*		*	
INTERMEDIATE MODERN HEBREW I	JSTU-H200	3	Maoz-Levy M, Weiss A	56			27	9				*		*		*	

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				2012-2013		2013-2014		2014-2015							
				F	SP	SU	F	SP	SU	F	SP	SU	F		
INTERMEDIATE MODERN HEBREW II	JSTU-H250	3	Maoz-Levy M, Weiss A		45			21			*				
ADVANCED MODERN HEBREW I	JSTU-H300	3	Maoz-Levy M	10			8			*					*
ADVANCED MODERN HEBREW II	JSTU-H350	3	Naor R, Maoz-Levy M		6			3			*				
Persian & Iranian															
INTRODUCTORY PERSIAN I	CEUS-T151	4	Daneshgar S	17			17			*					*
INTRODUCTORY PERSIAN II	CEUS-T152	4	Daneshgar S		10			13			*				*
INTERMEDIATE PERSIAN I	CEUS-T251	4	Daneshgar S	9			8			*					*
INTERMEDIATE PERSIAN II	CEUS-T252	4	Daneshgar S		6			7			*				*
INTERMEDIATE PASHTO I	CEUS-T253	4	Inomkhojaye R				1			*					*
ADVANCED PERSIAN I	CEUS-T351	4	Losensky P	1			3			*					*
ADVANCED PERSIAN II	CEUS-T352	4	Choksy J		1			1			*				*
ADVANCED PASHTO I	CEUS-T353	4	Arman R				2			*					*
Turkish															
INTRODUCTORY TURKISH I	CEUS-T181	4	Ozcelik O, Elbasan Z	12			3		9		*			*	*
INTRODUCTORY TURKISH II	CEUS-T182	4	Arriogul S, Elbasan Z		5		3		4		*			*	*

Appendix 4

Performance Measures Forms

**Appendix 4
Performance Measure Forms**

1. Project Level Statement #1: Build capacity of IU and other institutions for the LCTL of the ME/MENA region (LPE, H, 13)	2. Performance Measure	3. Action Items
A) Increase the numbers of instructors participating in pedagogical training for LCTL instruction and assessment by 10% annually.	B) Increase opportunities for children to participate in ME/MENA language learning events by 10% annually.	<p>A.1. Collaborate with CLE to promote proficiency- and standards-based instruction in ME languages</p> <p>A.2. Collaborate with CLE to provide professional development for LCTL instructors</p> <p>A.3. Collaborate with CLE in developing innovative LCTL assessment tools</p>
C) Increase access to and use of teaching materials for advanced beginners and intermediate language instruction in Sorani Kurdish by 10% annually (GPRA)	D) Increase by 10% the number of IU students' completing intermediate and advanced level courses in Sorani Kurdish each project year.	<p>B.1. Collaborate with campus and community organizations to offer LCTL instruction to PreK-8 students in Bloomington</p> <p>C.1. Recruit and hire an hourly qualified Sorani Kurdish language instructor</p> <p>C.2. Prepare Y1 part 2 + Y2 teaching materials for Sorani Kurdish (Fall 2014 + Spring 2015).</p> <p>C.3. Revise and review already developed Sorani materials</p> <p>D.1 Offer Sorani Kurdish Y1 intensive at Summer Language Workshop at IU (Summer 2015)</p> <p>D.2. Offer Sorani Kurdish Y1 + Y2 Starting Fall 2015. Y1= 5hrs/w and Y2=5 hrs/w</p> <p>D.3. Advertise the course nationally as well as offering through FLAS</p>
E) Increase access to and use of materials and curricula for Arabic, Hebrew and Persian at IU and Ivy Tech by 10% annually		<p>E.1. Recruit an hourly Arabic language instructor familiar with the proficiency based curriculum of Ivy Tech</p> <p>E.2. Recruit an hourly language instructor familiar with the Hebrew curriculum at IU</p> <p>E.3. Recruit an hourly language instructor familiar with IU Persian</p>

**Appendix 4
Performance Measure Forms**

	<p>curriculum</p> <p>E.4. Offer 2hr/w tutorial for Ivy Tech students for 1st year Arabic (4 years = 8 semesters)</p> <p>E.5. Offer Hebrew tutorials 2hrs/w each for 3 levels= 6hrs/w For 4 years; 8 semesters</p> <p>E.6. Offer Persian tutorials 2hrs/w each for 3 levels= 6hrs/w For 4 years; 8 semesters</p> <p>E.7. Disseminate information about the tutorials and prepare records for each student attending.</p> <p>E.8. Teach and collect feedback.</p> <p>E.9. Use, Revise and Add to already developed Arabic materials at the language resource center.(T6 2010)</p>
<p>F) Increase opportunities for collaboration with CeLCAR around curriculum development for LCTL of the MENA/ME by 10% annually</p>	<p>F.1. Help CeLCAR at IU to prepare annual ConCALL conference on LCTL's in the area (3 years)</p> <p>F.2. Help disseminate information about the conference nationally and internationally</p> <p>F.3. Help fund speakers for Turkish and Persian</p> <p>F.4. Contribute to the recruitment of an hourly language materials developer familiar with the proficiency based curriculum</p> <p>F.5. Test, Revise and Add to existing materials</p> <p>F.6. Take part in IUs Language Share Fair for K12 students (3 years)</p> <p>F.7. Prepare appropriate level workshops on and taster classes on the languages of the ME/MENA</p>

**Appendix 4
Performance Measure Forms**

	F.8. Prepare and disseminate work sheets/information about the LCTLs of the area
G) Award fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA (F1)	G.1. Award FLAS fellowships to undergraduate and/or graduate students who demonstrate financial need
H) Percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education (GPRA, F2)	H.1. Offer FLAS Fellowships in LCTLs including Sorani Kurdish
I) Percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey. (GPRA)	I.1. Track FLAS graduates to determine utilization of foreign language and area studies skills.
J) Percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level. (GPRA)	J.1. Track FLAS fellows foreign language reading, writing, and/or listening/speaking scores

	<p>1. Projectual Statement #1: Enhance internationalization and global collaboration activities with community colleges and MSIs through promoting the implementation of the curriculum goals at MSIs (B.1), and disseminating information and knowledge about the curriculum to ME and MENA region by tracking students and gaining interviews. (A.1, (F1), (F2), (F3)</p> <p>2. Performance Strategy</p>
A) Increase opportunities for collaboration and networking for internationalized learning across colleges/universities, Pre-K-12 schools, businesses, and media by 10 % annually.	<p>A.1. Develop a state-wide internationalization plan for PreK-16 and beyond with a consortium of diverse stakeholders</p> <p>A.2. Develop global learning certificate for IN</p> <p>A.3. Provide professional development opportunities to K-12 teachers.</p> <p>A.4. Identify IN cities as “nodes of internationalization”</p> <p>A.5. Hold a regional summit on internationalization.</p> <p>A.6. Hold national conference on statewide internationalization and the role of NRCs.</p>
B) Increase opportunities for collaboration and learning about ME/MENA content among students and faculty at MSI and community colleges with	B.1. Adapt the blended medium course on ME (G3.PMA) during the Spring 2017 semester of the 2st year of the grant to the Ivy Tech and other campuses

**Appendix 4
Performance Measure Forms**

<p>traditional institutions of higher education by 10% annually</p>	<p>of IU working with instructors from these institutions</p> <p>B.2. Make the revised courses available to all professional schools of IU; Ivy Tech and regional campuses Fall 2017- Spring 2018</p> <p>B.3. Discuss the course with the institutions and determine instructors who will shadow/co-teach</p> <p>B.4. Working with the instructors adapt the course/make changes- additions if any</p> <p>B.5. Disseminate information about the course and create interest</p> <p>B.6. Train students on how to learn through blended courses (50% on line, 50% face to face)</p> <p>B.7. Teach courses with instructors/assistants shadowing to prepare them for taking over</p>
<p>C) Increase opportunities for learning about ME/MENA issues among IU students, Ivy Tech students, and K-12 teachers through topical lectures, through conference participation among key stakeholders and 10% annually.</p>	<p>C.1. Offer 4 lectures per year on the most topical issues concerning the ME (starting Fall 2014; total 16 lectures)</p> <p>C.2. Disseminate information widely: IU and other institutions especially IVY Tech and K12 teachers working with SoEd</p> <p>C.3. Prepare teaching/ information packets on the topic for K16 students/ instructors and K12 teachers with input from the invited speaker.</p> <p>C.4. Turn the lecture and the topic it addressed into a unit to be incorporated into the blended course on the Middle East</p> <p>C.5. Martin University Partnership Lecture Series with KBS, focusing on the MENA/ME region by experienced practitioners with the region.</p> <p>C.6. CONFERENCE on the migrant workers, refugees, immigrants, and human trafficking in the MENA Region</p> <p>C.7. Disseminate information widely: IU and other institutions especially IVY Tech and K12 teachers working with SoEd</p>

**Appendix 4
Performance Measure Forms**

	<p>C.8. Prepare teaching/ information packets on the sub-headings of the conference for K16 students/ instructors and K12 teachers with input from the speakers.</p> <p>C.9. Turn the conference issues into a unit to be incorporated into the blended course on the Middle East (see project)</p> <p>C.10. Global Art Local Art: Curriculum to International Citizenship (GALACTIC) partnership with MSI to enhance teacher training for internationalized curricula (with CGC and The Smithsonian).</p>
<p>D) Increase faculty use of knowledge of global and area studies, language learning, and internationalized curricula within higher education by 10% annually.</p>	<p>D.1. Promote participation in ICCI among HBCU, CC, and MSI partners</p>
<p>E) Increase expertise in Area Studies-MENA/ME region by developing a certificate for university librarians. (GPRA)</p>	<p>E.1. Work with IU Libraries' Area Studies Dept to develop ME/MENA section of the area librarianship course (Summer 2014)</p> <p>E.2. Help to offer course year 1 (2014 Fall)</p> <p>E.3. Help to develop course into online format in Y2 (2015) to offer to other universities</p> <p>E.4. Y3 Develop a certificate program consisting of 3 consecutive courses, one of them being the newly developed course</p>
<p>F) Develop a web portal to provide information and access about global/international and area studies resources to small liberal arts colleges, MSIs, and community colleges.</p>	<p>F.1. Y1: CSME will help develop the portal/website and populate it with the first basic resources for MENA/ME region</p> <p>F.2. Y2-3: The website will be expanded to include research guides, web-archives, and other content</p>
<p>G) Develop expertise and disseminate information about how religious texts are perceived in different cultures of the ME/MENA region (with Islamic Studies Program of IU)</p>	<p>G.1. Organize 4 lectures by experts Y1-Y4</p> <p>G.2. Disseminate the discussion and results on the internet through Scholarworks (IU Library)</p>

**Appendix 4
Performance Measure Forms**

1. Measure	2. Performance Measure
A) Increase opportunities for blended learning among K-16 students who are not familiar with ME/MENA by 10% annually.	<p>A.1. Collaborate with SoE colleagues to create a blended course (one semester- 16 weeks, 3hrs/w) aimed at K 16 learners who are not familiar with the region by year 1</p>
B) Increase opportunities for collaboration and learning among faculty and students in KBS to around blended learning courses with ME/MENA content by 10% annually	<p>B.1. With the help of Center for Learning and Teaching of IU and a partner from KBS pilot course during Fall 2015.</p> <p>B.2. Train students on how to learn through blended courses (50% on line, 50% face to face)</p> <p>B.3. Teach course with an instructor/assistant shadowing to prepare him/her for taking over</p> <p>B.4. Disseminate information about the course and create interest</p>
C) Increase international study abroad opportunities for underrepresented IU undergraduate students (minority, first generation, financial need) by 10% annually.	<p>C.1. Provide orientation for students preparing to study abroad in ME/MENA regions.</p> <p>C.2. Provide course development grants to faculty involved in implementing courses with study abroad component designed to attract diverse students.</p>
D) Increase opportunities for networking and collaboration among businesses and students in IU professional schools by 10% annually.	<p>D.1. Collaborate with other NRC to offer professional development workshops to business on working in the Middle East</p> <p>D.2. Collaborate with other IU NRC to provide annual symposium on sustainability and development</p>
E) Increase opportunities for collaboration among School of Education and Area Studies Centers to develop new certificate, minor, joint and major degree programs in ME languages/area studies in collaboration with SoE and other NRC by 10% annually. (GPRA)	<p>E.1. Develop international modules and materials for SoE courses</p> <p>E.2. Identify COAS area studies courses suitable for SoE degree programs</p> <p>E.3. Develop new certificate, minor, joint and major degree programs in ME languages/area studies in collaboration with SoE and other NRC.</p>

Appendix 4
Performance Measure Forms

<p>F) Increase opportunities for collaboration and global learning among students and faculty across all world areas at IU by 10% annually.</p>	<p>E.4. Collaborate with SoE to promote Global Gateway program in ME areas</p>
	<p>F.1.Develop yearly working groups of faculty mentors and graduate students. F.2.Participate in annual conference on critical area studies with NRCs across IU F.3.Contribute to edited volume of scholarly work in collaboration with other IU area studies centers.</p>

Appendix 5

Letters of Support



INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

June 10, 2014

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area studies units at Indiana University applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum and bring engagement with cultures and societies from around the world into every classroom toward developing sophisticated and active global citizens.

The School of Education has a long history of global research and international partnerships along with our Global Gateway for Teachers cultural immersion program which is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools and the Navajo Nation. We are well positioned to support the project goals of internationalizing the curriculum in Indiana school districts and increasing the number of graduates qualified to teach foreign languages through exploring and/or expanding joint degree tracks. The School will commit to providing approximately \$15,000 for a new postdoctoral fellow position that will be jointly funded with the School of Global and International Studies and the Title VI centers at 100% FTE to coordinate internationalization efforts. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the fellow and serve as faculty liaison with other partners.

Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the curriculum, faculty research and activities in the classroom, and, most importantly, the teachers we will be graduating into the future.

Sincerely,

Gerardo M. Gonzalez,
Dean

In designing advertising for degree programs, summer programs, and fellowship competitions, CSME obtains assistance from the IU Office of Multicultural Affairs, Disabled Student Services, and Office of Diversity Education to ensure that our print and web publications are accessible and encourage applications from traditionally under-represented groups.

Seven of eleven recent hires in MES hired since 2010 are women.

A number of our outreach projects particularly serve the elderly, including talks at retirement homes and continuing studies classes taken disproportionately by the elderly. We held at least 14 activities of this type.

CSME takes an active role in preventing cultural misunderstandings involving foreign students—for example, intervening in a situation in which Muslim women were being asked to remove headscarves for University ID photos.

We encourage applications by non-traditional students, particularly women and older students returning to school and veterans. We have made accommodations in various ways, such as assisting with childcare arrangements and recognizing the value of the life experience of older returning students and veterans in evaluating graduate applications.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Mr. Steven A. Martin</i> Mr. Steven A. Martin		TITLE Associate VP for Research Administration
APPLICANT ORGANIZATION Trustees of Indiana University		DATE SUBMITTED <i>6-25-14</i>

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Trustees of Indiana University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Steven
* Last Name: Martin	Middle Name: A.
* Title: Assoc VP for Research Administration	Suffix:
* SIGNATURE: <i>Mr. Steven A. Martin</i>	* DATE: 6-25-14

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB

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

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> NA a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> NA a. bid/offer/application b. initial award c. post-award	3. Report Type: <input type="checkbox"/> NA a. initial filing b. material change For Material Change Only: year <u>NA</u> quarter <u>NA</u> date of last report <u>NA</u>
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: <u>4c</u>	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: NA Congressional District, if known:	
6. Federal Department/Agency: NA	7. Federal Program Name/Description: NA CFDA Number, if applicable: <u>NA</u>	
8. Federal Action Number, if known: NA	9. Award Amount, if known: \$ NA	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): NA	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NA	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u>Mr. Steven A. Martin</u> Print Name: <u>Mr. Steven A. Martin</u> Title: <u>Assoc VP for Research Administration</u> Telephone No.: <u>812-855-0516</u> Date: _____	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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).

CSME and its supporting units follow a policy of openness to all legitimate viewpoints. Our announcement listserve is by policy open to anything reasonably likely to interest our students and faculty. CSME, its faculty, and its students have been involved in bringing to IU a very broad range of speakers involved with the Middle East ranging from an Israeli prime minister to a convention of Muslim social scientists to political, religious reformers from the Middle East, and both Edward Said and Martin Kraemer. When we can, we help sponsor speakers of particular interest.

CSME's openness can be seen in its constituent faculty and programmatic plans. To take the most obvious issue, while our director is a former Iraqi diplomat, our top faculty hiring priorities in the 2010-14 cycle were experts on contemporary Israel and Iran. NELC has worked closely together with Jewish Studies, so that, for example, undergraduate Hebrew courses are listed through Jewish Studies, while graduate courses are in NELC. NELC has been a strong advocate for strengthening the Hebrew program. Both NELC and CSME have strongly supported an initiative to encourage Israeli studies at IU.

Leaving aside the open atmosphere we have maintained, the structure of our institutional context in the new School of Global and International Studies itself encourages a diversity of perspectives. The approaches of the historians, humanists, and social scientists drawn from the College of Arts and Sciences are diverse in themselves, but they are all in turn very different from lawyers, management consultants, public health experts, education scholars, or government and environmental policy specialists of the various professional schools represented in CSME. Practitioners see the world very differently from research scholars. We will also bring in scholars and practitioners from Islamic countries, who introduce their own sets of viewpoints. Diversity of perspectives, wide ranges of opinions, and fundamental disagreements inevitably characterize an enterprise such as ours.

- 1.) 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.

Indiana University is a public institution and has an obligation to serve the public interest. Since the Middle Eastern languages we teach are difficult, the students who come to our classes for the most part are looking to use the skills and knowledge we are teaching them professionally. And usually the professions that their studies open to them are in areas of national need: the military, higher education, NGOs, international business, and the like. The faculty in turn take the task of guiding and advising students seriously. This happens on two levels:

First, on a formal level we provide opportunities for students to find their way into appropriate educational and career paths. Each relevant department has a professional undergraduate advisor and a faculty Director of Undergraduate Studies, each of whom formally advises students on career opportunities. Since we have a considerable number of ROTC students majoring in MES fields, we also work with the ROTC officers. At the graduate level each department has a Director of Graduate Studies, and each student picks a faculty advisor and graduate committee. There are career fairs held regularly giving students the opportunity to talk to the representatives of government agencies, NGOs, and businesses.

Informally, faculty members are constantly evaluating their students, pointing them in the directions that their talents, interests, and maturity seem to indicate. The Middle East studies faculty are very well aware of the opportunities open to our students and the need for expertise in areas of national need. Finally, we sometimes have to deal with the special needs of students in the military, who may be deployed in the middle of their studies and need special accommodations to ensure that they do not suffer unnecessary hardships—and may require special sensitivity when they return.

Our NRC, first funded in the last cycle, has allowed us to do these things better. The Center for the Study of the Middle East has helped with the task of systematically connecting students to areas of national need by providing links to recruiters, opportunities to talk to people working in these agencies, NGOs, and corporations, and much more systematic exposure to needs, opportunities, and the requirements of these organizations. This has happened both through activities specifically devoted to career guidance and less formally through the opportunities that our activities have provided for our students to meet officials, experts, and practitioners. Finally, FLAS fellowships in our languages have allowed us to support very fine students at critical moments in their studies.

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: Trustees of Indiana University

Name/Title of Authorized Representative (Printed): Mr. Steven A. Martin

Title: Associate VP for Research Administration Telephone: 812-855-0516

Signature: *Mr. Steven A. Martin* E-mail: rugs@indiana.edu

Date: *6-25-14*

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

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

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

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

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

Language	Eligible Now? Y/N
Arabic	Y
Hebrew (Modern)	Y
Kurdish (Kurmanji)	Y
Kurdish (Sorani)	Y
Persian (Farsi)	Y
Turkish	Y