

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140105 P015B140105

Princeton University/Trustees

PROGRAM IN NEAR EASTERN STUDIES

PRINCETON UNIVERSITY

APPLICATION FOR FEDERAL ASSISTANCE

2014-2017

NATIONAL RESOURCE CENTER

AND

**FOREIGN LANGUAGE AREA STUDIES
FELLOWSHIPS**

CFDA No. 84.015 A & B

JUNE 2014

OMB No. 1840-0807

Program in Near Eastern Studies
Princeton University
110 Jones Hall
Princeton, NJ 08544

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: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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B. APPLICANT INFORMATION:

* a. Legal Name: <u>The Trustees of Princeton University</u>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <u>210634501</u>	* c. Organizational DUNS: <u>0024846650000</u>

d. Address:

* Street1: <u>Office of Research and Project Administration</u>
Street2: <u>P.O. Box 36</u>
* City: <u>Princeton</u>
County/Parish: <u>Mercer</u>
* State: <u>NJ: New Jersey</u>
Province: _____
* Country: <u>USA: UNITED STATES</u>
* Zip / Postal Code: <u>08544-0036</u>

e. Organizational Unit:

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

Prefix: <u>Mrs.</u>	* First Name: <u>Francine</u>
Middle Name: _____	
* Last Name: <u>Taylor</u>	
Suffix: _____	
Title: <u>Grant & Contract Administrator</u>	
Organizational Affiliation: <u>The Trustees of Princeton University</u>	
* Telephone Number: <u>609-258-9056</u>	Fax Number: <u>609-258-1159</u>
* Email: <u>ftaylor@Princeton.edu</u>	

Application for Federal Assistance SF-424

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

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

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

*** 12. Funding Opportunity Number:**

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

* Title:

National Resource Centers Program

13. Competition Identification Number:

Title:

2014-2018 Princeton University National Resource Center and Foreign Language and Area Studies Fellowships Program

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

Add Attachment

Delete Attachment

View Attachment

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

Princeton University National Resource Center and Foreign Language and Area Studies Fellowship

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,377,954.63"/>
* 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="2,377,954.63"/>

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

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

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

- Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

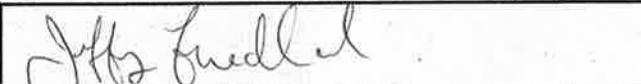
Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

SUPPLEMENTAL INFORMATION

REQUIRED FOR

DEPARTMENT OF EDUCATION

1. Project Director:

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

Address:

* Street1:

Street2:

* City:

County:

* State Zip Code: ntry:

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

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research:

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 06/30/2017

Name of Institution/Organization

Princeton 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	124,000	124,000	124,000	124,000		496,000
2. Fringe Benefits	42,301	41,540	41,540	41,540		166,921
3. Travel	4,200	4,200	4,200	4,200		16,800
4. Equipment						
5. Supplies	7,700	7,700	7,700	7,700		30,800
6. Contractual						
7. Construction						
8. Other	25,600	25,600	25,600	25,600		102,400
9. Total Direct Costs (lines 1-8)	203,801	203,040	203,040	203,040		812,921
10. Indirect Costs*	16,304	16,243	16,243	16,243		65,033
11. Training Stipends	375,000	375,000	375,000	375,000		1,500,000
12. Total Costs (lines 9-11)	595,105	594,283	594,283	594,283		2,377,954

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

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

Period Covered by the Indirect Cost Rate Agreement: From: 07 /01 / 2014 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services (DHHS) The Indirect Cost Rate is 8 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %

ED 524

Name of Institution/Organization

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Budget Categories	(a)	(b)	(c)	(d)	(e)	(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)										

2014-2015 Title VI NRC funds

Budget attachment III A-1

A. SALARIES

Salary

Administrative

Director of Summer Institute (See Budget Attachment A-2)

3,000.00

Subtotal, Administrative

3,000.00

Language Instruction

N. Coffin, Arabic Lecturer

11,000.00

G. Bell, Arabic Lecturer

11,000.00

A. Husen, Arabic Lecturer

11,000.00

T. El-Sayed, Arabic Lecturer

11,000.00

T. Heftner, Arabic Lecturer

11,000.00

A. Grinfeld, Hebrew Lecturer,

11,000.00

A. Mahallati, Persian Lecturer

11,000.00

N. Hatemi, Turkish Lecturer

11,000.00

Subtotal, Language Instruction

88,000.00

Area and Other Instruction

M. Kuenkler, Contemporary Iran

7,000.00

B. Haykel, Contemporary Middle Eastern Politics

7,000.00

M. Reynolds, Modern Middle Eastern History

7,000.00

J. Gribetz, Israel Studies	7,000.00
Subtotal, Area and Other Instruction	28,000.00
Outreach Personnel	
K. Chirik, Outreach Coordinator	5,000.00
Subtotal, Outreach Personnel	5,000.00
Total, Salaries	124,000.00
Fringe Benefits (34.2%) (33.5%)	42,301.00
TOTAL SALARIES (A) and BENEFITS (B)	166,301.00

C. TRAVEL (domestic only)

Director to attend Middle East Studies Association annual meeting	1,200.00
Language Coordinators in Arabic, Persian, Turkish, Hebrew to travel to NMELRC teacher training meetings and/or MESA - estimated travel expenses	3,000.00
Subtotal, travel	4,200.00

D. SUPPLIES

Library acquisitions	3,000.00
Teaching aids -- Teacher Outreach Materials	1,500.00
Videos and DVDs for the Humanities Resource Center to be used by students and visitors	
Language Curricula Materials for Arabic, Hebrew, Persian and Turkish Language Programs (books, hardware and software upgrades, and CD-ROM)	3,000.00

NES/Outreach Newsletter, produced biannually	200.00
Subtotal, Supplies	7,700.00

E. OTHER

Professional services, Summer Institute 6 speakers @ \$400 each (see Budget Attachment A-2)	2,400.00
Estimated contribution to travel & expenses, Summer Institute speakers, 6 speakers @ \$800 each (domestic) (see Budget Attachment A-2)	4,800.00
Teacher Training Workshop I, Professional Services, 6 speakers @ \$150 (See Budget Attachment A-3)	900.00
Travel for 6 speakers each session, Teacher Training Workshop I @ \$500 (domestic) (See Budget Attachment A-3)	3,000.00
Arabic-Hebrew Cultural Exchange Curriculum Development Salaam- Shalom (See Budget Attachment A-4)	2,000.00
American Association of Teachers of Turkic contribution	500.00
Eastern Summer Language Consortium in Persian and Turkish	1,000.00
Central Asian Language Consortium, Indiana University, (SWSEEL)	500.00
Annual Modern Near East Conference, cosponsored with other Princeton departments as appropriate	800.00
Midwest Institute for International & Intercultural Education summer 2015 workshops:	2,000.00
Global Stewardship, Norms, & Values, Aug. 3-7, 2015 Global Migrations & Transnational Networks, Aug. 10-14, 2015	
Visiting Near East Language & Area Studies Lecturers during academic year 24 lecturers @ \$150 each, professional services 24 lectures @ \$150 each, travel & event expenses 6 lecturers for Arabic 6 lecturers for Hebrew	7,200.00

6 lecturers for Turkish
6 lecturers for Persian

Outreach World website	500.00
UCLA Center for Middle East Studies	
Subtotal, Other	25,600.00
TOTAL DIRECT COSTS: (A), (B), (C), (D) and (E)	203,801.00
INDIRECT COSTS @ 8% of DIRECT COSTS	16,304.00
TOTAL ALL	220,105.00

BUDGET ATTACHMENT A-2

SUMMER 2015 TEACHER TRAINING INSTITUTE

BUDGET DETAIL

	Total Title VI Funds
A. Administrative Salaries	
Director, Summer Institute	3,000.00
B. Fringe @34.2% of salaries	1,032.00
Subtotal, Salaries (A)	4,032.00
E. Other	
Professional services, Summer Institute 6 speakers @ \$400 each	2,400.00
Estimated contribution to travel & expenses, Summer Institute speakers, 6 speakers @ \$800 each (domestic)	4,800.00
Subtotal, Other (E)	\$ 7,200.00
TOTAL (A) and (E)	
\$11,232.00	

Topic is "US Middle East policy: present challenges, future scenarios ".

BUDGET ATTACHMENT A-3

TEACHER TRAINING WORKSHOP I, 2014-15

BUDGET DETAIL

	Total Title VI Funds
E. OTHER	
Teacher Training Workshop I	
Professional Services	
6 speakers @ \$150	900.00
Travel (domestic) and lodging	
6 speakers @ \$500	3,000.00
TOTAL, Other (E)	3,900.00

BUDGET ATTACHMENT A-4

ARABIC-HEBREW CULTURAL EXCHANGE, 2014-15

BUDGET DETAIL

Total Title VI Funds

E. OTHER

Arabic-Hebrew Cultural Exchange Curriculum Development Salaam-Shalom	1,000.00
Cultural Activities – Arabic/Hebrew Cultural Event 2 honoraria@\$150 each plus event costs	1,000.00
TOTAL, Other (E)	2,000.00

2015-2016 Title VI NRC funds

Budget attachment III A-1

A. SALARIES

Salary

Administrative

Director of Summer Institute, (See Budget Attachment A-2) 3,000.00

Subtotal, Administrative 3,000.00

Language Instruction

N. Coffin, Arabic Lecturer 11,000.00

G. Bell, Arabic Lecturer 11,000.00

A. Husen, Arabic Lecturer 11,000.00

T. El-Sayed, Arabic Lecturer 11,000.00

T. Heftner, Arabic Lecturer 11,000.00

A. Grinfeld, Hebrew Lecturer 11,000.00

A. Mahallati, Persian Lecturer 11,000.00

N. Hatemi, Turkish Lecturer 11,000.00

Subtotal, Language Instruction 88,000.00

Area and Other Instruction

M. Kuenkler, Contemporary Iran, 7,000.00

B. Haykel, Contemporary Middle Eastern Politics 7,000.00

M. Reynolds, Modern Middle Eastern History	7,000.00
J. Gribetz, Israel Studies	7,000.00
Subtotal, Area and Other Instruction	28,000.00
Outreach Personnel	
K. Chirik, Outreach Coordinator	5,000.00
Subtotal, Outreach Personnel	5,000.00
Total, Salaries	124,000.00
Fringe Benefits (33.5%)	41,540.00
TOTAL SALARIES (A) and BENEFITS (B)	165,540.00

C. TRAVEL (domestic only)

Director to attend Middle East Studies Association annual meeting	1,200.00
Language Coordinators in Arabic, Persian, Turkish, Hebrew to travel to NMELRC teacher training meetings and/or MESA - estimated travel expenses	3,000.00
Subtotal, travel	4,200.00

D. SUPPLIES

Library acquisitions	3,000.00
Teaching aids -- Teacher Outreach Materials	1,500.00
Videos and DVDs for the Humanities Resource Center to be used by students and visitors	

Language Curricula Materials for Arabic, Hebrew, Persian and Turkish Language Programs (books, hardware and software upgrades, and CD-ROM)	3,000.00
NES/Outreach Newsletter, produced biannually	200.00
Subtotal, Supplies	7,700.00

E. OTHER

Professional services, Summer Institute 6 speakers @ \$400 each (see Budget Attachment A-2)	2,400.00
Estimated contribution to travel & expenses, Summer Institute speakers, 6 speakers @ \$800 each (domestic) (see Budget Attachment A-2)	4,800.00
Teacher Training Workshop I, Professional Services, 6 speakers @ \$150 (See Budget Attachment A-3)	900.00
Travel for 6 speakers each session, Teacher Training Workshop I @ \$500 (domestic) (See Budget Attachment A-3)	3,000.00
Arabic-Hebrew Cultural Exchange Curriculum Development Salaam- Shalom (See Budget Attachment A-4)	2,000.00
American Association of Teachers of Turkic contribution	500.00
Eastern Summer Language Consortium in Persian and Turkish	1,000.00
Central Asian Language Consortium, Indiana University, (SWSEEL)	500.00
Annual Modern Near East Conference, cosponsored with other Princeton departments as appropriate	800.00
Midwest Institute for International & Intercultural Education summer 2015 workshops:	2,000.00
Global Stewardship, Norms, & Values, Aug. 3-7, 2015	
Global Migrations & Transnational Networks, Aug. 10-14, 2015	

Visiting Near East Language & Area Studies	7,200.00
Lecturers during academic year	
24 lecturers @ \$150 each, professional services	
24 lectures @ \$150 each, travel & event expenses	
6 lecturers for Arabic	
6 lecturers for Hebrew	
6 lecturers for Turkish	
6 lecturers for Persian	
Outreach World website	500.00
UCLA Center for Middle East Studies	
Subtotal, Other	25,600.00
TOTAL DIRECT COSTS: (A), (B), (C), (D) and (E)	203,040.00
INDIRECT COSTS @ 8% of DIRECT COSTS	16,243.00
TOTAL ALL	219,283.00

BUDGET ATTACHMENT A-2

SUMMER 2016 TEACHER TRAINING INSTITUTE

BUDGET DETAIL

	Total Title VI Funds
A. Administrative Salaries	
Director, Summer Institute	3,000.00
B. Fringe @33.5% of salaries	1,005.00
Subtotal, Salaries (A)	4,005.00
E. Other	
Professional services, Summer Institute 6 speakers @ \$400 each	2,400.00
Estimated contribution to travel & expenses Summer Institute speakers, 6 speakers @ \$800 each (domestic)	4,800.00
Subtotal, Other (E)	7,200.00
TOTAL (A) and (E)	11,205.00

Topic: " The Middle East in the world: regional idiosyncrasies,
global connect".

BUDGET ATTACHMENT A-3

TEACHER TRAINING WORKSHOP I, 2015-16

BUDGET DETAIL

	Total Title VI Funds
E. OTHER	
Teacher Training Workshop I Professional Services	
6 speakers @ \$150	900.00
Travel (domestic) and lodging 6 speakers @ \$500	3,000.00
TOTAL, Other (E)	3,900.00

BUDGET ATTACHMENT A-4

ARABIC-HEBREW CULTURAL EXCHANGE, 2015-16

BUDGET DETAIL

Total Title VI Funds

E. OTHER

Arabic-Hebrew Cultural Exchange Curriculum Development Salaam-Shalom	1,000.00
Cultural Activities – Arabic/Hebrew Cultural Event 2 honoraria@\$150 each plus event costs	1,000.00
TOTAL, Other (E)	2,000.00

2016-2017 Title VI NRC funds

Budget attachment III A-1

A. SALARIES

Salary

Administrative

Director of Summer Institute, (See Budget Attachment A-2) 3,000.00

Subtotal, Administrative 3,000.00

Language Instruction

N. Coffin, Arabic Lecturer 11,000.00

G. Bell, Arabic Lecturer 11,000.00

A. Husen, Arabic Lecturer 11,000.00

T. El-Sayed, Arabic Lecturer 11,000.00

T. Heftner, Arabic Lecturer 11,000.00

A. Grinfeld, Hebrew Lecturer 11,000.00

A. Mahallati, Persian Lecturer 11,000.00

N. Hatemi, Turkish Lecturer 11,000.00

Subtotal, Language Instruction 88,000.00

Area and Other Instruction

M. Kuenkler, Contemporary Iran 7,000.00

B. Haykel, Contemporary Middle Eastern Politics 7,000.00

M. Reynolds, Modern Middle Eastern History 7,000.00

J. Gribetz, Israel Studies	7,000.00
Subtotal, Area and Other Instruction	28,000.00
Outreach Personnel	
K. Chirik, Outreach Coordinator	5,000.00
Subtotal, Outreach Personnel	5,000.00
Total, Salaries	124,000.00
Fringe Benefits (33.5%)	41,540.00
TOTAL SALARIES (A) and BENEFITS (B)	165,540.00

C. TRAVEL (domestic only)

Director to attend Middle East Studies Association annual meeting	1,200.00
Language Coordinators in Arabic, Persian, Turkish, Hebrew to travel to NMELRC teacher training meetings and/or MESA - estimated travel expenses	3,000.00
Subtotal, travel	4,200.00

D. SUPPLIES

Library acquisitions	3,000.00
Teaching aids -- Teacher Outreach Materials Videos and DVDs for the Humanities Resource Center to be used by students and visitors	1,500.00
Language Curricula Materials for Arabic, Hebrew, Persian and Turkish Language Programs (books, hardware and software upgrades, and CD-ROM)	3,000.00

NES/Outreach Newsletter, produced biannually 200.00

Subtotal, Supplies 7,700.00

E. OTHER

Professional services, Summer Institute 2,400.00
6 speakers @ \$400 each (see Budget Attachment A-2)

Estimated contribution to travel & expenses, Summer Institute speakers, 4,800.00
6 speakers @ \$800 each (domestic) (see Budget Attachment A-2)

Teacher Training Workshop I, Professional Services, 6 speakers @ \$150 900.00
(See Budget Attachment A-3)

Travel for 6 speakers each session, Teacher Training Workshop I @ \$500 3,000.00
(domestic) (See Budget Attachment A-3)

Arabic-Hebrew Cultural Exchange Curriculum Development Salaam- 2,000.00
Shalom (See Budget Attachment A-4)

American Association of Teachers of Turkic contribution 500.00

Eastern Summer Language Consortium in Persian and Turkish 1,000.00

Central Asian Language Consortium, Indiana University, (SWSEEL) 500.00

Annual Modern Near East Conference, cosponsored with other Princeton 800.00
departments as appropriate

Midwest Institute for International & Intercultural Education summer 2,000.00
2015 workshops:

Global Stewardship, Norms, & Values, Aug. 3-7, 2015
Global Migrations & Transnational Networks, Aug. 10-14, 2015

Visiting Near East Language & Area Studies 7,200.00
Lecturers during academic year
24 lecturers @ \$150 each, professional services
24 lectures @ \$150 each, travel & event expenses

6 lecturers for Arabic
6 lecturers for Hebrew
6 lecturers for Turkish
6 lecturers for Persian

Outreach World website	500.00
UCLA Center for Middle East Studies	
Subtotal, Other	25,600.00
TOTAL DIRECT COSTS: (A), (B), (C), (D) and (E)	203,040.00
INDIRECT COSTS @ 8% of DIRECT COSTS	16,243.00
TOTAL ALL	219,283.00

BUDGET ATTACHMENT A-2

SUMMER 2017 TEACHER TRAINING INSTITUTE

BUDGET DETAIL

	Total Title VI Funds
A. Administrative Salaries	
Director, Summer Institute	7,000.00
B. Fringe @33.5% of salaries	2,345.00
Subtotal, Salaries (A)	9,345.00
E. Other	
Professional services, Summer Institute 6 speakers @ \$400 each	2,400.00
Estimated contribution to travel & expenses, Summer Institute speakers, 6 speakers @ \$800 each (domestic)	4,800.00
Subtotal, Other (E)	7,200.00
TOTAL (A) and (E)	16,545.00

Topic: "Everyday Arab life: teaching perspectives".

BUDGET ATTACHMENT A-3

TEACHER TRAINING WORKSHOP I, 2016-17

BUDGET DETAIL

	Total Title VI Funds
E. OTHER	
Teacher Training Workshop I	
Professional Services	
6 speakers @ \$150	900.00
Travel (domestic) and lodging	
6 speakers @ \$500	3,000.00
TOTAL, Other (E)	3,900.00

The topic is "Western colonialism in the Middle East ".

BUDGET ATTACHMENT A-4

ARABIC-HEBREW CULTURAL EXCHANGE, 2016-17

BUDGET DETAIL

Total Title VI Funds

E. OTHER

Arabic-Hebrew Cultural Exchange Curriculum Development Salaam-Shalom	1,000.00
Cultural Activities – Arabic/Hebrew Cultural Event 2 honoraria@\$150 each plus event costs	1,000.00
TOTAL, Other (E)	2,000.00

2017-2018 Title VI NRC funds

Budget attachment III A-1

A. SALARIES

Salary

Administrative

Director of Summer Institute, (See Budget Attachment A-2)

3,000.00

Subtotal, Administrative

3,000.00

Language Instruction

N. Coffin, Arabic Lecturer

11,000.00

G. Bell, Arabic Lecturer

11,000.00

A. Husen, Arabic Lecturer

11,000.00

T. El-Sayed, Arabic Lecturer

11,000.00

T. Heftner, Arabic Lecturer

11,000.00

A. Grinfeld, Hebrew Lecturer

11,000.00

A. Mahallati, Persian Lecturer

11,000.00

N. Hatemi, Turkish Lecturer

11,000.00

Subtotal, Language Instruction

88,000.00

Area and Other Instruction

M. Kuenkler, Contemporary Iran

7,000.00

B. Haykel, Contemporary Middle Eastern Politics

7,000.00

M. Reynolds, Modern Middle Eastern History

7,000.00

J. Gribetz, Israel Studies,	7,000.00
Subtotal, Area and Other Instruction	28,000.00
Outreach Personnel	
K. Chirik, Outreach Coordinator	5,000.00
Subtotal, Outreach Personnel	5,000.00
Total, Salaries	124,000.00
Fringe Benefits (33.5%)	41,540.00
TOTAL SALARIES (A) and BENEFITS (B)	165,540.00

C. TRAVEL (domestic only)

Director to attend Middle East Studies Association annual meeting	1,200.00
Language Coordinators in Arabic, Persian, Turkish, Hebrew to travel to NMELRC teacher training meetings and/or MESA - estimated travel expenses	3,000.00
Subtotal, travel	4,200.00

D. SUPPLIES

Library acquisitions	3,000.00
Teaching aids -- Teacher Outreach Materials	1,500.00
Videos and DVDs for the Humanities Resource Center to be used by students and visitors	
Language Curricula Materials for Arabic, Hebrew, Persian and Turkish Language	3,000.00

Programs (books, hardware and software upgrades, and CD-ROM)

NES/Outreach Newsletter, produced biannually 200.00

Subtotal, Supplies 7,700.00

E. OTHER

Professional services, Summer Institute 2,400.00
6 speakers @ \$400 each (see Budget Attachment A-2)

Estimated contribution to travel & expenses, Summer Institute speakers, 4,800.00
6 speakers @ \$800 each (domestic) (see Budget Attachment A-2)

Teacher Training Workshop I, Professional Services, 6 speakers @ \$150 900.00
(See Budget Attachment A-3)

Travel for 6 speakers each session, Teacher Training Workshop I @ \$500 3,000.00
(domestic) (See Budget Attachment A-3)

Arabic-Hebrew Cultural Exchange Curriculum Development Salaam- 2,000.00
Shalom (See Budget Attachment A-4)

American Association of Teachers of Turkic contribution 500.00

Eastern Summer Language Consortium in Persian and Turkish 1,000.00

Central Asian Language Consortium, Indiana University, (SWSEEL) 500.00

Annual Modern Near East Conference, cosponsored with other Princeton 800.00
departments as appropriate

Midwest Institute for International & Intercultural Education summer 2,000.00
2015 workshops:

Global Stewardship, Norms, & Values, Aug. 3-7, 2015
Global Migrations & Transnational Networks, Aug. 10-14, 2015

Visiting Near East Language & Area Studies 7,200.00
Lecturers during academic year
24 lecturers @ \$150 each, professional services

24 lectures @ \$150 each, travel & event expenses
6 lecturers for Arabic
6 lecturers for Hebrew
6 lecturers for Turkish
6 lecturers for Persian

Outreach World website	500.00
UCLA Center for Middle East Studies	
Subtotal, Other	25,600.00
TOTAL DIRECT COSTS: (A), (B), (C), (D) and (E)	203,040.00
INDIRECT COSTS @ 8% of DIRECT COSTS	16,243.00
TOTAL ALL	219,283.00

BUDGET ATTACHMENT A-2

SUMMER 2018 TEACHER TRAINING INSTITUTE

BUDGET DETAIL

	Total Title VI Funds
A. Administrative Salaries	
Director, Summer Institute	3,000.00
B. Fringe @33.5% of salaries	1,005.00
Subtotal, Salaries (A)	4,005.00
E. Other	
Professional services, Summer Institute 6 speakers @ \$400 each	2,400.00
Estimated contribution to travel & expenses, Summer Institute speakers, 6 speakers @ \$800 each (domestic)	4,800.00
Subtotal, Other (E)	7,200.00
TOTAL (A) and (E)	11,205.00

Topic: " Oslo + 25: Israeli-Palestinian relations since the 1993 agreement "

BUDGET ATTACHMENT A-3

TEACHER TRAINING WORKSHOP I, 2017-18

BUDGET DETAIL

	Total Title VI Funds
E. OTHER	
Teacher Training Workshop I	
Professional Services	
6 speakers @ \$150	900.00
Travel (domestic) and lodging	
6 speakers @ \$500	3,000.00
TOTAL, Other (E)	3,900.00

BUDGET ATTACHMENT A-4

ARABIC-HEBREW CULTURAL EXCHANGE, 2017-18

BUDGET DETAIL

Total Title VI Funds

E. OTHER

Arabic-Hebrew Cultural Exchange Curriculum Development Salaam-Shalom	1,000.00
Cultural Activities – Arabic/Hebrew Cultural Event 2 honoraria @\$150 each plus event costs	1,000.00
TOTAL, Other (E)	2,000.00

List of Selected Acronyms

AATA:	American Association of Teachers of Arabic
AATP:	American Association of Teachers of Persian
AATT:	American Association of Teachers of Turkic Languages
ACTFL:	American Council on the Teaching of Foreign Languages
HRC:	Humanities Resource Center (formerly the Language Laboratory, Princeton)
IAS:	Institute for Advanced Study
MEMP:	Middle East Microform Project (Princeton)
NAPH:	National Association of Professors of Hebrew
NEP:	Program in Near Eastern Studies (Princeton)
NES:	Department of Near Eastern Studies (Princeton)
NMELRC:	National Middle East Language Resource Center
OCLC:	Online Computer Library Center
OPI:	Oral Proficiency Interview
PEI:	Princeton Environmental Institute
PIIRS:	Princeton Institute of International and Regional Studies
SSRC:	Social Science Research Council
SWSEEL:	Summer Workshop in Slavic, East European and Central Asian Languages
TRI:	The Institute for the Transregional Study of the Contemporary Middle East, North Africa and Central Asia (Princeton)
WWS:	The Woodrow Wilson School of Public and International Affairs (Princeton)

Princeton University Compliance with Section 427 of GEPA

Princeton University permits no barriers on the basis of gender, race, national origin, color, disability, or age, in either the admittance procedure for students (admittance is blind), the hiring or promotion of faculty or staff, or in limiting access on behalf of members of the community at large wishing to participate in any University-sponsored activity. Significant efforts are made to recruit students (and to provide them with financial assistance), and faculty members from traditionally underrepresented groups including the disabled. In this regard, all campus buildings are fully accessible (wheelchair access is provided) for individuals suffering from disabilities. Not only is access guaranteed for all to every University event, but members of the general public who are disabled and/or of retirement age are permitted (indeed encouraged) to audit all courses offered on the campus.

As noted in the narrative section of this application, Princeton organizes its outreach programs addressed to secondary school teachers and community college faculty in consultation with advisory groups consisting of representatives of these constituencies in the tri-state area. We see to it that schools with large minority or disadvantaged populations (e.g. Trenton Central High School) are represented in these consultations and that teachers from such schools are given every opportunity and encouragement to participate in the outreach programs.

For further information on Princeton's GEPA compliance, see Section 4, "Quality of Staff Resources," on page 29 in the narrative segment of this application.

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"/>

Abstract In Near Eastern Studies (NES) and a half dozen other departments, 46 faculty members are specialists of (sub)-regions ranging from North Africa *via* the Arab East, the Arabian Peninsula, Turkey, Iran, Central Asia, and South Asia to South East Asia; are trained in multiple disciplines including history, political science, anthropology, literature, and religion (with retired high-ranking U.S. diplomats represented, too); and teach on both the pre-modern and the modern period. In fact, since 2010, NES has *added* four tenure-track lines – in North Africa, Israel, gender, and the modern Middle East – and the university has just inaugurated a new Iran Center. Faculty members have continued to receive exceptional honors, including the US \$0.7 million Holberg Prize (M. Cook). NES has maintained community outreach; and it and other Princeton institutes like the Trans-Regional Institute have organized, annually, more than 100 MENA/Islam talks open to the general public. Teacher-student ratios remain low. Language instruction has been strengthened in Arabic, Turkish, Persian, and Hebrew, with other languages being taught, too. Princeton’s MENA/Islam library collection continues to be one of the largest worldwide – 700,000 volumes, including 10,000 Islamic.

How to improve in 2014-2018? For one thing, NES plans to deepen community outreach, the goal being to increase summer institute training enrollment by 30%. Second, filling faculty positions in classical Arabic literature and pre-modern Iran; it is hoped that the Iran Center will add one more line. Third, submitting to a rigorous overall performance test, to be administered by an outside academic committee. Fourth, NES is determined to enrich language instruction, At Princeton, students of Middle East and Islam face an abundance of riches. by maintaining NMELRC evaluations, and by fully using a new interactive Levantine Colloquial Arabic website. Last but not least, the Princeton library plans to maintain its pace of Middle Eastern material acquisition and accelerate digitization of said material.

1. Quality of the Non-Language Instructional Program

The January 12, 2007 issue of the Chronicle of Higher Education ranked the department of Near Eastern Studies at Princeton University (NES) as the nation-wide leading department in its field, citing the Faculty Scholarly Productivity Index that measures nearly 7,300 US doctoral programs. This honor reflects the excellence of research on and instruction in the Middle East and North Africa (MENA) and Islam at Princeton: an excellence that has been cemented since 2007 through the steady expansion of faculty, and that is the result of various factors.

For one thing, undergraduate and graduate student supervision is very strong indeed. More than in any other Ivy League school, and like in the best U.S. Liberal Arts colleges, Princeton College, together with the Arts and Sciences graduate program, is truly the heart of the university. Hence, contact between students, and faculty and administrators, is close and frequent. A faculty-to-student ratio of 1:6 for both undergraduates and graduates makes real mentoring possible. Each member of the faculty – including the most senior and experienced professors – has to offer at least one undergraduate and one graduate course per semester. Also, under the close supervision of a faculty member, each undergraduate student writes two so-called junior papers of about 25 pages, in their junior year, and a senior paper of about 80 pages, in their senior year. And during the last grant cycle, NES offered a total number of 19 reading courses in which the ratio of professors to students was no more than 1:3, and most often 1:1.

Moreover, the number of Princeton faculty with expertise in the Middle East and North Africa (MENA) and Islam is very high: 46, which is exceptional by any U.S. standard.

Last, and in result, research interests, and hence instruction, in MENA and Islam is exceptionally developed, and that in five senses. First, it is very broad: all aspects of modern

Near Eastern societies and cultures, from Iranian cinema to themes employed by new Israeli poets, and from Turkey's role in the Near East to intellectual movements in the Arab World, are covered. This breadth of coverage allows us to make meaningful comparisons among Near Eastern societies and to offer courses that encompass the region. Two examples are NES 268, "Political Islam," and NES 266, "Oil, Energy and the Middle East". Second, Princeton believes that one of the major weaknesses of the field of Middle Eastern studies is its tendency to treat the contemporary period in isolation from the past: a sophisticated understanding of a region's present requires a deep comprehension of its history and culture. Thus, Princeton offers innovative courses that make a point of examining modern politics through a historical lens. Our introductory undergraduate course to the Middle East, NES 201, starts with the life of the prophet Muhammad and ends in the 21st century; similarly, a new proposed course, "Ancient Heritages, Modern Politics," by renown historian of Islam Michael Cook, weaves back and forth between present and past.

Third, Princeton approaches the Middle East in a truly multi-disciplinary way. Inside NES, a cross-disciplinary seminar, "The Professional Study of the Near East" (NES 500), convened by Şükrü Hanioglu and drawing on relevant faculty, mandatorily introduces new students to Middle East studies and to the faculty. Across the university, there are a large number of leading MENA and Islam scholars such as anthropologist Abdellah Hammoudi, political scientist Amaney Jamal, historian Molly Greene, or scholar of (Islamic) religion Shaun Marmon, whose REL 328, "Women and Gender in Islamic Societies", to use one example, takes an inherently interdisciplinary approach to its topic. Fourth, building on the strong presence of MENA and Islam scholars both at NES and in a multitude of other disciplines and departments,

Princeton encourages the creation of flexible interdisciplinary programs that link the humanities, social sciences, and professional fields (while insisting that all doctoral students have a home department). The Program in NES cooperates with other multi-disciplinary programs on campus, such as Hellenic Studies, Russian and Eurasian Studies, Women's Studies, Judaic Studies, and the Lichtenstein Institute on Self-Determination (LISD). And many students who major in the Woodrow Wilson School, in Politics, in Economics, or in History prepare independent work on aspects of the Middle East.

Fifth, that fact that Princeton has a large, varied, and multi-disciplinary faculty specialized in MENA and Islam has allowed it to develop not only breadth, but depth. It has four particular strong points.

The first is Islamic law and institutions and their role in Muslim societies from the beginning to the contemporary world. A standard NES course is "Islamic Family Law," which introduces students to a medieval body of law that is still in use in most Middle Eastern countries. Other Islamic Law courses include, but are not limited to, NES 345, "Introduction to Islamic Law," and NES 555, "Themes in Islamic Law and Jurisprudence. Also, NES is cementing this strength: a new NES hire, anthropologist Satyel Larson, has a sub-specialization in modern law.

A second strong point is Ottoman history, including the former Arab provinces of the Ottoman Empire, and contemporary Turkish studies,. Princeton is universally recognized as the focal point of Turkish studies in North America. Its commitment has gained more importance in light of the recent crisis, which highlighted Turkey's status as the only secular country in the Muslim world. To highlight this issue, we offered courses such as "Ottoman Diplomats",

"Turkish Literature in Translation: From Omer Seyfettin to Orhan Pamuk", "Advanced Turkish: Selected Readings in Historical and Literary Texts". Moreover, Princeton's coverage of the Turkish world is not limited to Turkey, but includes the recently-established Turkic states in Central Asia. The establishment of a new program in Eurasian Studies strengthened coverage of the Caucasus and Central Asia, which many experts include in the broader Middle East. New courses include NES 597, "Transformations in the Near East and Eurasia", NES 782, "Caspian Energy History and Politics", NES 784, "Muslims of the Russian Empire", NES 362, "Blood, Sex, and Oil: The Caucasus", and NES 406, "The Great War in the Middle East". Arab countries and/or sub-regions specifically covered include Morocco, North Africa, Syria, Lebanon, Israel (and Palestine), Saudi Arabia, and the Arab Peninsula. Exemplary courses include NES 341, "Modern Syria and Lebanon," by Cyrus Schayegh; NES 394, "North Africa 1830-2011," by M'hamed Oualdi; NES 448, "History of Palestine/Israel," by Max Weiss; and NES 518, "History of Saudi Arabia," by Bernard Haykel. (There are in-depth, country-specific course also on Iran, Afghanistan, South Asia, and Indonesia.)

A third strong point is International Relations of the modern Middle East, and U.S. Policy toward the region. Most analysts of Middle Eastern crises approach their subject from the point of view of Washington – that is, as a component of US foreign policy. Because of our strong knowledge of Near Eastern societies, Princeton is a leading US institution studying Near Eastern international politics from *both* US and non-US perspectives. Regarding the former, outstanding is Princeton's school of international affairs, the Woodrow Wilson School (WWS). It boasts former US ambassadors like Daniel Kurtzer, who served in four delicate Middle Eastern countries (Afghanistan; Yemen; Israel; Egypt), as well as regular academic faculty members like

Jacob Shapiro specializing in contemporary terrorism. Regarding the latter, NES faculty members offer courses that analyze Near Eastern crises in a broader context. These include Michael Reynolds' NES 315, "War and Politics in the Modern Near East," which also has a distinct conceptual element, discussing theorists like Clausewitz, and Cyrus Schayegh's NES 215, "The United States in the Middle East since 1914," which also included a final war/diplomacy game on the 1973 October War, with students playing not only the super powers USA and USSR but also regional players, i.e. Israel, Egypt, and Syria. Other foreign policy related courses include WWS 402 "Policy Seminar" (Kurtzer, with a focus on US Middle East policy and the Arab-Israeli conflict), WWS 556G, "Terrorism, Civil War, and Non-State Threats," (Shapiro), and NES 799, "Civil War and Insurgency" (Reynolds).

A fourth strong point worth mentioning is the wide-ranging study of Middle Eastern languages and literatures; it will be addressed further below, under 'language instruction.'

During the last Title Six cycle, 2010-2014, the breadth of Middle East and Islamic fields taught have been further widened by new faculty appointments, by a new center on Iran and the Persian Gulf, by non-tenure-track instructors, by post-doctoral fellows, and by short-term visiting fellows and by recent key additions to the curriculum.

(Also, NES profits from a special relation with the Institute for Advanced Studies: until recently, renown scholar of early Islam Patricia Crone taught courses like NES 558, "Customary Law in the Arab States;" her replacement, Sabine Schmidtke, has expressed the wish to have the same sort of close relationship with NES.)

Table 1, below, illustrates recent NES faculty appointments.

Table 1: New Faculty Appointments, 2010-2014		
Name	Rank	Courses Taught
Judith M. Laffan	Language Lecturer	ARA 101: Elementary Arabic I, ARA 102: Elementary Arabic II
M'hamed Oualdi	Assistant Professor	NES 394: North Africa 1830-2011, NES 410: Modern North Africa (1500-1900), NES 516: Problems in North African History, NES 526: Post-colonial North Africa
Daniel Sheffield	Lecturer & Fellow	NES 351: In Tamerlane's Wake, NES 397: Zoroastrian Tradition in Iran and India,
Max Weiss	Assistant Professor	NES 267: The Modern Middle East, NES 310: Re-Thinking Minorities in the Middle East, HIS 336: Modern Worlds of Islam, NES 337: The Making of the Modern Middle East, NES 407 Historicizing Morality, NES 448: History of Palestine/Israel; NES 518 Topics in Middle East History, NES 538: Readings on Modern Middle East
Nizar Hermes	Language Lecturer	ARA 103 & 104: Intensive Elementary Arabic I & II, ARA 303: Media Arabic, ARA 311: Communication Skills in Formal Arabic, ARA 401: Advanced Arabic Skills Workshop, ARA 402: Advanced Arabic Skills Workshop II
Jonathan Gribetz	Assistant Professor	Israel Studies; appointment begins 7/1/14
Anita Husen	Language Lecturer	Arabic Lecturer; appointment begins 9/1/14
Thomas Heftner	Language Lecturer	Arabic Lecturer; appointment begins 9/1/14
Anna Grinfeld	Language Lecturer	Hebrew Lecturer; appointment begins 9/1/14
Kevan van Bladel	Professor	Appointment begins in 2015 (joint with NES & Classics) – Ancient Islam
Satyel Larson	Assistant Professor	Appointment begins in 2015 – Women & Gender in Middle East
Sara Pursley	Lecturer & Fellow	Appointment begins 9/1/14. NES 327: Youth/Youth Movements/Modern Middle East

The NES Department also re-appointed Dr. Michael Barry, whose tremendously popular courses – they draw up to 150 students – include NES 307, “Afghanistan & the Great Powers, 1747-2001,” and NES 324, “Introduction to Later Sufism.”

Safeguarding Princeton’s status as a pre-eminent U.S. program in MENA and Islam has attracted very talented visiting professors specializing in the modern period. Recent examples include Ertegun Visiting Professors Akin Unver and Nilufer Hatemi, who taught NES 210, “Modern Turkey: From Ataturk to AKP,” NES 395,” International Relations of the Middle East,” NES 396,” Conflict and Terrorism: Modern Middle East,” NES 403,” Islam, Secularism, Nationalism in Turkey,” NES 424, “Turkish Literature in Translation,” TUR 305,” Advanced Turkish,” and TUR 405, “Introduction to Ottoman Turkish.”

A recent development improving our non-language instructional program and demonstrating the importance attached to NES is the establishment of the post-doctoral program in 2008. The purpose is to bring a small number of outstanding recent PhDs, and to prepare them to be effective scholars. They are encouraged to avail themselves of the full range of opportunities in Middle Eastern studies available on campus. Also, they fill curriculum gaps, advising junior and senior independent work and teaching undergraduate courses, as per table 2.

Table 2: Post-Doctoral Fellows and Courses, 2010-2014	
Andrew Arsan	Spring 2011: NES 306 Arabs in the Americas Spring 2012: NES 318 Western Imperialism
Iren Ozgur	Spring 2011: NES 364 Secularism/Muslim Central Asia Spring 2012: NES 207 MidEast through Pop Culture
Thomas Pierret	Spring 2011: NES 450 Syria in War and Peace
Benjamin White	Spring 2011: NES 411 Empires and Nation States
Eckart Woertz	Spring 2011: NES 266 Oil, Energy and the Middle East; NES 470 Food Security

Elvire Corboz	Spring 2012: NES 327 Shi'ism and Politics Spring 2013: NES 350 Republic of Fear
Aurelie Daher	Spring 2013: NES 320 Lebanon between War
Kevan Harris	Spring 2013: NES 333 Labor Social Welfare Spring 2014: NES 366 Street Politics
Matthew Melvin-Koushki	Spring 2014: NES 382 Messiahs, Mystics, and Rebels

Last but not least, three endowments – a \$3.5 million gift earmarked for the Münir Ertegin Foundation for Turkish Studies, a \$6 million grant supporting the TRI, and \$1 million gift Udovitch Fund – continue to enhance the recruitment of visiting scholars from the U.S. and abroad. In the past four years, these programs have brought 16 distinguished visitors to campus, such as Ellis Goldberg, Professor of Political Science and International Studies, University of Washington and Hamid Akin Unver, Assistant Professor in International Relations, Kadir Has University, to name just two, for either one semester or a full year. Many of the visitors taught courses and/or provided students extra-curricular research expertise. The endowments also brought numerous speakers in for lectures. TRI, for instance, sponsors about fifty events per semester, including lectures, conferences/workshops, films, and symposiums. The overall aim of our program is to provide students with an in-depth curriculum for the study of the history, culture, literature, politics, and languages of the region (here defined as the Arab World, Iran, Israel, Turkey, Afghanistan, parts of Central Asia and the Caucasus, and the Ottoman Balkans

During the last grant cycle, the breadth and depth of the research that makes possible the afore-noted educational quality has been recognized and honored in various ways. Michael Cook was awarded the 2014 Holberg Prize. Established in 2003 by the Norwegian government, the Holberg Prize has been called the “Nobel Prize” for the arts, humanities, social sciences, law,

and theology and recognizes outstanding scholarship in these areas. Lecturer Michael Barry was awarded Le Prix du Cercle Montherlant for Literature on Art in the French language by the Académie des Beaux-Arts for his book entitled *Le Cantique des Oiseaux d'Attâr illustré par la peinture en Islam d'Orient* (Paris: Éditions Diane de Selliers, 2012). Containing a French translation of Attar's *Manṭiq al-Ṭayr* by Leili Anvar, *Cantique des Oiseaux* presents 207 Persian, Turkish, Afghani, and Indo-Pakistani miniatures from the fourteenth to seventeenth centuries with expert commentary on the paintings by Barry. Barry has also received the World Book Award of the Islamic Republic of Iran. M. Qasim Zaman was awarded the 2013 British-Kuwait Friendship Society Book Prize in Middle Eastern Studies for his book, *Modern Islamic Thought in a Radical Age: Religious Authority and Internal Criticism* (Cambridge University Press, 2012). In spring 2013, Michael Reynolds received \$120,000 funding support from The Foundation for Excellence in Higher Education for a speaker series in 2013-14 and a post-doctoral fellowship for 2014-2015. M. Şükrü Hanioglu was awarded the 2012 Turkish President's Grand Prize for Culture and Arts in the field of history. The announcement cited Hanioglu's "bringing Turkish history to a universal dimension by developing an authentic historical voice and molding current events with his rich historical knowledge." Lecturer in Turkish Erika Gilson received the Jere L. Bacharach Service Award which "recognizes the contributions of individuals through their outstanding service to MESA or the profession", at the 2012 MESA Annual Meeting. Other examples of funding awards or research grants received by our faculty included, from 2010-2014:

- "Balancing Religious Accommodation and Human Rights in Constitution-Writing." Project funded by the Institute of Advanced Study in Bielefeld (250,000 Euro); in this

framework convene one international research cluster and manage a graduate research assistant, 2013-2015;

- Co-Principle Investigator of the Oxford-Princeton Collaborative Research Grant “Traditional authority and transnational religious networks in contemporary Shi‘i Islam” (\$18,000); convene one international research cluster and several research meetings; 2012-2014;
- One of three Co-Principle Investigators of “Religion and International Affairs”, funded by the Henry Luce Foundation (\$400,000 plus \$400,000 matching funds); in this framework convene two international research clusters and manage several undergraduate and graduate research assistants; 2008-2012;
- Co-Principle Investigator of “Iran Social Science Data Portal” (\$142,100); in this context manage between eight and ten undergraduate and graduate researchers, translators and editors; 2009-2012;
- Bobst Foundation: Collaborative Research Network with the American University of Beirut—Issam Fares Institute, 4 year collaborative project, (\$800,000); 2013-2017;
- National Science Foundation: “Experimental Research on Religious Scripture and Political Behavior in the Muslim World” (\$450,000); 2013-2017;
- United States Institute of Peace, (Arab Barometer Project) \$120,000, summer 2013;
- Center for Health and Well-Being: Princeton University: “Islamists and Public Health in the Arab World” (\$35,000); spring 2013.

2. Quality of the Language Instructional Program

Near Eastern Studies offers a range of language instruction that few other institutions can provide. We offer comprehensive language instruction – at least three years of coursework, generous support for summer study abroad, a diverse and experienced faculty, and myriad extracurricular activities – in the four key Middle East languages (Arabic, Hebrew, Persian, Turkish). Also offered is Ottoman Turkish, a vitally important, language to the understanding of the Middle East that, however, can be acquired only in a few places in the United States. Taught, too, are Akkadian, Aramaic, Classical and Modern Armenian, Biblical Hebrew, Judeo-Arabic, Ottoman, and Syriac. Language training covers every aspect from introductory instruction to advanced seminars and guided individual research. Language faculty use performance-based language teaching techniques and proficiency testing, to ensure advanced students conduct research with accuracy.

NES has worked to improve its instruction in all languages, by seeking out grant opportunities to provide curriculum development funds, and by adding additional staff. We plan to continue to improve our instruction over the next four years, building upon our recent improvements. It should also be noted that – as per the fourth strong point of NES, listed further above – language instruction also profits from a number of regular courses that turn around language and culture, including, on the undergraduate level, NES380, “Politics and Society in the Arabic Novel,” NES 300, “Israeli History through Film,” and NES429, “Modern Hebrew Literature,” and on the graduate level, NES 539 & 540, “Studies in Persian Literature,” and NES 532, “Readings in Classical Arabic Literature.”

Overall language enrollment has been steady during the last Title Six cycle, as the below table shows:

	2010-11	2011-12	2012-13	2013-14
Arabic	271	253	283	254
Hebrew	55	69	50	49
Persian	50	51	30	42
Turkish	28	30	30	38

Arabic: Under the guidance of Senior Lecturer Dr. Nancy Coffin, this program remains exceptionally strong. In academic year 2013-14, we had 247 students enrolled in 26 different classes. These classes were taught by five full-time and three part-time lecturers: Dr. Nancy Coffin, Dr. Greg Bell, Dr. Nizar Hermes, Tarek Elsayed, Dr. Judith Laffan, Eva Slowinska, Jeannette Rizk, and Hannah Essein. For 2014-15, one lecturer will be leaving, and two new lecturers have been hired, Dr. Thomas Hefter and Anita Husen. Dr. Greg Bell serves as associate director, assisting in the management of the program. The program sometimes employs graduate students to teach drill sections or assist with grading.

Currently, Arabic courses are offered at four levels (Table 4):

Year	Course	Title
First	ARA 101-102 ARA 103-104	Elementary Arabic I & II Intensive Elementary Arabic I & II
Second	ARA 105-107	Intermediate Arabic I & II

Third	ARA 301-302 ARA 303 ARA 305 ARA 307 ARA 308 ARA 309 ARA 310 ARA 311	Advanced Arabic I & II Media Arabic I Levantine Colloquial I Egyptian Colloquial I Theory and Practice of Arabic-English Translation Advance Arabic Reading: The Short Story Egyptian Colloquial II Communication Skills in Formal Arabic
Fourth	ARA 401-402	Advanced Arabic Skills Workshop I & II

In addition, advanced courses in literature were offered by Professor András Hámori through half of the last Title VI cycle and until his retirement. (They continue to be offered by Lital Levy, in Comparative Literature.) Also, advanced courses, including training in paleography, are provided by Professors Cook and Modarressi.

From the outset, students approach the language as a living, practical instrument of communication. In the first and second years, all four language skills (reading, writing, listening and speaking) are stressed so that students are equipped for further study. In the third year, students select from a variety of courses and may choose to enroll in two courses simultaneously. Students interested in in-depth textual and grammatical analysis of classical and modern texts enroll in ARA 301-302: Advanced Arabic I and II, followed by ARA 401-402: Advanced Skills Workshop I and II. These courses aim to develop a deeper understanding of complex grammatical and syntactic structures. Other advanced students are drawn to the variety of topical courses offered at the 300-level, including: ARA 303: Media Arabic I, which provides students with a strong introduction to the language of both satellite broadcast and internet “print”-based news reportage. In our conversational language courses, ARA 305: Levantine Colloquial Arabic I and ARA 307 and 310: Egyptian Colloquial Arabic I & II, speaking and listening skills are

emphasized. Both of these courses have considerable cultural content, as well, since they use Arabic as a means of learning more about everyday life and thought. In ARA 308: Theory and Practice of Arabic-to-English Translation, students complete weekly translation assignments and work on individual, specialized final translation projects. Translations are critiqued during class to help students gain perspective on theoretical and practical problems of translation. ARA 309: Advanced Arabic Reading: The Short Story features a selection of Arabic short stories by noted authors and emphasizes both close reading for grammatical analysis and more extensive reading for general comprehension and enjoyment. Finally, ARA 311: Communication Skills in Formal Arabic focuses on listening and speaking skills using the “educated” register of Modern Standard Arabic widely employed in satellite media and political contexts.

Many of our students pursue intensive Arabic study in a variety of summer programs, including al-Akawayn University (Ifrane, Morocco); the Arabic Language Institute in Fez/ALIF (Fez, Morocco); Qalam wa Lawh (Rabat, Morocco); AMIDEAST (Morocco, Jordan and Oman); Columbia University; Palestine Summer Encounter (Bethlehem, West Bank); Middlebury College (Arabic program at Mills College in Oakland, CA); Qasid Institute (Jordan, Amman); University of Virginia/Yarmouk University (Irbid, Jordan); Zaytuna College, UC Berkeley; Center for International Learning (Muscat, Oman); the American University in Cairo; Effat University (Jedda, Saudi Arabia), and Noor Majan Training Institute (Ibri, Oman). In addition, our students have been very successful in earning highly-competitive Critical Language Scholarships (CLS) offered by the US Department of State, and a number of our seniors and graduate students have been awarded spots in the prestigious Center for Arabic Studies Abroad (CASA) Program. Princeton’s Arabic Program works to ensure that students are aware of their opportunities for study away from Princeton by hosting an annual informational meeting in

which student returnees are invited to share their experiences and impressions of various programs. A summer Arabic study website is maintained and updated frequently by Dr. Greg Bell (<http://www.princeton.edu/~gjbell/SummerArabic.html>).

A variety of activities supplement classroom instruction, including: a) an Arabic lecture series; b) several weekly Arabic tables, held in various dining halls around campus; and c) a departmental languages film series. In addition, the Humanities Resource Center (HRC) houses a wealth of materials, both in the laboratory and on-line, including Arabic satellite tv channels and language-learning software, such as Rosetta Stone and others. Arabic films can be checked out from the HRC by students or streamed online for use in a classroom setting. The university library subscribes to many Arabic publications from the Near East and the Arab diaspora, and has a renowned collection of Arabic-language materials, both printed and in manuscript form.

Over the past few years, NES has worked to improve Arabic instruction. Dr. Coffin has developed an interactive website for teaching purposes (located on the internet at <http://www.princeton.edu/~arabic>). This website, prepared in conjunction with Princeton's New Media Center, offers students the ability to read and hear classical Arabic poetry as well as modern songs from around the Arab world. Dr. Coffin is also in the process of developing an interactive website to help students learn Levantine Colloquial Arabic (<http://etcpanel.princeton.edu/levantine/>). This site features pointers on adapting a knowledge of Modern Standard Arabic to the task of speaking and understanding Levantine Colloquial, and features video clips and transcripts of Lebanese, Syrian, Jordanian and Palestinian films with accompanying vocabulary lists.

Drs. Coffin and Bell have developed online educational aids for students, including flashcards for all levels of the course book *al-Kitaab*, as well as Arabic grammatical references

and guides tailored to our courses and textbooks. Our lecturers maintain an online depository of supplementary teaching documents for the use of the entire teaching team. Recently, Dr. Bell has worked to develop an online version of the program's Arabic placement exam to enable students to access and complete the exam remotely, immediately upon the completion of their summer studies. An additional benefit of putting the exam online has been to greatly streamline the grading of the placement exam.

In order to assess students' progress and the effectiveness of our teaching program, regular proficiency examinations, developed by the National Middle East Language Resource Center (NMELRC), have been implemented. This testing enables us to assess our students' progress and that of our program; it also contributes to the national effort to develop and refine a standardized Arabic proficiency exam.

As with the teaching of Arabic, Hebrew, Persian and Turkish are taught with a communicative approach that emphasizes all four skills (reading, writing, speaking and listening) while underscoring the importance of grammatical accuracy and cultural understanding. In response to staffing levels and the needs of students, we are pleased to be able to offer first, second and advanced-level courses in both Hebrew and Persian, and Advanced Turkish and both beginning and advanced-level Ottoman were offered during the academic year 2013-2014.

Beginning with the 2014-2015 academic year, we will be joined by two new lecturers, Dr. Anna Grinfeld, who will take over the program in Hebrew, and Dr. Nilüfer Hatemi, who will be directing the teaching of both Turkish and Ottoman. Amineh Mahallati has been a strong force in the teaching of Persian here at Princeton for a number of years, and she continues to find innovative ways to pique her students' interest in the language and culture of Iran. For example, during the past year alone, Ms. Mahallati has arranged for students in Persian, Arabic, Urdu and

Ottoman Turkish to receive two one-day workshops in calligraphy. In addition, she has arranged for musical performances for her students and a yearly Noruz (Persian New Year) celebration. Student scholarship of these Near Eastern languages is rounded out by a number of extra-curricular activities, including a Hebrew, Persian and Turkish film series, which showcases important and stimulating films from the region in the original languages. Each language instructor also hosts periodic luncheon talks, in which an invited speaker presents in the target language and students enjoy a light lunch while listening and asking questions. Subjects of language talks hosted during the past year have included: "Sectarianism in the Islamic World in History", Necmettin Kızılkaya, PhD, Istanbul University, NES Fellow; "Secret Treasure in the Libraries: Journals," Fatma Büyükkarcı Yılmaz, PhD, Boğaziçi University; "Orhan Pamuk and Istanbul," Sibel Erol, PhD, New York University; "Ideology of Volunteerism and Motivation of Soldiers in the Ottoman First World War," Yücel Yanıkdağ, PhD, University of Richmond and Institute of Advanced Study, and "Introduction to DAF & Kamancheh", Negin Moshtagh, Musician.

During recent years, students have received funding from the Program in Near Eastern Studies and from Princeton University to further their studies at: Georgetown, AMIDEAST (Morocco and Jordan); Qasid (Amman, Jordan); University of Arizona (Irbid, Jordan); Foundation for International Education (Amman, Jordan); CET Educational Tours (Irbid, Jordan); Middlebury College (Amman, Jordan); al-Akhawayn (Ifrane, Morocco); CIEE Study Abroad (Amman, Jordan); SIT Study Abroad (Amman, Jordan), Hebrew University in Jerusalem, Bogazici University in Istanbul, School of Oriental and African Studies (SOAS) in London, England.

Hebrew: Hebrew language and literature were taught by Esther Robbins until spring

2014, and will be taught by Anna Grinfeld, about whom a note below, starting fall 2014. The Hebrew program is designed to provide students with multi-skilled competency, including reading proficiency, listening comprehension, and oral and written expression. Three levels of Hebrew were taught by Robbins. First year students use the Brandeis' Modern Hebrew textbook, while second year students employ a combination of textbooks, a literature primer and Hebrew newspapers. In HEB 102, the textbook "Sharim Velomdim" incorporates language acquisition and musical expression. Robbins supplements materials with a diverse set of oral and written cultural works, such as reading selections by Israeli Arabs and Israeli films and music to familiarize students with Israeli culture, current events and issues. After the first year, students advance quickly to the intermediate level, in which they easily handle authentic material. There is a weekly conversational Hebrew table where students of all levels can practice Hebrew with Israeli students. Additionally, there is a popular lecture series by renowned Israeli intellectuals, for example Deborah E. Lipstadt, Dorot Professor of Modern Jewish History and Holocaust Studies, Emory University, "The Eichmann Trial and the Arendt Controversy: Their Impact on Holocaust Studies"; Almog Behar, Tel Aviv University, "Locating Arab-Jewish/Mizrachi Literature: Between Jewish Liturgy, Arab Music and Israeli Hebrew"; and Sayed Kashua, "The Foreign Mother Tongue" to name just a few.

For advanced levels, Robbins developed course packets of authentic Israeli materials. The course packets for HEB 301 and HEB 302: Advanced Hebrew Language and Style I and II, provide a window on culture and events as interpreted by writers, cinematographers and artists. The course HEB 402: Coexistence through Theater and Film, uses drama as a lens through which to examine the modern Arab-Israeli conflict, while strengthening language skills.

Finally, a note on Anna Grinfeld: we are very pleased to have recruited her from Wellesley College. Grinfeld is at home in Hebrew, English, French and Russian, and has vast experience in teaching all levels of Modern Hebrew. She received Harvard's Award for Excellence in Teaching five times (2003, 2004, 2006, 2007, 2008) and comes highly recommended.

Persian: In the past four years, Persian instruction gained tremendous momentum and unprecedented growth in enrollment and impact. In addition to regular courses, Michael Barry offered a special seminar on Persian Classical Literature. In 2007, a new lecturer, Aminah Mahallati, took the lead in teaching, revamping the program. She offers Persian at three levels, and offers reading courses for more advanced students.

Strides have been made in improving the quality of teaching materials. Ms. Mahallati uses a special manual which is now the primary resource for first year classes. This enables Persian instruction to join other languages in having a common basis for instruction for multiple sections of the same course. In addition, several older texts are also in use, including *Persian for Non-Native Speakers* by Dr. Pournamdarán, and *Let's Learn Persian* by Dr. Samareh, along with Wheeler M. Thackston's, *An Introduction to Persian*. To keep pace with the modernization of Persian inside Iran, the program obtains the latest grammar reference books from Iran. We incorporate higher-quality Persian broadcasts, such as BBC Persian. Both Iranian and Afghan Persian dialects are taught.

By the end of the second semester, first-year students are able to converse, read simple texts, and understand basic spoken Persian. Instructors also introduce students to Persian culture through literature. Second-year instruction includes advanced grammar drills, reading and

writing exercises, and oral presentations. A third-year course bridges modern and classical language. Advanced students take independent study courses on a one-on-one basis.

Persian language tables are held on a weekly basis. A Persian film series is organized each semester to acquaint the students with contemporary Persian culture. The “Persian Lunch Talk” series brings in speakers on a variety of issues. The talks are held in both Persian and English. Additional supplements include calligraphy workshops and field trips. The program supported the participation and training of Moinfar in obtaining the OPI (Oral Proficiency Interview) license, and her participation in preparing national testing standards for the American Council on the Teaching of Foreign Languages (ACTFL).

Turkish: Modern Turkish instruction (first and second year) has been provided by Dr. Gilson until spring 2014, and will be taught by Dr. Nilufer Hatemi starting fall 2014. Although officially only two levels of the language are offered, higher levels, as well as intensive courses, are given regularly as independent courses. At all levels, classes meet five times per week. Emphasis is placed on the development of productive and receptive language skills, and an understanding of the culture. Students work with authentic materials (print, audio, and video). Instruction follows the grammar grid based on the *Language Learning Framework* developed for Turkish by the American Association of Turkic Languages under the directorship of Dr. Gilson.

Oral assessment forms part of the grade. After students spend a summer abroad engaged in language study with partial financial support of the Program, their exit performance places them in the advanced category. Students access internet-based self-paced learning aids with hypertext, authentic sound and video and recording tools for diagnostic feedback. Turkish films and video clips are available. A Turkish table is held bi-weekly, followed by a Turkish film. In addition, students must attend Turkish talks. Turkish journals are available in the lounge and

library. A good indication of the success of our Turkish program is the successful completion of the AATT qualifying test for eligibility for the summer intensive language fellowship by all of our undergraduates. Further, the program is designed to make cross-language training into another Turkic language easy for students, as attested by our most recent undergraduate Abby Bowman, who added Azeri. We introduced courses on Turkish literature, such as Dr. Nilufer Hatemi's NES 424, Turkish Literature.

Currently, Hebrew, Persian and Turkish courses are offered at four levels (Table 5):

Year	Course	Title
First	HEB 101-102 PER 101-102 TUR 101-102	Elementary Hebrew I & II Elementary Persian I & II Elementary Turkish I & II
Second	HEB 105-107 PER 105-107 TUR 105-107	Intermediate Hebrew I & II Intermediate Persian I & II Intermediate Turkish I & II
Third	HEB 301-302 HEB 306 PER 302 PER 305 TUR 305	Advanced Hebrew Language and Style I & II Elementary Biblical Hebrew Advanced Persian Readings I Advanced Persian: Iran through Film Advanced Turkish
Fourth	HEB 403 HEB 404 HEB 405 TUR 405 TUR 406	Israeli Media History of Israeli Popular Music Israeli Humor and its Roots Introduction to Ottoman Turkish Ottoman Turkish (Intermediate)
Independent Studies	HEB 90 HEB 90 TUR 90	Reading Hebrew Literature: Health and Portrayal Humor in Popular Israeli Culture Turkish Adaptations of American Media

Ottoman Turkish: Princeton is one of the rare programs offering Ottoman at all levels. Until her retirement in summer 2014, Dr. Gilson offered introduction to Ottoman; from fall 2014, Dr. Hatemi takes her place. Intermediate and advanced courses are offered by Professor

Hanioglu. The importance of a strong Ottoman program cannot be overstated, especially when one considers that the Ottomans once ruled the greater part of the Near East for some four centuries, and that a very large portion of it, including present-day Bahrain, Iraq, Israel, Jordan, Kuwait, Palestine, Qatar, Saudi Arabia, Syria, and Yemen, continued to remain under varying degrees of Ottoman rule until the First World War. In modern-day boundary disputes between Near Eastern or African states such as those between Israel and Egypt, Libya and Chad, Iraq and Kuwait, and more recently Saudi Arabia and Yemen, Ottoman documents have been used extensively. Many publications containing early discussions on issues such as “modernization and Islam” were published in Ottoman. All students specializing on the modern Arab world and its intellectual trends are strongly encouraged to learn this language. Special courses are also offered in Ottoman paleography. Princeton’s strength in this is demonstrated by the fact that many non-Princeton students take our Ottoman paleography courses for credit. For instance, in the last four years, students from NYU and UPenn have taken the Advanced Ottoman course.

AATT: As home institution to the American Association of Teachers of Turkic Languages, NES is very supportive of the Executive Secretary-Treasurer, Dr. Gilson, and the association’s work. NES provides the funding for the four Redhouse Awards for 'Best Progress in Turkish', and is host to special AATT meetings. Under NES sponsorship and with additional support from Princeton’s Study Abroad Program, AATT has received in 2002, 2005 and again in 2008 grants to administer an intensive summer program in Turkey, developing assessment tools in the process of testing candidates for eligibility. Each year, the applicant pool increases, and eighteen students on average are selected and sent for advanced training. Further, AATT is an active partner in the National Middle East Language Resource Center (NMELRC) based at Brigham Young University. Gilson is the Associate Director for Turkish of the NMELLC, and

together with the AATT Board, has been initiating and overseeing developments for the field, such as student handbooks.

Humanities Research Center: NES faculty, working with the Office of Information Technology, develops language-learning resources for Arabic, Hebrew, Persian, and Turkish. These are primarily for web-based interactive activities, some of them complementing textbooks. In addition, using streaming technology, films are available to students in dorms to support task-based activities.

Assesment: To determine the effectiveness of our language programs, we are concerned with how to fairly assess the proficiency of our students. One existing procedure, ACTFL's OPI, is not available for all four languages. We look forward to the results of the initiative undertaken by the NMELRC, in association with the language organizations AATA, AATP, AATT, and NAPH to develop valid and cost-effective measures and have been active for several years now in helping to beta-test these instruments.

3. Quality of Curriculum Design

Princeton has no “core” course requirements. Students must take courses that fulfill a broad spectrum of liberal education. These requirements include one writing seminar, one foreign language (1-4 semesters, depending on students’ prior level), one “Epistemology and Cognition” course, one “Ethical Thought and Moral Values” course, one “Historical Analysis” courses, two “Literature and the Arts” courses, one “Quantitative Reasoning” course, two “Science and Technology” courses and two courses from the “Social Analysis” offerings.

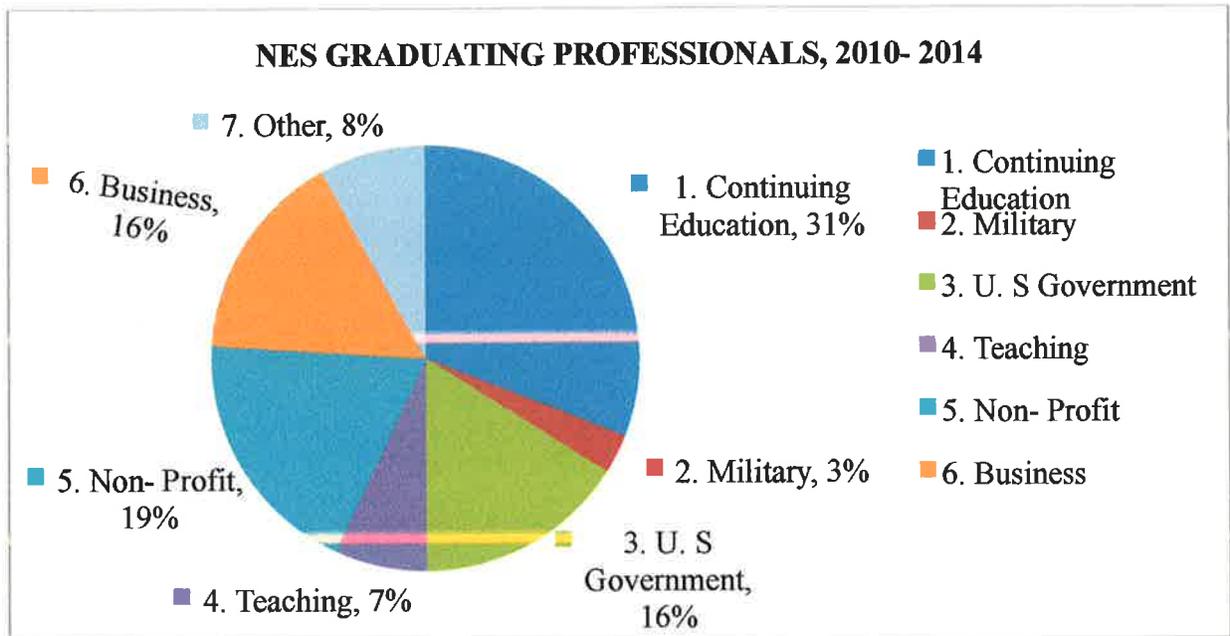
The NES Department (NES) and the Program in Near Eastern Studies (NEP) offer a full range of undergraduate and graduate programs: a) an undergraduate concentration (“major”)

culminating in the Bachelor of Arts degree (NES); b) an undergraduate certification program, “minor” (NEP); c) a Master of Arts degree (NEP); d) a graduate certificate program (NEP); and, e) a Ph.D. degree (NES).

(a) NES offers a liberal arts major designed to give students competence in a Near Eastern language and a broad knowledge of the civilization, history, and literatures of the ancient, medieval, and modern Near East (comprising the Arab world, parts of Central Asia, Afghanistan, Iran, Islamic Africa, Israel, Turkey, and Ottoman South-Eastern Europe). Accordingly, a major is built around departmental and cognate courses in anthropology, history, law, literature, politics, religion and sociology, combined with the study of one or more Near Eastern languages (Arabic, Hebrew, Persian or Turkish), as determined by the student’s interest. As a sign of our commitment to teaching languages, we require that all majoring students make extensive use of sources in one or more Near East languages in their senior theses.

For the NES major, students study a variety of topics (for example, history, literature, and religion) in their courses and independent work. The department welcomes flexibility and encourages individual study plans with varying degrees of disciplinary specialization. Concentrators are required to take eight departmental or cognate courses, including language courses beyond the second-year level. The foundation of a broad liberal arts education, the NES major can also be the basis for graduate or professional study. In small classes and seminars allowing close interaction with professors, students are equipped for careers in business, diplomacy, government, journalism, and international affairs (Table 6).

Table 6: NES GRADUATING PROFESSIONALS, 2010-2014



For non-majors, NES provides a wide range of courses. The offerings are usually cross-listed as cognates and/or electives in the student's home department. Many NES undergraduate courses require no knowledge of a foreign language, and the department's popular survey courses present comprehensive portraits of past and present Near Eastern civilizations.

b) The NEP certificate program allows undergraduate students from other departments to complete a series of NES related courses (two years of a Near Eastern language and four additional NES courses), and to utilize the knowledge thus gained in their junior independent work and senior theses. On average, nine students per year from Anthropology, Art and Archeology, Economics, History, Politics, Sociology, or the WWS complete the Program requirements and are awarded certificates.

c) The NEP accepts on average 2-3 new Master of Arts in Near Eastern Studies students each year, at an acceptance rate of well below 5%. The NEP enables those students to take a two-year multi-disciplinary course of study. Students take appropriate language training and coursework emphasizing the modern economy, history, politics, and social structures of the Near East. They present a thesis in the second year and take a comprehensive exam. These students, too, are required to make extensive use sources in Near Eastern languages. The curriculum is adjustable to the individual needs of students who are considering careers in business, diplomacy, and the media. It also attracts a number of mid-career military officers with previous Near Eastern language experience. Students generally take 3-4 graduate courses per semester, along with language instruction.

d) Under the NEP, graduate students in other departments are able to add to their doctoral training a coordinated course of study in the languages, contemporary institutions, and modern history of the Near East. The NEP thus serves to facilitate doctoral courses of study that bridge customary disciplinary or subject boundaries. Each year a number of students in departments such as Anthropology, Economics, History, and Politics avail themselves of this program. Many of these students receive FLAS support for their study.

e) NES offers full courses of study leading to the doctorate in the fields of medieval and modern literature and history. It covers the Near East from the pre-Islamic period to the present day, although the focus is on the modern period. It also covers Islamic North and West Africa, Central Asia, South Asia, and the Christian and Jewish communities of these regions in late antiquity and Islamic times. All students must demonstrate competence in two Near Eastern languages and one European language of scholarship before advancing to the stage of degree candidacy. The

department accepts on average 5 new doctoral students each year, at an acceptance rate of well below 5%; at present there are a total of twenty-eight students in this program.

Required coursework includes NES 500: The Professional Study of the Near East. Additionally, all students who assistant-teach must take mandatory orientation training from the McGraw Center for Teaching and Learning. The orientation is a day and a half of workshops and discussions among groups of graduate students from related disciplines. The orientation sessions are led by McGraw graduate student fellows who have experience teaching at Princeton and have been trained by McGraw Staff. Additional sessions are offered at the end of the second day. Orientations feature an interactive format and end with a session in "micro-teaching."

Graduate students also may avail themselves of the many supplementary offerings from that Center, including "The Scholar as Teacher", "Master Class on Lecturing", "Enhancing Student Participation With Good Questions, Group Activities, and Student Presentations" and PROF 101: Entering the Professoriate. Graduate students may also participate in the Teaching Transcript Program which provides opportunities to develop as self-reflective teachers who identify learning objectives and then create strategies to promote and assess those objectives.

Students in each of the programs are provided with extensive academic advising during their studies at Princeton. In addition to regular counseling provided by the Undergraduate Departmental Representative (as of July 1 Bernard Haykel, Michael Reynolds prior), and the Director of Graduate Study (as of July 1 and predominantly prior Michael Cook), by the beginning of their junior year for undergraduates and the second year for graduates, each student chooses a faculty advisor who supervises both their study and independent research. For MA students, the Program Director serves as general advisor, in close cooperation with the specialists in the students' chosen fields. The director meets with students on a regular basis to give and

receive feedback. The students also make use of the Office of Career Planning for support in job listing and advice on résumé writing and interviewing.

Both undergraduate and graduate students are encouraged -- with generous financial support -- to spend summers and, when appropriate, additional time studying in the region. All undergraduate students conduct independent research, using primary sources, which culminates in their junior independent projects and their senior theses. For student majors, the research focuses on the Near East and for certificate students, the projects focus on their home department subject with the addition of a Near East component -- resulting in truly inter-disciplinary work. Two recent, prize-winning examples are: Brianna Martin's senior thesis entitled "I Shall Tell You: The Implications of Documenting Rape and Sexualized Violence in the Syrian Revolution," (NES) and Valarie Hansen's senior thesis, "The Effect of State Killing of Civilians on Anti-State Violence: Case Studies of Syria and Nigeria" (WWS).

We urge students at all levels to study language on a year-round basis, and we provide them with generous financial support to attend approved intensive summer language programs. In recent summers, Princeton students engaged in language study at Brandeis, Columbia, Ohio State, Middlebury, the Middle East Institute (Washington, DC) and Zaytuna College (Berkeley, CA) among other institutions. Abroad, students studied in Egypt, Iran, Morocco, Syria, and Turkey. Over the past three summers, 83 graduate and undergraduate students were enrolled in Near Eastern language courses here and abroad. Princeton is also a part of the CASA consortium.

4. Quality of Staff Resources

As indicated by the appended résumés, Princeton has 46 members with teaching and research interests in the Near East. In addition we have requested to mount an open-rank search for a specialist in Arabic Literature. The University's commitment to the field has traditionally been very strong, and has dramatically increased during the last four years. We also look to request to mount an open-rank search for a specialist in premodern Iranian History. Additionally, two of our distinguished emeritus professors (Mark Cohen and András Hámori) have been active in the department, assisting students with advice, and teaching and lecturing on a part-time basis. Princeton also offers reading courses that allow students to develop individualized courses of study. These courses are generally one-on-one. Along with their teaching responsibilities, all faculty members hold regularly scheduled office hours in addition to the supervision of their advisees.

To encourage their scholarly development, faculty members and senior lecturers are given regular opportunities for sabbaticals for scholarly study and leaves of absence. Tenured faculty (associate and full professors) receive quota leaves for one semester after teaching for five semesters. They receive their full salary while on paid quota leave, as support for their research. Assistant professors receive a semester leave in their first six years, also supported by Princeton. Princeton also supports faculty travel to present work at one national or international conference per year via the Learned Society Travel Fund.

5. Oversight of the Center and Administration

The Program was directed by Şukru Hanioglu until July 2014, and is being directed by Cyrus Schayegh since. He is assisted in management of the Program by Karen Chirik, Manager.

Chirik has served as manager for three years and has capably handled all the administrative needs of the Program. In addition, the Program employs a full-time Outreach Coordinator, to ensure that the Program reaches a wide audience of students, academic researchers at other institutions, the media and the public.

Covering the needs of both NES and NEP students as Undergraduate Departmental Representative and Director of Graduate Studies are Bernard Haykel and Michael Cook, respectively. Schayegh, with the Advisory Committee (described below), is responsible for ensuring that the staffing levels are sufficient to meet the educational, administrative, and outreach activities. The Department and Program usually employ 6-10 graduate students as assistants in instruction.

The activities of the NEP are overseen by a committee made up of the Director (Schayegh) and members from several departments: Michael Cook (NES), M. Sukru Hanioglu (NES), Amaney Jamal (Politics), Mirjam Kuenkler (NES), Lital Levy (Comparative Literature), Michael Reynolds (NES), Max Weiss (History), and M. Qasim Zaman (NES/Religion). This committee determines programming as well as the disbursement of FLAS awards and summer grants to students. The director also solicits opinions of other related faculty in making decisions. The Program's advisory committee convenes twice a year to review its academic, teacher training, and research activities, and to make recommendations for the future. This committee meets with faculty members, students, and administrators separately. The last advisory council meeting was in May 2014.

As shown by the appended résumés, faculty in the Program and Department of NES include many of the leading scholars in the field. In terms of quantity and quality, as well as breadth of coverage offered, our students are provided with faculty resources that are matched by

few, if any, other institutions worldwide. When comparing the number of our faculty to those of other institutions, it is worth remembering that Princeton has no professional schools. The University's strong commitment to the field is evident in its allocation of more than 24 teaching positions (an additional position is currently open) to Near Eastern Studies.

Princeton has taken many steps to ensure that non-discriminatory employment practices are employed institution-wide, without exception. Princeton's relations with students, faculty, and staff are all based on equal opportunity regardless of age, citizenship, disability, marital or parental status, race, religion, sex, sexual orientation, or status. This policy prevails in the selection of students, recruitment of faculty and staff, promotion, granting of tenure, and salary. Terri Reed is the University's Affirmative Action Officer, charged with monitoring and administering compliance with federal laws and regulations concerning equal employment and educational opportunity. In addition, the Graduate School has instituted an Office of Diversity, employing Karen Jackson-Weaver as associate dean, Diana Mitchell as assistant dean, and Jennifer Loessy as coordinator. The NEP and NES' commitment to equal employment opportunity is reflected in all of its job search announcements, advertisements, and related correspondence. Michael Cook currently serves as the NES affirmative action officer.

5. Strength of Library:

In the continuing development of its internationally recognized collection, the Princeton library has acquired 4,378 Arabic, 261 Persian, 1,472 Hebrew, 3,338 Turkish, and 214 Urdu monographs in the past fiscal year, bringing the total Near Eastern Language collection to over 436,000 volumes. In addition, the library owns over 10,000 manuscript volumes in its Islamic Manuscripts Collection. Together with the books on the Near East in other languages, the

collection comprises more than 700,000 volumes, or approximately 21% of the Princeton University Firestone Library's overall holdings. This year, the university is contributing \$954,719 for the development of the Near East monograph and serial collections, and \$824,936 for salaries and benefits of Near East related library staff.

All areas of Islamic civilization are well represented in the Near East collection, with an emphasis on literary, historical, legal, and religious texts. The collection is exceptionally strong in contemporary publications. In addition to newspapers from the region, the library maintains current serial subscriptions to 1132 periodicals in Arabic, Hebrew, Persian, and Turkish and an additional 461 subscriptions to online periodicals.

The Princeton University Library cooperates fully in national interlibrary lending via NEC (Persian, Turkish and Hebrew monograph collections, and Near East periodicals). In FY13, Princeton filled 1,194 requests (947 loans and 247 copies), a 12% decrease over FY12. Of these, 267 copies and 1,091 loans were sent from the NEC location. So far in FY14, 869 items have been loaned and 208 articles supplied from materials in these locations. Princeton is also a member of the Borrow Direct Consortium of ten libraries, which allows patron-initiated borrowing and lending. During the past three fiscal years Princeton has loaned 463 (FY12), 387 (FY13), and 389 (FY14) volumes from the NEC Collections through this service.

In addition to supplying materials via OCLC's WorldCat Resource Sharing system, the Collection also supplies materials to libraries who directly register with us. Most of these libraries are overseas in Europe, Australia/New Zealand, the Far East, and Israel.

Princeton provides access to its Near Eastern holdings and facilities to scholars from national and international academic institutions. A principal attraction for outside scholars is the

Islamic manuscript collection which is unparalleled in the Western Hemisphere. In a given academic year, approximately 150 researchers from Princeton and around the world make use of the Islamic manuscript collections with nearly 300 manuscripts consulted annually in the special collections reading room. It is microfilmed, and, upon request, Princeton provides copies at cost. An increasing number of manuscripts now have online cataloging records available through Princeton's Web-based online catalog, and the relevant printed catalogues are now available online using Adobe Acrobat XI.

Princeton is a member of the Middle East Microform Project (MEMP, coordinated by the Center for Research Libraries) which cooperatively acquires and preserves unique, scarce, rare, or unusually bulky and expensive research material in all formats pertaining to the field of Middle Eastern studies. The geographic coverage of MEMP includes materials from or on the Arab countries, Israel, Turkey, Iran, Afghanistan, Central Asia, and other related areas not covered in other cooperative microform projects. Princeton pays an annual membership fee of \$750 to sustain the operations of the consortium and has provided rare materials in Arabic, Persian and Turkish to the MEMP projects, such as the proceedings of the Iranian Parliament, Ottoman provincial yearbooks and rare newspapers. All institutions which are MEMP members have unlimited access to all materials in the MEMP collections.

As a further example of Princeton's commitment to its Near East Collection, it may be mentioned that the commitment to the library and its collections, including the Near East collections, has continued undiminished, and the University administration has done its utmost to protect the library collections in the past four years.

The Near East Collections in the library have undergone several changes over the last few years. Books and serials formerly split into two different classification systems and shelved separately have been reclassified and integrated into a single sequence. A long-term project to add original language to existing Arabic catalog records has enhanced 73,000 records to provide fully searchable data in Arabic for authors, editors, titles and publishing information. There are about 43,000 more records awaiting enhancement.

The Library has added considerably to its collection of digitized Middle Eastern material. Through a joint NEH-Deutsche Forschungsgemeinschaft project, Princeton hosts 257 Yemeni manuscripts from three private libraries in Sanaa, Yemen, and virtually conjoins them to additional Yemeni manuscripts held by the Princeton University Library and Staatsbibliothek, Berlin. These add to the 203 Arabic, Persian and Ottoman Turkish manuscripts digitized from Princeton's own collections. Over 1600 Arabic film posters and lobby cards have been digitized, and the Library hopes to virtually join this collection with material held at Stanford and Yale.

6. Outreach Activities:

Princeton is a recognized professional development credit provider with the NJ Department of Education, and secondary school teachers have been granted 6 professional development credit hours for attending a workshop or the Summer Institute. The NJ Department of Education requires educators to obtain 100 development hours every five years, to maintain their teaching licenses) During the last grant cycle, we hosted summer institutes or workshops for teachers every year. We supplemented these activities with a large number of events.

For some of our Teachers' Workshops and Summer Institutes, we have been able to digitize the event, and then have it edited and formatted onto DVDs. These DVDs are then mailed to all NJ secondary schools' History or Social Studies departments. This has proved so popular that we now digitally record select other NES events and make copies available to all our constituents.

In addition, Princeton Near Eastern Studies organizes lectures, seminars, weekly informal talks, and film series, all of which are open to the public, free of charge, and widely advertised not only on-line but also in both campus and local newspapers. The Program coordinates lectures and events with the Princeton Middle East Society, a community group, with related programs and centers at the University, and with student organizations.

Through these activities, Princeton Near Eastern Studies has come to serve as the regional hub of an informal network of people – experts and non-experts alike – with an interest in the Near East. Each week we invite people to attend our Brown Bag lectures. These talks allow faculty, students, and people from the community to get to know each other by discussing Near Eastern topics over lunch. More formally, each year we also invite a growing group of scholars teaching or living in the tri-state area to participate in our programs.

Our events regularly attract scholars from the College of New Jersey, the Institute for Advanced Study, Rutgers University, the University of Pennsylvania, and several New York universities; many of these scholars live in the immediate area. Our language courses also attract students from other institutions, including NYU, Columbia University, the University of Pennsylvania, and the Princeton Theological Seminary.

In cooperation with the communications and publications offices, NES faculty are often requested for information and interviews from local and national media. Our faculty have easily

given over 100 interviews and written numerous op-ed pieces. Examples include CNN-TURK, Channel 24, Turkey (Hanioglu), FOX News (Reynolds), New York Times, PBS, NPR, CNN, VOA, WSJ, Christian Science Monitor, Bloomberg TV, al-Hurra TV, the 9/11 Memorial Museum (professor is an advisor on Islam and Islamism), BBC, al-Sharq al-awsat, Globo Brazil, Financial Times, al-Jazeera, Corriere della Serra, France 24, Suddeutsche Zeitung, and Le Monde (Haykel). Numerous op-ed pieces can be found in various writings, such as the *New York Times*, *al-Jazeera*, and *Foreign Policy*, among others.

The Program web site has been revised and reconfigured to conform to University technological requirements, and the services of a web site coordinator have been engaged to keep the site current.

Professor Kuenkler, using support from her Social Science Research Council grant, has developed the “Iran Social Science Data Portal”, accessible to journalists, academics, and policymakers interested in analyzing political and socioeconomic developments in contemporary Iran. The portal is located at <http://www.princeton.edu/irandataportal>.

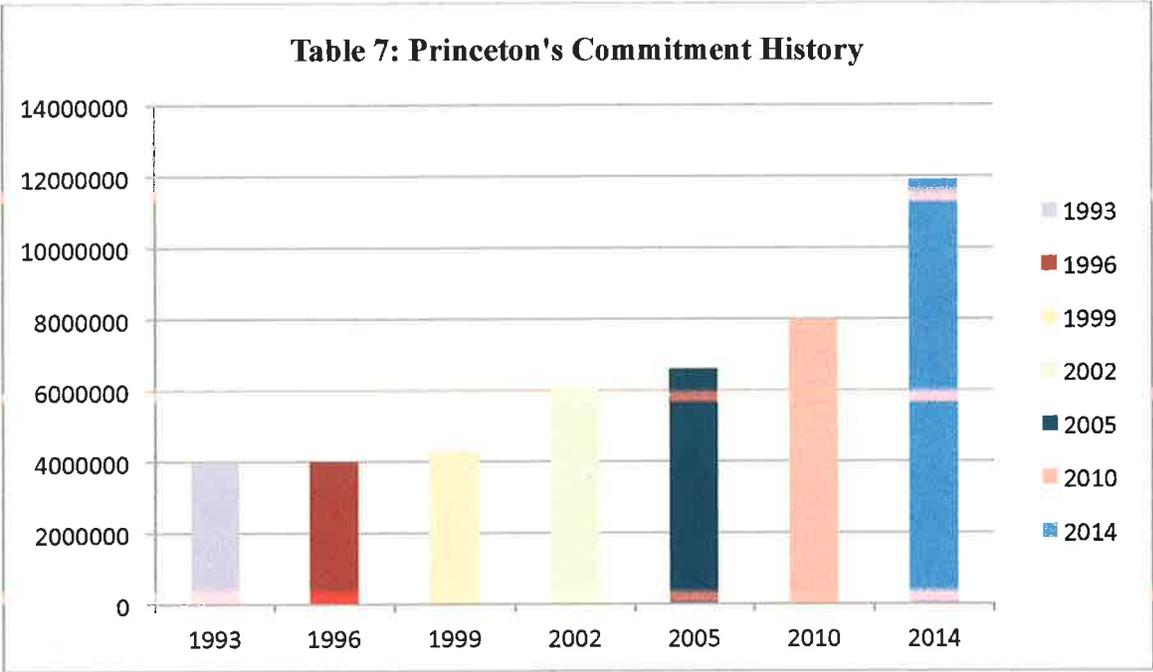
7. Commitment to the Subject Area

Princeton University has a longstanding and undiminished commitment to teaching and research in Near Eastern Studies. This year, the University is providing financial and material resources totaling over 8 million dollars. The level of support for each commitment area is shown by the following (Table 7):

Table 7: UNIVERSITY COMMITMENT, 2013-2014

Administrative Personnel, including Outreach Coord. (8):	\$ 666,698
Area Studies Faculty (NES - 12):	\$ 2,267,803
Area Studies Faculty (other depts – 22) estimated	\$ 2,000,000
Language and Literature Faculty (NES - 12):	\$ 811,363
Library Personnel (estimated) (11):	\$ 820,000
Post-doctoral Fellows (2)	\$ 161,844
Subtotal, Salaries and Fringe Benefits	\$ 6,727,708
Graduate Study:	\$ 4,000,000
Library Acquisitions (estimated):	\$ 954,000
(including Special Collections funding)	
Other (estimated: supplies, equipment, etc.)	\$ 90,000
Visiting Lecturers (estimated):	\$ 100,000
Archeological Excavations (Turkey):	\$ 50,000
Subtotal (other than salary support):	\$ 5,194,000
GRAND TOTAL:	\$ 11,921,708

Table 7 illustrates Princeton’s commitment history for NES and NEP:



The University's move to open new lines in the past Title Six cycle, and to run additional NES searches in the next two years – at the very least one in Arabic literature and one in premodern Iranian history – is clear proof of the university's ongoing commitment to ensuring that the Program has sufficient teaching staff of the highest quality. The recent appointments have significantly improved our curriculum and enabled us to teach courses such as Persian Literature that had not been offered for some years. Another important development is the decision by the Princeton Institute for International and Regional Studies to invite regional specialists on a yearly basis, for example this past academic year, Dr. Leah Feldman brings an alternative version of Europe and the Muslim world from the vantage point of cosmopolitan centers in the Russian empire through tracing translations and intertextual engagements across Western Europe, Russia, and the Caucasus. As a visitor with the Research Community on Empires: Domination, Collaboration, and Resistance, her current project investigates

performative practices with a focus on supranational exchanges in orientalist and anticolonial narratives in the literary works, art, and film of the Caucasus. Dr. Yüksel Sezgin, visitor in spring 2012 as part of the Luce Project on Migration, Participation, and Democratic Governance in the U.S., Europe, and the Muslim World, is an assistant professor at City University of New York. A specialist in human rights law and legal pluralism in countries where religious law (i.e., Islamic, Jewish, and Hindu) is integrated into the national legal system, a recent book project focused on human rights under religious law in Israel, Egypt, and India.

Princeton's Institute for International and Regional Studies, in conjunction with the Office of International Programs, has developed the Global Seminars Program, a group of summer study-abroad opportunities. Each seminar, open to 12–15 freshmen, sophomores, and juniors, is designed to provide students with new opportunities and incentives to explore the international dimensions of their academic interests. It is led by faculty who have created a unique program of study that can only be fully experienced by traveling to the city and country at the heart of its subject matter. Daily lectures by seminar faculty and guests, daily language classes, weekend excursions to sites relevant to the course, and community service make up the course prospectus. Admission to the seminars is through an application and an interview. The Near East component of this group was taught by Hanioglu in 2011 and 2012, and hosted by Koc and Kadir Has Universities in Istanbul. Entitled “Islam, Empire, and Modernity: Turkey from the Caliphs to the 21st Century”, the seminar provides an analysis of change and continuity in Turkish society with emphasis on major cultural transformations. This summer Michael Reynolds is teaching “Islam, Empire and Energy: Azerbaijan and the Modern World”, a six-week course held in Azerbaijan during June and July.

In conjunction with the Global Seminar Program, students may also accept a Global Seminar Internship. Current internships include (1) working at the Turkish Department of Environment of the Istanbul Chamber of Industry, and focusing on training, information, and consultancy services, efforts to develop environment-related legislation, corporate partnerships, forming opinions, providing awards to members in environment-related work, environmental projects and publications; (2) interning at the EU and Foreign Economic Relations Department of the Istanbul Chamber of Industry, and contributing to the Department's work by drafting reports, preparing strategic positioning for trade, tracking EU trade negotiations; (3) working at the Department of Research of the Istanbul Chamber of Industry, and supporting that institution by using Office applications to produce templates for research applications; and (4) interning at the Small and Medium-Sized Enterprises (SME) Services Department of the Istanbul Chamber of Industry, and providing a deep understanding of cooperative work, cooperative learning, team spirit, global perception, entrepreneurial drive and organization skills.

The Global Seminar programs, integrating language instruction and highly focused cultural and historical instruction with a cooperative, "in-the-field" internship, provide for a more deeply and richly enhanced, fully engaged learning experience.

The University further demonstrated its commitment to the study of the region by funding a major archeological survey in Central Turkey. The Princeton Avkat Survey, directed by J. F. Haldon (History Dept.), is an international and multi-disciplinary research initiative involving humanities, social sciences and natural sciences faculty and expertise, supported by several sponsoring departments at Princeton, including Near Eastern Studies. It is a cultural, archaeological, and historical research and development project based in and around the village of Beyözü in central Turkey, formerly called Avkat, the site of the ancient and medieval city of

Euchaita. Since very little is known about the transition from Roman to Byzantine, and later, from Byzantine to Turkish (Seljuq and Ottoman) settlement, land-use and economy, an archaeological and historical investigation of this area has important implications for the history of the whole of central Anatolia. By studying ancient landscapes, water-sources and soils, it aims to understand how ancient people used their land and how modern resources can better be exploited in an environmentally-friendly. Also, by using the very latest remote-sensing and data-management technologies, it will reconstruct the ancient and medieval landscapes, habitats, communications networks and settlement patterns of the region. The team includes colleagues from Princeton, the College of Charleston, the University of Birmingham, the University of Fribourg, the Austrian Academy of Sciences, Trent University, and Ankara University.

Firestone Library's Near East Collections remain unrivalled in the Western Hemisphere and University support totals over \$950,000 per year to support the more than 230,000 volumes, 11,000 manuscripts, approximately 2000 journal subscriptions, electronic books, and many microfiches, microform and other documents. In collaboration with NYU, Princeton is undergoing a cooperative Arabic monographic mass digitization project under which we are digitizing, and making freely available online, more than 5200 modern Arabic-language books.

Near Eastern Studies holds more than 100 events each year and cosponsors at least another 20-30 as well. The events are open to the public.

Princeton has made an unparalleled commitment to supporting both undergraduate and graduate students across all fields; this commitment means that all undergraduate and PhD students who wish to study Near Eastern Studies will have the financial resources to do so. Princeton is one of only a handful of universities to provide financial aid to undergraduates without resorting to student loans; this commitment allows students to complete their degree

without accumulating debt. The Graduate School provides funding for entering PhD graduate students wishing to study the Near East in the departments of NES, Anthropology, Art and Archeology, Economics, History, Politics, Religion, and Sociology. This year, 71 doctoral graduate students are specializing in the Near East, with 22 in NES and the balance in related departments, all of whom have full tuition and stipend grants. The university is providing approximately \$5,112,000 in annual support for these graduate students. NES has an additional 5 MA students this year.

8. FLAS Award Selection Procedures:

The Program administers FLAS awards so as to ensure a university-wide pool of candidates. To this end, the Director and the Associate Dean of the Graduate School send out each January a joint memorandum to all departments in the humanities and social sciences, the School of Architecture and the WWS, making them aware of the availability of FLAS fellowships and encouraging them to identify eligible candidates in their admissions processes.

We employ a thorough selection process. Aspiring FLAS fellows will be subjected to a rigorous, active application process, instead of the previous nomination and application review process. Applicants will be required to submit a detailed application form, three letters of recommendation and a statement of purpose by December 31st. Top applicants will be interviewed in February, by relevant faculty.

In its review and interview of applicants, the NES Program Committee's decisions are shaped by the USDE guidelines. The Committee evaluates each applicant, using the federal announced priorities of 1) intention to enter into government service, 2) under-represented group status and 3) level of language study. Traditionally, the quality of the applicants has been top-

notch. We give priority to students with a proven record in their target language, but who have also shown a solid record of academic achievement and commitment in their field. Advanced students who have attained near native fluency are discouraged from applying or encouraged to study another Near Eastern language. When reviewing the candidates from other departments who have shown interest in the Near East but have little or no training in the target language, less emphasis is placed on previous language preparation. The Graduate School, on the advice of the NES Program Committee, then awards the fellowships to incoming students as appropriate.

Continuing graduate students are reviewed for eligibility and awarded either new or continuing FLAS awards by the NES Program committee. The awards are then recommended to the Associate Dean of the Graduate School for review and confirmation. Successful applicants are notified in April through the Graduate School's regular readmissions process.

Clear guidelines for Summer FLAS regulations for study and travel abroad are available online and from the Program office.

9. Impact and Evaluation

Princeton is a small college, with 2,648 graduate and 5,264 undergraduate students (2012-13) located in a town of approximately 30,000 inhabitants. As a result, enrollments in classes are inevitably lower than at the majority of Near Eastern NRCs located at much larger universities, although they continued to increase throughout the first decade of the 21st century. Despite the relatively low population of Princeton, attendance at public events organized by NEP is high. This fact often compels us to use the largest university auditoriums for our events. Last year, an average of 250 greater community members attended our public lectures, conferences,

and musical performances. Princeton's close proximity to major forms of mass transit (buses, trains) makes it easily accessible to attendees from New York and New Jersey.

Both the Department and Program co-sponsor a host of events with, among others, the Institute for the TRI; the Princeton Institute for International and Regional Studies; the Ertegun Foundation for Turkish Studies; Russian and Eurasian Studies; Judaic Studies; and Hellenic Studies. These activities ensure a wide audience while helping us maintain close relations with other departments interested in the Near East. In the past year, there have been many -- over 100 sponsored by NEP, and an additional 16 co-sponsored events. To give just a few examples of talks or workshops we hosted or co-sponsored: "Markets of Obedience: Discussing the Impacts of International Aid in Palestine," a talk by Benoit Challand, NYU on November 4, 2013; "Education for Real Life: Pedagogies of Unconscious and the Age of Development in Hashimite Iraq", a talk by Sara Pursley on November 18, 2013; "After the Arab Spring," a talk by Marc Lynch (GWU) on February 25, 2014 as part of the Workshop on Arab Political Development; and "Teaching Iran: Zoroaster to Khomeini, a teacher's training workshop held June 7, 2014.

Our graduate fellowships, which fully fund doctoral students for five years (tuition and stipend), are coveted by very high caliber prospective scholars, and we choose our students carefully. The admissions selection process, while not inexpensive, has substantially raised the quality of our intake. Every year we make a short-list of about fifteen candidates from a pool of seventy or more applicants and invite them to visit Princeton for a long weekend, usually in February. The candidates, whose travel and lodging expenses are met by the University, arrive in Princeton on Thursday. The next day, they are interviewed by faculty and given language tests. On Saturday, each candidate presents a short scholarly paper to an assembly composed of the entire faculty and the other candidates. A meeting is then held with Graduate School deans, to

determine which candidates will receive offers. The merits of each shortlisted candidate are discussed and evaluated, and additional factors such as underrepresented group status are taken into account. The Graduate School actively recruits underrepresented and socioeconomically disadvantaged students, striving to create a diversity-friendly environment and has an associate dean, assistant dean and coordinator as noted above.

During the last four years, NES graduate students have won numerous outside fellowships. These include ACLA Dissertation Completion Fellowships (2), Fulbright-Hays-Institute of International Education Fellowship (1), Social Science and Humanities Research Council of Canada Fellowship (1), Dolores Zohrab Liebmann Fellowship (1), Wexner Israel Fellowship (1), Center for Arabic Study Abroad Fellowship (1), American Historical Association Bernadotte E. Schmitt Grant (1), United States Army Fellowships (2), Ministry of Foreign Affairs of Turkey (1), and Foreign Language and Area Studies Program Fellowships (19). In addition, mention should be made of the Mrs. Giles Whiting Foundation Dissertation Fellowships (5), and the Harold W. Dodds Fellowship (1), both honorific fellowships awarded through the Graduate School.

Blessed with an especially favorable faculty-student ratio and virtually unmatched library facilities, our doctoral program is one essentially dedicated to preparing students to become professors. One has only to peruse a professional directory such as the MESA Roster of Members to assess the role that Princeton graduates play as scholars in all the major universities.

In the last four years, Princeton graduates have found employment at institutions such as the USC, Gulf University for Science and Technology in Kuwait, Columbia University, University of Pennsylvania, NYU, Florida International University, St. Louis University, and Freie Universität in Berlin, to name a few.

When one examines the careers of Princeton Ph.D.'s in NES who are U.S. citizens, along with past FLAS recipients at this university, it is clear that there is a direct correlation between the support provided by the USDE grants and the success of our graduates in receiving training which subsequently allows them to obtain and fill university teaching positions. At the same time, the quality and number of NES graduates (especially with B.A. and M.A. degrees) entering professions other than teaching is equally impressive. Several American diplomats in the region are graduates of Princeton's Near Eastern Studies, including Elisabeth F. El-Khodary '92 (M.A.), Foreign Service Officer, Department of State (2012); Helen O. Lovejoy '72 (B.A.), U.S. Embassy Amman (2011); Rachel M. Smith-Levy '03 (B.A.), Foreign Service Officer, Department of State (2011); Seth A. Wikas '00 (B.A.), Foreign Service Officer, Department of State (2012); Robert P. Finn '78 (Ph.D.), Ambassador to Tajikistan and to Afghanistan (Ret.). Our directory of all living graduates of the NES Program at Princeton demonstrates that the majority of our graduates have gone on to careers in education, government, international business, and media, in which the language area study training they received has played a significant role.

In the last four years, we conferred 21 Ph.D. and 9 M.A. degrees. NEP gave financial support, last year, to 5 graduate students in NES and a further 20 Ph.D. candidates engaging in Near East related research in other department. In addition, 13 undergraduates received funding for summer language study. Our undergraduates are funded by a grant from NES alumnus William Rea, in addition to Program resources. These resources include separate funds: one for summer language study and one dedicated to Arabic study.

Last year, there were 25 undergraduate concentrators (with fifteen or more credits in NES); of these, 14 undergraduates graduated with the A.B. in NES (the others were 10 juniors

and 1 senior who did not graduate) and 22 additional seniors, majoring in other departments, received certificates of proficiency (15 NES Program certificates and 7 NEP certificates in Language and Culture.) Over the past four years, we have had 5 US Army officers enrolled in the M.A. program thanks to a partnership program between the University and the military.

Princeton University, showing a firm commitment to enhancing research activities in other centers of higher learning, has maintained institutional membership in and contributed funds to a number of Near Eastern related institutes and programs. These programs include, but are not limited to, the following: the American Research Center in Egypt; the American Institute for Iranian Studies; the American Institute of Pakistan Studies; the American Research Institute in Turkey; the Association for the Study of Persianate Societies; the Center for Arabic Study Abroad; and the American Institute for Yemeni Studies.

Princeton uses a wide variety of methods, internal and external, to evaluate the work of its departments and programs: a) There are periodic reviews by outside experts selected by the President and the Dean of the Faculty; b) Graduate students and graduating seniors are asked every year to evaluate their instruction; c) Undergraduates publish an annual course information guide evaluating instructors and the curriculum (NES faculty consistently rate higher than the average; over the past few years, NES faculty rated 3.6 on a scale of 1-4, with "4" indicating the highest level); The Department and Program have an Advisory Council of 12 distinguished individuals of different backgrounds. In annual visits, the Council confers with students and faculty, and then reports its findings and recommendations directly to the President.

Princeton's relations with students, faculty, and staff are all based on equal opportunity regardless of age, citizenship, disability, marital or parental status, race, religion, sex, sexual orientation, or status. This policy prevails in the selection of students, recruitment of faculty and

staff, promotion, granting of tenure, and salary. Michele Minter is the University's Vice Provost for Institutional Equity and Diversity, and maintains compliance with federal laws and regulations concerning equal employment and educational opportunity. The NEP and NES' commitment to equal employment opportunity is reflected in all of its job search announcements, advertisements, and related correspondence. Professor Michael Cook serves as the NES search officer.

10. Program Planning and Budget:

Princeton's current USDE request for the grant period 2014-2018 balances support for essential activities with a cost-effective approach. The total request for Princeton's NRC + FLAS funding for the four-year period is \$ 2,362,808 (\$862,808 + \$1,500,000), which constitutes approximately 5% of Princeton's projected budgetary expense (based on this year's figures, plus inflation) in support of Near Eastern Studies during the same period.

In the upcoming grant cycle, in view of the success of our program, we request FLAS funding for ten academic year grants and six summer grants annually. We would like to underscore that the FLAS awards are crucial to maintaining the quality of our program, which aims at providing near-native-speaker proficiency. The funds thus provided allow us not only to demonstrate to our administration the recognition we have from our peers in the field, but also allow us to attract students whose excellence justifies the costs borne by the University. A survey of former FLAS recipients at Princeton establishes that at least seven NES specialists currently teaching at major U.S. universities have benefited from this most important program between 2010 and 2014.

Over the four-year grant cycle, we are requesting funding for the following items, so as both to strengthen current programs and to demonstrate to the university the desirability of making them permanent additions to our curriculum:

- i) Support for Arabic, Persian, Hebrew, and Turkish language offerings and NES area studies – in the amount of 3-18% support for the salaries of lecturers in these four key languages and 3-4 faculty in area studies;
- ii) Salaries for visitors in Middle East political economy and modern Egyptian history two department lacunas; we hope these will lead to regular faculty appointments;
- iii) Partial salary for our outreach coordinator;
- iv) Travel funds to subsidize travel to the annual MESA and Center Directors' meetings;
- v) Travel funds for language teachers to attend Language Consortium teacher training workshops and/or annual MESA meeting;
- vi) Library support requests designed to fill lacunæ in our collections;
- vii) Funds to provide language instructors and the Humanities Resource Center with language curricula materials;
- viii) Funds to assist in producing the NES Newsletter;
- ix) Funds to support the Teachers' Training Workshops and Summer Institute;
- xi) Funds to support the American Association of Teachers of Turkic Languages;
- xii) Funding for the Eastern Summer Language Consortium in Persian and Turkish;
- xiii) Support for Indiana University's Central Asian Language Consortium;
- xiv) Support for conferences on the Modern Middle East, co-sponsored with other departments;
- xv) Support for the Midwest Institute for International & Intercultural Education workshops;

xvi) Funds to assist with the costs of the annual lecture series that bring to the campus speakers delivering lectures in Arabic, Hebrew, Persian, and Turkish;

xvii) Support for UCLA Center for Middle East Studies Outreach World website.

The USDE funds provided for NES and NEP will have a dramatic long-term impact. These funds will enhance Princeton's ability to offer high quality language and non-language instruction. NES will leverage these funds to multiply their impact. This core of funding will allow NES to plan, implement, and evaluate a high quality program that serves not only the students who choose to specialize in this area, but also students from a number of diverse fields

The priority funding requests for the forthcoming grant period include: a) the annual Summer Institute, Fall Workshop and Spring Workshop for high school and college teachers; b) support for faculty teaching mission; and c) various outreach and support for consortiums, etc.

11. Invitational and Competitive Priorities

NRC Invitational Priority 1. During the last grant cycle we had seminars in Turkey, under the PIIRS Global Seminars, with Koc and Kadir Has Universities. This summer 2014 NES has a Global Seminar at Khazar University in Baku, June 9-July 18: "Islam, Empire & Energy: Azerbaijan & the Modern World. The students who attend certainly get a unique educational experience. We plan to continue offering Global Seminars.

FLAS Competitive Preference Priority 2: All our academic year FLAS fellows enroll in one of the FLAS priority languages we offer: Arabic, Hebrew, Persian or Turkish.

Information to Meet §602(e) Statutory Requirements

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

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

The answer to this question may be divided into two parts: *what* NES and Princeton as a whole cover; and *how* they cover it. Regarding the former, it is crucial to recall that the Middle East and Islam as taught and researched at NES and Princeton is not limited to one – its central – area, which may be defined as Egypt, the Arab East, and the Arabian Peninsula. Rather, NES and Princeton include specialists, too, of North Africa, Turkey (and the Ottoman Empire), Iran, Afghanistan, the Caucasus, Central Asia, South Asia, and South East Asia. This very wide range of (sub)-regional specializations in and by itself creates a diversity of perspectives on the Middle East and Islam and on the diverse functions they have in the world as a whole. This trait is doubled up by NES teaching *all* main Middle East languages – Arabic, Turkish, Persian, and Hebrew – as well as a range of other languages.

Regarding the question of *how* NES and Princeton cover these regions, three aspects stand out. First, there is a wide variety of *disciplinary* approaches. To mention only the six most important ones, there are historians (in NES and in the Department of history); scholars of religion (NES, Religion); diplomatic practitioners (at the Woodrow Wilson School (WWS)); political scientists (at NES, in Political Science, and in WWS); anthropologists (at NES and in Anthropology); and specialists of literature (at NES and in Comparative Literature). They all bring to the table different types of expertise and views on the roles and functions of the Middle East and of Islam in the world. Second, this diversity is doubled up and paralleled by manifold talks by outside scholars and professionals invited by those departments and schools. NES for instance has not only a Brown Bag Series, but one of its faculty, Bernard Haykel, is head of the Transregional Institute, whose very writ it is to organize – and that on a weekly basis – events and talks on current international affairs from a Middle East perspective. Invitees have ranged from politicians to journalists and pundits of contemporary international affairs from a Middle

East perspective. On a related note, WWS, due to its prestige, is able to attract politicians and diplomats of note to give talks on campus. In these different frameworks, people invited have included, in the past three years, Turkish Prime Minister Recep Tayyip Erdoğan; Prince Zeid Ra'ad Zeid al Hussein, Ambassador of the Hashemite Kingdom of Jordan to the USA; Michael Oren, Ambassador of Israel to the USA; Zahir Tanin, Permanent Representative of Afghanistan to the United Nations; and Ertuğrul Apakan, Permanent Representative of Turkey to the United Nations. Such leaders and policy-makers reflect different views on many matters related to the Near East and help us reflect diverse perspectives. Third, and last but not least, there is a considerable number of NES and other Princeton faculty who do research on and teach the Middle East and Islam from an International Relations, international diplomacy, global history, transnational history, or comparative perspectives. All of these perspectives have in common that their very focal point is to understand how the Middle East and Islam forms part of and/or is linked into the wider world. In NES, Michael Cook has for long been interested in comparing Islam to other world religions, including Catholicism and Hinduism; Mirjam Kuenkler was hired for her double expertise in Iran and Indonesia; Michael Reynolds wrote on and teaches on the deep historical interactions between Russian and Turkic worlds; and Cyrus Schayegh is a transnational and global historian whose current project links the Middle East to West Africa and East Asia. Outside NES, in History, Michael Laffan is a global historian of Islam moving in between South East Asia, the Indian Ocean, and South Africa, and Molly Greene a specialist of early modern encounters, in the Mediterranean, between Islam and Christianity. And in WWS, to use a last example, ex-Ambassadors like Daniel Kurtzer bring to the table a deep knowledge of how places like Egypt or Israel are situated in the world.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Here, three points are worth mentioning. The first pertains to the question of the degree to which teaching at NES has helped to prepare students for work, especially, in government, education, and the non-profit sector. As indicated in table 4, further above, about half of all NES graduating professionals enter government services (19%, of which 3% the military), start

working for non-profit organizations (19%), or begin a career as teachers (7%). (16% enter business.) Second, specifically, the NES MA program was developed with the specific aim to prepare students in a rigorous two-year course for non-academic careers, be they in government, including the military – there also was an officers training program – or in education or business. Third, and on a different note, NES is stepping up its involvement and investment in a field of importance to the U.S. Department of Education, namely outreach to the educational community beyond the walls of the university. Already in past years, the department held yearly workshops for high school teachers (and engaged in related activities explained further above). It is determined to expand those activities by doubling the summer institute course packages it will offer.

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: *Princeton University*

Name/Title of Authorized Representative (Printed):

Title: **Jeffrey Friedland**
Director
Signature: *Jeffrey Friedland*
Office of Research and
Date: **Project Administration**

Telephone: *609 258-3090*

E-mail: *awards@princeton.edu*

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
TUR 107	Intermediate Turkish II	Farooqui	S	4	9		
TUR 406	Ottoman Turkish Intermediate	Hatemi	S	4	4		
URD 107	Intermediate Urdu II	Farooqui	S	4	6		

NEW COURSES FOR 2014-2015

NES 327 / GSS 326 *Youth and Youth Movements in the Modern Middle East*

NES 221 / JDS 223 / REL 216 *Jerusalem Contested: A City's History from Jewish, Christian, and Muslim Perspectives*

NES 373 / JDS 373 *Zionism: The Intellectual History of Jewish Nationalism*

** Courses listed are 4 credits

Appendix D: Princeton University NRC and FLAS Project Objectives

I. Objective: Develop new research and disseminate it and current knowledge about the Near East to students. Result: Increased awareness and knowledge of the Near East by more students.

A. To be hired in 2014: Professor specializing in Classical Arabic literature

1. Research interest: Comparative Literature

B. To be hired in 2016: Professor specializing in the Safavid Iran

1. Research interest: Iran

C. New courses from established faculty

1. New Courses for 2014:

“Ancient Religions, Modern Politics : the Islamic Case in Comparative Perspective” (a 300 level seminar)

“Modern Israel/Palestine; A Century of Middle Eastern Oil” (a 300 level seminar)

“Comparing Islamic Women Scholars: Europe, Iran, Indonesia” (a 300 level seminar)

“Modern Globalization: a View from the Middle East” (a 400 level seminar)

2. New courses for 2015:

“Islamic Public Law” (a 400 level seminar)

“French Colonialism: Views from North Africa” (a 400 level seminar)

“From Late Antiquity to Early Islam: Transitions and Contrasts” (a 300 level seminar)

“Modern Islam: an Introduction” (a 200 level lecture course)

3. New courses for 2016:

“Islamic Ethics” (a 400 level seminar)

“Jerusalem Contested” (a 300 level seminar)

“America’s Longest Ally: US-Saudi relations, 1930s-2010s” (a 400 level seminar)

“Islam: Caucasian and Central Asian Traditions” (a 400 level seminar)

4. New courses for 2017:

“World War I: Eastern Fronts” (a 200 level lecture course)

“Literature as History: the Modern Arab Case” (a 300 level seminar)

“Classical Islamic Political Thought” (a 300 level seminar)

II. Objective: To achieve new research about the Near East and add to the current body of knowledge. Result: Increased awareness and knowledge of the Near East globally.

A. Books

1. Goal of 30 books on the Near East, published or in press, by NES and all affiliated faculty by June 2018.

B. Articles

1. Goal of 150+ articles published by NES and all affiliated faculty by June 2018.

III. Objective: Language Instruction improvement. Result: Well-prepared students for further training or for careers focused on the Near East, domestic or international.

A. Assessment

1. NMRELC training attendance by language course heads in AY 2014-18.
2. Organizing workshops on Arabic, Hebrew, Persian, and Turkish instruction.

B. Development

1. Development of advanced Turkish courses, 4th year by (AY 2017)

C. FLAS

1. Address priorities

- a. Give preference for AY and Summer FLAS to students achieving advanced levels prior to graduation.
- b. Continue to give preference to those FLAS applicants, particularly MA applicants, wishing to pursue careers in government or public service.

IV. Objective: Maintain library support. Result: Acquisition of additional resources for students, researchers and faculty, from Princeton and other institutions.

- A. Provide support for library acquisitions for each year of the grant cycle.

V. Objective: Increase awareness of outreach efforts. Result: Increased attendance and wider-spread knowledge of the Near East by other populations in the Princeton area.

- A. Organizing trips to local high schools.
- B. Working with local associations specializing in the field of Near Eastern Studies.

VI. Objective: Program Evaluation. Result: Identification of any gaps in mission fulfillment, which will provide opportunity for program improvement.

- A. Yearly evaluations by professional organizations starting in AY 2016.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

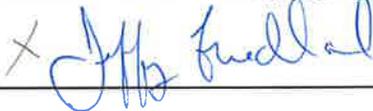
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Mr. Jeffrey Friedland 	TITLE Director, Research and Project Administration
APPLICANT ORGANIZATION The Trustees of Princeton University	DATE SUBMITTED 6/25/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-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 Princeton University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 80px;" type="text"/>	* First Name: <input style="width: 180px;" type="text" value="Jeffrey"/> Middle Name: <input style="width: 140px;" type="text"/>
* Last Name: <input style="width: 350px;" type="text" value="Friedland"/>	Suffix: <input style="width: 120px;" type="text"/>
* Title: <input style="width: 380px;" type="text" value="Director, Research & Project Administration"/>	
* SIGNATURE: <input style="width: 330px;" type="text" value="Jeff Friedland"/>	* DATE: <input style="width: 170px;" type="text" value="6.25.2014"/>

Appendix B			
Princeton University Biography Index			
Faculty			
Barry, Michael		Papoutsakis, Emmanuel	
Bell, Gregory		Phillips, Robert	
Borneman, John		Pursley, Sara	
Brown, Robert Lamont "Peter"		Reynolds, Michael	
Coffin, Nancy		Rosen, Lawrence	
Cohen, Mark		Schayegh, Cyrus	
Cook, Michael		Shawcross, Teresa	
Elsayed, Tarek		Sheffield, Daniel	
Farooqui, Fauzia		Tannous, Jack	
Greene, Molly		Van Bladel, Kevan	
Gribetz, Jonathan		Weiss, Max	
Grinfeld, Anna		Zaman, Muhammad Qasim	
Haldon, John			
Hamori, Andras			
Hammoudi, Abdellah		Post-doctoral Research	
Hanioglu, M. Şükrü		Harris, Kevan	
Hatemi, Nilufer		Smiley, Will	
Haykel, Bernard			
Heftner, Thomas		Library Staff	
Himmelfarb, Martha		Bahbah, Johnny	
Husen, Anita		Bell, Joyce E.	
Jamal, Amaney		Chobanian, Krikor	
Kuenkler, Mirjam		Dagci, Deniz	
Kurtzer, Daniel		Enzavaee, Simaz	
Laffan, Judith		Leaman, Kimberly	
Laffan, Michael		Sabouri-Yaghoobi Nasab, Juliet	
Larson, Satyel		Simon, Rachel	
Levy, Lital		Swerdlow, Miri	
Mahallati, Amineh		Weinberger, James	
Marmon, Shaun		Younan, Azza	
Meshel, Nephtali			
Mahiri, Mwita		Administrative Staff	
Modarressi, Hossein		Chirik, Karen	
Oualdi, M'hamed		Kativa, Linda	

Faculty

Barry, Michael (non-language faculty)

Lecturer, Department of Near Eastern Studies

Year of Appointment: 2004

Teaching time assigned to this program: 100%

Education: Ph.D.: Princeton University

***Language Competence:** Persian both Iranian & Afghan (3+), Classical Arabic (reading, 3 to 2 depending on subject), Urdu (2 to 1), Pashtô (1) Catalan (3 reading), Latin especially medieval Latin (3 to 2), German (2 to 1), Classical Greek (1), French (3 +), Spanish (3), Italian (3), Portuguese (3 reading, 2 spoken).

Area Courses Taught: Afghanistan and the Great Powers, AD 1747-2001 (crosslisted with the Princeton Program in South Asian Studies); South Asian Islam, AD 998-1803 (crosslisted with the Princeton Program in South Asian Studies); Spanish Islam, AD 711-1492 (crosslisted with the Departments of Spanish & Portuguese and Comp Lit); Classical Persian Literature, Early (AD 900-1200) & Later (AD 1200-1850) (crosslisted with Department of Comp Lit); Introduction to Sufism, Early (AD 800-1200) & Later (AD 1200 to modern times)

Overseas Experience: Secondary schooling in Paris, France, 1959-1966; special observer on Afghan affairs for the international Federation for Human Rights, 1979-1984; Coord/ Field Missions for Médecins du Monde in Pakistan and Afghanistan, 1985-1989 and 1992-1995; Consultant and team leader in the field for the United Nations in Afghanistan, Pakistan and Paris, 1989-1992 and 1996-2001.

Publications: "La guerre moderne d'Afghanistan dans son contexte historique", opening catalogue chapter and all labels for the photographic exhibition on Afghanistan since 2001, L'Afghanistan et nous, French National Defence Ministry, National War Museum (Musée de l'Armée), Paris, October 2009 - March 2010.

"Toute solution régionale passe par l'Iran et l'Inde", article for Défense, magazine of the French Ministry of Defence, special issue on Afghanistan, Paris, January-February 2010.

"Illustrating Hâfiz in the 16th century", collective volume edited by Leonard Lewisohn, I.B. Tauris, London, Spring 2010.

"Laylâ : la Dame d'amour dans la niche de prière", text of my lecture at the International Fez Festival (Morocco) of June 2009, collective volume edited by Nadia Benjelloun, published by Albin Michel, Paris 2010.

"Juan de Rojas et la 'Celestina': un juif converti, conteur d'Islam et auteur castillan en 1499", Paris 2010.

Cantique des Oiseaux d'Attâr illustré par la peinture en Islam d'Orient (Paris: Éditions Diane de Selliers, 2012) with expert commentary on the paintings by Barry, received the Le Prix du Cercle Montherlant for Literature on Art in the French language by the Académie des Beaux-Arts; *Le Cantique des Oiseaux d'Attâr illustré par la peinture en Islam d'Orient* (Paris: Éditions Diane de Selliers, 2012) received the World Book Award of the Islamic Republic of Iran.

Bell, Gregory (language specialist)

Lecturer of Arabic, Department of Near Eastern Studies

Year of Appointment: 2007

Teaching time assigned to this program: 100%

Education (school and degree): BA Kenyon College, 1980; MA The Ohio State University, 1989; PhD University of Pennsylvania, 2001

***Language Competence:** Arabic (3) (French and Persian, some reading knowledge)

Courses Taught: ARA 101, ARA 102, ARA 105, ARA 107, ARA 308

Teaching and research specialization: Modern Arabic Literature, Teaching Arabic as a Foreign Language

Overseas Experience: Sultanate of Oman, 1980-82; Jordan, summer 1984; Egypt 1988-89; Morocco, brief stay 2001. Academic coordinator for CAORC-CLS program there this summer, June-August 2010.

Publications: "Familiar yet Different: Introducing Arab Romanticism to a Western Audience," presented at *Teaching Arabic Literature* conference, Columbia University, May 7-9, 2010.

"Mikhail Naimy 1889-1988" in *Essays in Arabic Literary Biography 1850-1950*, Roger Allen, ed. Wiesbaden: Harrassowitz Verlag, 2010, pp. 251-64.

Other: Currently on Executive Board of AATA, American Association of Teachers of Arabic (ends 12/2014) and Book Review Editor for *Al-'Arabiyya*, The Journal of AATA.

Borneman, John (non-language faculty)

Professor, tenured, Department of Anthropology

Year of Appointment: 2001

Teaching time assigned to this program: 100%

Education (school and degree): 11/89 Harvard University. **Ph.D.**, 1989. Anthropology.

9/83-6/85 Harvard University. **M.A.** 1985. Anthropology

9/80-6/83 University of Washington. **M.A.** 1983. Political Science

***Language Competence:** German

Courses Taught: Culture and International Order; Topics in Social Anthropology: Intersubjectivity and Ethnography

Teaching and research specialization: Authority and identification, political and legal anthropology, anthropology of memory, narrative theory and ethnographic method, urban studies, kinship, sexuality, Europe and Middle East.

Overseas Experience: conducted fieldwork in Germany and Central Europe, and is currently engaged in research in Lebanon and Syria. He has completed projects on the symbolic forms of political identification, the relation of the state to everyday life, forms of justice and accountability, and on regime change. Currently he is working on an anthropology of secularism.

Publications: 2011 *Daydreaming, Intimacy, and the Intersubjective Third in Fieldwork Encounters in Syria*, 2007 *Syrian Episodes: Sons, Fathers, and an Anthropologist in Aleppo* (Princeton: Princeton University Press)

Brown, Robert Lamont Peter (non-language faculty)

Rollins Professor of History, tenured, Department of History

Year of Appointment: 1983

Teaching time assigned to this position: 100%

Percent of time dedicated to subject area: 50%

Education: B.A.: New College, Oxford; Aravon School, Bray, Co. Dublin, Ireland; Shrewsbury School, Shrewsbury, England.

***Language Competence:** Armenian (1), Turkish (1), Greek (3), Arabic (1), Latin (3)

Area Courses Taught: The formation of early medieval society in Western Europe, Byzantium, and Early Islam.

Overseas Experience: Turkey, Greece

Publications: *The World of Late Antiquity* (London: Thames and Hudson 1971; repr. with revised bibliography, New York: Harcourt Brace 1989).

Geç Antikçağda Roma ve Bizans Dünyası (Istanbul: Tarih Vakfı 2000).

Coffin, Nancy (language specialist)

Lecturer in Arabic Language & Literature, Department of Near Eastern Studies

Year of Appointment: 1999

Percentage of time assigned to this program: 100%

Education: Ph.D., Columbia University

***Language Competence:** Arabic (3), French (1), Spanish (1)

Area Courses Taught: Elementary, Intermediate, Advanced and Colloquial Arabic

Overseas Experience: Egypt, Jordan, Indonesia

Publications: "Darwish and Kanafani: Defining Resistance Literature", presented at Villanova University's 25th Anniversary of their Center for Arab and Islamic Studies in April 2009.

"The Princeton Online Arabic Poetry Project and the Musical Tour of the Arab World", presented at the New Media Consortium (NMC) Summer Conference, June 2008.

"al-Kitaab fii Ta'allum al-'Arabiyya with DVDs, Part One" by Kristen Brustad et al., *Middle East Studies Association Bulletin*, Vol. 41 No. 2 (winter 2007).

Research and teaching specialization: Arabic language; Levantine colloquial Arabic; research into teaching methods and Arabic literature; Arabic translation.

*(1) Fair, (2) Good, (3) Excellent

Cohen, Mark R. (non-language faculty)

Professor of Jewish History and Hebrew Language, tenured, Department of Near Eastern Studies

Year of Appointment: 1973

Teaching time assigned to this program: 25%

Education: B.A.: Brandeis University, M.A.: Columbia University; Ph.D.: Jewish Theological Seminary, Rabbi Jewish Theological Seminary

***Language Competence:** Arabic (3), Hebrew (3), French (2), German (2), Latin (1)

Area Courses Taught: Jews, Muslims, and Christians in the Middle Ages

Overseas Experience: Egypt, France, Israel, United Kingdom, Germany, Qatar

Publications: "Charity, Charitable Institutions and Societies: Medieval Period." *Encyclopedia of the Jews in the Islamic World*. Ed. Norman A. Stillman. Leiden: Brill, 2010, pp. 101-103.

"Geniza Documents for the Comparative History of Poverty and Charity," in *Giving in Mono-Theistic Religions*. Ed. Miriam Frenkel and Yaakov Lev. Berlin: Verlag Walter de Gruyter, 2009, pp. 269-316.

"The 'Convivencia' of Jews and Muslims in the High Middle Ages," in *The Meeting of Civilizations: Muslim, Christian, and Jewish*. Ed. Moshe Ma'oz. Brighton, UK & Portland, Oregon: Sussex Academic Press, 2009, pp. 54-65.

"Under Crescent and Cross: The Jews in the Middle Ages." Excerpt published in James L. Halverson, ed. *Contesting Christendom: Readings in Medieval Religion and Culture*. Lanham: Rowman & Littlefield Publishers, 2008, pp. 111-120.

Cook, Michael A. (non-language faculty)

Cleveland E. Dodge Professor of Near Eastern Studies, tenured, Dept of Near Eastern Studies

Year of Appointment: 1986

Teaching time assigned to this program: 100%

Education: B.A, Cambridge University

***Language Competence:** Arabic (2), French (2), German (1), Persian (1), Russian (1), Spanish (1), Turkish (2), Hebrew (1), Italian (1)

Area Courses Taught: Islamic History, Introduction to the Islamic Scholarly Tradition

Research & teaching specialization: History of Islamic thought; other aspects of Islamic history.

Overseas Experience: Turkey, Iran

Publications: *The Koran*, in the "Very Short Introductions" series, Oxford: Oxford University Press, 2000; translations: 2001-03

Forbidding wrong in Islam: an introduction, Cambridge University Press, 2003.

A brief history of the human race, New York: W.W. Norton, 2003; London: Granta, 2004.

Ancient Religions, Modern Politics: The Islamic Case in Comparative Perspective. Princeton, NJ: Princeton University Press, 2014

Distinctions: Mellon Foundation Distinguished Achievement Award, 2002; Holberg Prize, 2014

Elsayed, Tarek (language specialist)

Lecturer of Arabic, Department of Near Eastern Studies

Year of Appointment: 2009

Teaching time assigned to this program: 100%

Education (school and degree): MA Rutgers University

***Language Competence:** Arabic (Native)

Courses Taught: Advanced Arabic and Egyptian colloquial

Teaching and research specialization: Teaching Arabic as a second language

Overseas Experience: Teaching Arabic at the University of St-Andrews

Fauzia Farooqi

Lecturer, Urdu, Princeton Institute for International and Regional Studies

Year of Appointment: September 2012 - January 2014

Teaching time assigned to this program: 100%

Education (school and degree): University of Virginia, the University of Michigan, Ph.D.

Lucknow University; and the Defense Language Institute

Teaching and research specialization: Hindi-Urdu language and literature, literary criticism, women's studies, the tradition of poetry recitation in Urdu, and international politics.

Overseas Experience: a founding teacher at the AIIS Urdu Language Program in Lucknow, India in 2000.

Publications: Published various writings including poetry, short stories, and literary criticism articles in leading Urdu literary journals; a monograph on Urdu prose poetry; coauthored two textbooks, Beginning Urdu and Beginning Hindi published by Georgetown University Press.

Greene, Molly (non-language faculty)

Professor, tenured, Department of History

Year of Appointment: 1993

Teaching time assigned to this program: 100%

Education: B.A.: Tufts University; M.A.: University of Pennsylvania; Ph.D.: Princeton University

***Language Competence:** Greek (3), Turkish (2), Italian (2), French (2), Ottoman Turkish (1)

Area Courses Taught: The Ottoman Empire, 1300-1800

Overseas Experience: Cyprus, Greece, Syria, Turkey

Publications: *A Shared World: Christians and Muslims in the Early Modern Mediterranean*, Princeton University Press, 2000) has been published in Greece by Publishers of the 21st Century, 2005; "The Ottoman Experience," in *Daedalus: Journal of the American Academy of Arts and Sciences* Spring 2005, pp.88-99.

"Piracy" and "The Mediterranean Basin" in *Europe 1450 to 1789: Encyclopedia of the Early Modern World*, ed. Jonathan Dewald, Charles Scribner's Sons, 2003.

"Resurgent Islam (1500-1700)" in *The Mediterranean in History*, ed. David Abulafia (Thames and Hudson, 2003)

Distinctions: National Endowment for the Humanities Fellowship for academic year 2003-4

Gribetz, Jonathan (non-language faculty)

Assistant Professor, Department of Near Eastern Studies

Teaching time assigned to this program: 100%

Education: B.A.: Harvard University, 2002; MA. Columbia University, 2005; Ph.D.: Columbia University, 2010

***Language Competence:** Arabic (3), Yiddish, Ladino, German, Spanish, Turkish, Hebrew

Publications: *Defining Neighbors: Religion, Race, and the Early Zionist-Arab Encounter* (Princeton: Princeton University Press) [forthcoming, 2014]

Grinfeld, Anna (language specialist)

Lecturer of Hebrew, Department of Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): B.A., M.A., Hebrew University (Jerusalem); Ph.D., Université Paris VIII (Saint Denis)

***Language Competence:** Hebrew

Teaching and research specialization: Modern Hebrew

Haldon, John (non-language faculty)

Professor, tenured, Department of History

Year of Appointment: 2005

Teaching time assigned to this program: 100%

Education: B.A.: Birmingham; M.A.: Birmingham; Ph.D.: Birmingham

***Language Competence:** German (3), French (3), Modern Greek (3), Italian (1), Spanish (1), Russian (1), Turkish (1), Ancient & medieval Greek (3), Ancient and medieval Latin (2), Classical Arabic (1)

Area Content Taught: Byzantine Empire

Overseas Experience: Turkey, Syria, Jordan, Greece, Germany, France, Spain, Italy, Argentina, Denmark, Finland, Russia, UK

Publications: *Byzantium at War*. Osprey: Oxford 2002

The Palgrave Atlas of Byzantine History. Basingstoke/New York 2005

(Ed.) *Elites old and new in the Byzantine and early Islamic Near East* (Papers of the VIth Workshop in Late Antiquity and Early Islam. Princeton 2005)

Ed.), *A social history of Byzantium* (Blackwell: Oxford 2009), *The Oxford Handbook of Byzantine Studies* (OUP: Oxford 2008) (with E. Jeffreys and R. Cormack), ed.) *International library of essays in military history: Byzantine warfare*. Ashgate: Aldershot/London 2007, 'The army and logistics', in P. Stephenson, ed., *The Byzantine world* (London 2010), 'Introduction: ancient states, empires and exploitation: problems and perspectives', in I. Morris, W. Scheidel, eds., *The dynamics of ancient empires. State power from Assyria to Byzantium* (Oxford 2009) (with Jack Goldstone), 3-29, 'Empires and exploitation: the case of Byzantium', in I. Morris, W. Scheidel, eds., *The dynamics of ancient empires. State power from Assyria to Byzantium* (Oxford 2009), 205-254, 'Towards a social history of Byzantium', ed., *A social history of Byzantium* (Blackwell: Oxford 2009), 1-30, 'Social élites, wealth and power', in J. F. Haldon, ed., *A social history of Byzantium* (Blackwell: Oxford 2009), 168-211, 'The Avkat Archaeological Project 2009', *Anatolian Archaeology* 15 (2009), 17-18, 'The Avkat Archaeological Project', *Anatolian Archaeology* 14 (2008), 17-20, 'Provincial élites, central authorities: problems in fiscal and military management in the Byzantine state', in B. Forsén and G. Salmeri, eds., *The province strikes back. Imperial dynamics in the eastern Mediterranean* (Helsinki 2008), 157-185, 'Byzantine Studies as an academic discipline', in Haldon, Jeffreys and Cormack, eds.

*(1) Fair, (2) Good, (3) Excellent

Hámori, András P. (language specialist and non-language faculty)

Professor of Arabic Language & Islamic Literature, tenured, Dept of Near Eastern Studies

Year of Appointment: 1967

Teaching time assigned to this program: 25%

Education: B.A.: Princeton University; Ph.D.: Harvard University

***Language Competence:** Arabic (3), Hungarian (3), Hebrew (2), Persian (2), German (2), French (2)

Area Content Taught: Advanced Arabic 401; Classical Arabic Literature; Arab Historians and Biographers

Research and teaching specialization: Classical Arabic Literature

Overseas Experience: Egypt, Morocco, France, Hungary, Israel, Turkey

Publications: "Shameful and Injurious: an Idea of Ibn al-Muqaffa's in *Kalīla wa-Dimna* and the *Adab Kabīr*," Jerusalem Studies in Arabic and Islam 31/32 (Franz Rosenthal Memorial Volume), pp. 189-212. Dated 2006, actually published in 2007.

"Notes on Abu Tammam's elegy *kadhā fa-l-yajilla l-khatbu*," in Transforming Loss into Beauty: Essays on Arabic Literature and Culture in Honor of Magda Al-Nowaihi, edited by Marle Hammond and Dana Sajdi. Cairo and New York (The American University in Cairo Press) 2008. Pages 33-43.

"Rising to greet you: some comedies of manners." Middle Eastern Literatures 11 (2008) pp. 205-210.

"Ill-starred characters," in Studies in Arabic and Hebrew Letters in Honor of Raymond P. Scheindlin, edited by Jonathan P. Decker and Michael Rand. Piscataway, NJ (Gorgias Press) 2007. Pages 61-68.

"Anthologies – Arabic literature, pre-Mongol period." Encyclopedia of Islam, 3rd edition. Volume A-?. Leiden (Brill) 2007. Pp. 118-124.

Hammoudi, Abdellah (non-language faculty)

Professor, tenured, Department of Anthropology

Year of Appointment: 1989

Teaching time assigned to this program: 100%

Education: B.A.: Mohammed V University, Rabat, Morocco, M.A., Ph.D.: Sorbonne, Paris

***Language Competence:** Arabic (3), French (3), German (2)

Area Content Taught: Islamic Social & Political Movements

Overseas Experience: France, Germany, Spain, United Kingdom

Publications: Master and Disciple: sur les fondements culturels de l'autoritarisme in Arab Societies (in Arabic). Casablanca: Toubkal, 1999. (Maisonneuve/Casablana: French, 2002).

"The King as a Non-native: An Essay on the Moroccan Monarchy," *Arab Monarchies*, Remy Leveau and Abdellah Hammoudi, eds. Paris: Presses de Sciences Po, 2002. "Islam as Subject/Object? Toward an Anthropology of Islam," *Prologues*, 19, 2000.

Hanioglu, M. Şükrü (non-language faculty)

Garrett Professor in Foreign Affairs, tenured

Professor of Near Eastern Studies, Department of Near Eastern Studies

Year of Appointment: 1991

Teaching time assigned to this program: 100%

Education: B.A.: Istanbul University; Ph.D.: Istanbul University

Language Competence: Turkish (3), Ottoman Turkish (3), French (2), German (2), Russian (2), Albanian (1)

Area Content Taught: Intro. to Professional Study of the Near East, Imperialism & Reform in the Middle East; Ottoman Diplomats; Late Ottoman History; Ottoman Society from Modernity to the Great War.

Overseas Experience: Albania, Austria, Egypt, France, Germany, Greece, Italy, Turkey, U.K.

Publications: *A Brief History of the Late Ottoman Empire*, Princeton University Press, (2008)

"Blueprints for a future society: Late Ottoman materialists on science, religion, and art," *Late Ottoman Society: The Intellectual Legacy*, ed. Elisabeth Ozdalga (London: Routledge, 2005), pp. 28-116. 2005

"Jews in the Young Turk Movement," in *Jews in the Ottoman Empire*, ed A. Levy, Princeton 1995.

The Young Turks in Opposition (Oxford University Press: Oxford – New York, 1995.)

"Garbcılar: Their Impact on the Official Ideology of the Modern Turkish Republic," *Studia Islamica*, 1997.

"The Impact of the Domestic Problems of the Ottoman Empire on Foreign Policy Making", *Türk Dış Politika Yapımı*, revised ed. 1998.

Preparation for a Revolution, The Young Turks, 1902-1908 (Oxford University Press: Oxford – New York, 2001.

Distinctions: President's Grand Prize for Culture and Arts in the field of history, 2012

Hatemi, Nilüfer (language specialist)

Lecturer of Turkish, Department of Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): B.A., Boğaziçi University, Istanbul-Turkey; Ph.D., M.A., Princeton University

***Language Competence:** Turkish

Teaching and research specialization: Ottoman Turkish

Haykel, Bernard (non-language faculty)

Professor, tenured, Department of Near Eastern Studies

Director, TRI

Year of appointment: 2007

Teaching time assigned to this program: 100%

Education (school and degree): D.Phil. (=PhD), 1998, University of Oxford, (Islamic Studies); MA, 1996, University of Oxford; M.Phil. 1991, University of Oxford, (Middle East Studies); B.S., 1989, Georgetown University, (Politics)

***Language Competence:** Arabic (3), French (3), English (3), Farsi (1), Urdu (1), German (1)

Courses Taught: NES266-ENV266: Oil, Energy and The Middle East; NES269-POL353: The Politics of Modern Islam; NES518: History and Society of Saudi Arabia; NES561: Studies in Modern Arab History

Teaching and research specialization: Modern Middle Eastern History; Middle Eastern Politics; Islamic Law; Islamic Theology

Overseas Experience: Saudi Arabia, Yemen, UAE, Lebanon, Syria, India, Pakistan.

Publications: "On the Nature of Salafi Thought and Action," in *Global Salafism: Islam's New Religious Movement*, Roel Meijer (ed.), London: Hurst, 2009.

"Act Locally: why the GCC needs to help save Yemen," *The National* of Abu Dhabi, 2010.

"From the Soviet Collapse, a Lesson on Reining in Iran," *The National* of Abu Dhabi, 2009.

"Al-Qaida Stumbles in Saudi," *The Guardian* UK, 2009.

"Big Mouth," *The National* of Abu Dhabi, 2009.

"Saudi Arabia and Pakistan: A Flawed Sense of Security", in *Pragati Indian National Interest Review*, no. 23, 2009.

"Osama Bin Laden: Bard of Terror," in *The Guardian* and *Suddeutsche Zeitung*, 2008.

"Salafi Groups" (2000 words), in *The Oxford Encyclopedia of the Islamic World*.

"Zaydiyya" (2000 words), "Imam al-Hadi Yahya b. al-Husayn" (1000 words), "Imam al-Mansur

"Shawkani" (1000 words) in *Encyclopedia of Medieval Islamic Civilization*.

"Abd al-Rahman al-Ahdal" (1000 words), "Muhammad al-Amir" (1000 words), "al-Nasir Ahmad Hamid al-Din" (1000 words), *Encyclopedia of Islam*, 3rd ed.

Hefter, Thomas (language specialist)

Lecturer of Arabic, Department of Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): B.A., Saint Norbert College; Ph.D., The University of Chicago

***Language Competence:** Arabic, French, German, and Persian

Teaching and research specialization: Arabic

Publications: The Reader in al-Jahiz: The Epistolary Rhetoric of an Arabic Prose Master.

Forthcoming monograph, Edinburgh Studies in Classical Arabic Literature, Edinburgh University Press.

Himmelfarb, Martha (non-language faculty)

Professor, tenured, Department of Religion

Year of Appointment: 1978

Teaching time assigned to this program: 100%

Education: A.B.: Barnard College; Ph.D.: University of Pennsylvania

Language Competence: Hebrew (3), Ancient Greek (2), Latin (2), French (2), German (1)

Area Content Taught: Studies in Greco-Roman Religions: The Origins of Jewish Mysticism; Judaism in the Greco-Roman World.

Overseas Experience: Israel

Publications: "The Torah Between Athens and Jerusalem: Jewish Difference in Antiquity." In Carol Bakhtos, ed., *Ancient Judaism in Its Hellenistic Context*. Leiden and Boston: Brill, 2005. 113-29.

"Earthly Sacrifice and Heavenly Influence: The Law of the Priesthood in *Aramaic Levi* and *Jubilees*." In Ra'anan S. Boustan and Annette Yoshiko Reed, eds., *Heavenly Realms and Earthly Realities in Late Antique Religions*. Cambridge: Cambridge University Press, 2004. 103-22.

"The Purity Laws of 4QD: Exegesis and Sectarianism." In Esther G. Chazon, David Satran, and Ruth Clements, eds., *Things Revealed: Studies in Early Jewish and Christian Literature in Honor of Michael E. Stone*. Leiden and Boston: Brill, 2004. 155-69.

Husen, Anita

Lecturer of Arabic, Department of Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): BA, Emory University, 2005; MA, University of Texas at Austin, 2011

***Language Competence:** Arabic (3) (Spanish, Berber, Hindi/Urdu, French, Italian and Gujarati, some reading knowledge)

Teaching and research specialization: Women, Gender, and Islam, Gender and Modernity in the Middle East, Approaches to Sexuality and Gender in the Middle East, Youth, Sex, and Gender in the Middle East and North Africa

Women and the Rise of Political Islam, Islamic and Secular Family Law in the Middle East, Gender and Comparative Revolutions in the Modern Middle East and North Africa, Islamic and Secular Conceptions of the Self, Psychology and Subject Formation in the Middle East, Youth and Youth Movements in the Middle East, History of the Modern Middle East

Publications: *A Bit of Air* by Walid Taher. Translated by Anita Husen. University of Texas Press, 2012

Jamal, Amaney (non-language faculty)

Associate Professor, tenured, Department of Politics

Year of Appointment: 2003

Teaching time assigned to this program: 50%

Education: B.A.: UCLA; Ph.D.: University of Michigan

***Language Competence:** Arabic (3), French (1)

Area Courses Taught: Politics of the Middle East; Democracy & the Middle East, Introduction to the Study of Comparative Politics; Civil Society and Political Transitions, Politics of the Middle East; Challenges of Democracy in the Middle East.

Overseas Experience: Jordan, Palestine, Morocco, and Kuwait.

Research and teaching specialization: Middle East Political Development.

Publications: Citizenship and Crisis: Arab Detroit after 9-11. *Russell Sage Foundation*, 2009.

(Co-authors Wayne Baker, Sally Howell, Ann Lin, Andrew Shryock, Ron Stockton, & Mark Tessler); "Democratic Utility of Trust: A Cross-National Analysis" *Journal of Politics*. Winter 2010. (with Irfan Nooruddin); "Values, Formative Experience and Intergroup Contact" With Wayne Baker. In *Citizenship and Crisis*. Russell Sage Foundation, 2009; The Aftermath of the 9/11 Attacks among Arab Americans: Detroit Exceptionalism and the Limits of Political Incorporation. (with Sally Howell) In *Citizenship and Crisis (2009)* and in Katherine Ewing (ed) *Being and Belonging: Muslims in the United States Since 9/11*. June 2008.

Belief and Belonging: How Churches and Mosques Matter in Arab (and Chaldean) Detroit. (With Sally Howell) in *Citizenship and Crisis*. 2009.

Künkler, Mirjam (non-language faculty)

Assistant Professor, Department of Near Eastern Studies

Year of appointment: 2008

Teaching time assigned to this program: 100%

Education (school and degree): Columbia University, PhD Political Science.

***Language Competence:** German (3), French (3), English (3), Persian (3), bahasa Indonesia (2), Swahili (2), Spanish (2), isiXhosa (1), modern Greek (1).

Courses Taught: Intro to the Middle East; Iran Since the Revolution; Middle Eastern Religion-State Relations in Comparative Perspective; Political & Economic Development of the Middle East; The Politics of the Contemporary Muslim World; Women's Movements in Muslim Societies; States and Regimes in the Middle East; The Legal and Justice System of Iran.

Teaching and research specialization: Iranian & Indonesian politics, religion-state relations in the Muslim world, religious authority in Iran & Indonesia, religious political parties, Islamic movements.

Overseas Experience: Indonesia, Iran, South Africa, France

Publications: Künkler, Mirjam and Julia Leininger (2010), "Religion and Politics" Entry in *Encyclopedia of Political Science*, SAGE Publications. CQ Press.

Künkler, Mirjam and Julia Leininger (2009), "The Multi-faceted Role of Religious Actors in Democratization Processes: Empirical Evidence from Five Young Democracies" in *Democratization: The Journal*, December 2009.

* (1) Fair, (2) Good, (3) Excellent

Kurtzer, Daniel (non-language faculty)

Lecturer in Public & International Affairs

S. Daniel Abraham Visiting Professor in Middle East Policy Studies

Woodrow Wilson School

Teaching time assigned to this program: 100%

Education: Ph.D.: Columbia University

Publications: 2013, *The Peace Puzzle: America's Quest for Arab-Israeli Peace, 1989-2011*;

2012, *Pathways to Peace: America and the Arab-Israeli Conflict*; 2008,

Negotiating Arab-Israeli Peace: American Leadership in the Middle East

Laffan, Judith (language specialist)

Lecturer of Arabic

Department of Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): BA, Australian National University, 2001; PhD, University of Queensland, 2011

***Language Competence:** Arabic (3) English, and Dutch

Teaching and research specialization: Arabic

Area Courses Taught: ARA 101: Elementary Arabic I, ARA 102: Elementary Arabic II

* (1) Fair, (2) Good, (3) Excellent

Laffan, Michael (non-language faculty)

Professor, tenured, Department of History

Year of Appointment: 2004

Teaching time assigned to this program: 100%

Education: B.A.Hons: Australian National University; Ph.D: Sydney University

***Language Competence:** Arabic (3), Dutch (3), Indonesian (3)

Area Courses Taught: HIS 342: Southeast Asia's Global History; HIS 400: Suez to Singapore; HIS 438/NES 446: Jakarta and Rabat: Islam, Society and Politics; HIS 517: Southeast Asian Islams

Research and teaching specialization: Southeast Asian Islam, Indonesian nationalism

Overseas Experience: Egypt, Indonesia, Netherlands

Publications: "Finding Java: Muslim nomenclature of insular Southeast Asia from Śrīvijaya to Snouck Hurgronje," in Eric Tagliocozzo (ed.) *Southeast Asia and the Middle East: Islam, movement and the longue durée*, Stanford: Stanford University Press, 2009, pp. 17-64.

"When is a Jawi Jawi? A short note on Pieter Sourij's "Maldin" and his Minang Student "Sayf al-Rijal,"" in *Lost Times and Untold Tales from the Malay World*, Jan van der Putten and Mary Kilcline Cody (eds), Singapore: NUS Press, 2009, pp. 139-147

"The New Turn to Mecca: Snapshots of Arabic Printing and Sufi networks in late 19th century Java," in Catherine Miller and Niloofar Haeri (eds) *Langues, religion et modernité; Revue des Mondes Musulmans et de la Mediterranee*, 124-2, 2008, pp. 113-31

"Lightning, Angels and Prayers for the Nation: Reading the *fatwas* of the Jam`iyah Ahlith Thoriqoh al-Mu`tabaroh," in R. Michael Feener and Mark Cammack (eds), *Islamic Law in Contemporary Indonesia: Ideas and institutions*, Cambridge: Harvard University Press, 2007, pp. 66-80, 279-81

Larson, Satyel (non-language faculty)

Assistant Professor, Department of Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): BA, University of California, Berkeley 2001; PhD, University of California, Berkeley, 2012

***Language Competence:** Arabic (3) French, Spanish, Moroccan Arabic, Levantine Arabic, German, and Farsi.

Area Courses Taught: Women & Gender in Middle East

Publications: "Translating Paternity: DNA, The Marriage Bed (al-firāsh), and Technologies of Gender and Kinship in Modern Moroccan Law." Max Planck Institute for Social Anthropology Working Papers. Halle, Germany. Forthcoming August 2014.

"State of Equalities: Law, Marriage and Citizenship in the Islamic Republic of Mauritania." *Islam, Law and Identity*. Marinos Diamantidis and Adam Gearey (eds). London & New York: Routledge, 2012. French translation of Abdessamad Dialmy, *Sex Education for Young Muslims*. The Hague: FILAD, 2011.

Levy, Lital (non-language faculty)

Assistant Professor, Department of Comparative Literature

Year of Appointment: 1978

Teaching time assigned to this program: 100%

Education: A.B.: Barnard College; Ph.D.: University of Pennsylvania

Language Competence: Hebrew (3), Ancient Greek (2), Latin (2), French (2), German (1)

Area Content Taught: Studies in Greco-Roman Religions: The Origins of Jewish Mysticism; Judaism in the Greco-Roman World.

Teaching and Research Specialization: Hebrew & Arabic literatures & literary histories; cultural intersections of Hebrew & Arabic, Israeli literature & culture, Intellectual, cultural, and literary history of Jewish communities of the Arab world, Postcolonial & diaspora studies, New Historicism, language & literature, translation theory, Comparative non-Western literary modernities, Modern Middle Eastern cultural studies, cinema, & television.

Courses Taught: Modernity, Enlightenment, and the 'Clash of Civilizations': Comparative Perspectives from Europe and the Middle East: Freshman Seminar (interdisciplinary) on the Enlightenment and Modernist Islam; Space and Place in Hebrew and Arabic Literature and Film; Language and Literature: Problems and Possibilities; Social and Political Themes in the Arabic Novel

***Language competence:** Hebrew (3), Modern Standard Arabic (3), Egyptian colloquial Arabic (2), Iraqi colloquial Arabic (2), French (1).

Overseas Experience: Israel

Publications: "Historicizing the Concept of Arab Jews in the *Mashriq*," in *Jewish Quarterly Review* 98:4 (Fall 2008), 452-469.

"Self-Portraits of the Other: Toward a Palestinian Poetics of Hebrew Verse," in *Transforming Loss into Beauty: Essays in Honor of Magda al-Nowaihi*, eds. Marle Hammond and Dana Sajdi (American University in Cairo Press, 2008), 343-402.

"Najeeb: A Persian Girl in America," film review for *Middle East Studies Association Bulletin* 38, no. 1 (June 2004): 137.

Mahallati, Amineh (language specialist)

Lecturer in Persian, Department of Near Eastern Studies

Year of appointment: 2007

Teaching time assigned to this program: 100%

Education (school and degree): B.A. The College of New Jersey, M.A. Montclair State University

***Language Competence:** Persian (3), Arabic (1), French (1), Spanish (1)

Courses Taught: Elementary Persian, Intermediate Persian, Advanced Persian, Persian Novels, Iranian Women Writers

Teaching and research specialization: Persian language and literature

Overseas Experience: Iran

Publications: Women and Leadership: Muslim Perspectives on the Role of Women in Government and Court (ed.), Qum, 2008, 326 pp; Muslim Women Travelers: Limitations and Experiences (ed.), Qum, 2009, 394 pp.

* (1) Fair, (2) Good, (3) Excellent

Marmon, Shaun (non-language faculty)

Associate Professor of Religion (tenured), Department of Religion

Year of Appointment: 1993

Teaching time assigned to this program: 75%

Education: B.A.: University of Texas at Austin; M.A.: Yale University; M.A.: Princeton University; Ph.D.: Princeton University

***Language Competence:** Arabic (3), French (3), Spanish (3), Latin (1)

Area Courses Taught: Introduction of the Professional Study of the Near East Pilgrimage, Travel and Sacred Space: Muslims, Christians and Jews in the Lands of Islam.

Overseas Experience: Egypt, Israel, Sudan, Turkey

Publications: *Slavery in the Islamic Middle East* (Princeton: Markus Wiener Press, 1999).

"Islam and Slavery: A Tentative Survey of Slave Studies," *Slavery in the Islamic Middle East* (Markus Weiner Press, 1999).

Eunuchs and Sacred Boundaries in Islamic Society (Oxford University, 1995).

Meshel, Nephtali (non-language faculty)

Assistant Professor, Department of Religion and Judaic Studies Program

Year of Appointment: 2010

Teaching time assigned to this program: 100%

Education (school and degree): PhD at the Hebrew University of Jerusalem.

Teaching and research specialization: Religions of Mediterranean Antiquity

Overseas Experience: He is on leave during the academic year of 2013-14 at the Institute for Advanced Study, where he will examine the applicability of this 'grammar' to ancient Near Eastern and South Asian rituals.

Publications: Perspectives on Purity and Purification in the Bible (Library Hebrew bible/Old Testament Studies (Jun 1, 2008)

Mwita, Mahiri (language specialist)
Lecturer, Swahili
Princeton Institute for International and Regional Studies
Teaching time assigned to this program: 100%

Modarressi, Hossein (non-language faculty)
Professor of Islamic Law, tenured
Department of Near Eastern Studies
Year of Appointment: 1982
Teaching time assigned to this program: 100%
Education: B.A.: University of Tehran; M.A.: University of Tehran; Ph.D.: University of Oxford
***Language Competence:** Arabic (3), Persian (3), French (2), German (1)
Teaching and research specialization: Islamic law, Islamic theology and thought
Area Courses Taught: Readings in the Qur'an, Introduction to Islamic Law, Themes in Islamic Religion and Thought, Islamic Law and Jurisprudence, NES 339, 345, 347, 348, 553, 555.
Overseas Experience: Iran
Publications: *An Introduction to Shi'ite Law*, London, 1984.
Risalat Iblis ila ikhwanih al-manahis, 2nd revised edition, Beirut, Lebanon, 1995.
Crisis and Consolidation in the Formative Period of Shi'ite Islam, Princeton, NJ: second edition 1996; *Tradition and survival: a bibliographical survey of early Shi'ite literature*. vol. 1, Oxford, 2003, (Persian translation as *Mirath-i maktub-i shi'a*, Qum, 2004). *Crisis and consolidation*. Princeton, 1993, Arabic translation, 2003; *Ijtima'iyat* 2010, *Tarikhiiyyat* 2009, *Kitabiyyat* 2009, *Sanadiyyat* 2008, *Qummiyyat* 2007, *Dhayl-i nafthat al-masdur* (ed.); A new revised edition of *Maktab Dar Farayand-i Takamul* with a new introduction.

*(1) Fair, (2) Good, (3) Excellent

Oualdi, M'hamed (non-language faculty)

Assistant Professor, Department of Near Eastern Studies

Year of Appointment: 2013

Teaching time assigned to this program: 100%

Education (school and degree): PhD, Université Paris 1-Panthéon Sorbonne.

Courses Taught: NES 394: North Africa 1830-2011, NES 410: Modern North Africa (1500-1900), NES 516: Problems in North African History, NES 526: Post-colonial North Africa

Publications: Esclaves et maîtres. Les mamelouks au service des beys de Tunis du XVII^e siècle aux années 1880, 2 Publications de la Sorbonne, 2011.

Papoutsakis, Emmanuel (language specialist and non-language faculty)

Assistant Professor, Department of Near Eastern Studies

Year of Initial Appointment: 2003

Teaching time assigned to this program: 100%

Education: DPhil Syriac Christianity, Wolfson College, University of Oxford, BA Hebrew, Department of Hebrew and Jewish Studies

***Language Competence:** Armenian (3), Syriac (3)

Courses Taught: Introduction to Syriac, Syriac Hagiography, Christianity Along the Silk Road

Research and teaching specialization: Armenian, Syriac

Overseas Experience: Israel; 10 years of teaching in Germany, travels in Europe, Turkey, Syria, Iraq, Iran, Egypt.

Publications: "Ostriches into Sirens: Towards an Understanding of a Septuagint Crux", *Journal of Jewish Studies* 55 (Spring 2004), pp. 27-36; "When the Gods are Speaking: Toward Defining the Interface between Polytheism and Monotheism," in M. Nissinen/M. Köckert (eds.), *Propheten in Mari, Assyrien und Israel* (Göttingen, 2003) 132-168.

Distinctions: Nubar Pasha Armenian Prize, University of Oxford, 1997; Hall-Houghton Syriac Prize, University of Oxford, 1996; Wolfson College Graduate Award, University of Oxford, 1996; Raphael Loewe Prize, Department of Hebrew and Jewish Studies, University College London, 1994.

Phillips, Robert

Lecturer, Hindi-Urdu

Princeton Institute for International and Regional Studies

Teaching time assigned to this program: 100%

Education (school and degree): BA in History from Davidson College and an MA and PhD in Languages and Cultures of Asia from the University of Wisconsin-Madison.

Teaching and research specialization: South Asian literary culture, translation studies, and Hindi-Urdu language pedagogy.

Publications: "The Gamblers," translation of a short story by Ghulam Abbas, in *Annual of Urdu Studies*, vol. 15 (2000) "A Summer Day," translation of a short story by Ghulam Abbas, in *Annual of Urdu Studies*, vol. 14 (1999) "The Spotted Snake of the Past: Time and Memory in 'The Refugees' and 'The Back Room'" in the *Annual of Urdu Studies*, vol. 11 (1996)

Pursley, Sara (non-language faculty)

Lecturer in the Council of the Humanities & Near Eastern Studies, Dept of Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): BA, Dartmouth College, 1991; PhD, City University of New York, 2012

***Language Competence:** Arabic (3) (French and German, some reading knowledge)

Teaching and research specialization: Women, Gender, and Islam, Gender and Modernity in the Middle East, Approaches to Sexuality and Gender in the Middle East, Youth, Sex, and Gender in the Middle East and North Africa

Women and the Rise of Political Islam, Islamic and Secular Family Law in the Middle East, Gender and Comparative Revolutions in the Modern Middle East and North Africa, Islamic and Secular Conceptions of the Self, Psychology and Subject Formation in the Middle East, Youth and Youth Movements in the Middle East, History of the Modern Middle East

Area Courses Taught: Youth/Youth Movements/Modern Middle East

Publications: Articles in Peer-Reviewed Journals; "The Stage of Adolescence: Anticolonial Time, Youth Insurgency, and the Marriage Crisis in Hashimite Iraq," *History of the Present* (Fall 2013), "Daughters of the Right Path: Family Law, Homosocial Publics, and the Ethics of Intimacy in the Works of Shi'i Revivalist Bint al-Huda," *Journal of Middle East Women's Studies* (Spring 2012). Articles in Edited Volumes; "Building the Nation through the Production of Difference: The Gendering of Education in Iraq, 1928-58," in *Writing the History of Iraq: Historiographical and Political Challenges*, ed. Riccardo Bocco, Hamit Bozarslan, Peter Sluglett, and Jordi Tejel (London: Imperial College Press, 2012), "Political-Social Movements: Revolutionary: Iraq," *Encyclopedia of Women and Islam: Volume II: Family, Law and Politics* (Brill, 2005), "Women, Gender and National Insignia, Signs and Monuments: Arab States" (co-authored), *Encyclopedia of Women and Islam: Volume II: Family, Law and Politics* (Brill, 2005). Manuscripts in Preparation; *Familiar Futures: Time, Selfhood, and Sovereignty in Iraq, 1932-63* (book proposal under review at Stanford University Press).

Reynolds, Michael (non-language faculty)

Associate Professor, tenured, Department of Near Eastern Studies

Year of Appointment: 2005

Teaching time assigned to this program: 100%

Education: B.A.: Harvard University; M.A.: Columbia University; Ph.D.: Princeton University

***Language Competence:** Russian (3); Turkish (3); Ottoman Turkish (2); Arabic (1); Azeri (2)

Area Courses Taught: Introduction to the Middle East. Nation, State, and Empire: the Ottoman, Romanov, and Hapsburg Experiences; War and Politics in the Modern Middle East; Comparative Transformations in the Near East and Eurasia; Blood, Sex, and Oil: The Caucasus; An Introduction to the Middle East; Comparative Transformations in the Near East and Eurasia; Empire and Nation in Theory and Practice: The Middle East and Eurasia.

Teaching and research specialization: Ottoman history; Russian and Eurasian history; nationalism; international relations; security studies.

Overseas Experience: 2009 Research in Baku, Azerbaijan; 2008 Research in Ankara, Turkey; 2006 Research in Moscow and Makhachkala (Dagestan), Russia; 2005

Research in Piatigorsk, Kazan, and Moscow Russia; 1999-2000 Dissertation Research in Istanbul and Ankara, Turkey; 2000 Dissertation Research in Moscow, Russia.

Distinctions: Harold Dodds fellow, Princeton, 2001-2202. Lectures, talks, and workshops in St. Petersburg and Moscow, Russia (2009); Dublin, Ireland (2009); Geneva, Switzerland (2008), Tokyo, Sapporo, and Kyoto, Japan (2008); Salzburg, Austria (2005); Cambridge, UK (2004).

Publications: "Buffers, Not Brethren: Young Turk Military Policy in World War One and the Myth of Pan-Turanism" *Past and Present* vol. 203 no. 1 (May 2009): 137-179

"Native Sons: Post-Imperial Politics, Islam and Identity in the North Caucasus, 1917-1918,"

Shattering Empires: The Clash and Collapse of the Ottoman and Russian Empires 1908-1918.

Cambridge: Cambridge University Press, 2011.

Rosen, Lawrence (non-language faculty)

William Nelson Cromwell Professor of Anthropology, tenured, Department of Anthropology

Year of Appointment: 1977

Teaching time assigned to this program: 25%

Education: B.A.: Brandeis University; M.A.: University of Chicago; Ph.D.: University of Chicago; J.D.: University of Chicago

***Language Competence:** Moroccan Arabic (3), French (2)

Area Courses Taught: Islamic Cultures; Islamic Law

Overseas Experience: Israel, Malaysia, Morocco, Tunisia

Teaching and research specialization: Law and society; cultural theory

Publications: *The Culture of Islam* (U. of Chicago Press); *Law as Culture* (Princeton U.P. in press); "Homesick Everywhere" *London Review of Books*, Aug. 4, 2005 *The Justice of Islam:*

Comparative Perspectives on Islamic Law and Society, Oxford University Press, 2000; *Varieties of Muslim Experience* (U. of Chicago Press) *Law as Culture* (Princeton University Press)

*(1) Fair, (2) Good, (3) Excellent

Schayegh, Cyrus (non-language faculty)

Associate Professor, tenured, Department of Near Eastern Studies

Director, Program in Near Eastern Studies

Year of appointment: 2008

Teaching time assigned to this program: 100%

Education (school and degree): PhD, Columbia University, NY, 2004

***Language Competence:** German (native), English, French (3), Spanish (2), Hebrew (3), Arabic (3), Persian (3)

Courses Taught: Social History of the Modern Middle East; Modern Iran; The Arab-Israeli Conflict, Modern Syria and Lebanon

Teaching and research specialization: Social History; History of Modern Iran; History of the Modern Levant

Overseas Experience: Post-doctoral research fellow, Institute for Management and Planning Studies, Tehran, Iran (February 2004-June 2005); Assistant Professor, American University of Beirut, Lebanon, (fall 2005- spring 2008); research sejour in Damascus, Syria, (spring - early summer 2008; summer 2009); research sejour in Egypt (late summer 2008).

Publications: “‘Seeing Like a State’. An Essay on the Historiography of Modern Iran,”

International Journal of Middle East Studies 42 (2010): 37-61

Who Is Knowledgeable Is Strong: Science, Class, and the Formation of Modern Iranian Society, 1900-1950. (Berkeley: University of California Press, February 2009).

“Recent trends in the historiography of Iran under the Pahlavi dynasty (1921-1979)”, *History Compass* 6:6 (2008), 1400-1406.

“The social relevance of knowledge: science and the formation of modern Iran, 1910-1940s” *Middle Eastern Studies* 43:6 (2007), 941-960.

“The development of social insurance in Iran: technical-financial conditions and political rationales, 1941-1960”, *Iranian Studies* 39:4 (2006), 540-568.

“Criminal-women and mother-women. Socio-cultural transformations and the critique of criminality in early post-World War Two Iran”, *Journal of Middle East Women’s Studies* 2:3 (2006), 1-21.

“The population as a national resource: an Iranian press article, 1937”, in Camron Amin et.al. (eds.): *The Modern Middle East: A Sourcebook for History* (New York: Oxford University Press, 2006), 623-626.

“Crime and society in Iran: press and court transcripts, 1934”, in Camron Amin et.al. (eds.): *The Modern Middle East: A Sourcebook for History* (New York: Oxford Univ Press, 2006), 62-64.

Book reviews:

Roman Siebertz, *Die Briefmarken Irans als Mittel der politischen Propaganda* (Wien: Verlag der oesterreichischen Akademie der Wissenschaften, 2005), *Iranian Studies* 43:3 (2010)

Daniela Meier, *Helvetias guter Draht zum Pfauenthron. Die Beziehungen der Schweiz zu Iran (1946-1978)* (Zürich: Orell Füssli Verlag, 2002), *Iranian Studies* 43:3 (2010)

Stephen C. Poulson, *Social Movements in Twentieth Century Iran. Culture, Ideology, and Mobilizing Frameworks* (Lanham: Lexington Books, 2005), *International Journal of Middle Eastern Studies* 39:3 (2007), 501f.

* (1) Fair, (2) Good, (3) Excellent

Shawcross, Teresa (non-language faculty)

Assistant Professor

, Department of History

Teaching time assigned to this program: 100%

Education (school and degree): BA, M.Phil and D.Phil from the University of Oxford, and her Maîtrise from the Université de Paris III-Sorbonne Nouvelle.

Courses Taught: Undergraduate and graduate courses on Medieval Europe of the Central and Late Middle Ages; the Byzantine Empire; the Crusades and the Crusader States; and Venice and the Mediterranean World.

Teaching and research specialization: Historian of the Byzantine Empire and the Mediterranean World in the Middle Ages.

Publications: Conquest Legitimised: The Making of a Byzantine Emperor in Crusader Constantinople (1204-1261).” In *Between Byzantines and Turks: Understanding the Late Medieval Eastern Mediterranean World*, ed J. Harris, C. Holmes and E. Russell, 181-219. Oxford: Oxford University Press, 2012.

Sheffield, Daniel (non-language faculty)

Lecturer in the Council of the Humanities & Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): PhD in Near Eastern Languages and Civilizations from Harvard University.

Teaching and research specialization: Iranian and Persian Studies

He is currently working on a book manuscript entitled *Cosmopolitan Zarathustras: Religion, Translation, and Prophethood in Iran and South Asia*, which tells the story of the Zoroastrian communities of Iran and South Asia by tracing how the embrace of a cosmopolitan theological vocabulary and the reception of the canon of Classical Persian literature affects these communities, promoting the production of new forms of meaning-making and literary production under the specter of scholastic traditions inherited from Late Antiquity. He is also preparing a critical edition and translation of an unpublished Zoroastrian Middle Persian text, *The Book of Religious Judgments (Wizirgerd ī Dēnīg)*, for publication. Daniel's recent and forthcoming articles appear in *The Bulletin of the Asia Institute*, *On the Wonders of Land and Sea: Persianate Travel Writing* (ed. Sharma and Micallef), *The Wiley-Blackwell Companion to Zoroastrianism* (ed. Stausberg and Vevaina), and *No Tapping Around Philology: A Festschrift Celebrating Wheeler M. Thackston Jr.'s 70th Birthday* (ed. Korangy and Sheffield). He is currently pursuing research on a second book project, tentatively entitled *On Translation and Toleration: The Free-Thinkers of Safavid Iran and Mughal India*. At Princeton, Daniel offered undergraduate courses on Zoroastrianism, Orientalism, Early Modern Islamic history, and the application of translation theory to religious studies, and reads Middle Persian and Classical Persian with interested graduate students.

Area Courses Taught: NES 351: In Tamerlane's Wake, NES 397: Zoroastrian Tradition in Iran and India.

* (1) Fair, (2) Good, (3) Excellent

Tannous, Jack (non-language faculty)

Assistant Professor, Department of History

Teaching time assigned to this program: 100%

Education (school and degree): PhD, History, Princeton University

MPhil, Eastern Christian Studies, Oxford, BA, Arabic, Middle Eastern Studies, Philosophy, and History, University of Texas, Austin

Teaching and research specialization: Late Antiquity, Middle East, Eastern Mediterranean. Syriac-speaking Christian communities of the Near East in this period.

Publications: I am working on a book entitled *Lovers of Labor at the End of the Ancient World: Syriac Scholars Between Byzantium and Islam*. I have edited and translated the Syriac letters of George, Bishop of the Arab Tribes (d. 724) as well as the Karshuni life of Theodota of Amid (d. 698). I have also translated the Syriac life of Simeon of the Olives (d. 734). These latter two are to eventually be published in collaboration with Andrew Palmer.

Van Bladel, Kevin (non-language faculty)

Professor, tenured

Departments of Near Eastern Studies & Classics

Teaching time assigned to this program: 100%

Education (school and degree): Yale University, Ph.D., Near Eastern Languages and

Civilizations, 2004; Dissertation awarded distinction and Horowitz Dissertation Prize

M.Phil., Near Eastern Languages and Civilizations, 2001 Comprehensive exams completed with distinction; University of Illinois at Urbana-Champaign

Transferred from doctoral program in Classical Philology at UIUC to Yale program, 1997

M.A., Classics: Greek and Latin Languages, 1996 A.B., History: Ancient and Medieval, 1994

Teaching and research specialization: History and cultures of Late Antiquity, Ancient Iran, and early Islam; Arabic, Iranian, Greek, Syriac/Aramaic, Indic, and Latin traditions of the first millennium; History and transmission of astral sciences, chronography, medicine, and philosophy in these languages

Courses Taught: Appointment begins in 2015 (joint with NES & Classics) – Ancient Islam

Publications: *The Arabic Hermes: From Pagan Sage to Prophet of Science*, New York & Oxford: Oxford University Press, July 2009.

Weiss, Max (non-language faculty)

Associate Professor, tenured, Departments of History & Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): double B.A. in Molecular and Cell Biology and History at UC Berkeley (1999); Ph.D. in modern Middle East history from Stanford University (2007).

Teaching and research specialization: The culture and history of the Middle East.

Courses Taught: NES 267: The Modern Middle East, NES 310: Re-Thinking Minorities in the Middle East, HIS 336: Modern Worlds of Islam, NES 337: The Making of the Modern Middle East, NES 407 Historicizing Morality, NES 448: History of Palestine/Israel; NES 518 Topics in Middle East History, NES 538: Readings on Modern Middle East

Publications: *In the Shadow of Sectarianism: Law, Shi'ism and the Making of Modern Lebanon* (2010)

Zaman, Muhammad Qasim (non-language faculty)

Robert H. Niehaus Professor of Near Eastern Studies and Religion, tenured

Near Eastern Studies and Religion

Chair, Department of Near Eastern Studies

Year of appointment: 2006

Teaching time assigned to this program: 100%

Education (school and degree): PhD, McGill University, Montreal, 1994

***Language Competence:** Arabic (3); Urdu (3); Persian (1); French (2)

Courses Taught: NES 240: Muslims and the Qur'an; NES 334: Modern Islamic Political Thought; NES 340: Muslim South Asia; NES 435: The Madrasa: Islam, Education, and Politics in the Modern World; REL 586: Religious Authority in Modern Islam

Teaching and research specialization: Modern Islamic thought; Islamic law; social, religious, and political movements in the modern Muslim world

Publications: *Ashraf Ali Thanawi: Islam in Modern South Asia* (Oxford: Oneworld Publications, 2008); Ed., with Robert W. Hefner, *Schooling Islam: The Culture and Politics of Modern Muslim Education* (Princeton: Princeton University Press, 2007); Ed., with Roxanne L. Euben, *Princeton Readings in Islamist Thought* (Princeton: Princeton University Press, 2009). *Modern Islamic Thought in a Radical Age: Religious Authority and Internal Criticism* (Cambridge University Press, 2012).

Distinctions: 2013 British-Kuwait Friendship Society Book Prize in Middle Eastern Studies for his book, *Modern Islamic Thought in a Radical Age: Religious Authority and Internal Criticism* (Cambridge University Press, 2012).

Post-doctoral Research Associates

Harris, Kevan

Post-Doctoral Research Fellow, Department of Near Eastern Studies
Iranian Center

Teaching time assigned to area studies: 100%

Education (school and degree): Ph.D. The Johns Hopkins University, Sociology, 2012, Dissertation: *The Martyrs Welfare State: Politics of Social Policy in the Islamic Republic of Iran* (2013 American Sociological Association Comparative-Historical Section Theda Skocpol Award for Best Dissertation, Honorable Mention); M.A. The Johns Hopkins University, Sociology, 2008; B.A. Northwestern University, Economics, Political Science, 2001

Teaching and research specialization: Street Politics: Revolutions and Social Movements in the Middle East (2014); *Soldier, Worker, Mullah, Citizen: Labor and Welfare Politics in the Middle East* (2013)

Publications: *The Martyrs Welfare State: Politics and Social Policy in the Islamic Republic of Iran*. Book manuscript in progress (under contract at University of California Press); "Did Inequality Breed the Arab Uprisings, Social Inequality in the Middle East from a World Perspective." In *The Arab Revolutions of 2011 in Comparative Perspective*", edited by Said Amir Arjomand. Albany, NY: SUNY Press, forthcoming 2014.

Smiley, Will

Post-Doctoral Research Fellow, Department of Near Eastern Studies

Teaching time assigned to this program: 100%

Education (school and degree): Ph.D. Cambridge University (Gates Scholar), Middle Eastern studies, 2012; J.D. Yale Law School, 2014; M.A. University of Utah, 2008; B.S. Hillsdale College, 2005.

***Language Competence:** Modern and ottoman Turkish, Russian, French, Arabic, and German

Teaching and research specialization: 2014 (spring) "Slavery and Ransom in World History" (sole instructor) Advanced undergraduate seminar course of my own design, Yale University Residential College Seminar Program; 2011 (spring) "Sultans, Sailors, and Spices: The Indian Ocean World" (sole instructor); First-year undergraduate history survey, St. Mary's University College; 2006-2007 "American Civilization" (teaching assistant/discussion leader) U.S. history survey course, University of Utah.

Princeton University Library Staff, Near East Collections

Bahbah, Johnny

Arabic Cataloger, Cataloging
Princeton Libraries, Near East Collections

Bell, Joyce

Cataloger, Humanities Team Assistant Authorities Coordinator
Princeton Libraries, Near East Collections

Chobanian, Krikor

Cataloger, Humanities Catalog Team
Princeton Libraries, Near East Collections

Dagci, Deniz

Senior Bibliographic Specialist II
Princeton Libraries

Enzevae, Sima

Senior Bibliographic Specialist
Princeton Libraries

Leaman, Kimberly

Special Collections Assistant V
Princeton Libraries

Sabouri-Yaghoobi Nasab, Juliet

Hebrew/Turkish Cataloger, Catalog Division
Princeton Libraries, Near East Collections

Simon, Rachel

Leader, Middle Eastern Approvals Section
Middle Eastern Languages Team (MELT), Cataloging and Metadata Services (CaMS), Library
Princeton Libraries, Near East Collections

*(1) Fair, (2) Good, (3) Excellent

Swerdlow, Miri

Sr. Bibliographic Specialist, Order Division Approval/Continuations Unit
Princeton Libraries, Near East Collections

Weinberger, James

Curator, Near East Collections
Princeton Libraries

Younan, Azza

Senior Bibliographic Specialist
Princeton Libraries, Near East Collections

Princeton University – Administrative Staff

Chirik, Karen

Department & Program Manager/Outreach Coordinator
Near Eastern Studies

Year of Appointment: 2011

Education: M. Ed., Azusa Pacific University; B.A., Pitzer College, Sociology

Kativa, Linda

Event and Program Coordinator
Near Eastern Studies

Year of Appointment: 2008

Education: B.A., Montclair State University, Bachelor of Arts

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
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Appendix A - Course Enrollments

FALL COURSES 2012-13

LANGUAGES AND LITERATURES

ARA	101*	Elementary Arabic I	Coffin/Laffan /Slowinska	F	4	46	X	X
ARA	103*	Intensive Elementary Arabic I	Hermes	F	4	9	X	X
ARA	105*	Intermediate Arabic I	Bell/Elsayed	F	4	25	X	X
ARA	107*	Intermediate Arabic II	Mahmoud	F	4	13	X	X
ARA	301*	Advanced Arabic I	Bell	F	4	18	X	X
ARA	307*	Egyptian Colloquial Arabic	Elsayed	F	4	14	X	X
ARA	309	Adv Arabic LA Reading the short story	Bell	F	4	8		
ARA	401	Advanced Arabic Skills Workshop	Mahmoud	F	4	8	X	
HEB/NES	90	Reading Hebrew Lit	Robbins	F	4	1		
HEB	101*	Elementary Hebrew I	Robbins	F	4	5	X	X
HEB	105*	Intermediate Hebrew I	Robbins	F	4	4	X	X
HEB	301*	Advanced Hebrew	Robbins	F	4	7		X
HEB	403	Israeli Media	Robbins	F	4	7		

	Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
PER	101*	Elementary Persian I	Mahallati	F	4	7	X	X
PER	105*	Intermediate Persian I	Mahallati	F	4	7	X	X
PER	302*	Advanced Persian Reading I	Mahallati	F	4	1	X	X
TUR	101*	Elementary Turkish I	Gilson	F	4	7	X	X
TUR	105*	Intermediate Turkish I	Gilson	F	4	5	X	X
NES	91	Advanced Classical & Modern Persian Rdg	Mahallati	F	4	2		

ANTHROPOLOGY

ART HISTORY AND ARCHAEOLOGY

COMPARATIVE LITERATURE

NES/ SPA/ COM	308* 343	Spanish Islam, A.D. 711-A.D. 1492	Barry	F	4	36		
NES/COM	539*	Studies in Persian Literature	Barry	F	4	6	X	

HISTORY/AREA STUDIES

NES/HIS/ JDS	220	Jews, Muslims & Christia/Middle Ages	Cohen	F	4	11		X
NES	300	Seminar in Research Methods	Reynolds	F	4	15	X	X

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
NES	323*	Intro to early Sufism	Barry	F	4	28	X X
NES/HIS	337/ 334	The Making of the Modern Middle East	Weiss	F	4	74	
NES/JDS/ HIS	346/356 / 331	History of Palestine/Israel	Halperin	F	4	20	
NES/JDS/ HIS	404/404/ 403	Tel Aviv: Urban History and Culture	Halperin	F	4	5	
NES	433	Imperialism & Reform in the ME & the Balkans	Hanioglu	F	4	7	X
NES	437	The Ottoman Empire 1300-1800	Lowry	F	4	3	X
NES	500	The Professional Study of the Near East	Hanioglu	F	4	6	X
NES	561*	Studies in Modern Arab History	Haykel	F	4	9	X X
NES	571	Problems in Early Ottoman History	Lowry	F	4	2	
NES	518*	History and Society of Saudi Arabia	Haykel	F	4	5	X

POLITICS

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
NES/POL 269/ 353	Politics of Modern Islam	Haykel	F	4	59		
NES	315 War & Politics in Modern Middle East	Reynolds	F	4	16		
NES	347*	Islamic Family Law	Modarressi	F	4	8	X
RELIGION							
JDS/REL	202 Great Books of the Jewish Tradition	Himmelfarb	F	4	16		X
REL	230 Hebrew Bible & Ancient Israel	Meshel	F	4	17		
REL/NES	236 Introduction to Islam	Marmon	S	4			X
NES/REL	240*	Muslims and the Qur'an	Zaman	F	4	71	
REL/WO M	328 Women and Gender in Islamic Societies	Marmon	F	4			X X
NES/REL	334*	Modern Islamic Political thought	Zaman	F	4	16	
NES	345*	Intro to Islamic Law	Modarressi	F	4	7	
JDS/HIS REL	458* 509 History of Zionism The Problem of Race & Slavery in Islamic Thought & Practice	Kaplan Marmon	F F	4 4	3		X X
REL/JDS/ NES	513/513/ 514* Studies in Ancient Judaism: Textual Exegesis in Classical Judaism	Meshel/ Vidas	F	4	6		X

	Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
NES	523	Readings in Judeo-Arabic	Cohen	F	4	3		
NES	553	Studies in Islamic Religion & Thought	Modarressi	F	4	5	X	
SWA	101	Elementary Swahili I	Mwita	F	4	11	X	X
SWA	200	Readings in Kiswahili Lit and Eas	Senkoro	F	4	8	X	

SPRING 2012-2013

LANGUAGES AND LITERATURES

ARA	102	Elementary Arabic II	Bell/Laffan/Slowinska	S	4	44	X	X
ARA	104	Intensive Elementary Arabic II	Hermes	S	4	9	X	X
ARA	107	Intermediate Arabic II	Elsayed/Hermes	S	4	28	X	
ARA	301	Advanced Arabic I	Mahmoud	S	4	6	X	
ARA	302	Advanced Arabic II	Bell	S	4	6	X	X
ARA	303	Media Arabic I	Mahmoud	S	4	12	X	
ARA	305	Levantine Colloquial Arabic	Coffin	S	4	7		
ARA	308	Theory & practice Arabc-English	Bell	S	4	10	X	
ARA	310	Egyptian	Elsayed	S	4	14		

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
	Colloquial Arabic II						
ARA	402	Advanced Arabic Skills Workshop II	Mahmoud	S	4	5	X X
HIN/URD	102	Elementary Hindi & Urdu II	Farooqui	S	4	15	
PER	102	Elementary Persian II	Mahallati	S	4	8	X X
PER	107	Intermediate Persian II	Mahallati	S	4	5	X X
NES	90	Adv modern & Colloquial Persian II	Mahallati	S	4	3	
NES/JDS COM	365	The Hebrew Poetry of Medieval Spain	Hamouri	S	4	3	
NES	512	Intermiediate Syriac	Papoutsakis	S	4	2	
NES	532	Readings in Classical Arabic Lit	Hamori	S	4	7	X
NES/COM	540	Studies in Later Persian Literature	Barry	S	4	7	X
URD	90	An Intro to Urdu Lit	Farooqui	S	4	1	
URD	107	Intermediate Urdu II	Farooqui	S	4	6	X

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
ANTHROPOLOGY							
ANT	318	Muslim Social and Political Movements	Hammoudi	S	4	7	X
ANT	423	Anthropological Approaches to Arab Society and Culture	Rosen	S	4	4	
ART HISTORY AND ARCHAEOLOGY							
ART	310	Introduction to Painting and Book Illumination of the Islamic World	Leisten	S	4	4	
COMPARATIVE LITERATURE							
HISTORY/AREA STUDIES							
NES	320	Lebanon between War	Daher	S	4	5	
NES	324*	Intro to Later Sufism	Barry	S	4	14	X
NES	325	Christianity along the Silk Road		S	4	4	X
NES/ HIS	325 338	Intro to Jewish History:Museums	Papoutsakis	S	4	5	
NES/ SOC	333 327	Labor & Social Welfare in ME	Harris	S	4	5	
HIS/JDS	359	Modern Jewish History	Dweck	S	4	16	X
NES	361	Introduction to	Lauziere	S	4	3	

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
	Islamic Purism						
NES	362 Blood, Sex, and Oil	Reynolds	S	4	10		
NES/ HIS	517 538 Readings on the Modern ME	Weiss	S	4	9		
POLITICS							
NES/POL	321/ 369 Iran Since Revolution	Kuenkler	S	4	21	X	X
NES	555 Themes in Islamic Law & Jurisprudence	Modarressi	S	4	2	X	
WWS/ NES	556F 559 US Diplomacy & the Persian Gulf	Bodine	S	4	10	X	
NES	587 Salafi Islam	Haykel	S	4	5		
RELIGION							
REL	90 Theory & History of biblical Hebrew	Meshel	S	4	1		
REL/ NES	335 356 Monotheistic Superheroes	Marmon	S	4	1	X	
NES	345 Intro to Islamic Law	Modarressi	S	4	12		
NES/ JDS	349 350 Imaging Diasporas & Homeland	Halperin	S	4	4		
NES	350 Republic of Fear to Divided Land	Corboz	S	4	7		
REL JDS	398 397 Jews & Christians in Ancient	Weiss	S	4	1		

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
ART 393	Palestine						
NES/REL/ POL 418	Religion & State Religions	Kunkler	S	4	11		X
NES 506	Ottoman Diplomatics	Hanioglu	S	4	2		X
REL 513	Studies in Ancient Judaism:Rabbis & Priests	Himmelfarb/ Schafer	S	4	2		
REL/NES 586	Religious Authority in Modern Islam	Zaman	S	4	6		
SWA 102	Elementary Swahili II	Mwita	S	4	4		X
SWA/CO M 200	Readings in Kiswahili Lit and Eas	Mwita	S	4	4		
SWA/ COM 305 367	Kiswahili Novel	Senkoro	S	4	4		
SWA/AFS 315	Intro to Swahili Culture	Senkoro	S	4	4		

FALL CLASSES ADDED FOR 2013 – 2014

ARA 311	Communication Skills in In Formal Arabic	Hermes	S	4	7		
COM427/ JDS 427/ NES 429	Modern Hebrew Lit	Levy	S	4	4		
NES 201/ HIS 223	Intro to Middle East	Cook/ Schayegh	S	4	69		

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
NES POL	265/ 268	Political/Econ. Dev. ME	Kunkler	S	4	24	
NES	300	Seminar in Research	Reynolds	S	4	11	
NES	344	Early Christian Biblical Interpretation	Papoutsakis	S	4	5	
NES	351	In Tamerlane's Wake	Sheffield	S	4	4	
NES/ SPA/ COM	353 353 371	Rise of Spanish Islam	Cordova/ Barry	S	4	18	
NES HIS	410 410	Modern No Africa	Oualdi	S	4	15	
NES	502	Intro to the Islamic Scholarly Tradition	Cook	S	4	9	
NES	511	Intro to Syriac	Papoutsakis	S	4	2	
NES	515	Warfare/Modern ME	Reynolds	S	4	9	
NES	516	Problems in No. African History		S	4	3	
NES/ COM	539	Studies in Persian Lit	Barry	S	4	5	
NES	544	Writing Histories/ Modern ME	Schayegh	S	4	3	
NES	561	Studies in Modern Arab History	Haykel	S	4	2	
NES	567	Politics Contemporary Muslim World	Kunkler	S	4	3	
TUR	305	Advanced Turkish	Hatemi	S	4	4	

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
TUR 405	Intro to Ottoman Turkish	Hatemi	S	4	4		
URD 105	Intermediate Urdu I	Farooqui	S	4	7		

SPRING CLASSES ADDED FOR 2013 – 2014

AMS 339/ AAS 333/ ANT 389/ REL 333	Religion & Culture; Muslims in America	Kassam- Remtulla	S	4	8		
REL 328/ GSS 328	Women and Gender in Islamic Societies	Marmon	S	4	7		
ARA 309	Advance Arabic Reading	Bell	S	4	11		
NES 380/ COM 380	Politics & Society in Arabic Novel	Levy	S	4	9		
COM 90	Islamic Feminism	Gonzalez	S	4	2		
COM 91	The Canon of Swahili Literature	Belcher/ Mwita	S	4	1		
HEB 102	Elementary Hebrew II	Robbins	S	4	9		
HEB 107	Intermediate Hebrew II	Robbins	S	4	6		
HEB 302	Adv Hebrew Language Language & Style II	Robbins	S	4	11		
HIN 102/ URD 102	Elem Hindi & Urdu II	Farooqui	S	4	9		
HIN 302 URD 302	Advanced Hindi & Urdu II	Farooqui	S	4	2		
NES 90	Iran since the Revolution	Kunkler	S	4	5		
NES 354	Granada/Fall of Spanish Islam	Barry	S	4	30		

Course #	Course Title	Instructor	Term	Credit	Enrl	13-14	14-15
SPA 371 COM 350							
NES 366/ SOC 366	Street Politics: Revolutions & Social	Harris	S	4	11		
NES 372/ REL 307	Scripture & translation in the ME	Sheffield	S	4	4		
NES 382	Messiahs, Mystics & Rebels Islamic World	Melvin-Koushki	S	4	4	3	
NES 394/* HIS 409/ AFS 394	No Africa 1830-2011	Oualdi	S	4	3		
NES 406	Great War in ME	Oualdi	S	4	9		
NES 412*	Global History: Modern ME	Schayegh	S	4	3		
NES 424*	Turkish Lit in Translation	Hatemi	S	4	6		
NES 503	Themes in Islamic Culture: History 600-1800	Cook	S	4	7		
NES 524	The Emergence of Modern ME	Schayegh	S	4	2		
NES 526	Post-colonial No Africa	Oualdi	S	4	5		
PER 305*	Advanced Persian	Mahallati	S	4	5		
REL 246 JDS 246	Ancient Judaism: Alexander to Islam	Himmelfarb	S	4	16		
NES 520/* REL 520/ SWA 107	Islamic Intellectual History Intermediate Swahili II	Zaman Mwita	S S	4 4	8 2		
TUR 90	Turkish adaptation of American Media	Hatemi	S	4	1		
TUR 102	Elementary Turkish II	Gilson	S	4	2		