

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 # P015A140150 P015B140150

Univ of Texas/Austin

Proposal to the US Department of Education
National Resource Centers
Foreign Language and Area Studies Fellowship Programs
CFDA 84.015A & B
Closing date: 30 June 2014



MIDDLE EASTERN STUDIES

THE UNIVERSITY OF TEXAS AT AUSTIN

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Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text" value="201401916"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="The University of Texas at Austin"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="746000203"/>	* c. Organizational DUNS: <input type="text" value="1702302390000"/>	
d. Address:		
* Street1: <input type="text" value="Office of Sponsored Projects, Suite 5.300"/>	Street2: <input type="text" value="101 E. 27th St., NOA Building Ste. 5.300; Mail A9000"/>	
* City: <input type="text" value="Austin"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="TX: Texas"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="78712-1532"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Center for Middle Eastern Stds"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Barbara"/>	
Middle Name: <input type="text" value="D."/>	* Last Name: <input type="text" value="Reyes"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Senior Grants and Contracts Specialist"/>	
Organizational Affiliation: <input type="text" value="The University of Texas at Austin, Ofc of Sponsored Projects"/>		
* Telephone Number: <input type="text" value="512.471.6289"/>	Fax Number: <input type="text" value="512.471.6564"/>	
* Email: <input type="text" value="barbarareyes@austin.utexas.edu"/>		

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -002

* Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Center for Middle Eastern Studies National Resource Center and FLAS Fellowships

Attach supporting documents as specified in agency instructions

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* 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="640,022.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="640,022.00"/>

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

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

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

- Yes No

If "Yes", provide explanation and attach

Add Attachment

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.

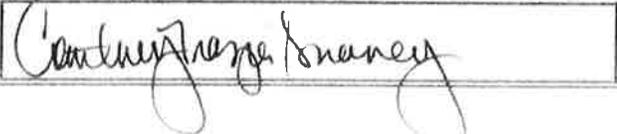
Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative 

* Date Signed:

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

1. Project Director:

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

Address:

* Street1:
Street2:
* City:
County:
* State: * Zip Code: Country:
* Phone Number (give area code): Fax Number (give area code):
* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

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

General Education Provisions Act (GEPA) Section 427: Compliance

The Center for Middle Eastern Studies (CMES) at The University of Texas at Austin (UT) complies with Section 427 of GEPA to provide equal access to and participation in the activities of the center and the FLAS fellowship program for all students, teachers, participants, and other beneficiaries with special needs. The following project narrative addresses the policies and practices that ensure equal access and treatment, and the relevant passages are reproduced below.

The center is committed to providing equal access and treatment to eligible students and other participants who are members of traditionally underrepresented groups. UT prohibits discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, veteran status, and sexual orientation. Furthermore, the College of Liberal Arts scrutinizes the hiring process of each faculty and classified staff member to ensure that members of underrepresented groups are given serious consideration for any position available, requiring substantive documentation of efforts made during recruitment, interviewing, and hiring. UT and CMES have sought and encouraged faculty, staff, and student applications from members of underrepresented groups and have drawn upon designated funding resources for qualified students from these groups.

Furthermore, we have on faculty a specialist in language learning disabilities (LLD), Adi Raz, who provides support to students with documented disabilities so that they may complete their foreign language requirements. Raz has taught special sections of Hebrew language courses for LLD students and serves as advisor for students and instructors across the university, recommending accommodations and

strategies for successful language study.

The outreach program responds to requests for assistance from all groups and individuals and makes a special effort to reach underserved areas in rural and poor districts. The outreach activities outlined in the project narrative include significant collaborations with two local minority-serving institutions: Huston-Tillotson University and Texas State University. These partnerships will lead to greater access to UT resources for students and faculty of these institutions.

Finally, Liberal Arts Instructional Technology Services (LAITS) operates under a policy of equal access for all users. All web-based content is thus reviewed for accessibility for the hearing and visually impaired. As many of our newer initiatives, including the *15 Minute History* podcasts and outreach webinars, involve digital materials and presentations, we share LAITS's devotion to making these resources accessible.

**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"/>

Higher Education Act Statutory Requirements

1. Diverse perspectives. The Center for Middle Eastern Studies (CMES) at The University of Texas at Austin (UT) maintains a culture of open expression allowing for a diversity of perspectives. Research and teaching are governed by recognized standards of academic freedom, and CMES does not exert undue influence in these areas.

Because CMES brings together faculty and students from across disciplines, varied viewpoints and approaches to issues in Middle Eastern studies are inherent in our activities. This diversity is especially salient in our events program. As a rule, all events include opportunities for the audience to query, respond to, and engage with presenters to foster open discussion of the topics addressed. Also as a rule, explicitly partisan speakers, such as government officials, party leaders, active politicians, and lobbyists, are excluded from our events program. Rather, we invite academics, performers, journalists, and writers who represent a wide range of views, both individually and collectively. For events addressing particularly controversial topics, we insist on panel discussions with multiple speakers who will present varied perspectives on the issue.

2. Service in areas of national need. CMES offers academic programming and professional development opportunities to ensure students graduate with the skills and knowledge necessary for careers in government service, education, business, and the nonprofit sector. Listed here are some of the activities we organize to achieve this goal:

2.1 Dual-degree programs. CMES offers dual degrees combining Middle Eastern studies with professional programs in global policy studies, public affairs, information studies, law, business administration, journalism, and radio, television, film.

2.2 Dual language track. The dual language track allows students to develop advanced proficiency in two strategically important languages of the Middle East. This track prepares students for careers that span multiple sub-regions within the Middle East.

2.3 Professional development. In fall 2013 we added a new course to the inventory, MES 394 Professional Development in Middle Eastern Studies, that allows students to receive credit toward their degrees for completing professional activities related to their future careers. Such activities may include specialized research, program development, and community organizing. We are also a co-organizer of the Global Professional Training, a two-day event that provides training each year to 60 students interested in working in the Middle East and North Africa.

2.4 Internships. In addition to the professional development course, we offer credit for internships to both undergraduate and graduate students. We have also provided financial support to students completing internships, including positions with government agencies in Washington, D.C. and abroad, and we are actively working with alumni to develop new internship opportunities for our students.

2.5 Other initiatives. In addition to the above opportunities, students can prepare for careers in government service and other areas of national need by attending lectures in the Middle East Policy lecture series, working with the School of Public Affairs' diplomat in residence to prepare for work in the foreign service, engaging with the Institute for Communication on Media and the Middle East, and joining student committees (the MES Undergraduate Student Committee and the Middle Eastern Studies Graduate Student Association), both of which organize career workshops and recruitment events with government and nonprofit recruiters.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

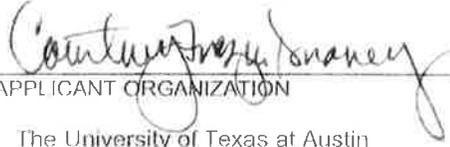
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Assistant Director
APPLICANT ORGANIZATION The University of Texas at Austin	DATE SUBMITTED June 20, 2014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

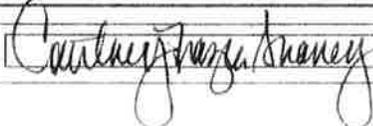
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The University of Texas at Austin	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Courtney
Middle Name: Frazier	
* Last Name: Swaney	Suffix:
* Title: Assistant Director, MPA, CRA	
* SIGNATURE: 	* DATE: June 20, 2014

Abstract

The Center for Middle Eastern Studies (CMES) at The University of Texas at Austin (UT) is devoted to promoting informed understanding of the Middle East through rigorous academic programming, public outreach, teacher training, and accessible digital and material resources, meeting the absolute priority for NRCs. CMES offers interdisciplinary bachelor's and master's degrees in Middle Eastern studies and a variety of courses taught by 79 faculty across seven colleges, including courses in Arabic, Hebrew, Persian, and Turkish.

We seek support from the Department of Education to promote critical initiatives that build upon our strengths and allow us to share resources to promote interest in global affairs and the Middle East. Funding for 2014-18 will support initiatives serving underrepresented groups, strengthening public outreach and language instruction, enhancing rigorous academic programs, and supporting research on the region.

The center is dedicated to collaborating with minority-serving institutions (MSIs) and community colleges to expand our reach in strengthening global studies and teacher training in response to Competitive Priority #1. We will engage with Huston-Tillotson University, a local MSI, in a robust partnership that will establish Arabic and global studies programs at this partner institution, provide faculty development opportunities, and expand Middle East library resources on the partner campus.

In accordance with Competitive Priority #2, we are partnering with education programs at UT and Texas State University to enhance teacher training and provide new opportunities for pre-service educators to strengthen the teaching of global studies and Middle Eastern languages and cultures in the state.

Acronyms Guide

AFP	Arabic Flagship Program
CMES	Center for Middle Eastern Studies
COLA	College of Liberal Arts
DMES	Department of Middle Eastern Studies
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
GAANN	Graduate Assistance in Areas of National Need (grant program)
GEEO	Global Exploration for Educators Organization
GPT	Global Professional Training
HBCU	Historically Black college/university
HTU	Huston-Tillotson University
ILR	Interagency Language Roundtable
IO	International Office
ISL	Islamic studies (courses/major)
LAC	Language across the curriculum
LAITS	Liberal Arts Instructional Technology Services
LCTL	Less commonly taught language
LLD	Language learning disability
MELC	Middle Eastern languages and cultures (courses/major)
MELP	Middle East Library Program
MENA	Middle East and North Africa
MES	Middle Eastern studies (courses/major)
MESA	Middle East Studies Association
MESGSA	Middle Eastern Studies Graduate Student Association
MSI	Minority-serving institution
NRC	National Resource Center
QFI	Qatar Foundation International
TA	Teaching assistant
TSU	Texas State University
UGS	School of Undergraduate Studies
UT	The University of Texas at Austin

Introduction

Given the critical importance of the Middle East in global concerns, the Center for Middle Eastern Studies (CMES) at The University of Texas at Austin (UT) is devoted to promoting informed understanding of the region and its international importance through rigorous academic programming, public outreach, teacher training, and accessible digital and material resources.

Our presence is crucial to the promotion of Middle Eastern studies in the US, as we are the only National Resource Center (NRC) engaged in this field in the south-central region of the US. Our center serves the academic and public communities by building and maintaining open resources, including library and workshop materials, digital archives, podcasts, and staff and faculty expertise, and educating students through rigorous and comprehensive academic programs.

This premier institution has grown since its initial conception in 1960, with commitments from the College of Liberal Arts (COLA) and the university recognizing not only the strengths of this program, but also appreciating the need for global studies. This institutional support has enabled the center to leverage federal funding to enhance its area studies and language curriculum, public outreach and teacher training, and connections with professional programs. New initiatives will allow us to serve local colleges and education programs in partnerships that develop global and regional studies at institutions serving minority constituencies; build on public outreach through innovative podcasts, lecture series, symposia, and cultural programming; and develop effective training programs for pre-service educators at UT and partner programs.

The international stature of the center is bolstered by the prestige of the associated Department of Middle Eastern Studies (DMES). C/DMES faculty and staff contribute substantial expertise to our programs, respecting issues of diversity, equal access, and treatment. While these two units share space, faculty, and staff, and coordinate activities and resources, each has separate academic programs. CMES offers a bachelor of arts (BA) and master of arts (MA) in Middle Eastern studies (MES), while DMES offers BAs in Middle Eastern languages and cultures (MELC) and Islamic studies (ISL), and an MA and doctorate of philosophy (PhD) in MELC. The center has a complementary but more extensive mission than the department, focusing on extending resources to build collaborative programs that benefit scholars, teachers, and students in other programs, as well as local, regional, and broader public communities.

1. Commitment to the subject area

Recognizing the central importance of the Middle East to the US, CMES serves a critical role in supporting high-quality instruction on campus; teacher training across the state; significant outreach to local, national, and global communities; relevant research and dialogue on current and scholarly issues; and widely accessible library and digital resources. As an NRC we are devoted to teaching less commonly taught languages (LCTLs) that have currency and significance in global affairs; instruction in Middle Eastern studies; training in critical regional concerns; and research positioning the Middle East within crucial global affairs.

UT has a strong commitment to CMES as a premier center offering comprehensive, quality programs that advance understanding of the Middle East. Direct institutional support is evident in the financial commitments listed in table 1.1.

Table 1.1 Institutional support for Middle Eastern Studies, 2013-14

Program operations		Teaching	
Administrative staff	\$ 285,552	Faculty	\$ 5,078,136
Operating expenses	\$ 65,863	Instructional assistants	\$ 503,104
<i>Total program operations</i>	\$ 351,415	Faculty travel	\$ 24,300
Student support		Research grants	\$ 77,988
Non-resident tuition waivers	\$ 178,276	<i>Total teaching staff</i>	\$ 5,683,528
Fellowships/scholarship	\$ 193,241	Outreach/events	
<i>Total student support</i>	\$ 371,517	Outreach/events staff	\$ 60,304
Library resources		Publications staff	\$ 69,806
Library staff	\$ 141,046	Book production/marketing	\$ 44,000
Acquisitions	\$ 118,842	Events and exhibits	\$ 8,700
Operating expenses	\$ 4,481	<i>Total outreach/events</i>	\$ 182,810
<i>Total library resources</i>	\$ 264,369	Total institutional support	\$ 6,853,639

Our center benefits as well from connections with large grant programs, including the Arabic Flagship Program (\$640,000 per year), ProjectGO (\$300,000 per year), the Fulbright Foreign Language Teaching Assistant program (equal to \$26,000 per year), and the Center for Arabic Study Abroad (\$500,000 per year). In addition to this direct support, our center also excels in collaboration with other centers on campus, including:

1. Center for European Studies (CES)
2. Center for International Business Education and Research (CIBER)
3. Center for Open Educational Resources and Language Learning (COERRL)
4. Center for Russian, East European, and Eurasian Studies (CREEES)
5. International Relations and Global Studies (IRG)
6. Schusterman Center for Jewish Studies
7. South Asia Institute (SAI)
8. Teresa Lozano Long Institute for Latin American Studies (LLILAS)
9. Texas Language Center (TLC)
10. UTeach-Liberal Arts

1.1 Program. CMES offers a prestigious academic program for undergraduate and graduate students. The center benefits from DMES's impressive faculty and program in languages and cultures, allowing students to build on an interdisciplinary curriculum that engages research and experiential learning in order to prepare graduates to be informed citizens able to solve complex global problems.

The center is housed in the newly renovated Calhoun Hall, with 46 faculty/staff offices, a reading room, meeting room, designated classroom, and two copy rooms. This new space further demonstrates institutional commitment to our center. In nearby buildings we have workstations for visiting fellows, teaching assistants, and assistant instructors, with additional space for meetings, storage, and administrative services.

1.2 Staff and faculty. The center operates with a team of 11 staff members, three of whom are entirely devoted to CMES work in outreach and publication, and eight whose work contributes to both CMES and DMES operations. We receive 63 percent of our staff funding from COLA, and 27 percent through other fundraising efforts. Only 10 percent of staff salaries is funded by the Title VI grant, while staff give a combined effort of 65 percent to CMES activities.

The center includes 79 faculty affiliates across 22 departments.¹ Among these, 57 serve within the institutional tenure system, including nine assistant professors. Therefore, most of our faculty have the security of institutional tenure. Forty-five faculty serve on the CMES graduate studies committee tasked with advising and approving the implementation of the graduate program. While many of these faculty are core faculty shared with DMES, as a center we bridge seven colleges and 22 departments.

Nine of our current faculty have been hired since the last grant cycle, including two assistant professors in DMES, a professor of public affairs and history, and several lecturers of Middle Eastern studies, Jewish studies, and classics. Along with these new instructors, we have witnessed the promotion of eight faculty from assistant to associate levels, and another four from associate to full professor.

1.3 Library and archives. In 2011-12, the UT Libraries (UTL) reported \$17,441,272 on

¹ See appendix 2 for a list of faculty profiles.

materials expenditures² (15th highest in North America), of which 15 percent was cooperative purchasing administered by UT on behalf of the entire UT system.

UTL has two professional librarians and two graduate research assistants, who, along with CMES, sustain a mutual commitment to maintain and expand one of the top Middle East collections in the region and in the US. The Middle East Library Program (MELP) librarian and Hebraica-Judaica librarian manage over \$118,000 annually for acquisition of library materials in all Middle Eastern languages and formats. With support from CMES, the MELP librarian is initiating an acquisition and networking travel program to acquire materials not accessible through vendors; expand the scope of collecting strategies; develop new initiatives and productive collaborations; and establish essential contacts for faculty and students who undertake research in the Middle East. Other than contributions from the Title VI grant for acquisitions, library staff and acquisitions are funded entirely by the university.

In addition to collections funded and administered by UT, CMES actively builds, maintains, and distributes its own print and digital texts, which offer valuable perspectives to global audiences of materials not available through other sources. Since 2010, we have published five new volumes and a reprint of an earlier publication in high demand, with four more in production. These books are marketed and distributed by UT Press, which partners with global distributors and makes significant in-kind contributions to our publications program. The press assigns a senior acquisitions editor and marketing personnel from its staff to work with our editing team on the production and marketing of CMES publications. All CMES works are listed in the UT Press catalogs and website.

² 2011-12 Association of Research Libraries statistics. Most recent data available.

The center has taken the initiative to build digital resources that have been wildly successful in reaching an unprecedented number of people. We have produced 52 *15 Minute History*³ podcasts, which have been downloaded over 400,000 times by more than 40,000 subscribers as of June 2014. A podcast series of recorded lectures, *Modern Middle East History*, has been in the top five on the iTunes U history charts since April 2014. These podcasts are produced with the help of Liberal Arts Instructional Technology Services (LAITS), which provides studio time, recording equipment, and experienced staff to create digital materials of the highest quality.

1.4 Linkages abroad. Our academic program encourages experiential learning through internships and study abroad. UT offers many study abroad options administered by UT's International Office (IO). A student advisor on the IO staff is assigned to the Middle East region and thus works closely with our own student advisors on recruitment, registration, and credit transfers for students studying overseas.

We host visiting scholars from many overseas institutions each year, allowing our faculty to engage with colleagues from the region and enhancing the research and teaching agendas of the center. In 2013, we received 19 requests from prospective visiting scholars, and 11 scholars from Egypt, Israel, Lebanon, Turkey, and the United Arab Emirates were able to secure funding to undertake research at CMES.

1.5 Outreach. The center has a strong commitment to providing educational resources and opportunities to other programs and colleges on campus, other two- and four-year institutions of higher learning, K-12 educators, businesses, the media, and the community at large. The K-12 educational outreach program has achieved a stellar reputation among educators and curriculum specialists by conducting in-service training

³ <http://blogs.utexas.edu/15minutehistory/>

locally and throughout the state. We have produced numerous standards-aligned curriculum resources and digital resources whose quality and classroom applicability are reflected in their popularity. Our language programs have produced open source language materials for Persian and Turkish, and the Arabic Flagship Program (AFP) has worked with a suburban Austin school district to establish a sustainable high school Arabic program. In 2014-18, priority will be given to enhancing partnerships to train pre-service educators with Texas State University's College of Education, and to working with Huston-Tillotson University, a local historically Black college/university, to develop their global studies program and introduce Arabic language instruction on the campus. The center also houses the Institute for Communication on Media in the Middle East, which is dedicated to working with media professionals and enhancing media literacy among campus and public communities.

1.6 Student support. The center offers competitive programs for undergraduate and graduate students. At the undergraduate level, CMES serves over 70 majors each year, while contributing directly to more than 80 other students majoring in Arabic, Hebrew, Persian, Turkish, Islamic studies, and Middle Eastern languages and cultures.

At the graduate level, the center currently enrolls 39 students in the MA program in Middle Eastern studies and benefits another 123 graduate students working directly on the region, not only in DMES, but also in subjects such as history, comparative literature, government, public affairs, sociology, anthropology, foreign language education, music, geography, and journalism.

The center supports graduate students invited to present their work at national academic conferences. In the past four years, we have given conference travel funding

on average to 40 students each year, almost half of whom attended the Middle East Studies Association annual meeting. These awards are funded through fundraising and matching contributions from the dean of the College of Liberal Arts (COLA).

COLA also provides CMES with an annual allotment of non-resident tuition waivers that allows out-of-state students to pay resident tuition. Many of these waivers are granted to FLAS recipients, which nearly halves tuition costs to the FLAS program.

After completing their MA degrees, most of our center students work in public service, such as the Department of State, or in the private sector, with companies such as Environ and Ergo. Among the 27 graduates between 2010 and 2014 who responded to our queries, eight work in the private and seven in the public sector, two in the nonprofit world, five in educational services, and five are pursuing PhDs (Princeton, Duke, University of Pennsylvania, Boston University, and UT).

2. Curriculum design

2.1 Undergraduate programs. UT offers three majors focused on the Middle East: Middle Eastern studies (MES) through CMES, and Middle Eastern languages and cultures (MELC) and Islamic studies (ISL) through DMES. Majors in individual languages—Arabic, Hebrew, Persian, and Turkish—are now combined under the MELC program,⁴ which offers two concentrations: literature and culture, and language.

Table 2.1 Undergraduate degree program requirements, 2012-14

Program	Specified hours	Elective hours	Language hours
Middle Eastern studies	6 lower-division	12 upper-division	18 hours of Arabic, Hebrew, Persian, or Turkish
Middle Eastern languages and cultures	3 lower-division 3 upper-division	12 upper-division	<i>Literature & Culture Track:</i> 18 hours of Arabic, Hebrew, Persian, or Turkish <i>Language Track:</i> 34 hours of Arabic, 30 hours of Hebrew, Persian, or Turkish
Islamic studies	6 lower-division	18 upper-division	12 hours of Arabic, Persian, Turkish, Urdu, or Yoruba

⁴ Students already enrolled and making adequate progress in the language majors will continue in these programs to completion. We expect all language majors to be shifted to MELC over the next two years.

These programs provide students with a solid foundation in the field, complemented by elective courses that allow students to pursue individual interests. The curriculum provides both breadth and depth in its coverage of the Middle East. The ISL degree plan incorporates language study up to intermediate proficiency (12 hours) in a language of countries/regions with a significant Muslim population. MES and MELC students are required to complete at least six additional hours of advanced language study in a language of the Middle East. The MELC language track aims to bring students to advanced proficiency by incorporating further study in content courses taught in the target language.

As of spring 2014, there were 159 students majoring in the above programs: 70 in MES, 26 in MELC, 38 in individual languages (Arabic, Hebrew, Persian, and Turkish) and 25 in ISL. In 2013-14, graduates of these majors totaled 49, with 53 additional students graduating from various programs having completed at least 15 hours of Middle Eastern studies coursework.

The center plays an active role in the instruction of undergraduate students across campus, reaching well beyond the major programs of C/DMES through our language and core-curriculum offerings. Most undergraduate programs at UT require students to complete foreign language or cultural study before graduation, and nearly six hundred students enrolled in our language courses in 2013-14.

The School of Undergraduate Studies (UGS), which establishes the core curriculum at UT, requires all undergraduates to complete a first-year signature course. CMES faculty typically teach four or five signature courses each year on topics such as

the Israel/Palestine conflict in literature and film, media literacy on the Middle East, and Al-Jazeera news. Appendix 3 (lines 333-349) provides a complete list of topics offered.

UGS also requires all undergraduate students to complete courses satisfying six core curriculum designations called “flags.” The global cultures flag seeks to increase students’ familiarity with cultural groups outside the US. Most courses offered through C/DMES carry a global cultures flag. In 2013-14 nearly 800 students completed an MES course with a global cultures flag, and over 100 more completed an MES course with another flag designation such as “writing” or “independent inquiry.”

2.2 Graduate programs. Graduate degree offerings cover a similarly broad base of Middle East-related fields. CMES administers an MA degree in Middle Eastern studies as an interdisciplinary program cultivating a thorough understanding of the region and advanced proficiency in a Middle Eastern language. Of the program’s 39 students, 10 are enrolled in dual-degree programs that allow students to pursue two advanced degrees simultaneously. Graduates of these programs tend to pursue careers in public service and other professional fields. Our dual-degree programs collaborate directly with Global Policy Studies, Public Affairs, Information Studies, Law, Business Administration, Journalism, and Radio, Television, Film.

Students of the center’s graduate programs may also participate in the dual language track, through which they develop advanced proficiency in two Middle Eastern languages. Since 2011, six students have graduated with dual-language certification and three students are currently pursuing this track. There are over 120 graduate students enrolled in other disciplines (e.g., history, sociology, anthropology, comparative literature) with a Middle East specialization. In 2013-14, 14 C/DMES graduate students

completed their degrees, and an additional 15 students of other programs earned a graduate degree after having completed five or more courses in Middle Eastern studies.

In addition, the DMES program in Middle Eastern languages and cultures trains students (58 current) in various specializations—linguistics, language pedagogy, literature/culture, Islamic studies, and the Hebrew Bible/Ancient Near East—to prepare them for scholarly research and effective teaching.

2.3. Advising. The graduate advisor and coordinator share advising responsibilities for our graduate student body. The graduate advisor is a tenured faculty member of Middle Eastern studies who focuses on students' academic progress. The graduate coordinator is an experienced staff member who manages administrative responsibilities and interprets university policy. Graduate students are also supported by the Middle Eastern Studies Graduate Student Association (MESGSA), which offers informal peer-advising resources in its role as a networking organization for all students with a Middle East focus.

The undergraduate coordinator provides academic and career advice for undergraduate students in C/DMES. The coordinator is supported in this crucial role by extensive networks in COLA and professional advisors' associations. Undergraduate students in special programs, including the Arabic Flagship Program and Liberal Arts Honors, also receive support and advice from the faculty and staff of these programs.

Along with departmental support, undergraduate students are served by the Center for Strategic Advising, which assists students in the selection of a major. The Career Exploration Center and Liberal Arts Career Services help students devise and implement career objectives. The Center for Teaching and Learning also houses the

Pre-Grad Internship Program, which pairs undergraduate students considering an advanced degree with graduate student mentors who introduce their mentees to the experience of graduate study, research, professional development, and teaching.

The graduate and undergraduate coordinators disseminate academic and career information in individual advising sessions and by distributing announcements of jobs, internships, conferences, , overseas programs, and funding opportunities via email.

2.4. Study abroad. UT's International Office maintains a database of overseas programs in which a student may participate, including 19 programs in the Middle East/North Africa (MENA). An additional 31 programs outside of MENA offer coursework in Middle Eastern languages and cultures. In 2010-14, 216 students completed programs in Egypt, Israel, Jordan, Morocco, Oman, and Turkey.

C/DMES also offers students special opportunities to gain educational experience abroad. The AFP administers summer and year-long study in Morocco (formerly in Egypt and Syria) with a focus on language proficiency. In summer 2012, Jeannette Okur, Turkish lecturer, led a group of nine UT students to Ankara, Turkey, for a program that focused on Turkish language and culture. Faculty of the modern Hebrew and Ancient Near East programs are also developing a proposal to offer Maymester programs in Israel in summer 2015 and beyond.

Undergraduate students are given support for study abroad with funds from the AFP, Liberal Arts Honors, the Liberal Arts Council, and other university scholarship programs. The AFP offers scholarships to an average of 12 students per year to complete the designated program in Morocco. The International Office maintains Global

A\$\$ist, a database of scholarships and awards for overseas study to which all students and advisors have access.

Graduate students are given support for study abroad using funds from the Graduate School, C/DMES, the FLAS fellowship program, and the grant for Graduate Assistance in Areas of National Need (GAANN). Fifteen summer FLAS fellowships have been awarded since 2011, eight of them for overseas programs. Recently, the Office of Graduate Studies provided funding for two PhD students to complete Arabic language programs in Morocco and Jordan, and the department funded a student's dissertation fieldwork in Israel. C/DMES has provided funding to students completing language study through the Center for Arabic Study Abroad, as well as administrative support to secure leave and credit transfers.

2.5. Internships. The center established an internship award (with preference given to internships in the Middle East) that funds students completing unpaid or underpaid internships with a Middle Eastern focus. In summer 2012, we funded one graduate student, and, in 2013, four graduate students and one undergraduate completing internships in Turkey, Bahrain, Jordan, and Israel. We are also working with alumni to initiate externally funded internship opportunities for our students.

3. Non-language instructional program

CMES offers a degree program that promotes global competence and in-depth expertise among undergraduate students and academic excellence and professional expertise among graduate students. The breadth of our course options serves many students enrolled in courses at the university, while the depth of more intensive courses

at the upper levels of undergraduate and graduate programs offers more substantive expertise for those centering their studies in the region.

3.1 Breadth of coverage. Our program offers a comprehensive, interdisciplinary approach to Middle Eastern studies, bridging the Colleges of Liberal Arts, Communication, Business, and Education, and the School of Public Affairs. Appendix 3 details courses with at least 25 percent content related to the Middle East.

During the 2010-14 grant cycle, our program offered 329 courses at the undergraduate level, with a total enrollment over this time period of 11,924 students. Per our objective to increase the appeal of Middle Eastern studies to a broad range of students, we have successfully increased both the number of courses offered and enrollment each year, almost doubling the 58 courses in 2010 to 100 in 2013, with corresponding enrollment shifting from 2,009 to 3,452. In the next grant cycle we intend to build on this strength to include more targeted courses on strategic topics such as politics, history, and communication to improve knowledge of contemporary issues.

While many of the contributing departments maintained a consistent number of courses related to the program, attention to the Middle East has led to more courses in art history, Islamic studies, Middle Eastern languages, cultures, and studies, and sociology. The courses range from those offered specifically to first-year students as “signature” courses to general surveys of the history, politics, and cultures of the region. The graduate program has sustained a consistent level of attention to the Middle East, offering an average of 35 courses and enrolling an average of 380 students each year.

Across a broad range of departments, the curriculum emphasizes courses in Middle Eastern languages, cultures, and studies, as well as courses in history, public

affairs, art history, business, music, sociology, and Islamic studies. Enrollments are not only high in the Middle Eastern languages, cultures, and studies courses, but also in business, history, and public affairs. Other courses connecting anthropology, art history, communication, education, government, religious studies, and sociology to Middle Eastern studies help to ensure breadth in the curriculum.

3.2 Depth of coverage. Students earning degrees in MES and MELC are able to build their expertise through intensive upper-level undergraduate and graduate seminars. Appendix 3 details the particular topics offered. At the undergraduate level, students can take intensive courses in history, Islamic and Byzantine art, Jewish and Islamic studies, gender studies, and global marketing, among others. Graduate students have opportunities for intensive instruction in politics, sociology, history, popular culture (film, fiction, and visual culture), comparative literature, gender, and policy topics such as trans-boundary water management, among a range of other subjects.

3.3 Interdisciplinary courses. The School of Undergraduate Studies signature course program is open to all students. In the past four years, 22 of these courses have been connected to the Middle East.

Our courses are also frequently listed as approved courses applying to the major in international relations and global studies (IRG). All IRG coursework must be completed through interdisciplinary courses that cover broad geographical regions covering multiple nations or territories. Examples of CMES courses that apply to the IRG degree are *Pilgrimage Networks and Islam*, *The Arab Spring*, and *Islamic Law*.

3.4 Graduate student training. Graduate students receive focused pedagogical training as teaching assistants in CMES courses. COLA provides funding for approximately four

TAships per semester, and typically an additional nine TAs are funded through the signature course program. TAs work under the close supervision of the primary instructor (a tenured/tenure-track faculty member) as they carry out responsibilities for grading, leading discussion, and presenting in-class lectures. TAships are granted for a wide variety of courses, including lower-division, upper-division, large and small enrollment, writing intensive courses, and language-across-the-curriculum courses.

4. Language instructional program

DMES provides instruction in Arabic, Hebrew (modern and Biblical), Persian, Turkish, and the ancient Semitic languages of Akkadian, Aramaic, Classical Ethiopic, Syriac, and Ugaritic. All of these languages, except ancient Semitic varieties, follow an intensive core language sequence that condenses two years of study into two semesters. This intensive curriculum is offered as a three-year sequence in Arabic and one-year for Hebrew (both varieties), Persian, and Turkish. Students of these three languages move into a standard-paced, one-year intermediate sequence in their second year of study. After completing the core language sequences, students of all modern languages have the opportunity to continue their study in advanced content-based and language-across-the-curriculum (LAC) offerings. LACs offer disciplinary instruction in the target language, either as a stand-alone course in the language, or as a complementary section connected to an English-language course (see Appendix 2, lines 350-396).

4.1 Resources and personnel. Despite severe budget cuts in the past four years, we have maintained our faculty strength with seven Arabic faculty, five Persian, four Hebrew, and one Turkish. Further support comes from the Arabic Flagship Program (AFP), which provides 50 percent funding for two lecturer lines and four graduate

student lines and has attracted over \$60,000 in donor funding. The AFP also supports undergraduate study through scholarships for summer and overseas language programs. It should be noted that the AFP is integrated into the Middle Eastern studies and Arabic programs with courses open to all students regardless of Flagship status.

All language faculty and instructors have extensive training and experience in performance-based language teaching. Seven have published materials widely used in the teaching of Arabic, Hebrew, and Persian. Al-Batal and Brustad's *Al-Kitaab* textbook series is firmly established in the field of teaching Arabic as a foreign language, and Atwood and Shahsavari's *Persian of Iran Today* has already been adopted by over a dozen institutions since its release in late 2013. In all four languages, UT faculty produce materials and curricula that are used by increasingly more language programs.

A language coordinator is chosen among the faculty for each language to ensure coordination among courses and articulation from one level to the next. Language coordinators closely supervise TAs through weekly meetings and in-class observations. All graduate students in Arabic, Hebrew, and Persian take a foreign language pedagogy course that involves classroom observation and supervised teaching.

4.2 Pedagogy and curriculum. Our language curricula have undergone major development since fall 2010, including: proficiency benchmarks for each level of instruction, new requirements for graduate study, and the development of new interactive materials. We intend to develop additional online teaching materials, which give instant feedback to students and thus release class time to active student performance, much more extensively in the next two years.

4.2.1 Core language programs. Our goal in Arabic, modern Hebrew, Persian, and Turkish is to have students reach ILR-1⁵ proficiency at the end of the first year of language study and ILR-2 proficiency no later than the third. The intensive language sequence, which consists of classes meeting daily for six hours per week, allows us to achieve this goal, as does additional staff support in the classroom. Teaching assistants and advanced undergraduate assistants are present in each class with the instructor to facilitate guided student-to-student interaction and feedback on production.

Special attention is paid in our curricula to developing equal competence in all four modalities (speaking, listening, reading, and writing). Our Arabic students learn both colloquial and formal Arabic in a unified, tested, and highly successful pedagogy. We currently offer sections in Egyptian and Levantine Arabic. Moroccan Arabic will be added in fall 2014 and the Gulf dialect within the next couple of years, following the recent hiring of a specialist in Gulf Arabic.

Our new Persian curriculum has also been developed along this model, with both spoken and written forms taught together from the first class. At the same time, we have developed a course in Persian specifically designed for heritage students that aims to build on their spoken skills and passive knowledge to help them reach ILR-1 proficiency in speaking, listening, and reading by the end of one intensive semester. In all four of our languages, students are reaching ILR-1 oral proficiency at the end of the first year and ILR-1+ to ILR-2 at the end of the second.

4.2.2 Advanced, content-based language instruction. Beyond the second or third year, instruction is completely content-based, with courses in disciplines such as history, religious studies, cultural studies, literature, and linguistics. In the past two grant cycles,

⁵ All proficiency levels given according to the scale of the Interagency Language Roundtable.

we have added several language-across-the-curriculum (LAC) courses. Most LACs are taught entirely in the target language, while others combine an English-language discipline-based course with an additional session in which previously prepared texts are discussed in the target language. Sixty of these courses are already in the course inventory, and we will add two or three courses each year over the next four years.

4.2.3 Semitic languages and dialects. UT has become the premier institution in the US for the study of Semitic languages and dialects. Brustad, Huehnergard, Hackett, Kaplan, and Pat-El bring together expertise in sociolinguistics, dialectology, and historical linguistics with an agenda to connect historical and contemporary language study in graduate-level courses and student research. We also have two large projects underway, including the NEH-funded *Semitica Electronica* and the Comparative Arabic Dialectology Corpus. Both projects give graduate students research experience under the direction of senior faculty and develop open-access teaching and research tools.

4.3 Contributions to language study beyond UT Austin

4.3.1 Summer language institutes. Five years ago we launched the Arabic and Persian Summer Institutes with start-up funding from the Arabic Flagship Program and the Western Consortium of Middle East Centers, respectively. Now financially self-sustaining, these programs continue to serve a crucial need for high-quality, intensive, domestic language programs. Both institutes offer courses at beginning, intermediate, and advanced levels, and are open to students at all institutions and to professionals seeking career advancement. The Persian Summer Institute offers disciplinary-based advanced courses, possibly the first program of its kind in the US. Enrollment remains strong with 63 students enrolled in Arabic and 21 in Persian in summer of 2014.

4.3.2 Online and distance-learning curricula. An important complement to the Persian Summer Institute and to Persian programs across the country is our Online Persian Institute. This institute, founded in 2012 with Western Consortium support, offers content-based Persian courses for students at the ILR-2 and ILR-3 proficiency levels. These courses are taught synchronously, with instructors and students interacting in real-time via the Adobe Connect software platform. During the next grant cycle, we will be working with the University of Arizona and the Western Consortium to develop similar online courses for Advanced Turkish.

Our faculty have developed several internet-based materials, such as *Khallina*, Familiar's advanced Arabic culture modules (to be released in August 2014); *Aswaat Arabiyya*,⁶ Al-Batal's public-access database of Arabic listening materials; and a new teaching website that contains modules and demo lessons for teachers of Arabic.

4.3.3 UT graduates as new language faculty. DMES is contributing to the spread of language study across the US by successfully placing its alumni in academic positions. We currently have 10 graduate students in MELC's language pedagogy track heading toward academic and professional careers. DMES graduates teach at the University of Pennsylvania, Princeton, Yale, Maryland, Middlebury College, North Carolina-Chapel Hill, Tennessee, West Point, Brigham Young, UT, and many other institutions.

4.3.4 K-12 teacher training. An Arabic Flagship Program (AFP) partnership with Qatar Foundation International (QFI) and UTeach-Liberal Arts is training and certifying new teachers for K-12 Arabic programs. Under this collaboration, QFI offers fellowships to MA students who complete the MELC language pedagogy track while simultaneously completing certification requirements through the UTeach-Liberal Arts program. This

⁶ <http://www.laits.utexas.edu/aswaat/>

partnership has led to the establishment of an Arabic program at two high schools in the Pflugerville Independent School District. The courses are taught and curriculum developed by an alumna of the AFP. Forty-nine students completed the beginning courses in 2013, the program's inaugural year, and 68 have registered for next year's courses, which will include both beginning and intermediate levels.

In a new cooperative venture with the Harmony public magnet schools in Texas, DMES is developing a program of teacher certification for teachers of Turkish in the Harmony network of schools. These teachers have bachelor's degrees in teaching Turkish from Turkey but need certification to teach in Texas schools. We have developed the required 150 hours of programming and have applied to the Texas Education Agency for a continuing professional education (CPE) number. Both of the above training and certification programs will allow us to help in the development of K-12 teachers in all Middle Eastern languages.

4.4 Focus on multiple competencies. In all its language programs, C/DMES encourages students to develop multiple language competencies. This focus integrates programmatic vision with pragmatic strategies. To this end, CMES offers the dual language track, and the DMES program requirements for the literature, linguistics, and language pedagogy tracks build in support for the pursuit of multiple competencies. In 2012, we secured a GAANN grant that is specifically designed to support students pursuing advanced proficiency in two critical languages, and these fellowships have been awarded to nine students thus far. In addition, all doctoral students are required to demonstrate competency in linguistics, literature, and culture. These future teachers will thus be able to teach both language and content courses in the language.

5. Library

5.1 Relative strength of library holdings. Harnessing over a century of institutional commitment, UT has built one of the largest and most vibrant library collections in the country. The UT Libraries (UTL) currently hold over 10 million volumes, thereby ranking 10th in North America in terms of size. Dedicated to making information available and efficient, the UTL is a leader in online access, having over 750,000 e-books, 114,688 e-journals, and 530 e-databases in its collection. It continues to be a national trailblazer in “demand-driven access” to electronic content with over 125,000 additional e-book titles available to users at the click of a button. Reflecting needs in both traditional area studies as well as the thematic and cross-regional “global studies” disciplines, the UTL collection is particularly strong in international content, thereby distinguishing it in the region (especially in Texas): over 29 percent of its collection is in languages other than English, and 54 percent was published outside of the US.

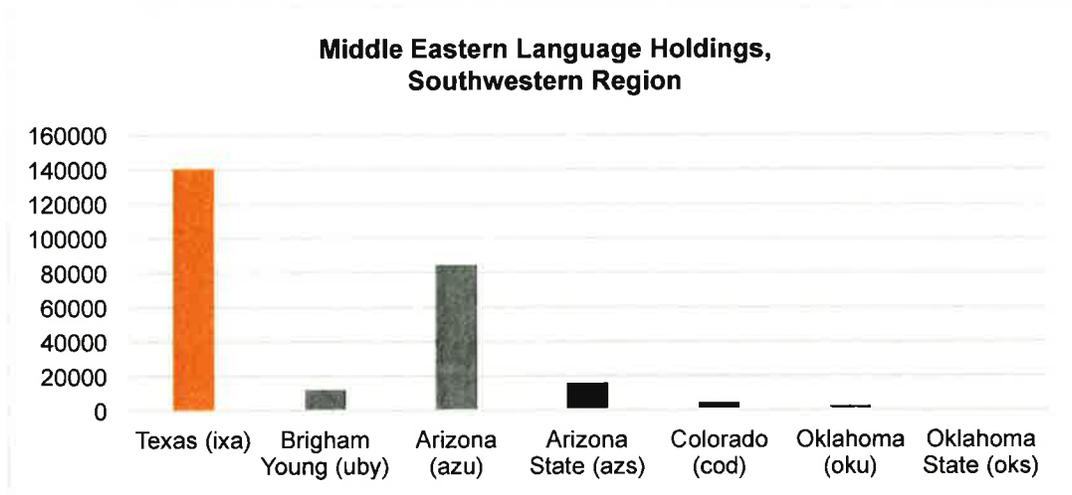
Combined funding from the UTL and CMES has enabled the building of a Middle Eastern studies collection that may be considered among the top ten such collections in the country, and that is unparalleled in Texas (UTL holds 89% of all Middle Eastern language material in the state) and the southwest. As of January 2014, the Middle Eastern language holdings of UTL total 140,768, including 286 subscriptions to print and electronic resources. Approximately 2,500 new items are added to the Middle East collection annually. Among the collection’s strengths are extensive holdings on Shi’ism, Islamic law, Arabic, Persian, and Azeri literature, a unique set of microfilms of a private collection of Arabic manuscripts of the Zaydis of Yemen, and census records from the Middle East. The Middle East Library Program (MELP) librarian works closely with

faculty to strengthen the collection's holdings in backfiles of 19th- and 20th-century Middle Eastern periodicals; CDs of Middle Eastern music; and Middle Eastern film in DVD and streaming formats. The librarian also coordinates with UTL staff to expand electronic access to these materials, including digitization initiatives for the Zaydi manuscripts, classic Egyptian films, and 19th- and 20th- century Iranian newspapers.

Additional collections of Middle Eastern materials may be found in the libraries attached to the School of Fine Arts, the College of Architecture, and the School of Law. The Harry Ransom Humanities Research Center at UT houses one of the finest rare books and manuscripts collections in North America. Middle East-related collections at the Ransom Center include an extensive Arabic literature rare books collection; the library, letters, and sketchbooks of T.E. Lawrence (1888-1935), including the earliest surviving draft of his account of the Arab Revolt (*Seven Pillars of Wisdom*); the Basil Liddell Hart collection of hundreds of photographs taken by Lawrence in Arabia and Syria; and the first Qur'ans published in English and the US, in addition to American and Western European fiction and non-fiction about Muhammad.

Table 5.1 Holdings in Middle Eastern languages

Language	Holdings
Arabic	74,261
Modern Hebrew and Yiddish	31,588
Persian	22,186
Turkish	9,933
Azeri	1,767
Other Middle Eastern languages	1,033
TOTAL	140,768



5.2 Partnerships. UTL has several cooperative arrangements for accessing materials held at other libraries, including the TexShare Library Card Program (a reciprocal agreement that provides free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries), the UTL Reciprocal Borrowing Program (for all UT system institutions), the Association of Research Libraries Advisory Committee Reciprocal Faculty Program, and the Research Library Cooperative Program (a resource-sharing program among UT, Berkeley, and Stanford). The UTL also partners to acquire, create, and preserve materials, most notably within the UT system (averaging \$2,700,000 of annual collective buying power), but also in the Texas Digital Library, the Greater Western Library Alliance, and the Center for Research Libraries (CRL).

Other cooperative arrangements include UTL's participation in the Middle East Microform Project of the CRL, the Online Access to Consolidated Information on Serials project, and the Human Rights Documentation Initiative, in addition to the UT Middle Eastern studies collection social media program. In collaboration with the human rights archivist for the UTL, CMES, and scholars of Syria around the world, the MELP librarian

will coordinate a post-custodial digitization initiative that aims to preserve and make accessible fragile archival materials and manuscripts threatened, damaged, or destroyed by the continuing conflict in Syria. This initiative draws upon post-custodial archival principles that prioritize collaborative partnerships with records holders to achieve commonly held documentation goals. With the support of CMES and UTL, the MELP librarian will establish a partnership with an archive in Aleppo to build trust and understanding and to support future local capacity for preservation and access.

5.3 Access. In addition to the seamless electronic and cooperative access detailed above, the interlibrary loan (ILL) service at UTL has a budget of \$120,000 for lending and borrowing and an on-demand purchasing budget of \$40,000 for items not coming through normal library channels of acquisition. Non-English language materials make up a full quarter of our lending activity to other libraries. Within Texas, the majority of our lending activity is to smaller, less-resourced academic institutions such as regional universities and colleges, junior/community/technical colleges and public libraries. UTL is committed to and promotes “open access” programs, striving to educate both users and producers of information on the scholarly communication landscape; in addition to our own institutional repository (UTDL) and that of the Texas Digital Library, recent initiatives include region-wide conferences and workshops.

One important feature of the collections held by UTL is that much of the material is accessible to the general public through each of the 13 branch libraries, as well as to faculty, staff, and students of the university. Long a leader in the area of electronic information, UTL offers access to bibliographic, full-text, and multimedia databases, including several that are specific to Middle Eastern studies such as *Index Islamicus*,

The Encyclopaedia of Islam, *The Encyclopaedia Judaica*, *RAMBI*, *MidEast Wire*, *The Encyclopaedia Iranica*, and the *Judaic Classical Library*. Important visual resources available to UT faculty, students, and on-site users include many tens of thousands of images contained in ArtSTOR as well as in the locally produced Digital Archive Services (DASE) resource. UTL's world-renowned map collection includes current and historical maps of the Middle East showcased in thousands of scanned images on its website, which is linked to by thousands of other webpages.

6. Staff resources

6.1 Faculty and staff qualifications. Our faculty and staff offer strong expertise in center activities. The profiles in appendix 2 summarize the individual qualifications of our faculty. Many faculty have received national and international recognition and have been awarded major research grants by a variety of funding agencies, including the National Endowment for the Humanities, National Institutes of Health, American Council of Learned Societies, Social Science Research Council, National Science Foundation, and the Fulbright, Ford, Guggenheim, MacArthur, Mellon, Rockefeller, Brookings, and Woodrow Wilson Foundations. Our faculty are also recipients of competitive teaching awards, including the Jean Holloway Award for Teaching Excellence, the Liberal Arts Student Council Teaching Award, and the Texas Foreign Language Teaching Excellence Award. Our faculty are frequently consulted by the media, including *The Washington Post* (Brownlee, 21 Oct 2013), *The New York Times* (Suri, 12 Apr 2013) Austin's local Fox 7 News (S Ali, 13 Sep 2012), and Al-Hurra TV (Brustad, Jun 2011).

A director and an associate director are responsible for the center's administration. The director, Karin Wilkins, devotes over 50 percent of her time to

running the center. Wilkins was associate director from 2009 to 2013 and is a professor of media studies in the Moody College of Communication as well as chair of the Bridging Disciplines Program in Global Studies and of the Leadership, Organizations & Society committee. She is proficient in Arabic, has visited many Middle Eastern countries, and has won numerous awards for her research, service, and teaching. She has published over 10 books, more than 20 peer-reviewed journal articles, and more than 20 book chapters and encyclopedia entries. With Wilkins's mid-year promotion to center director, the associate director position fell vacant. A new associate director will be appointed to give 10 percent effort to administering the center beginning in fall 2014.

The CMES graduate advisor, Yoav Di-Capua, devotes 20 percent of his time to supervising the graduate program. He is a native speaker of Hebrew and proficient in Arabic, specializing in modern Arab intellectual history, and was a recipient of the prestigious Regents' Outstanding Teaching Award in 2011.

C/DMES operate in close partnership, so the administration of DMES is also key to the success of CMES initiatives. The department chair, Kamran Aghaie, is committed to supporting the center's mission; he provided over a decade of administrative leadership as the preceding CMES director. His research focuses on Islamic history, specializing in modern Iran and Shi'ism. He is fluent in Persian and Arabic, and has travel and research experience in Iran, Turkey, Israel, and several Arab countries.

The assistant chair of DMES is Na'ama Pat-El, whose research specialties include comparative Semitic linguistics, historical linguistics, syntax, languages in contact, and linguistic methodology. Pat-El is proficient in modern and Biblical Hebrew, Classical Arabic, and several Aramaic dialects.

The DMES graduate advisor, Karen Grumberg, is a native speaker of Hebrew and specializes in contemporary Hebrew literature and comparative Jewish literatures. She examines Israeli identity and ideology by looking at the contemporary works of Israeli fiction and received the Jean Holloway Award for Teaching Excellence in 2014.

The program is currently supported by 11 full-time staff, the longest-serving of whom have been with CMES for over twelve years. Three staff members are proficient in Middle Eastern languages (Arabic and Turkish), and several have experience working, studying, and traveling in the Middle East, North Africa, and Central Asia. Outreach Director Christopher Rose (MA, Middle Eastern Studies) is president-elect of the Middle East Outreach Council, and two staff members are recent recipients of prestigious awards in recognition of their unique talents and contributions to the program: Denise Beachum, department manager, received the 2013 College of Liberal Arts Staff Excellence Award, and David Justh, graduate coordinator, received the 2014 President's Outstanding Staff Award.

Professional development opportunities for faculty include national or international conference participation as well as international travel. Three UT programs provide release time from teaching on a competitive basis: the Faculty Research Assignment, the Summer Research Assignment, and the College Research Fellowship. The Center for Teaching and Learning provides training and development opportunities to help faculty become more effective instructors.

Staff are strongly encouraged to seek professional development opportunities as well. CMES provides financial support and work-time release for memberships with professional associations and attendance at conferences and workshops. The outreach

director is currently taking advantage of UT's staff educational benefit to complete coursework toward a PhD in Middle Eastern history. Other staff members have completed courses in Arabic, Turkish, and Middle Eastern history and taken advantage of training on topics such as grant-writing, statistics, and new software programs.

6.2 Center oversight. CMES represents a broad constituency of faculty across many colleges and programs. While there is close collaboration with DMES, the center has its own governance system. The CMES executive committee includes annually elected and designated faculty and staff, representing a diversity of disciplines, languages, and backgrounds.

6.3 Nondiscriminatory hiring and equal access. The center is committed to providing equal access and treatment to eligible students and other participants who are members of traditionally underrepresented groups. UT prohibits discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, veteran status, and sexual orientation. Furthermore, COLA scrutinizes the hiring process of faculty and classified staff member to ensure that members of underrepresented groups are given serious consideration, requiring substantive documentation of efforts made during recruitment, interviewing, and hiring. UT and CMES have sought and encouraged faculty, staff, and student applications from members of underrepresented groups and have drawn upon designated funding resources for qualified students from these groups. Furthermore, we have on faculty a specialist in language learning disabilities (LLD), Adi Raz, who provides support to students with documented disabilities so that they may complete their foreign language requirements.

7. Outreach

7.1 Mission. Our outreach program is central to the CMES mission: to advance understanding of Middle Eastern studies and issues through engagement with academic institutions, teachers, and community networks. The center has an active, innovative outreach program with a strong reputation for providing quality resources to these academic and public communities. The outreach program achieves its goals through extensive training programs for both pre-service and in-service educators, and by initiating a wide range of informative and engaging events.

7.2 Faculty and staff involvement. Center outreach staff and faculty are proactive in conceptualizing and implementing programs that benefit communities outside of the university. Faculty are instrumental in the development of post-secondary programming and community events, and are regularly involved with the development of K-12 programming and training. Faculty and staff attend professional conferences to assess the state of research and identify the programs that best suit our target audiences.

7.3 Target audiences and outreach activities. We meet the designated absolute priority for NRCs by strengthening knowledge of the Middle East through outreach activities to varied constituencies. Our target audiences include K-12 and post-secondary educators, community groups, business, local government, the military, and the media.

Our efforts working with K-12 instructors directly relate to our goal of building knowledge of the Middle East through curriculum-building and teacher development. We develop and distribute curricular materials nationwide; arrange programming for teacher in-service and professional development presentations; loan teaching materials free of charge; hold teacher workshops and summer institutes; and organize study

abroad trips for educators. Much of the K-12 outreach initiative is coordinated through Hemispheres, a consortium comprising the outreach programs of UT's area studies centers focused on Europe; Latin America; the Middle East; Russia, East Europe, and Eurasia; and South Asia.⁷ Hemispheres was formed in 1996 in response to the development of new state educational standards that call for the teaching of world studies thematically rather than regionally. Members provide consistent content on a cross-regional level, enhancing classroom applicability and usability. The consortium has achieved significant name recognition and is regularly approached by district, regional, and state officials for consultation and with requests for training and materials.

Since 2004, Hemispheres has actively engaged in standards-based curriculum development on topics and themes requested by educators and curriculum specialists. Seven curriculum units have been published, with an eighth under development for release in 2014-15. Each incorporates primary documents and source materials from the five regions represented by Hemispheres. The units are ready-to-use, include worksheets and activities, and correlate to state, national, and Advanced Placement standards. All units are available as free downloads via the Hemispheres website.⁸

CMES conducts educator workshops both on the UT campus and on site around Texas. In addition to one-day workshops at UT throughout the year, our flagship summer teachers' institute is organized via the Hemispheres consortium and co-sponsored by the Center for International Business Education and Research (CIBER). It attracts up to 40 educators from around the state annually to a week-long seminar featuring presentations from faculty and graduate students and pedagogical instruction

⁷ The Institute for Latin American Studies and the Center for Russian, East European, and Eurasian Studies are former NRCs that have remained active despite loss of funding.

⁸ <http://www.utexas.edu/cola/orgs/hemispheres/>

from a master teacher, and highlights campus resources. Recognizing that educators cannot always afford to travel to Austin, we also send personnel throughout the state to conduct training at campuses, districts, and regional education service centers. We have offered professional development workshops in most of the regions of Texas.

A recurring challenge to the face-to-face training programs has been the deep cuts in the public education budget in Texas for topics other than those in STEM fields, which has severely limited possibilities for educator training. We have created new and innovative ways of reaching social studies and language educators who still require resources but often lack the financial support from their districts (including release time) to attend trainings in person.

Much of our innovative educational program builds on digital media resources. *15 Minute History*, a podcast series for educators initially proposed and piloted by CMES outreach, has attracted significant attention and is now jointly sponsored by the Hemispheres consortium and the Department of History's outreach program. The podcast features short interviews with UT faculty and graduate students on historical topics selected directly from the K-12 educational standards, and is hosted by Christopher Rose, CMES outreach director, and Joan Neuberger, professor of history. It is available for free via iTunes U and the *15 Minute History* website. In fall 2013, the series reached number one on iTunes U, which it has since occupied over twelve times, and was selected by Apple as a success story to illustrate the impact of iTunes U. As of June 2014, 52 episodes have been published, 40,000 people have subscribed, and over 400,000 tracks had been downloaded outside of the subscription format.

In addition, we began reaching educators through webinars in spring 2013 using Adobe Connect. On average, over 50 educators have attended each webinar. The format has proved quite accessible, as it allows educators to spend a short time in training (45-60 minutes) at their desks, requiring no travel or release time. Upon successfully completing an exit quiz on the topics covered, participants are issued a certificate of completion and granted Continuing Education Units (CEUs) toward their teacher recertification. Although credit is only issued up to one week following the live webinar, the archived recordings are available for viewing on demand. Web statistics show that the archived recordings have been viewed several hundred times.

The outreach program actively promotes opportunities for educators to travel to and study in the Middle East. We have organized short-term programs for educators to explore the Middle East since 2009, and have taken groups to Egypt, Turkey, and Morocco. In 2013, we sponsored a program in Uzbekistan in partnership with the Global Exploration for Educators Organization (GEEEO).

Post-secondary outreach efforts target both our campus and other institutions throughout Texas and the nation. Center faculty and staff participate in a program to enhance global studies awareness among pre-service educators offered through the College of Education and UTeach-Liberal Arts, an initiative that allows Liberal Arts students to complete their degrees while simultaneously earning teacher certification.

To further strengthen our commitment to the area of pre-service educator training, we will address one of the competitive priorities through a formalized collaboration with Texas State University's (TSU) College of Education. This program is an outgrowth of a partnership between CMES and the Department of Curriculum and

Instruction at TSU, a Title III/Title V-eligible Hispanic-serving institution⁹ located in San Marcos, Texas. The social studies education program at TSU is one of the best in the state, producing and placing social studies teachers all over Texas and beyond, and many institutions in the San Marcos–San Antonio corridor participate in the TSU mentorship program. We have been working with TSU to deliver content to social studies pre-service educators from both Texas State and Baylor University since 2009.

In 2013, we collaborated on a grant proposal submitted via TSU to develop curriculum on the physical and human geography of Africa (our contributions focused on North Africa and Islamic studies) that was successfully funded by National Geographic. The program includes a podcast and webinar series delivered in spring and summer 2014, and on-site training for in-service and pre-service educators at UT and TSU, as well as at Baylor and an as-yet-undetermined site in San Antonio in the fall of 2014.

In our next grant cycle, this partnership will be expanded to include the entire Hemispheres consortium. UT area studies experts will regularly visit TSU to work with their education students and, through TSU's network, to workshop with education students at UT-San Antonio,¹⁰ San Antonio College,¹¹ and Texas A&M University-San Antonio. This collaboration will introduce area studies content into the curriculum for pre-service social studies educators and provide resources and training for pre-service student teachers and their classroom mentors. Many of the educators reached through TSU's mentorship network work in minority Title I districts.

We also seek to identify Middle East specialists at two- and four-year institutions in Texas and invite them to our campus to deliver lectures and visit classes related to

⁹ <http://www2.ed.gov/about/offices/list/ope/itudes/t3t5-eligibles-2014.pdf>

¹⁰ A Title III/Title V-eligible institution.

¹¹ A Title III/Title V-eligible institution.

their research interests, in order to highlight the center's role as a resource for individuals beyond the UT campus.

CMES also participates in the Western Consortium Language Teachers' Workshop, which brings instructors of the less commonly taught languages (LCTLs) of the Middle East together for pedagogical instruction, sharing best practices, and developing evaluation methods and tools. Al-Batal and Brustad have conducted at least one workshop annually for Arabic language instructors (including K-12) since 2006.

Toward meeting the second competitive priority, a major outreach initiative of the 2014-18 grant cycle will involve collaboration with Huston-Tillotson University (HTU), an historically Black college/university that is Title III/Title V-eligible,¹² to further develop their nascent global studies program. This program builds on an existing collaboration between HTU and UT's Europe and South Asia NRCs to develop global studies on the HTU campus. HTU has a core set of faculty who are focused on the Middle East and have expressed interest in further developing Middle East course offerings and opportunities on their campus by partnering with CMES on five initiatives:

1. Sponsor area studies courses and course development at HTU. In collaboration with HTU faculty interested in Middle East topics, we will fund a sequence of courses to complement existing Middle East-focused courses on the campus. Per the model established by the Europe and South Asia collaboration, courses will rotate between topics in the humanities, social sciences, and fine arts. Areas of particular interest to HTU include communications studies, religion/philosophy, and history.

2. Develop a self-sustaining Arabic language program at HTU. Following the successful model of our work with the Pflugerville Independent School District to build a

¹² <http://bit.ly/UyY7MM>

self-sustaining Arabic language program (see section 4.3.4), we will work with HTU to introduce Arabic language instruction on the campus in fall 2015. Initial instructors will be supplied from the DMES program in teaching Arabic as a foreign language (TAFL), and will be hired as adjunct faculty at HTU. Beginning Arabic will be offered in 2015-16 with the potential to add additional levels of language instruction in subsequent years.

3. Contribute to HTU library resources to support Middle Eastern studies. Grant funds will be used to purchase copies of the textbooks used in UT-sponsored MES and language courses at HTU for the HTU library. Additional funds will be used to purchase copies of recommended or supplemental works that will assist with student research and completion of class assignments and research projects.

4. Sponsor a faculty development seminar for faculty of minority-serving institutions. Modeled on the Hemispheres Summer Teachers' Institute for K-12 educators, we will co-sponsor with other NRCs at UT a multi-day faculty development program for MSI faculty. Topics will be developed in conjunction with our colleagues at HTU, but faculty from any MSI or two-year college will be invited. MSI faculty will attend lectures and workshops on a selected theme such as Afro-descended populations in Asia, the Americas, and Europe. Additional funding may be allocated to support attending faculty to present papers at a follow-up workshop or a national conference.

5. Collaborate on outside grant proposals. Although this initiative does not depend on Title VI funding, it forms an important part of our partnership with HTU. We will collaborate on grant applications designed to strengthen the partnership and the further development of the global studies/Middle East program at HTU. Such projects may include seeking funding for visiting scholars to teach or visit at HTU; scholarships for

HTU faculty and students to study abroad in MENA; and library, course, or curriculum development grants to boost institutional holdings and offerings in global studies.

7.4 Events. Our focus on events builds on our mission to engage our university and the local community in dialogue about the Middle East. We inform our constituencies about our services and activities through our website, the campus calendar, social networking, and our eBulletin, a weekly digest of upcoming events distributed to over 900 people every Monday. Public cultural events draw enthusiastic crowds from the community, and cultivate an informed and well-rounded public appreciation of the Middle East while giving expression to the creativity of our faculty and staff. Most of our academic events introduce knowledgeable speakers through lecture formats and panel discussions, but we also collaborate with other partners to support up to five conferences per year. Recently we have made strategic decisions to organize and market these events more publicly as part of designated themes, such as policy, communication, history, Ancient Near East, Turkish Ottoman, and late antiquity series, thus attracting more participants and improving our outreach. The number of people attending events has steadily increased over the past few years, from 1,230 in 2011 to 3,391 in 2013.

While our support of cultural events, particularly through film screenings and musical performances, has been more modest in the past grant cycle, we intend to increase cultural events from eight a year to 12. Future cultural events will build on a new partnership with the Austin Film Society, an established nonprofit organization, to initiate a collaborative Middle Eastern film series. We will build on a strong arts community within Austin to promote local connections with Middle Eastern cultures.

Table 7.4, Number of CMES events, 2011-15

Event type	2011	2012	2013	2014*
Academic events	30	17	36	36
Cultural events	9	8	8	12
Total	39	25	44	48

*Projected

Highlights of events in the past few years include presentations by Bassem Youssef, winner of the International Press Freedom Award (2013) and known as the “Jon Stewart of Egypt,” who responded to audience questions in both Arabic and English; American novelist Michael Muhammad Knight on his book *The Five Percenters: Islam, Hip-hop and the Gods of New York*; Ayman Mohyeldin, NBC TV journalist on *Time’s* list of the most influential people in the world (2012); and James Gelvin, professor of history at UCLA, on the Arab uprisings.

7.5 Professional and military training. Since 2012, we have collaborated with several UT partners (International Office, Center for International Business Education, Continuing and Innovative Education, Petroleum Extension Service, and the Department of Electrical Engineering) to organize the annual Global Professional Training (GPT) program. GPT is a two-day event offering professional development to UT students interested in working and living in MENA. This program has been attended each year by approximately 60 students participating in sessions on ethical leadership, Islamophobia, cultural analysis, and Middle Eastern history. Keynote speakers have included Mike Zeglin, executive president of Jubail Chevron Phillips Company, and Ambassador Sada Cumber, First Special Envoy to the Organisation of the Islamic Conference.

We also have provided two major military trainings over this grant cycle. A three-day workshop was conducted in partnership with the National Security Education Program and The Ohio State University to train Texas Army National Guard soldiers

preparing for deployment to Afghanistan. The workshop focused on cultural training through role-playing exercises with UT students. A second workshop served another group of Texas Army National Guard soldiers being deployed on an agricultural mission to Afghanistan by teaching them how to interact and communicate directly with local people. Overall, the two programs trained approximately 40 active-duty soldiers.

7.6 Publications program. A significant tool enhancing our reach and impact is the center's highly acclaimed publications program, which has issued 82 books since the late 1970s. These include scholarly monographs and translations of Middle Eastern literature previously unavailable in English. In 2010-14, we added two new publications series: Emerging Voices from the Middle East and the Binah Yitzrit Foundation Series in Israel Studies. Emerging Voices includes one of our best-selling titles to date: *I Want to Get Married!* by Ghada Abdel Aal (Egypt), translated by Nora El-Tahawy, as well as the acclaimed *A Bit of Air* by Walid Taher (Egypt), translated by Anita Husen.¹³ The inaugural volume in the Binah Yitzrit Foundation Series is *With This Night*, a collection of poems from the beloved Israeli author Leah Goldberg, translated by Annie Kantar.

8. Program Planning and Budget

Outlined below are the activities for which we seek funding. They address all of the absolute, competitive, and invitational priorities and reflect thoughtful planning that supports the mission of our NRC and strengthens our programs.

8.1 Instructional programs. In support of our academic programs—language and non-language, undergraduate and graduate—we seek funding to add two instructor positions and support course material development. Support for a visiting scholar and

¹³ El-Tahawy and Husen are UT alumni—MA, comparative literature, 2010 and MA, Arabic studies, 2011, respectively.

Turkish lecturer will allow us to offer additional courses in key contemporary areas such as political science, media studies, and journalism (line items 3-4). One visiting scholar per year will be invited beginning in 2015. The position will be fully funded by Title VI in 2015, 70 percent in 2016, and 30 percent in 2017. COLA and external donors will gradually absorb the costs of this line. The Turkish lecturer will be jointly funded by Title VI (55%) and external donors (45%). Recruitment for this position will take place in year one, with the lecturer beginning a three-year contract in fall 2015.

Course offerings will be expanded through several strategies: (1) We will hire the above-mentioned faculty, each of whom will teach two or three courses each semester. (2) Current faculty will develop two to four new courses per year (line item 23). (3) Summer offerings will expand to include two graduate courses each summer to facilitate a one-year MA program in Middle Eastern studies (line item 5). In summer 2015, these courses will be fully funded by Title VI; in future summers one course will be funded by Title VI and one by COLA. (4) New online language courses will be developed, including the Western Consortium's joint initiative to offer advanced Turkish online, in addition to our existing program in advanced Persian (line item 22).

Materials development will focus on the expansion of online curricula for our intensive courses in priority languages. The curricula for Arabic and Persian are fairly advanced and in regular use in our language courses; these will require maintenance and updating over the four-year grant cycle. Significant development is still needed for Hebrew and Turkish, including the creation of exercises and content. Funding will be used to bring the curricula for these two languages to the level of Arabic and Persian by hiring program assistants and compensating faculty in summer semesters.

8.2 Teacher training. A significant portion of our efforts over the next four years will focus on training current and future educators. Hemispheres activities for in-service teachers will include the Summer Teacher's Institute, regional workshops, webinars, the development of curriculum materials, and intensive in-country experiences led by the outreach director (line items 25-28, 31). Funding is also requested for acquisitions for the outreach program library and the outreach lecture series (line items 29-30).

In partnership with Texas State University (TSU) and other UT NRCs, we will conduct workshops for pre-service educators of TSU's College of Education and provide area studies training to student teachers and their mentors, as well as pre-service educators engaged with TSU through their mentorship program (line item 36).

8.3 MSI partnerships. In accordance with the announced priorities, we will establish a substantial partnership with a local MSI, Huston-Tillotson University (HTU). This partnership will be developed in collaboration with other NRCs at UT and will include faculty development seminars and the expansion of library resources on the partner campus (line items 32-33). We will also work closely with HTU to offer new courses in area studies and Arabic language, with the ultimate goal of establishing a minor in Middle Eastern studies or a major in global studies with a Middle East focus. We request funding for instructor salaries for one Middle East studies course per semester beginning in spring 2015 (line item 34). We also request funding for instructor salaries for Arabic courses, which will begin in fall 2015 (line item 35). Financial responsibility for these courses will gradually shift to HTU over the course of the grant period. The two-semester beginning Arabic sequence will be fully funded by Title VI in 2015. In 2016, HTU and Title VI will each cover 50 percent of salary costs for the Arabic program,

which will then include both beginning and intermediate Arabic. In 2017, Title VI will fund 37.5 percent of salaries for the four Arabic courses, and HTU 62.5 percent.

We will also collaborate with the Western Consortium of Middle East Centers to conduct an annual workshop to bring together our collective MSI partners, share resources and best practices, and allow faculty at partner campuses to further engage in the Middle East studies community (line item 21).

8.4 Community engagement. Additional funding is requested to fulfill our mission to advance understanding of the Middle East through outreach to academic and community networks. We therefore seek support to co-sponsor large-scale cultural events, i.e., the Turkish Cultural Festival and Turkish Olympiad (line items 37-38). We will further engage the public through a robust program of lecture series on a wide variety of topics, including Middle East history, Islamic studies, late antiquities, cinema, media, policy, Turkish studies, and global business (line items 55-64). Funding is also requested to co-organize an average of four academic conferences per year to foster exchange among colleagues in Middle Eastern and global studies and in other NRCs on campus and across the country (line items 39-54). Conference themes will include Arabic literature and linguistics, the Syrian civil war, global health, media literacy, inter-communal extremism, and global entrepreneurship, among others.

8.5 Other activities. We also request support for activities that will ensure the success of the above initiatives as well as the overall success of the center. These activities include an annual program assessment by an external evaluator (line item 20), travel support for CMES faculty and staff (line items 11-16), library acquisitions and general program expenses (line items 17-19), and salary for key program personnel (line items 1-2, 6-7).

9. Impact and evaluation

Comprehensive and credible evaluation is critical in building strong and successful programs that fulfill our center's mission to promote better understanding of the Middle East. Evaluation is proposed to guide innovations to our program, document ongoing activities, and assess intended impact. Our evaluation plan follows these identified goals by establishing formative research to facilitate effective implementation; monitoring educational and outreach activities; and summative evaluation to assess the impact of center programs with students and instructors as well as with local, regional, and national communities.

In collaboration with other NRCs at UT, we will hire an experienced independent program evaluator to work with us annually throughout the grant cycle. In the first year we will develop measurable objectives, identify progress indicators, and determine data collection and analytic procedures that will contribute to a comprehensive and objective assessment of our programs (see list of potential outcome indicators in table 9.1). Recent external evaluations will inform our discussions with the evaluator. We will receive annual reports documenting trends in our center activities, as well as a concluding report with insight into the impacts we are able to demonstrate empirically in relation to local, regional, and national contributions. We are particularly interested in chronicling ways to document participation in our outreach events through usage of our digital resources. These innovative strategies may require new methods that consider how best to establish validity in results.

Table 9.1 Potential outcome indicators

Activity	Outcome indicator
Academic programs	
Instruction	# courses, enrollments (level; studies/language; area)
	# and level of proficiency outcomes
	Course evaluations
Undergraduates	C/DMES majors
	Students completing study abroad experiences
	Undergraduate completion rate
Graduates	C/DMES graduate students, including dual-degrees
	Students completing internships
	Graduate research awards/presentations
	Admission acceptance rate (#enrolled/#applied)
	Graduate completion rate
	FLAS awards by language/level and home department
	FLAS award rates (#given/#applied)
Faculty	# faculty (college, rank, publications, awards, presentations)
Outreach & community engagement	
Hemispheres training/regional workshops/webinars	Description of purpose, materials
	# and background of instructors and participants
	Participant assessment (surveys)
MSI partnerships	Description of joint activities and materials produced
	Lists and enrollments of: Arabic and MES courses
	Partner assessment
Public events	# events, speakers, and co-sponsors
	# attendees
	Select participant assessment
Digital & library resource access	
Digital archives	# and type of artifacts
15 Minute History podcasts	Podcasts produced
	Download and subscriber statistics
CMES & UT library resources	# materials and artifacts
	Types and languages of materials
	Loans: # and %
Regional library professional travel	# trips
	Acquisitions
CMES publications, including special journal series	# and type
	Distribution/sales
	Reviews

To learn from our monitoring, we will review and discuss trends each year to make adjustments as needed to implementation and to inform our summative assessment. At

the beginning of the fourth year of our grant, the center will convene a committee of three external evaluators to review our activities, outcomes, and analyses. These reviewers will be recognized scholars and administrators of other US academic institutions with expertise in Middle Eastern studies and outreach. Our final year will allow us to reflect on findings toward a thoughtful summative evaluation that considers our strengths and limitations, building on strategic planning to benefit future initiatives.

9.1 Formative research. Initiating new projects requires careful consideration and collaboration with partners and program participants so that implementation meets articulated needs. We will focus our formative investigation on initiatives that address new priorities for our NRC, particularly our partnerships with MSIs, community colleges, and educational partners. We will use an exploratory focus-group design, with identified stakeholders in each initiative. Focus-group discussion will identify problems to be addressed and a range of potential solutions. Center staff have already begun to engage in small group interviews with identified constituencies in partner institutions. This feedback will contribute toward the final design of teacher training programs, course and program development, and collaborative workshops.

9.2 Monitoring. CMES will monitor our programs through routine collection and review of the data listed in table 9.1. In addition to chronicling ongoing instruction, outreach, and resource sharing, we will document key performance indicators that will help assess: (a) the teaching of less commonly taught languages (Arabic, Hebrew, Persian, and Turkish) at beginning versus intermediate and advanced levels; (b) a proposed increase in intermediate and advanced language courses, potentially stimulated through support of innovative online Persian and Turkish instruction (see section 4.3.2); (c) a proposed

increase in certificate, minor, and major programs in Middle Eastern and global studies (see section 7.3); and (d) instructional budget costs. We also intend to increase attention to cultural programming in public outreach through supporting a film series with an established community organization (see section 7.4). Assessment of our performance with FLAS funding will be based on annual monitoring of languages and levels studied; proficiency levels pre- and post-awards; employment after graduation; and program costs. These indicators will allow us to evaluate effectiveness in promoting language skills and area expertise among FLAS graduates.

9.3 Summative evaluation. Building on data acquired through monitoring, we will engage in additional research to assess outcomes in key constituencies, including students and alumni, outreach constituents, and local and regional communities.

We will assess our academic program to determine impact on undergraduate students in CMES and enrolled in language courses; graduate students earning degrees through CMES in one-year and two-year programs, or with a concentration in Middle Eastern studies; and FLAS fellows in terms of the contribution of our program to their professional goals and placement. We will assess engaged instructors in the region to determine impact on new programs, courses, and enrollments. We will also assess local, regional, and national impact through participation in events and use of our resources, as well as perceptions of the center and its programs.

Evaluation research that will contribute to this assessment of impact, in addition to monitoring data, include proposed surveys with alumni from our undergraduate, graduate, and language and FLAS programs; language testing and course evaluations for enrolled language students; interviews with program partners; and focus groups with

K-12 teachers and community members. In chronicling our data on participating students and teachers, we will consider documenting ethnicity and gender in order to contribute to discussions of our accessibility to a diversity of constituents.

10. FLAS selection procedures

CMES offers FLAS fellowships for the study of Arabic, Hebrew, Persian, and Turkish, all designated LCTLs meeting the FLAS competitive preference priority. Preference is given to students at Intermediate-High and Advanced proficiency levels. In accordance with the priorities established for FLAS, our center will prioritize those applicants who demonstrate financial need given formal federal criteria.

10.1 Recruitment. Each fall semester the competition is announced to graduate students enrolled in or applying to CMES or DMES; other graduate students with Middle East-focused research interests; graduate coordinators and advisors across campus; and all C/DMES faculty members. The center's website also maintains a webpage dedicated to the FLAS award and application procedures.

10.2 Application process. Students seeking FLAS funding submit applications that detail personal and academic background, including programs, honors, and previous language study, as well as employment and service records. Required supporting materials include a statement of purpose that outlines academic and professional goals, a curriculum vitae, university transcripts, and three letters of recommendation, one of which must be from a language instructor evaluating the applicant's linguistic aptitude. Applicants will also be required to submit a Free Application for Federal Student Aid (FAFSA), from which expected family contribution and cost of attendance will be used to determine financial need. Applicants must address in their statements the relevance of

the language to be studied to their academic and professional goals. Summer applicants must also justify their intended language program as FLAS eligible.

10.3 Selection criteria. Students are selected on the basis of several criteria: demonstrated excellence in area studies and language acquisition; genuine potential for future achievement in public service in Middle Eastern studies or related fields; commitment to using language and cultural training in future careers; and overall academic performance. Future selection will also include prioritization of students with documented financial need. Awards are not granted to native speakers. We seek and reward a broad representation of students from the social sciences, humanities, professional schools, and interdisciplinary programs.

10.4 Selection committee. The director appoints the members of the selection committee, which is composed of at least six faculty members who represent the social sciences, humanities, and professional programs, as well as the four languages offered.

10.5 Competition priorities. Competition priorities are communicated to committee members in advance of the committee meeting so that they may take them into account while ranking and selecting the most qualified applicants. While all of our FLAS fellowships are awarded for the study of least commonly taught languages, we further give priority to students at ILR1+ and higher levels of proficiency. Since 2011, nearly three-quarters (73%) of our awards have been granted for language study at the third-year level or beyond. The remaining portion has been comprised of intermediate (23%) and beginning (4%) students with strong achievements in language acquisition.

Though the students served by CMES are diverse in their career interests, graduate student surveys reveal that a solid majority intends to seek careers in public service.

Most are interested in national service in the areas of foreign policy, defense, or diplomacy. Dual-degrees with professional programs such as public affairs, global policy studies, law, journalism, and business administration strengthen our base of politically and professionally oriented students. Since fall 2011, 10 percent of FLAS awards have been granted to students in the social sciences, 12 percent to dual-degree students, 42 percent to students in CMES, and 36 percent to students in the humanities.

10.6 Competition schedule. The competition begins when the fellowship is advertised early in the fall. The application deadline is 15 December. The committee reviews files in early January, meeting in February to discuss their independent rankings and to collectively establish a list of prioritized applicants for funding. Applicants are notified of their status in March, and acceptance confirmation is due from awardees in late March for currently enrolled students and 15 April for incoming graduate students.

11. Competitive priorities

11.1 NRC Absolute Priority 1. CMES offers teacher training programs at the K-12, junior college, and university levels in Middle Eastern studies and the languages of the region.

11.2 NRC Competitive Priority 1. As outlined in section 7.3 above, we will be engaging in collaborations with Huston-Tillotson University, a local HBCU, to incorporate international and global dimensions to programs on the HTU campus, including our support of Arabic language instruction and additional Middle Eastern studies courses. This collaboration is intended to culminate in the formal proposal before the HTU Board of Regents to establish either a Middle Eastern studies minor or a global studies major with a Middle East track on the HTU campus by the end of year four.

11.3 NRC Competitive Priority 2. As outlined in section 7.3, this priority is met through a

number of avenues. First, we collaborate with UTeach-Liberal Arts, an alternate certification program housed within the College of Liberal Arts and jointly administered with the College of Education. Through UTeach-Liberal Arts, students take an additional course each semester to receive teaching certification upon graduation. Students may be certified in social studies or a number of foreign languages, one of which is Arabic. Our outreach program has worked extensively with UTeach-Liberal Arts social studies track students since the program's inception.

In addition, we will be collaborating with Texas State University's College of Education to introduce area studies content into pre-service social studies methods courses and working with student teachers and their mentors; we will also collaborate with TSU on a workshop on teaching media literacy about Islam. We will extend our reach to additional campuses through TSU's mentorship program, which serves other colleges and universities in south central Texas; it is worth noting that TSU itself and many of its partner institutions are MSIs.

11.4 FLAS Competitive Priority 1. Our competitive process to award FLAS to deserving graduate students includes recognition of financial need, through approved procedures, in addition to assessments of academic achievement and language abilities. Among those deemed applicants of the highest caliber, with perceived ability to increase proficiency in their selected priority language as well as potential to use language in intended professional path, we will privilege those with identified financial need.

11.5 FLAS Competitive Priority 2. All FLAS fellowships (100%) awarded through CMES are designated for study of priority languages. These academic-year and summer programs support instruction in Arabic, Hebrew, Persian, and Turkish.

Appendix 1: Project Budget

	U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 06/19/2014				
Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$76,500	\$146,755	\$133,563	\$115,425		\$472,243
2. Fringe Benefits	\$18,315	\$42,774	\$39,212	\$33,235		\$133,536
3. Travel	\$31,500	\$23,500	\$23,500	\$23,500		\$102,000
4. Equipment						
5. Supplies	\$32,700	\$32,700	\$32,700	\$32,700		\$130,800
6. Contractual						
7. Construction						
8. Other	\$117,300	\$81,800	\$87,800	\$81,300		\$368,200
9. Total Direct Costs (lines 1-8)	\$276,315	\$327,529	\$316,775	\$286,159		\$1,206,778
10. Indirect Costs*	\$22,105	\$26,202	\$25,342	\$22,893		\$96,542
11. Training Stipends	\$341,602	\$346,566	\$344,229	\$349,598		\$1,381,995
12. Total Costs (lines 9-11)	\$640,022	\$700,297	\$686,346	\$658,650		\$2,685,315

***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: 9/1/14 To: 8/31/15 (mm/dd/yyyy) The Indirect Cost Rate is 6 %
 Approving Federal agency: X ED Other (please specify):

(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 %

National Resource Center		Y1: 2014	Y2: 2015	Y3: 2016	Y4: 2017
1. PERSONNEL		\$76,500	\$146,755	\$133,563	\$115,425
1A	Administrative	\$25,500	\$26,265	\$27,053	\$27,865
1	NRC coordinator (25% of \$66,000)	\$16,500	\$16,995	\$17,505	\$18,030
2	FLAS coordinator (20% of \$46,000)	\$9,000	\$9,270	\$9,548	\$9,835
1B	Instructional	\$18,000	\$86,500	\$71,500	\$51,500
3	Visiting lecturer/postdoc [AP, IP]	-	\$50,000	\$35,000	\$15,000
4	Turkish lecturer [AP]	-	\$27,500	\$27,500	\$27,500
5	Summer faculty for one-year MA (2 x \$9,000) [AP]	\$18,000	\$9,000	\$9,000	\$9,000
1C	Outreach	\$33,000	\$33,990	\$35,010	\$36,060
6	Outreach director (50% of \$50,000) [AP, CP1, CP2]	\$25,000	\$25,750	\$26,523	\$27,318
7	Events coordinator (20% of \$40,000)	\$8,000	\$8,240	\$8,487	\$8,742
2. FRINGE BENEFITS		\$18,315	\$42,774	\$39,212	\$33,235
8	Faculty, AY fringe (27% of salary)	-	\$20,925	\$16,875	\$11,475
9	Faculty, summer fringe (14% of salary)	\$2,520	\$1,260	\$1,260	\$1,260
10	Staff fringe (27% of salary)	\$15,795	\$20,589	\$21,077	\$20,500
3. TRAVEL		\$31,500	\$23,500	\$23,500	\$23,500
3A	Foreign travel	\$12,000	\$4,000	\$4,000	\$4,000
11	International meetings/conferences (4 x \$1,000) [IP]	\$4,000	\$4,000	\$4,000	\$4,000
12	Establish study abroad/linkages (2 x \$4,000) [IP]	\$8,000	-	-	-
3B	Domestic travel	\$19,500	\$19,500	\$19,500	\$19,500
13	Professional meetings/conferences (20 x \$500)	\$10,000	\$10,000	\$10,000	\$10,000
14	Outreach director travel [AP, CP1, CP2]	\$3,000	\$3,000	\$3,000	\$3,000
15	Language pedagogy workshops/training (4 x \$500) [AP]	\$2,000	\$2,000	\$2,000	\$2,000
16	NRC personnel to MESA (3 x \$1,500)	\$4,500	\$4,500	\$4,500	\$4,500
4. SUPPLIES		\$32,700	\$32,700	\$32,700	\$32,700
17	Supplies	\$3,000	\$3,000	\$3,000	\$3,000
18	Library acquisitions	\$26,000	\$26,000	\$26,000	\$26,000
19	Institutional memberships [IP]	\$3,700	\$3,700	\$3,700	\$3,700
5. OTHER		\$117,300	\$81,800	\$87,800	\$81,300
5A	Evaluation & assessment	\$3,500	\$3,500	\$3,500	\$3,500
20	NRC external evaluation	\$3,500	\$3,500	\$3,500	\$3,500
5B	Western Consortium activities	\$10,000	\$11,000	\$11,000	\$11,000
21	MSI workshop [CP1]	\$7,500	\$7,500	\$7,500	\$7,500
22	Online language institutes	\$2,500	\$3,500	\$3,500	\$3,500
5C	Course/materials development	\$41,000	\$3,000	\$3,000	\$3,000
23	2-4 new courses per year (\$1,500 each)	\$6,000	\$3,000	\$3,000	\$3,000
24	Intensive language learning online curriculum	\$35,000	-	-	-
5D	Outreach	\$14,600	\$37,100	\$41,100	\$37,100
	K-12	\$12,100	\$12,100	\$12,100	\$12,100
25	Hemispheres Summer Institute [AP]	\$2,500	\$2,500	\$2,500	\$2,500
26	Hemispheres regional workshops[AP]	\$2,500	\$2,500	\$2,500	\$2,500
27	Hemispheres curriculum development [AP]	\$100	\$100	\$100	\$100
28	Hemispheres promotional materials [AP]	\$2,500	\$2,500	\$2,500	\$2,500
29	Outreach library development [AP]	\$2,000	\$2,000	\$2,000	\$2,000
30	Outreach lecture series [AP]	\$500	\$500	\$500	\$500
31	Teacher's intensive in-country experience [AP, IP]	\$2,000	\$2,000	\$2,000	\$2,000
	MSIs/community colleges	\$1,000	\$23,500	\$27,500	\$23,500
32	Faculty development seminar [AP, CP1]	-	\$2,500	\$2,500	\$2,500
33	Library development [AP, CP1]	\$1,000	\$1,000	\$1,000	\$1,000
34	Graduate instructor - area studies courses [CP1]	-	\$4,000	\$8,000	\$8,000
35	Graduate instructor - Arabic courses [CP1]	-	\$16,000	\$16,000	\$12,000
	Colleges of education	\$1,500	\$1,500	\$1,500	\$1,500
36	Partnership with Texas State [CP1, CP2]	\$1,500	\$1,500	\$1,500	\$1,500

	Y1: 2014	Y2: 2015	Y3: 2016	Y4: 2017
5E Public events	\$3,000	\$3,000	\$3,000	\$3,000
37 Turkish Cultural Festival	\$2,000	\$2,000	\$2,000	\$2,000
38 Turkish Olympiad	\$1,000	\$1,000	\$1,000	\$1,000
5F Academic conferences	\$26,700	\$6,700	\$8,700	\$6,200
39 Anthropology at the Edge: Border/lands Symposium	\$1,000	-	-	-
40 Countering Inter-Communal Extremism	-	-	-	\$1,500
41 Global Entrepreneurship Training Program for Exporting	\$500	\$500	\$500	\$500
42 Global Health	\$2,000	-	-	-
43 2nd Temple Judaism & Christian Origins	-	-	\$2,000	-
44 Graduate Student Conference in Comparative Literature	\$200	\$200	\$200	\$200
45 Indian Ocean Cultures	\$2,000	-	-	-
46 Jil Jadid Conference in Arabic Literature and Linguistics	\$2,000	\$2,000	\$2,000	\$2,000
47 Media Literacy on Islam	\$5,000	-	-	-
48 Mediated Discourses of Climate Change in Europe	-	\$1,000	-	-
49 Peace Corps Iran Association Conference	\$2,000	-	-	-
50 Religious Studies Graduate Student Conference	\$2,000	\$2,000	\$2,000	\$2,000
51 Rupture and Continuity in the Middle East	-	-	\$2,000	-
52 Varieties of Religious Experience in Europe	-	\$1,000	-	-
53 Workshop on the Syrian Civil War	\$5,000	-	-	-
54 Youth Citizenship/Communication in Arab Politics	\$5,000	-	-	-
5G Lecture series	\$18,500	\$17,500	\$17,500	\$17,500
55 Ancient Near East Studies	\$2,000	\$2,000	\$2,000	\$2,000
56 Global Connections Program (CIBER)	\$1,000	-	-	-
57 Institute for Communication on Media & the Middle East	\$2,000	\$2,000	\$2,000	\$2,000
58 Islamic Studies	\$2,000	\$2,000	\$2,000	\$2,000
59 Late Antiquities	\$2,000	\$2,000	\$2,000	\$2,000
60 Middle East Cinema Series	\$2,000	\$2,000	\$2,000	\$2,000
61 Middle East Policy	\$2,000	\$2,000	\$2,000	\$2,000
62 Middle East Working Group	\$1,500	\$1,500	\$1,500	\$1,500
63 Middle Eastern History	\$2,000	\$2,000	\$2,000	\$2,000
64 Turkish Studies	\$2,000	\$2,000	\$2,000	\$2,000
TOTAL DIRECT COSTS	\$276,315	\$327,529	\$316,775	\$286,159
INDIRECT COSTS @ 8%	\$22,105	\$26,202	\$25,342	\$22,893
TOTAL NRC BUDGET	\$298,420	\$353,731	\$342,117	\$309,052

Foreign Language and Area Studies Fellowships		Y1: 2014	Y2: 2015	Y3: 2016	Y4: 2017
A	Academic Year Fellowships	\$289,102	\$294,066	\$299,229	\$304,598
1	Tuition (\$11,282) x 11	\$124,102	\$129,066	\$134,229	\$139,598
2	Stipend (\$15,000) x 11	\$165,000	\$165,000	\$165,000	\$165,000
B	Summer Fellowships	\$52,500	\$52,500	\$45,000	\$45,000
3	Tuition (\$5,000) x 6-7	\$35,000	\$35,000	\$30,000	\$30,000
4	Stipend (\$2,500) x 6-7	\$17,500	\$17,500	\$15,000	\$15,000
TOTAL FLAS BUDGET		\$341,602	\$346,566	\$344,229	\$349,598

Budget Narrative

National Resource Center

1. Personnel

1A. Administrative

1. NRC coordinator. Twenty-five percent of a full-time staff position with an annual rate of \$66,000 and annual increases of three percent. The NRC coordinator will supervise staff, oversee NRC operations, and coordinate grant reporting and management responsibilities.
2. FLAS coordinator. Twenty percent of a full-time staff position with an annual rate of \$46,000 and annual increases of three percent. The FLAS coordinator will handle all FLAS award tasks, including advertising, application processing, award disbursement, reporting, and alumni tracking.

1B. Instructional

3. Visiting lecturer/postdoc. One-year teaching and research positions for one visitor per year in 2015-18. Salary (\$50,000/year) will gradually be absorbed by the College of Liberal Arts and external donors in years three and four.
4. Turkish lecturer. In partnership with an external donor, a Turkish lecturer will be hired for 2015-18 to expand our offerings in Turkish studies. Title VI will cover 55% of the lecturer's salary, and the external donor will cover 45%.
5. Summer faculty. CMES faculty will teach summer graduate courses to fulfill the needs of students in our one-year MA program. Two summer courses will be offered each year, with Title VI funding both courses in 2014. In 2015-18, the College of Liberal Arts will cover one course. Maximum summer salary for UT faculty is \$9,000 per course.

1C. Outreach

6. Outreach director. Fifty percent of salary of a full-time staff position with an annual rate of \$50,000 and annual increases of three percent. The outreach director will lead all outreach efforts, including partnerships with MSIs and education programs.
7. Events coordinator. Twenty percent of salary of a full-time staff position with an annual rate of \$40,000 and annual increases of three percent. The events coordinator will manage all public outreach events including lectures, conferences, and cultural events.

2. Fringe benefits

8. Faculty, AY. Fringe for academic-year faculty calculated at 27%.
9. Faculty, summer. Fringe for summer faculty calculated at 14%
10. Staff. Fringe for staff calculated at 27%.

3. Travel

3A. Foreign travel

11. Travel support for faculty and staff to present original research at international conferences. Four trips per year will be funded at a rate of \$1,000 per trip.
12. Travel support for faculty and staff to develop, maintain, and enhance linkages with educational institutions in the Middle East and North Africa. Two trips will be funded in 2014 at a rate of \$4,000 per trip.

3B. Domestic travel

13. Travel support for faculty to present original research at domestic conferences. Ten trips per year will be funded at \$500 per trip.
14. Travel support for the outreach director to conduct teacher training on site at campuses and regional service centers across Texas.
15. Travel support for faculty and graduate instructors to attend language pedagogy workshops, including the Western Consortium Language Teachers' Workshop.
16. Travel support for three NRC personnel to attend the Middle East Studies Association Annual Meeting each year, including the director, outreach director, and NRC coordinator.

4. Supplies

17. Supplies for events and activities as needed, including materials needed for teacher workshops and public events.
18. Acquisition of new library materials for the Middle East Library Program.
19. Institutional membership fees for memberships in specialized organizations related to the Middle East and North Africa.

5. Other

5A. Evaluation and assessment

20. Support for an annual evaluation of CMES by an external evaluator, including evaluator fees and any fees associated with data collection.

5B. Western Consortium activities

21. MSI workshop. Support for a Western Consortium (WC) Collaborative Internationalization Network to allow MSI and community college faculty to attend WC curriculum development seminars. Costs may include materials and supplies, non-employee travel, and speaker's fees.
22. Online language institutes. Co-sponsorship of online courses in advanced Persian and Turkish. The Online Persian Institute is an ongoing project of UT-CMES, and all Western Consortium (WC) members, including UT, will contribute \$2,000 to this initiative. The Online Turkish Institute is a new WC initiative, with courses offered by the University of Arizona. WC members will contribute \$500 each to this program in year one, and \$1,500 each in subsequent years.

5C. Course/materials development

23. Support for development new courses in Middle Eastern studies. Funding may apply to the purchase of research materials, travel, or salary of course developers and research assistants.
24. Support for online curriculum for intensive language programs in Arabic, Hebrew, Persian, and Turkish, including the development of auto-correct exercises for reading and listening comprehension.

5D. Outreach

- 25-31. Support for outreach initiatives for K-12 educators. Expenditures will include the purchase of materials and supplies, rental of space for presentations and workshops, non-employee travel, and speaker's fees.
32. Faculty development seminar. Support for multi-day MSI/community college faculty development seminar, with costs including materials and supplies, speaker's fees, and non-employee travel.
33. Acquisition on library materials for the Middle East collection at Huston-Tillotson University.
34. Area studies instructor. Salary for advanced graduate students (ABD) to teach Middle East studies courses at Huston-Tillotson University, at a rate of \$4,000 per course. Courses will be taught each semester beginning in spring 2015.
35. Arabic instructor. Salary for advanced graduate students to teach Arabic courses at Huston-Tillotson University, at a rate of \$8,000 per course with costs gradually absorbed by HTU. Courses will be taught each semester beginning in fall 2015.
36. Partnership with Texas State University. Support for partnership between UT NRCs and TSU's College of Education. Expenditures will include supplies for teacher's workshops, presenter travel, and travel for pre-service educators to present at the Texas Council for Social Studies conference. All UT NRCs will contribute \$1,500 per year to these costs.

5E. Public events

37. Cosponsorship of the Turkish Cultural Festival, a large public event including Turkish food, arts, and folk dance performances.
38. Cosponsorship of the Turkish Olympiad, a regional, public competition for performers, artists, writers, language students, and others demonstrating talents in Turkish language and culture.

5F. Academic conferences

- 39-54. Support for academic conferences covering a wide range of topics in Middle Eastern and global studies. Expenditures will include materials and supplies, space rental, non-employee travel, and speaker's fees.

5G. Lecture series.

- 55-65. Support for public lecture series. Expenditures will include materials and supplies, non-employee travel, and speaker's fees.

Foreign Language and Area Studies

A. Academic-year fellowships

1. Tuition. Institutional payments for up to 11 hours of non-resident tuition for 11 fellows. Tuition for 11 hours calculated at \$11,282 for 2014-15, with a projected annual increase of four percent.
2. Stipend. Eleven stipends of \$15,000 per year for each graduate fellow.

B. Summer fellowships

3. Tuition. Institutional payments of \$5,000 per fellow for seven fellows in years one and two and six in years three and four.
4. Stipends. Stipends of \$2,500 per fellow for seven fellows in years one and two and six in years three and four.

Appendix 2: Profiles of Project Personnel

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Adut, Ari | Associate Professor, Department of Sociology

Education

Ph.D. University of Chicago: Sociology, 2004
B.A. Bogazici University: Psychology (with high honors), 1993

Academic experience

2010-present Associate Professor, The University of Texas at Austin
2004-2010 Assistant Professor, The University of Texas at Austin
2000-2002 Lecturer, University of Chicago

Recent publications

- "A Theory of the Public Sphere." *Sociological Theory*, forthcoming.
- "Interest, Collusion, and Alignment: A Critical Evaluation of Ruling Oneself Out." *Social Science History Journal*, 2010.
- *On Scandal: Moral Disturbances in Society, Politics, and Art*. (New York: Cambridge University Press), 2008.

Distinctions

- Honorable Mention, 2009 Mary Douglas Book Award, American Sociological Association
- Humanities Institute Fellowship, University of Texas at Austin, Fall 2007
- Dean's Research Fellowship, University of Texas at Austin, Fall 2006

Languages: French 4, Turkish 5¹⁴
Specializations: Political violence, the public sphere, commodification, censorship
Overseas experience: France, Turkey
Relevant courses taught: Sociology of culture
Time dedicated to area studies: 25%
Dissertations/theses supervised¹⁵: 1

Aghaie, Kamran Scot | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. University of California-Los Angeles: History, 1999
M.A. University of California-Los Angeles: History, 1995
B.A. University of Tennessee: Asian Studies, 1991

Academic experience

2013-present Chair, Department for Middle Eastern Studies, The University of Texas at Austin
2005-present Associate Professor, The University of Texas at Austin
2005-13 Director, Center for Middle Eastern Studies, The University of Texas at Austin
1999-2005 Assistant Professor, The University of Texas at Austin

Recent publications

- "The Afghan Interlude & the Zand & Afshar Dynasties, 1722-1794" *The Oxford Handbook on Iranian History* (in press).
- "Islamist Historiography in Post-Revolutionary Iran." *Historiography & Political Culture in 20th-C Iran*, 2009.
- *The Women of Karbala: The Gender Dynamics of Ritual Performances and Symbolic Discourses of Modern Shi'i Islam* (Austin: University of Texas Press, 2005).

Languages: Persian 5, Arabic 4
Specializations: Modern Islamic & Iranian histories; Shi'ism; historiography; nationalism; gender studies
Overseas experience: Egypt, Iran, Israel, Jordan
Relevant courses taught: Iranian history & historiography; Shi'ite political & religious movements; Modern Iran
Time dedicated to area studies: 100%
Dissertations/theses supervised: 12

¹⁴ 1=noVICE, 2=fair, 3=good, 4=excellent, 5=fluent

¹⁵ In all profiles, since 2009.

Al-Batal, Mahmoud | Professor, Department of Middle Eastern Studies

Education

- Ph.D. University of Michigan: Arabic Linguistics, 1985
M.A. University of Michigan: Arabic Linguistics, 1981
B.A. The Lebanese University: Arabic Language and Literature, 1977

Academic experience

- 2007-present Director, Arabic Flagship Program, The University of Texas at Austin
2006-present Associate Professor, The University of Texas at Austin
2000-14 Director, Center for Arabic Study Abroad (CASA)

Recent publications

- *Al-Kittab fit ta'alum al-Arabiyya, Vol II* (3rd ed.). Georgetown, 2013
- *Al-Kittab fit ta'alum al-Arabiyya, A Textbook for Beginning Arabic, Vol I* (3rd ed.). Georgetown, 2011.
- *Alif Baa, Introduction to Arabic Sounds & Letters* (3rd ed.). Georgetown, 2010.

Distinctions

- Texas Language Center Teaching Excellence Award, 2013.
- MLA/ADFL Award for Distinguished Service to the Profession, 2004.

- Languages: Arabic 5
Specializations: Teaching Arabic as a foreign language (TAFL)
Overseas experience: Native of Lebanon, Syria, Egypt, Morocco, Qatar
Relevant courses taught: TAFL; Curriculum design in Arabic; Modern Arab thought
Time dedicated to area studies: 100%
Dissertations/theses supervised: 13

Ali, Kamran | Associate Professor, Department of Anthropology

Education

- Ph.D. Johns Hopkins University: Anthropology, 1997
M.A. Johns Hopkins University: Anthropology, 1991
M.B.B.S. University of Karachi (Pakistan): Bachelor of Medicine and Surgery, 1987

Academic experience

- 2009-present Director, South Asia Institute, University of Texas at Austin
2005-present Associate Professor, Department of Anthropology, University of Texas at Austin
2001-05 Assistant Professor, Department of Anthropology, University of Texas at Austin
1996-2001 Assistant Professor, Department of Anthropology, University of Rochester

Recent publications

- *Comparing Cities: Middle East & South Asia*. Oxford University Press, 2009.
- *Urban Margins: Envisioning the Contemporary Global South*. Duke University Press, 2008.
- *Gendering Urban Space in the Middle East, South Asia & Africa*. Palgrave Macmillan, 2008.

Distinctions

- Wissenschaftskolleg zu Berlin (Institute of Advanced Study) Fellowship, 2010-11
- Population Council, Cairo, 2005
- Fellowship, International Institute for the Study of Islam in the Modern World, Leiden, Netherlands, 2005.
- International Collaborative Research Grant, Social Science Research Council, 2003.

- Languages: Urdu 5, Arabic 3, Spanish 1
Specializations: Gender; health; urban issues; Pakistani politics; state-civil society
Overseas experience: Egypt, El Salvador, Mexico, Pakistan (native)
Relevant courses taught: Ethnographies in the Middle East/S Asia; Culture, history, power;
Time dedicated to area studies: 50%
Dissertations/theses supervised: 22

Ali, Samer Mahdy | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. Indiana University: Arabic Literature, 2002
M.A. University of Utah: Arabic Studies, 1997
B.A. University of Chicago: Psychology, with emphasis on Education), 1990

Academic experience

2008-present Associate Professor, The University of Texas at Austin
2001-08 Assistant Professor, The University of Texas at Austin
2000-01 Visiting Lecturer, University of Berlin

Recent publications

- "Alterity in the Arabo-Islamic Public Sphere of the Middle Ages." Ed. Al-Ghadeer. *Zoopoetics and the Politics of the Nonhuman in Middle Eastern & North African Literature*, 2013.
- *Arabic Literary Salons in the Middle Ages*. University of Notre Dame Press, 2010.
- "The Rise of the Abbasid Public Sphere." *Al-Qantara* 29:2, 2008.

Distinctions:

- Council on International Exchange of Scholars MENA Research Award, 2009
- US Department of Defense CIFA Grant "Computer-Based Text Analysis Across Cultures" (with J Pennebaker), 2007
- Fulbright Hays Faculty Research Abroad, 2004

Languages: Arabic 5, French 3, Hebrew 1, Persian 2, German 2
Specializations: Classical historiography, modern/medieval folklore & folklife, Arab women poets
Overseas experience: Egypt, Morocco, Germany, Jordan, Kuwait Spain, France
Relevant courses taught: Intro to Arabic lit; The Arabian Nights; Arabo-Islamic Ode, Classical Arabic Akhbar, Politics of Court Literature
Time dedicated to area studies: 100%
Dissertations/theses supervised: 5

Aprile, Jamie | Lecturer, Department of Classics

Education

Ph.D. University of California, Los Angeles: Archaeology, 2010
M.A. University of California, Los Angeles: Archaeology, 2005
B.A. Indiana University (magna cum laude): Anthropology, Classical Civilization, 2001

Academic experience

2010-present Lecturer, The University of Texas at Austin

Recent publications

- "The Lofkënd Survey: A Preliminary Report," *Protohistoric Investigations in Southeast Albania: The Tumulus at Löfkend*, in press.
- "The Tumulus Lithic Artifacts," in *Protohistoric Investigations in Southeast Albania: The Tumulus at Löfkend*, in press.
- "The New Political Economy of Nichoria: Using Intra-site Distributional Data to Investigate Regional Institutions," *American Journal of Archaeology* 117(3), 2013.

Distinctions

- Archaeological Institute of America Pomerance Fellowship
- Cotsen Institute Research Grant
- Friends of Archaeology Summer Travel Fellowships

Languages: French 3, German 3, Modern Greek 3, Ancient Greek (reading)
Specializations: Mediterranean world
Overseas experience: Albania, Greece, Italy
Relevant courses taught: Classical mythology; history of archaeology; Archaeological methods
Time dedicated to area studies: 25%

Atwood, Blake | Assistant Professor, Department of Middle Eastern Studies

Education

Ph.D. University of Texas at Austin, Department of Middle Eastern Studies, 2011
M.A. University of Texas at Austin, Department of Middle Eastern Studies, 2008
B.S. University of Virginia

Academic experience

2013-present Assistant Professor, The University of Texas at Austin
2011-13 Lecturer, University of Pennsylvania

Recent publications

- "Iranian Cinema in a Global Context: Politics, Policy & Form." Co-edited. Routledge, 2014.
- *Persian of Iran Today, Volume 1*. Austin: Center for Middle Eastern Studies, 2013.
- "Sense & Censorship in the Islamic Republic of Iran." *World Literature Today* 86, 2012.

Distinctions

- Texas Language Center Professional Development Award, 2014.

Languages: Persian 4
Specializations: Iranian youth culture, Middle Eastern cinema,
Overseas experience: Iran
Relevant courses taught: Middle Eastern Cinema; Visual culture; Trans-national cinema
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Awad, Germiné H | Assistant Professor, Department of Educational Psychology

Education

Ph.D. Southern Illinois University Carbondale: Applied Experimental Psychology, 2005
M.A. Southern Illinois University Carbondale: Applied Experimental Psychology, 2002
B.S. John Carroll University (Cleveland, OH): Psychology, 1999

Academic experience

2007-present Assistant Professor, The University of Texas at Austin
2006-07 Visiting Assistant Professor, University of Missouri-Columbia
2004-06 Postdoctoral Fellowship, St. Mary's College, Notre Dame, IN

Recent publications

- "The Impact of Racial Identity & School Composition on Affirmative Action Attitudes of African American College Students." *Multidisciplinary Journal of Social Diversity*, in press.
- "In Defense of Quantitative Methods." *Journal for Social Action in Counseling & Psychology* 5, 2013.
- "Color-Blind Racial Ideology." *The American Psychologist* 68, 2013.

Distinctions

- Outstanding Teaching Award. Warfield Center for African & African American Studies, 2013.
- Summer Research Assignment, UT, Educational Psychology, 2012.
- Hogg Foundation Mental Health Research Grant. "The role of acculturation, religious identification and perceived discrimination on the mental health of Arab/Middle Eastern Americans," 2011.
- Gilbert Outstanding Teaching Award, Center for Women and Gender Studies, 2011.

Specializations: Prejudice/discrimination, ethnic/racial identity, acculturation, immigration
Relevant courses taught: Educational psychology; Psychology of race & racism
Time dedicated to area studies: 25%
Dissertations/theses supervised: 11

Azam, Hina | Assistant Professor, Department of Middle Eastern Studies

Education

Ph.D. Duke University: Islamic Studies, 2007
M.A. Duke University: Religion, 2000
B.A. Loyola University of Chicago: Philosophy and Communication, 1992

Academic experience

2007-present Assistant Professor, The University of Texas at Austin
2008 Instructor, Oydsey Program, The University of Texas at Austin
2006-07 Instructor, The University of Texas at Austin
1999-2004 Lecturer, St. Mary's College (California)

Recent publications

- *Sexual Violation in Classical Islamic Law*. (New York: Cambridge University Press), Under review.
- "Rape as a Variant of Zinā in Islamic Law: an Examination of the Legal thār." *Journal of Law and Religion*, 28, 2013.
- "Sex, Eroticism and Marriage in Contemporary Islamic Advice Literature," *Journal of Middle East Women's Studies* (JMEWS) 9, 2013.

Languages: Arabic 5, French 4, Urdu 3, German 2
Specializations: Islamic law, theology, exegesis; sexual violence and Islam
Overseas experience: Morocco, Egypt, Pakistan
Relevant courses taught: Islamic studies, Islamic law 7 theology, Qur'an, Middle East religions
Time dedicated to area studies: 100%
Dissertations/theses supervised: 3

Bar-Adon, Aaron | Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D. The Hebrew University: Linguistics, 1959
M.A. The Hebrew University: Hebrew Language and Literature, Linguistics, 1949

Academic experience

2013-present Professor Emeritus, The University of Texas at Austin
1966-2013 Professor, The University of Texas at Austin

Distinctions

- Elected to Academy of the Hebrew Language, 2012.

Languages: Arabic 5, Aramaic 5, French 1, German 2, Hebrew 5, Persian 1, Russian 1, Turkish 1, Yiddish 5
Specializations: Sociolinguistics, language acquisition, language ideologies
Overseas experience: Israel
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Barany, Zoltan | Frank C. Erwin, Jr, Centennial Professor, Department of Government

Education

Ph.D. University of Virginia: Political Science, 1991
M.A. University of Nebraska: Political Science, 1988
B.A. Carleton University: Soviet and East European Studies, 1986

Academic experience

2002-present Frank C Erwin Jr Centennial Professor in Government, University of Texas
2001-present Professor, The University of Texas at Austin
1996-2001 Associate Professor, The University of Texas at Austin
1991-1996 Assistant Professor, The University of Texas at Austin

Recent publications

- *The Soldier and the Changing State: Building Democratic Armies in Africa, Asia, Europe and the Americas*. Princeton, 2012.
- *Is Democracy Exportable?* Cambridge, 2009.
- *Democratic Breakdown and the Decline of the Russian Military*. Princeton, 2007.

Distinctions

- Dean's Fellowship, 2009.
- Hoover Institution, Stanford University, Campbell National Fellow, 2007-09.
- American Library Association CHOICE Outstanding Academic Title, 2006.

Languages: Hungarian 5; German 4
Specializations: Military politics, military sociology, democratization, ethnopolitics.
Overseas experience: Hungary (native), Czech Republic, Germany, Scotland
Relevant courses taught: The military in politics
Time dedicated to area studies: 50%
Dissertations/theses supervised: 6

Brower, Benjamin | Associate Professor, Department of History

Education

Ph.D. Cornell University: History, 2005
M.A. University of Colorado: History, 1994
B.A. University of Idaho: History and French, 1991

Academic experience

2012-present Associate Professor, The University of Texas at Austin
2005-2012 Assistant Professor, The University of Texas at Austin
2007-2008 Member, School of Social Science, Institute for Advanced Study

Recent publications

- "Just War & Jihad in the French Conquest of Algeria," Hashmi ed. *Just Wars, Holy Wars, & Jihads*. Oxford, 2012.
- *A Desert Named Peace: The Violence of French Empire in the Algerian Sahara, 1844-1902*. Columbia, 2009.
- "The Amir 'Abd Al-Qadir & the 'Good War' in Algeria, 1832-1847," *Studia Islamica, new series* 2, 2011.

Distinctions

- Humanities Research Award, College of Liberal Arts, UT, 2012-15.
- Glasscock Center for Humanities Research, Texas A&M University, Stipendiary Faculty Fellow, 2006.

Languages: French 4, Arabic 2, Spanish (reading); German (reading)
Specializations: North Africa/Maghreb, violence and colonialism, trauma theory
Overseas experience: Algeria, France, Morocco, Tunisia
Relevant courses taught: The West & Islam; Trauma & history; Intro to North Africa
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Brownlee, Jason | Associate Professor, Department of Government

Education

Ph.D. Princeton University: Political Science, 2004
M.A. Princeton University: Political Science, 2000
B.A. Emory University: International Relations and Affairs

Academic experience

2009-present Associate Professor, The University of Texas at Austin
2004-2009 Assistant Professor, The University of Texas at Austin
2004-2005 Post-Doctoral Fellow, Stanford University

Recent publications

- "Executive Elections in the Arab World" *Comparative Political Studies*, 2012.
- "The Muslim Brothers: Egypt's Most Influential Pressure Group." *History Compass*, 2010.
- *Authoritarianism in an Age of Democratization*. Cambridge, 2007.

Distinctions

- Fulbright Scholar to Egypt, 2011.
- Woodrow Wilson International Center for Scholars, Fellowship, 2010.
- Best Article Award, APSA Comparative Democratization Section. 2008.

Languages: Arabic 5, Persian 3, French 2
Specializations: Domestic and international processes of political emancipation.
Overseas experience: Egypt, Iran, Turkey
Relevant courses taught: Authoritarianism; Political economy of the Middle East; Egyptian politics and society
Time dedicated to area studies: 100%
Dissertations/theses supervised: 10

Brustad, Kristen | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. Harvard University: Near Eastern Languages and Civilizations, 1991
B.S. Georgetown University: Arabic Language and Literature, 1980

Academic experience

2006-present Associate Professor, The University of Texas at Austin
2010-13 Chair: Department of Middle Eastern Studies, The University of Texas at Austin
2000-06 Associate Professor, Emory University
1994-99 Assistant Professor, Emory University

Recent publications

- *Al-Kittab fit ta'alum al-Arabiyya, Vol II* (3rd ed.). Georgetown, 2013
- *Al-Kittab fit ta'alum al-Arabiyya, A Textbook for Beginning Arabic, Vol I* (3rd ed.). Georgetown, 2011.
- *Alif Baa, Introduction to Arabic Sounds & Letters* (3rd ed.). Georgetown, 2010.

Distinctions

- Liberal Arts Student Council Teaching Award, 2014.
- Faculty Research Award, University of Texas, 2014
- Norwegian Research Council FAFO, "Sociology and Ideology of Language Change in the Arab World, 2012-14

Languages: Arabic 5
Specializations: Arabic dialects, syntax, language ideology
Overseas experience: Morocco, Egypt, Lebanon, Jordan, Kuwait.
Relevant courses taught: Varieties and registers; Arabic dialectology
Time dedicated to area studies: 100%
Dissertations/theses supervised: 18

Butzer, Karl | Raymond C Dickson Centennial Professor, Department of Geography & the Environment

Education

Ph.D.	University of Bonn, Germany: Physical Geography, 1957
M.Sc.	McGill University: Meteorology and Geography, 1955
B.Sc.	McGill University: Mathematics, 1954

Academic experience

1984-present	Professor, The University of Texas at Austin
1980-84	Professor, The University of Chicago
1963-66	Associate Professor, The University of Wisconsin
1959-62	Assistant Professor, The University of Wisconsin

Recent publications

- "Anthropology & Human Geography." *International Encyclopedia of Human Geography*, in print.
- "Other perspectives on urbanism: Beyond the disciplinary boundaries." Ed Marcus & Sabloff. *Early Cities of the Old & New Worlds*, Oxford, 2008.
- *Fluvial Deposits & Environmental History*. Elsevier, 2008.

Distinctions

- Preston E. James Eminent Latin Americanist Career Award, Conference of Latin Americanist Geographers, 2003.
- Robert Netting Award, Cultural Ecology Group, Association of American Geographers, 1999.
- Carl O. Sauer Award, Conference of Latin-Americanist Geographers, 1997.

Languages:	French 4, German 5
Specializations:	Environmental history of the Middle East, cultural ecology
Overseas experience:	Egypt, E Africa, S Africa, Spain, Mexico, Australia, Cyprus, Greece
Time dedicated to area studies:	100%
Dissertations/theses supervised:	2

Charrad, Mounira Maya | Associate Professor, Department of Sociology

Education

Ph.D.	Harvard University: Sociology, 1980
M.A.	Ecole Pratique des Hautes Etudes: Advanced Studies in Sociology, 1965
B.A.	University of Paris: Licence in Sociology, 1964

Academic experience

2005-present	Associate Professor, The University of Texas at Austin
2000-05	Assistant Professor, The University of Texas at Austin
1999-00	Visiting Scholar, Georgetown University

Recent publications

- "Patrimonialism & Imperial Strategy." *Political Power and Social Theory*, in press.
- "Patrimonial Power in the Modern World," eds. Adams & Charrad. *The Annals of the American Academy of Political and Social Sciences*. Sage, 2011.
- "Central & Local Patrimonialism: State Building in Kin-Based Societies." *The Annals* 636, 2011.

Distinctions

- Distinguished Service to the Tunisian American Community Ibn Khaldun Award, 2005.
- Nominee, Outstanding Graduate Teaching Award, University of Texas, 2005.
- Distinguished Scholarly Publication Award, Outstanding Book in Sociology, American Sociological Association, 2004.

Languages:	Arabic 5, French 5
Specializations:	North Africa/Maghreb
Overseas experience	Tunisia (native), Morocco, Algeria, France
Relevant courses taught:	Gender politics in the Islamic world; The veil; Global gender inequality.
Time dedicated to area studies:	100%
Dissertations/theses supervised:	8

Di-Capua, Yoav | Associate Professor, Department of History

Education

Ph.D. Princeton University: Near East Studies, 2004
M.A. Tel Aviv University: History, 1999
B.A. Hebrew University: Middle East History, 1996

Academic experience

2010-present Associate Professor, The University of Texas at Austin
2005-10 Assistant Professor, The University of Texas at Austin
2004 -05 Lecturer, Hebrew University

Recent publications

- "Arab Existentialism," *American Historical Review* 17, 2012.
- "The Traumatic Subjectivity of Sun` Allah Ibahim's Dhat," *Journal of Arabic Literature* 43, 2012.
- *Gatekeepers of the Arab Past: Historians and History Writing in 20th Century Egypt*. University Press of California, 2009.

Distinctions

- Outstanding Teaching Award, University of Texas, 2011

Languages: Hebrew 5, English 5, Arabic 4, Italian 4, French 3
Specializations: Middle East (general)
Overseas experience: Israel (native); Egypt.
Relevant courses taught: 19th-/20th-C Arab history, Arab intellectual history, historiography
Time dedicated to area studies: 100%
Dissertations/theses supervised: 10

Diab, Rasha | Assistant Professor, Department of Rhetoric and Writing

Education

Ph.D. University of Wisconsin at Madison, English, 2009
M.A. Ain Shams University, English, 2002
B.A. Ain Shams University, English, 1994.

Academic experience

2009-present Assistant Professor, University of Texas at Austin
1995-2009 Junior Faculty, Department of English, Helwan University

Recent publications

- Book Review: *Between Politics and Ethics: Toward a Vocative History of English Studies*, by James N. Comas. Carbondale: Southern Illinois University Press, 2009. *Composition Studies*, 37 (1), 127-130.

Languages: Arabic 5
Specializations: Rhetorical theory, political discourse, transnational rhetoric, rhetorics of reconciliation and peacemaking
Overseas experience: Egypt (native)
Relevant courses taught: Intercultural rhetoric; rhetorics of reconciliation and peacemaking.
Time dedicated to area studies: 100%

Eaton, David J | Professor, LBJ School of Public Affairs

Education

Ph.D. Johns Hopkins University: Environmental Engineering and Geography, 1977
M.A. University of Pittsburgh: Public Works Administration, 1972
M.Sc. University of Pittsburgh: Environmental Health, 1972

Academic experience

1991-present Bess Harris Jones Centennial Professor, The University of Texas at Austin
1985-91 Professor, The University of Texas at Austin
1980-85 Associate Professor, The University of Texas at Austin

Recent publications

- "Statistical Testing for Precision Grading Verification Report." *Lower Colorado River Authority*, 2011.
- "What Do Groundwater Users Want?" Ed. Eaton, Policy Research Project Report #162, LBJ School of Public Affairs), 2008.

Distinctions

- Outstanding Service as Chair, Border International Water Quality, American Society of Civil Engineers, 2009.
- McGrew Award for Public Policy Research (co-recipient), American Society of Public Administration, 1998.
- Honors Award, Applied Geography, Association of American Geographers, 1989

Languages: Hebrew 3
Specializations: Energy/water conservation, groundwater policy in Israel/Palestine
Overseas experience: Afghanistan, Egypt, Israel, Jordan, West Bank/Gaza, Turkey
Relevant courses taught: Transboundary water quality management; Climate negotiation
Time dedicated to area studies: 100%
Dissertations/theses supervised: 16

El-Ariss, Tarek | Associate Professor, Department of Middle Eastern Studies (tenured effective fall 2014)

Education

Ph.D. Cornell University: Comparative Literature, 2004
M.A. University of Rochester: French, 1997
B.A. American University of Beirut: Philosophy ("With distinction"), 1994

Academic experience

2014-present Associate Professor, The University of Texas at Austin
2008-14 Assistant Professor, The University of Texas at Austin
2003-08 Master Teacher in Humanities, New York University
2001-03 Adjunct Lecturer, New York University

Recent publications

- *Trials of Arab Modernity: Affects, Embodiment, and Literary Sites of Memory*. 2011
- "The Arab Renaissance: Thought, Literature, Culture." *Texts and Translations*. 2011.
- "Beyond the Arab Closet: Homosexuality & Homoeroticism in Contemporary Arabic Literature & Media." *International Journal of Middle Eastern Studies*, 2010.

Distinctions

- Horst Frenz Award Nomination. American Comparative Literature Association (ACLA), 2002.

Languages: Arabic 5, French 5, English 5, Italian 2.
Specializations: Contemporary Arabic literature, film, media; Arabic popular culture
Overseas experience: Lebanon, France, Germany
Relevant courses taught: The Arab Spring; Contemporary Arabic culture; Lebanon
Time dedicated to area studies: 100%
Dissertations/theses supervised: 13

Familiar, Laila | Lecturer, Department of Middle Eastern Studies

Education

- Ph.D. La Universidad Autónoma de Madrid, expected 2016
M.A. The American University in Cairo: Teaching Arabic as a Foreign Language, 2008
B.A. Universidad Autonoma de Madrid (Spain): Arabic and Islamic Studies, 1998

Academic experience

- 2008-present Lecturer, The University of Texas at Austin
2012-2013 Director of the Arabic Summer Institute, The University of Texas at Austin
2011 Academic Director of the Critical Language Scholarship (Fez, Morocco)
2007-08 Language Instructor, Center for Arabic Study Abroad (Cairo)

Recent publications

- *Hoda Barakat's Sayyidi wa Habibi..* Georgetown, 2013.
- *La tia Safeya y el monasterio.* Ediciones del Bronce, 2000.

Distinctions

- Texas Foreign Language Teaching Excellence Award, University of Texas at Austin, 2011, 2013.

Languages: Arabic 5, Spanish 5, English 4, French 2, German 2, Japanese 1, Persian 1, Turkish 1
Specializations: Arabic language, teaching culture, Arabic literature
Overseas experience: Egypt, Jordan, Morocco, Spain
Relevant courses taught: Readings in Arabic literature; Intensive Arabic I-VI
Time dedicated to area studies: 100%

Farmayan, Hafez | Professor Emeritus, Department of History

Education

- D.P.A. University of Southern California, 1957
Ph.D. Georgetown University: History, 1953
M.A. Stanford University: History, 1950
B.A. Stanford University: History, 1949

Academic experience

- 2001-present Professor Emeritus, The University of Texas at Austin
1990-2001 Professor, The University of Texas at Austin
1972-90 Associate Professor, The University of Texas at Austin

Recent publications

- *A Shi'ite Pilgrimage to Mecca.* (Austin: University of Texas Press), 1990.
- Editor. *Travels of Haji Mohammad Ali Pirzadeh, 1886-1889.* 2nd ed. (Tehran: Babak Press), 1982.
- "Portrait of a Nineteenth-Century Iranian Statesman." *International Journal of South Asian and Middle Eastern Studies*, 1981.

Languages: Persian 5, Arabic 3, French 3
Specializations: Iranian history
Overseas experience: Iran, England, France, India
Time dedicated to area studies: 100%

Fernea, Robert | Professor Emeritus, Department of Anthropology

Education

Ph.D. University of Chicago: Anthropology, 1959
M.A. University of Chicago: Anthropology, 1955
B.A. Reed College: Anthropology, 1954

Academic experience

1999-present Professor Emeritus, The University of Texas at Austin
1972-99 Professor, The University of Texas at Austin
1974-79 Associate Director, Center for Middle Eastern Studies, University of Texas at Austin

Recent publications

- "The Iraqi Revolution of 1988." ed. Wm. Roger Louis & Robert Fernea, 1991.
- *Nubian Ethnographies*. (Long Grove: Waveland Press), 1990.
- *The Arab World: Personal Encounters* with Elizabeth Warnock Fernea. (New York City: Doubleday Anchor Press), 1988.

Languages: French 4, Arabic 3
Specializations: Middle East ethnographies, anthropology of the Arab World
Overseas experience: Egypt, France, Iraq, Lebanon, Morocco, Saudi Arabia, Sudan
Relevant courses taught: Anthropology of the Middle East
Time dedicated to area studies: 100%

Frisbie, W Parker | Professor Emeritus, Department of Sociology

Education

Ph.D. University of North Carolina: Sociology, 1972
M.A. University of North Carolina: Sociology, 1971
B.A. Southwest Texas State University: Sociology, 1969

Academic experience

2008-present Professor Emeritus, The University of Texas at Austin
1984-2008 Professor, The University of Texas at Austin
1978-84 Associate Professor, The University of Texas at Austin
1972-78 Assistant Professor, The University of Texas at Austin

Recent publications

- "Infant and Child Mortality." Ed. D. Carr, R. Crosnoe, M.E. Hughes and A. Pienta. *Encyclopedia of the Life Course and Human Development*, (Farmington Hills: GaleCengage Learning), 2008.
- "Paradox Found (Again): Infant Mortality among the Mexican-Origin Population in the United States." *Demography* 44, 2007.
- "Health Patterns of Pacific Islanders and Asians Living in the United States." Eds. R. Ohtsuka and S.J. Ulijaszek. *Health Changes in the Asian Pacific Region*. (Cambridge: Cambridge University Press), 2007.

Languages: Spanish 3, Arabic 2
Specializations: Global health, health and immigrant populations
Overseas experience: Saudi Arabia, Mexico
Relevant courses taught: Demography of racial and ethnic groups; Urban ecology
Time dedicated to area studies: 100%

Ghanoonparvar, Mohammad | Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D.	The University of Texas at Austin: Comparative Literature, 1979
M.A.	East Michigan University: English Literature, 1972
B.A.	University of Isfahan (Iran): English Language and Literature, 1966

Academic experience

2013-present	Professor Emeritus, The University of Texas at Austin
2000-13	Professor, The University of Texas at Austin
1993-2000	Associate Professor, The University of Texas at Austin
1990-93	Assistant Professor, The University of Texas at Austin

Recent publications

- "Alien Rebirths of 'Another Birth.'" Ed. Dominic Parviz Brookshaw and Nasrin Rahimieh. Forugh Farrokhand, Poet of Modern Iran, Tauris & Co 2010.
- "Post-Revolutionary Trends in Persian Fiction & Film," *Radical History Review*, 2009.
- *Persian Cuisine: Traditional, Regional & Modern Foods*. (Mazda Publishers), 2006.

Distinctions

- *Encyclopaedia Iranica* Lifetime Achievement Award for Contribution to Iranian Culinary Arts, 2009
- American Institute for Iranian Studies Lois Roth Persian Translation Prize for *Translating the Garden*, 2008

Languages:	Persian 5, German 4, Arabic 3
Specializations:	Iranian literature, travel literature, literary translation
Overseas experience:	Iran, Canada, England, Norway, Austria, Germany
Relevant courses taught:	Iranian film and fiction; Images of the West in Persian literature
Time dedicated to area studies:	100%
Dissertations/theses supervised:	10

Gillespie, Kate | Associate Professor, Department of Marketing

Education

Ph.D.	University of London: International Business, 1983
M.B.A	University of Virginia: Business Administration and Management, 1976
B.A.	Harvard University: Near and Middle Eastern Studies, 1974

Academic experience

1990-present	Associate Professor, The University of Texas at Austin
1982-90	Assistant Professor, The University of Texas at Austin

Recent publications

- "The Role of Country of Manufacture in Consumers' Attributions of Blame in an Ambiguous Product-Harm Crisis." *Journal of International Consumer Marketing* 21, 2009.
- "The Role of Severity in Consumer Attributions of Blame." *Journal of International Consumer Marketing* 17, 2005.
- "Differences in Consumer Attributions of Blame between Men and Women." *Psychology & Marketing* 21, 2004.

Distinctions

- CBA Foundation Teaching Award for Assistant Professors, 1988

Languages:	Arabic 2, French 2
Specializations:	Emerging markets, global marketing, international business
Overseas experience:	Egypt, Palestine
Relevant courses taught:	International business foundations; Emerging markets
Time dedicated to area studies:	100%
Dissertations/theses supervised:	10

Grumberg, Karen | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. University of California-Los Angeles: Comparative Literature, 2004
M.A. University of California-Los Angeles: Comparative Literature, 1999
B.A. University of Texas at Austin: English and History, 1997

Academic experience

2011-present Associate Professor, The University of Texas at Austin
2004-11 Assistant Professor, The University of Texas at Austin
2006-08 Graduate Advisor, Center for Middle Eastern Studies, University of Texas at Austin

Recent publications

- "Female Grotesque': Orly Castel-Bloom and the Israeli Woman's Body," *Nashim: a Journal of Jewish Women's Studies and Gender Issues* 23, 2012.
- *Place and Ideology in Contemporary Hebrew Literature*. Syracuse, 2011.
- "Of Sons and (M)others: the Spectropoetics of Exile in Autobiographical Writing by Amos Oz and Albert Cohen," *Prooftexts* 30, 2010.

Distinctions

- Jean Holloway Award for Teaching Excellence, 2014
- Dean's Fellow, UT Austin, 2008

Languages: Hebrew 5, French 3
Specializations: Contemporary Israeli literature, comparative Arabic/Hebrew literature
Overseas experience: Israel, France, Norway
Relevant courses taught: Space and place in literature; Sacred/secular in Israeli literature
Time dedicated to area studies: 100%
Dissertations/theses supervised: 7

Hackett, Jo Ann | Professor, Department of Middle Eastern Studies

Education

Ph.D. Harvard University: Near Eastern Languages and Civilizations, 1980
M.A. Indiana University: Religious Studies, 1975
B.A. DePauw University: Mathematics, 1970

Academic experience

2009-present Professor, The University of Texas at Austin
1990-2009 Professor, Harvard University
1986-90 Assistant Professor, Indiana University

Recent publications

- "1st and 2nd Samuel" *Women's Bible Commentary*, 2012
- "On Canaanite and Historical Linguistics: A Rejoinder to Anson Rainey," with Na'amaPat-El, *Maarav* 17(2), 2012.
- *A Basic Introduction to Biblical Hebrew*. (Peabody: Hendrickson Publishers), 2010.

Distinctions

- Invited plenary address at the Northeast Regional Society of Biblical Literature annual meeting (April), 2009.
- Everett S. Mendelsohn Excellence in Mentoring Award from the Harvard University Graduate Student Council, 2006.

Languages: Aramaic, Hebrew (Biblical), Syriac, Ugaritic (reading)
Specializations: Ancient Near East history, Biblical Hebrew, gender and the Bible
Overseas experience: Jordan, Syria, Israel, United Kingdom
Relevant courses taught: Biblical Hebrew; In search of King David; Gendering the Bible
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Haghshenas, Hossein | Senior Lecturer, Department of Sociology

Education

Ph.D. The University of Texas at Austin: Sociology, 1991
M.S. North Texas State University: Sociology, 1982
B.A. University of Esfahan: Psychology and Philosophy, 1975

Academic experience

2008-present Senior Lecturer, The University of Texas at Austin
1996-2008 Lecturer, The University of Texas at Austin
1995-96 Instructor, Austin Community College

Distinctions

- Texas Exes Teaching Award for professors in the college of Liberal Arts, 2005-06.
- Nominated for Harry H. Ransom Teaching Award, 2003.

Languages: Persian 5, Arabic (reading)
Specializations: Comparative sociology of the Middle East, sociology of relationships
Overseas experience: Iran (native), Turkey
Relevant courses taught: Sociology of love & relationships; Intro to the study of society
Time dedicated to area studies: 100%

Hancock, Ian | Professor, Department of Linguistics

Education

Ph.D. London University: Oriental and African Studies, 1971

Academic experience

1984-present Professor, The University of Texas at Austin
1977-83 Associate Professor, The University of Texas at Austin
1972-76 Assistant Professor, The University of Texas at Austin

Recent publications

- *Romani-go no Kantanna Bunpō to Bunshō*. Tokyo. (Tokyo: Hakuishisha Publishers), 2010.
- *Sindrom Parije: Priča o Ropstvu i Progonu Roma*. (Zagreb: Ibis Grafika), 2006.
- *A History of the Romanies*. (Philadelphia: Boyds Mill Press), 2005.

Distinctions

- Appointed to the Texas State Holocaust and Genocide Commission, 2009.
- West Chester University created "The Ian Hancock Graduate Fellowship in Holocaust and Genocide Studies" in 2003.
- Appointed to the US Holocaust Memorial Council, Romani representative, 1997.

Languages: Roma 5, English Creole (various spoken dialects).
Specializations: Romani history, pidgin/creole linguistics
Overseas experience: West Indies, India, Israel, Germany, Eastern Europe
Relevant courses taught: Creole and pidgin languages, Roma history and culture
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Harlow, Barbara | Professor, Department of English

Education

Ph.D. State University of New York at Buffalo: Comparative Literature, 1977
M.A. University of Chicago: Romance Languages and Literatures, 1972
B.A. Simmons College: French/Philosophy, 1970

Academic experience

2006-2007 Visiting Professor, American University in Cairo
1994-present Professor, The University of Texas at Austin
1988-1994 Associate Professor, The University of Texas at Austin
1985-1988 Assistant Professor, The University of Texas at Austin

Recent publications

- "Diamonds, IDBism, and De Beers," *Cultural Critique & the Global Corporation*. Ed. Bose & Lyons. Indiana University Press, 2010.
- "Protest & Resistance," Ed. Irele, *The Cambridge Companion to the African Novel*, Cambridge, 2009.
- "Berlin Conference," Ed. Poddar & Johnson. *A Historical Companion to Postcolonial Literatures in English*. Edinburgh, 2008.

Distinctions

- Outstanding Graduate Teacher 1998
- Award from ITAC: First Honorable Mention for "Literary Contests and Contexts." With Bret Benjamin and Mary Harvan

Languages: French 3, German 3, Arabic 2, Spanish 2.
Specializations: Imperialism, orientalism, literature and human rights/social justice.
Overseas experience: Egypt, Ireland, South Africa
Time dedicated to area studies: 100%
Dissertations/theses supervised: 3

Hassan, Shahnaz | Lecturer, Department of Asian Studies

Education

B.A. University of Punjab (Pakistan), 1982

Academic experience

2002-present Lecturer, Department of Asian Studies, The University of Texas at Austin
1990-2002 Lecturer, Berkeley Urdu Language Program in Pakistan
1988-89 Language Instructor, U.S Peace Corps (Pakistan)

Recent publications

- Book review [Urdu, An Essential Grammar by R. L. Schmidt]. 2013

Distinctions

- Texas Foreign Language Teaching Excellence Award; 2011

Languages: Urdu 5, Punjabi 5, Arabic 2
Specializations: Urdu Grammar and literature
Overseas experience: Pakistan (native)
Relevant courses taught: Urdu language; Readings in Urdu newspapers
Time dedicated to area studies: 100%

Heng, Geraldine | Associate Professor, Department of English

Education

Ph.D.	Cornell University: English, 1990
M.A.	Cornell University: English, 1986
M.A.	National University of Singapore: English, 1980
B.A.	University of Singapore: English and Philosophy, 1979

Academic experience

2002-05, 2007-2009	Director, Graduate Advisor, Medieval Studies, The University of Texas at Austin
2002-present	Associate Professor, The University of Texas at Austin
2001-02	Associate Director and Cofounder, University of Texas Humanities Institute
1994-2002	Assistant Professor, The University of Texas at Austin

Recent publications

- *The Invention of Race in the European Middle Ages*. (Toronto: University of Toronto Press and Medieval Academy of America), 2013.
- "Holy War Redux: The Crusades, Futures of the Past, and Strategic Logic in the 'Clash' of Religions." *PMLA* 126:2, 2011.
- *Empire of Magic: Medieval Romance and the Politics of Cultural Fantasy*. (NY: Columbia University Press), 2003, 2004.

Languages:	Cantonese (native)
Specializations:	Literary, cultural, and social encounters, webs of exchange, gender, race, sexuality, and religion
Overseas experience:	Hong Kong (native); Singapore, Britain, Canada.
Relevant courses taught:	Comparative Middle Age literatures between Europe & Islamic world
Time dedicated to area studies:	25%
Dissertations/theses supervised:	7

Henry, Clement M | Professor Emeritus, Department of Government

Education

Ph.D.	Harvard University: Political Science, 1963
M.B.A.	University of Michigan: Finance, 1981
A.B.	Harvard College: Philosophy and Government, 1957

Academic experience

2011-present	Professor Emeritus, The University of Texas at Austin
1987-2011	Professor, The University of Texas at Austin
1973-80	Associate Professor, University of Michigan
1969-73	Associate Professor, American University in Cairo
1963-69	Assistant Professor, UC Berkeley

Recent publications

- "The Political Economics of the Maghrib," Ed. David S. Sorenson. *Interpreting the Middle East*, (Boulder: Westview Press), 2010.
- *The Politics of Islamic Finance*, (Edinburgh: Edinburgh University Press), 2004.
- *Globalization and the politics of development in the Middle East*, (New York: Cambridge University Press), 2001.

Languages:	French 5, Arabic 2, German 2
Specializations:	North Africa/Maghreb, political economy of the Middle East
Overseas experience:	Algeria, Egypt, Morocco, Tunisia, Turkey
Relevant courses taught:	Politics of Middle East and North Africa; US foreign policy in the Middle East; Economics and politics of petroleum.
Time dedicated to area studies:	100%

Dissertations/theses supervised: 9

Hillmann, Michael Craig | Professor, Department of Middle Eastern Studies

Education

Ph.D. The University of Chicago: Near Eastern Languages and Civilizations, 1974
M.A. The University of Chicago: Near Eastern Languages and Civilizations, 1969
M.A. Texas State University at San Marcos: English Literature, 1997
B.A. Loyola College (Maryland): English Literature, 1962

Academic experience

1986-present Professor, The University of Texas at Austin
1978-86 Associate Professor, The University of Texas at Austin
1974-78 Assistant Professor, The University of Texas at Austin

Recent publications

- "Hâfez's Ghazals qua Poetry." *The Blind Owl: The Love Song of M. Sadegh Hedayat*, 2014.
- "Khâqâni's 12th-Century Advice to 21st-Century Iranians.* " Ed. Alireza Korangi and Daniel Sheffield. *No Tapping Around Philology*, (Wiesbaden: Harrassowitz), 2013/4.
- *Persian Reading and Writing*. (Springfield: Dunwoody Press), 2010.

Languages: Persian (Farsi) 5; Persian (Tajiki) 4
Specializations: Persian literature, Iranian culture, classical Persian poetry, Persian material culture
Overseas experience: Iran, Tajikistan
Relevant courses taught: Classics of world poetry; The Blind Owl; Rumi and the Sufi tradition
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Holz, Robert | Professor Emeritus, Department of Geography

Education

Ph.D. Michigan State University: Geography, 1963
M.A. Southern Illinois University: Geography, 1959
B.A. Southern Illinois University: Zoology and Animal Biology, 1958

Academic experience

1999-present Professor Emeritus, The University of Texas at Austin
1973-99 Professor, The University of Texas at Austin
1962-73 Associate Professor, The University of Texas at Austin

Recent publications

- "Structures and Cultural features" and "Urban Analysis and Regional Planning." *The New Manual of Photographic Interpretation*, (Bethesda: American Society of Photogrammetry), 1995.
- "Settlement Evolution of Colonies along the US-Mexico Border: The Case of the Lower Rio Grande Valley of Texas." *Habitat International* 16, 1992.
- "The Size, Distribution and Growth of the Texas Population, 1980-2030." *Research Monograph 1987-4*, Bureau of Business Affairs, (Austin: University of Texas at Austin), 1987.

Languages: German 3, Arabic 2, French 2
Specializations: Middle East (General)
Overseas experience: Egypt, Israel, Morocco, Saudi Arabia, Tunisia, Kenya, Panama
Time dedicated to area studies: 100%

Housen, Ghada | Lecturer, Department of Middle Eastern Studies

Education

B.A. Damascus University: Arabic, 2002

Academic experience

2010-present Lecturer, The University of Texas at Austin
2005-06 Instructor; Exeter University Arabic Language Program (Syria)
2005 Instructor; Arabic, Iranian School (Syria)

Languages: Arabic 5
Specializations: Arabic language
Overseas experience: Syria (native)
Relevant courses taught: Intensive Arabic III-VI
Time dedicated to area studies: 100%

Huehnergard, John | Professor, Department of Middle Eastern Studies

Education

Ph.D. Harvard University: Near Eastern Languages and Cultures, 1979
B.A. Wilfrid Laurier University (Waterloo, Ontario): Religion and Culture, 1974

Academic experience

2009-present Professor, The University of Texas at Austin
1988-2009 Professor, Harvard University
1983-88 Associate Professor, Harvard University
1978-83 Assistant Professor, Columbia University

Recent publications

- "The Semitic Background of Arabic faqīr 'poor'." In *No Tapping around Philology: Festschrift in Honor of Wheeler McIntosh Thackston's 70th Birthday*, ed. Korangy & Sheffield. Harrassowitz, 2014.
- "Akkadian e and Semitic Root Integrity." *Babel und Bibel 7*. Eisenbrauns, 2014.
- "Tattoo and Tophet: Two Hebrew Etymologies." *Memorial Volume for Michael Patrick O'Connor*. Eisenbrauns.

Distinctions

- Honorary Doctorate of Humane Letters, The University of Chicago, 2014
- National Endowment for the Humanities grant, A Biblical Hebrew and Aramaic Lexicon, 2013

Languages: Akkadian, Arabic, Aramaic, Egyptian, Hebrew, Ethiopic (reading).
Specializations: Semitic linguistics, historical linguistics, writing systems, and ancient Near Eastern history
Overseas experience: Israel, Syria
Relevant courses taught: Semitic languages and their contexts.
Time dedicated to area studies: 100%

Hyder, Syed Akbar | Associate Professor, Department of Asian Studies

Education

Ph.D. Harvard University: Near Eastern and Semitic Languages, 2000
M.A. The University of Texas at Austin: Near Eastern and Semitic Languages, 1994
B.A. Texas A & M University: Philosophy, 1992

Academic experience

2007-present Associate Professor, The University of Texas at Austin
2006-present Associate Director, Hindi-Urdu Flagship, The University of Texas at Austin
2000-07 Assistant Professor, The University of Texas at Austin

Recent publications

- *A'iye Urdu Parhen: Let's Study Urdu, An Introductory Urdu Textbook* (New Haven: Yale University Press), 2007.
- *Reliving Karbala: Martyrdom in South Asian Memory* (New York: Oxford University Press), 2006.
- "Ghalib and his Interlocutors." *Comparative Studies of South Asia, Africa and the Middle East*, 26 (2006): 462–475.

Languages: Urdu, Hindu
Specializations: Islam in South Asia, Urdu, Aesthetics in S Asia & the Middle East
Overseas experience: Pakistan, India
Relevant courses taught: Afghanistan; Sufism & Islamic mystical traditions, Islam in South Asia
Time dedicated to area studies: 25%
Dissertations/theses supervised: 14

Kaplan, Jonathan | Assistant Professor, Department of Middle Eastern Studies

Education

Ph.D. Harvard University: Near Eastern Languages and Civilizations, 2010
M.A. Emory University, Jewish Studies, 2004
B.Sc. University of North Carolina, History and Religious Studies, 1998

Academic experience

2012-present Assistant Professor, The University of Texas at Austin
2012 Lecturer, Yale University
2010-12 Postdoctoral Associate, Yale University

Recent publications

- *My Perfect One: Subversive Typology and Early Rabbinic Reading of the Song of Songs*. Oxford (expected Spring 2015).
- *Ideology, and Inspiration: Exploring Walter Brueggemann's Influence in Biblical Studies*. Sheffield-Phoenix Press, 2014
- "The Song of Songs from the Bible to the Mishnah." *Hebrew Union College Annual* 81, 2010/13.

Distinctions

- First Runner-Up, Sean W. Dever Memorial Prize in Syro-Palestinian or Biblical Archaeology, 2010
- Graduate Writing Fellow, Bok Center for Teaching, Harvard University, 2008
- Certificate of Distinction in Teaching, Harvard University, 2008

Languages: Hebrew (Classical, Rabbinic, Modern), Aramaic (Old, Imperial, Biblical, Palestinian, Babylonian, Syriac, Zoharic), Classical Greek, Latin, German (reading), French (reading)
Specializations: Biblical Hebrew, Dead Sea Scrolls, Midrash
Overseas experience: Israel
Relevant courses taught: Dead Sea Scrolls, Aramaic, Biblical interpret, The Bible in Hebrew, Jerusalem, Abraham & Abrahamic religions
Time dedicated to area studies: 100%

Klor Sebastian | Lecturer, Schusterman Center for Jewish Studies

Education

Ph.D.	University of Haifa, 2012
M.A.	Harman Institute of Contemporary Jewry, Hebrew University of Jerusalem, 2005
B.A.	The Hebrew University of Jerusalem: General History, General Humanities, 1999

Academic experience

2013-present	Lecturer, The University of Texas at Austin
2010-13	Lecturer, Universidad Nacional de Córdoba (Argentina)
2007-11	Lecturer, The Hebrew University of Jerusalem
2002-10	Lecturer, the Jewish Agency for Israel (Jerusalem)

Recent publications

- "Ser judío / sionista / argentino: la experiencia histórica y socioeconómica de los inmigrantes judíos en Córdoba, 1901-1950". Revista Junta Provincial de Historia, 2007.
- "Between Thriving and Decline: The Jewish People 2004." Ed. Rami, Tal. Annual Assessment No. 1; The Jewish People Policy Planning Institute, 2004.

Languages:	Spanish 4
Overseas experience:	Argentina, Israel
Specializations:	Jewish history, Israeli society
Relevant courses taught:	Immigration to Israeli society; Jewish diaspora
Time dedicated to area studies:	50%

Liebowitz, Harold | Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D.	University of Pennsylvania: Oriental Studies, 1972
M.A.	New York University: Ancient Near Eastern Art and Architecture, 1965
B.A.	Yeshiva University: Sociology, 1955

Academic experience

2011-present	Professor Emeritus, The University of Texas at Austin
1998-2011	Professor, The University of Texas at Austin
1981-98	Associate Professor, The University of Texas at Austin
1974-81	Assistant Professor, The University of Texas at Austin

Recent publications

- "Wear Patterns on Ground Stone Implements from Tel Yin'am, Israel" Eds. Ebling & Rowan. *New Approaches to Old Stones: Recent Studies of Ground Stone Artifacts.* (Equinox Press), 2008.
- *Excavations at Tel Yin'am 1975-1989. Tel Yin'am I: The Later Bronze Age.* (Austin: The University of Texas at Austin), 2003.
- "A Unique Worked Stone Mortar from Tel Yin'am." *Levant* 32, 2000.

Distinctions

- Faculty Research Assignment, University of Texas at Austin, 2005
- Faculty Travel Grant, Religious studies, 2003
- Dean's Fellow, University of Texas at Austin, 1997

Languages:	Hebrew 5, Aramaic 3, French 3, Germany 3, Spanish 3, Yiddish 3
Specializations:	Israel
Overseas experience:	Israel, Egypt, Turkey, England, France, Spain
Relevant courses taught:	Daily life in ancient Israel; Jewish ethics; Dead Sea Scrolls
Time dedicated to area studies:	100%

Louis, Wm Roger | Professor, Department of History

Education

Ph.D. University of Oxford: History, 1962
M.A. Harvard University: History, 1960
B.A. University of Oklahoma: History, 1959

Academic experience

1975-present Director of British Studies, The University of Texas at Austin
1970-present Professor, The University of Texas at Austin
1962-70 Assistant and Associate Professor, Yale University

Recent publications

- *Penultimate Adventures with Britannia* (London: I.B. Tauris & Co), 2007.
- *Ends of British Imperialism: The Scramble for Empire, Suez and Decolonization.* (London: I.B. Tauris & Co), 2006.
- *A Revolutionary Year: The Middle East in 1958,* (Washington D.C.: Woodrow Wilson Center Press), 2002.

Distinctions

- Kluge Chair, Library of Congress, 2010
- UT Professor of the Year, 2009
- President of American Historical Association, 2001

Languages: German 5, French 4
Specializations: The British Empire, imperialism
Overseas experience: Egypt, Israel, India, British commonwealth
Relevant courses taught: British Empire, the Middle East, & India; British history, lit, & politics
Time dedicated to area studies: 100%
Dissertations/theses supervised: 12

Manners, Ian | Professor Emeritus, Department of Geography

Education

Ph.D. Oxford University: Geography, 1969
M.A. Oxford University: Geography, 1967
B.A. Oxford University: Geography, 1964

Academic experience

2008-present Professor Emeritus, The University of Texas at Austin
1991-2008 Professor, The University of Texas at Austin
1976-91 Associate Professor, The University of Texas at Austin
1972-76 Assistant Professor, The University of Texas at Austin
1968-72 Assistant Professor, Columbia University

Recent publications

- *European Cartography and the Ottoman World.* (Chicago: The Oriental Institute), 2007.
- "The Middle East: A Geographical Preface." Eds. D.J. Gerner and J. Schwedler. *Understanding the Middle East,* (Boulder and Longon: Lynne Rienner), 2005.
- "Constructing the Image of a City: The Representation of Constantinople in Christopher Buondelmonti's *Liber Insularum Archipelagi.*" *Annals of the Association of American Geographers* 87, 1997.

Languages: French 3, Turkish 3
Specializations: Historical cartography, urbanism, and environmental resource management in Turkey and the Middle East
Overseas experience: Turkey, Egypt, Jordan, Kuwait, Saudi Arabia, Pakistan, New Zealand, England
Time dedicated to area studies: 100%

Marcus, Abraham | Associate Professor Emeritus, Department of History

Education

Ph.D. Columbia University: History, 1979
M.Phil. Columbia University: History, 1978
B.A. Tel Aviv University: Middle Eastern History and Political Science, 1973

Academic experience

2012-present Associate Professor Emeritus, The University of Texas at Austin
1987-2012 Associate Professor, The University of Texas at Austin
1995-2003 Director, Center for Middle Eastern Studies, The University of Texas at Austin
2002-03 Chair, Department of Middle Eastern Studies, The University of Texas at Austin
1980-87 Assistant Professor, The University of Texas at Austin

Recent publications

- "Aleppo," *Encyclopedia of Jews in the Islamic World* 1, 2009 (forthcoming).
- *Al-sharq al-awsat 'ashiyat al-hadatha: Halab fi al-qarn al-tasi' 'ashar.* (Aleppo: Ray Publishing), 2009.
- "The Middle East." *The Garland Encyclopedia of World Music* 6, 2002.

Languages: Arabic 5, Hebrew 5, French 4, Ottoman Turkish 4, German 2
Specializations: Ottoman Empire, music and Middle Eastern culture
Overseas experience: Turkey, Israel, Brazil
Relevant courses taught: Ottoman history; Introduction to the Middle East
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Matysik, Tracie | Associate Professor, History

Education

Ph.D. Cornell University: History, 2001
M.A. Cornell University: History, 1997
B.A. University of Washington-Seattle: Comparative History of Ideas, 1994

Academic experience

2009-present Associate Professor, The University of Texas at Austin
2002-09 Assistant Professor, The University of Texas at Austin
2002-03 James Bryant Conant Fellow, Harvard University

Recent publications

- "Weimar Femininity: Within and Beyond the Law," Eds. Peter Gordon and John McCormick. *Weimar Thought*, (Princeton, New Jersey: Princeton University Press), 2013.
- "Spinoza and Classical Monism: Perspectives from within and without the Monist Movement" Ed. Todd Weir. *The Riddle of Monism*. (New York: Palgrave), 2012.
- "Beyond Freedom: A Return to Subjectivity in the History of Sexuality." Eds. Dagmar Herzog, Helmut Puff, and Scott Spector. *After the History of Sexuality*, (New York: Berghahn), 2012.

Languages: German
Specializations: European intellectual history, the history of sexuality
Overseas experience: Germany
Relevant courses taught: Secularism & critical theory; Reason & its discontents
Time dedicated to area studies: 50%
Dissertations/theses supervised: 4

Merabet, Sofian | Assistant Professor, Department of Anthropology

Education

Ph.D. Columbia University: Anthropology, 2008
M.Phil. Columbia University: Anthropology, 2004
M.A. Columbia University: Anthropology, 1999

Academic experience

2009-present Assistant Professor, Department of Anthropology, University of Texas at Austin
2007-09 Assistant Professor, Director of Grad Studies, Kevorkian Ctr, New York University
2006-07 Visiting Instructor, Department of Anthropology, University of Louisville

Recent publications

- "Human Geographies of Queer Identity Formations in Contemporary Lebanon." ed. Slymovics & Sherine. *State of the Art in the Anthropology of the Middle East and North Africa*, Indiana University Press, in press.
- "Gender, Identity, & Violence: The formation of Queer Subjectivities in Beirut at the Intersection of Fiction and Ethnography" *The International Journal of Middle East Studies*, (forthcoming).

Distinctions

- Faculty Fellow in the Center for Women's and Gender Studies, UT Austin, 2009 – 2010
- Faculty Fellowship, Hagop Kevorkian Center, New York University, 2007 – 2009
- Teaching/Faculty Fellowships, Columbia University, 2004 – 2006

Languages: Arabic 5, French, German 5, Spanish
Specializations: Sociocultural theory, urban studies, gender studies, queer theory
Overseas experience: Syria, Lebanon, Germany
Relevant courses taught: Cities of the Middle East; Gender & masculinities in the Middle East
Time dedicated to area studies: 100%
Dissertations/theses supervised: 2

Merhavy, Menahem | Lecturer, Middle Eastern Studies

Education

Ph.D. Tel Aviv University: Middle Eastern and Africa History, Iranian Studies, 2012
M.A. Hebrew University: Contemporary Middle East, 2003
B.A. Open University, Political Science and International Relations: 2000

Academic experience

2013-present Lecturer, The University of Texas at Austin

Recent publications

- "Realms of Iranian Memory: Persepolis as a Test Case", *Hamizrach Hachadash*, 49, 2010

Distinctions

- Fulbright Postdoc Fellowship 2013-14

Languages: Hebrew 5, Arabic, Persian, German, French 1
Specializations: Israeli-Iranian relations; Israeli foreign policy; Iranian society
Overseas experience: Israel (native)
Relevant courses taught: Nationalisms in the Middle East; Arab-Israeli conflict
Time dedicated to area studies: 100%

Minault, Gail | Professor, Department of History

Education

Ph.D. University of Pennsylvania: South Asia Regional Studies, 1972
M.A. University of Pennsylvania: South Asia Regional Studies, 1966
B.A. Smith College: History, 1961

Academic experience

1997-present Professor, The University of Texas at Austin
1980-1997 Associate Professor, The University of Texas at Austin
1972-1980 Assistant Professor, The University of Texas at Austin
1961-1964 Cultural Affairs Officer, U.S.I.S. (Dacca, East Pakistan-now Bangladesh)

Recent publications

- "Zay Khay Sheen: Aligarh's Pardah Nashin Poet." Ed. Usha Sanyal, David Gilmartin, and Sandra Freitag. *Muslim Voices: Community and the Self in South Asia*. (New Delhi: Yoda Press), 2013.
- "Syed Amir Ali," *Oxford Encyclopedia of Islam and Law*, (forthcoming).
- "Syed Mumtaz Ali and Muhammadi Begam," *Oxford Dictionary of National Biography*. (Oxford: Oxford University Press), 2012.

Languages: French, Hindi/Urdu, Persian, Italian, German
Specializations: Arab World, Muslim India, gender studies
Relevant courses taught: Partition of India In Historical Literature, Muslim India before 1750, Women In South Asian Societies
Overseas experience: India, Pakistan, Bangladesh
Time dedicated to area studies: 50%
Dissertations/theses supervised: 10

fMohammad | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. University of Southern California: Linguistics, 1989
M.A. University of Southern California: Generative Grammar, 1985
B.A. University of Damascus: English Language and Literature, 1971

Academic experience

2000-present Associate Professor, The University of Texas at Austin
1999-2000 Associate Professor, University of Florida
1990-99 Assistant Professor, University of Florida

Recent publications

- *Grammar of Palestinian Arabic*. (in progress)
- "Terms of Endearment & Anger in Levantine Arabic: Praying for & Against Someone." Ed. Farwaneh. *Perspectives in Arabic Linguistics Series*, (in progress).
- *Word Order, Agreement, & Pronominalization in Standard & Palestinian Arabic*. John Benjamins, 2000.

Distinctions

- Teaching Improvement Program Award, University of Florida, 1995.

Languages: Arabic 5, French 3
Specializations: Linguistics and the Arabic language, Qur'anic Arabic
Overseas experience: Palestine, Jordan, Israel, India, Pakistan, Great Britain, Belgium
Relevant courses taught: Palestine & Palestinians, Arab political speeches, Qur'an: A linguistic analysis
Time dedicated to area studies: 100%

Mulder, Stephennie | Assistant Professor, Department of Art and Art History

Education

Ph.D. University of Pennsylvania: History of Art, 2008
M.A. Princeton University: Near Eastern Studies, 2001
B.A. University of Utah: Anthropology, 1997

Academic experience

2008-present Assistant Professor, The University of Texas at Austin
2005-08 Lecturer, The University of Texas at Austin
2004-05 Teaching Assistant, The University of Texas at Austin

Recent publications

- *The Shrines of the 'Alids in Medieval Syria: Sunnis, Shi'is, and the Architecture of Coexistence*, Edinburgh, 2013.
- "Augumenting the 'Alids: How the Ottoman Sultan Abulhamid II Transformed the Ordinary in the Cemetery of Bāb al-Saghīr in Damascus," *Studia Islamica*, 2013.
- "Mosques Under the Ayyubids" & "Shrines in the Central Islamic Lands," *The Cambridge History of World Religious Architecture*, 2013.

Distinctions

- Art History Teaching Excellence Award 2008-2009, University of Texas at Austin.
- Margaret B. Sevckenko Prize, honorable mention. For "The Mausoleum of the Imam al-Shafi'i."
- Mark of 'Distinction' for comprehensive examinations in the field of Islamic Art, 2004.

Languages: Arabic 4, Hebrew 1, French 4, German (reading)
Specializations: Islamic art and architecture; ancient and medieval art
Overseas experience: Syria, Egypt, Turkey, Lebanon.
Relevant courses taught: Arts of Islam; Islamic ornament; The Islamic city
Time dedicated to area studies: 100%

Neely, James | Professor Emeritus, Department of Anthropology

Education

Ph.D. University of Arizona: Anthropology, 1974
M.A. University of Arizona: Anthropology, 1968
B.A. Mexico City College: Anthropology, 1958

Academic experience

2003-present Professor Emeritus, The University of Texas at Austin
1996-2003 Professor, The University of Texas at Austin
1975-96 Associate Professor, The University of Texas at Austin

Recent publications

- "Early Islamic Settlements of the Deh Luran Plain, Southwestern Iran." *Monographs of the Museum of Anthropology*, (to be submitted).
- "Towns and Villages of the Early Empires in Southwestern Iran." *Monographs of the Museum of Anthropology*, (forthcoming).
- *Corporate Groups in Greater Prehispanic Mesoamerica: Studies in the Variety of Social Organization and Resource Mobilization*. (Tuscaloosa: The University of Alabama Press), (forthcoming).

Languages: Spanish 5, French 3, German 3, Persian 2
Specializations: Ancient Near East, cultural ecology, ceramic technology
Overseas experience: Mexico, Iran, Ecuador
Relevant courses taught: Village life; The development of urbanism; Ceramic technology
Time dedicated to area studies: 33%

Nethercut, William | Professor, Department of Classics

Education

Ph.D. Columbia University: Classics, 1963
M.A. Columbia University: Classics, 1960
B.A. Harvard University: Classics, 1958

Academic experience

1975-present Professor, The University of Texas at Austin
1972-75 Professor, University of Georgia
1967-72 Associate Professor, University of Georgia

Recent publications

- "Gilbert Highet's Raising of Italy: Aeneid 3 523-524." Ed. R.M. Wilhelm and H. Jones. *The Two Worlds of the Poet*. (Detroit: New Perspectives on Virgil), 1992.
- "The Aeneid as Augustan Literature." *Augustan Age* 7 (1987).

Distinctions

- Alpha Lambda Delta & Phi Eta Sigma, named Outstanding Professor in Teaching Freshmen, 2001
- Liberal Arts Council Excellence in Teaching Award, 1998
- UT Teaching Hall of Fame, 1992

Languages: Latin 3, Classical Greek 3
Specializations: Egypt and the ancient Mediterranean, Egyptian art and culture
Overseas experience: Greece, Egypt
Relevant courses taught: Latin and Greek literature; Egyptian history; Hieroglyphics
Time dedicated to area studies: 50%
Dissertations/theses supervised: 2

Neuberger, Mary C | Associate Professor, Department of History

Education

Ph.D. University of Washington: History, 1997
M.A. University of Washington: History, 1993
B.A. University of Oregon: Russian Studies, 1990

Academic experience

2007-present Associate Professor, The University of Texas at Austin
1997-2007 Assistant Professor, The University of Texas at Austin
1997 Lecturer, University of Washington

Recent publications

- "Smoke and Beers: Touristic Escapes and Places to Party in Communist Bulgaria, 1956-1976," ed. Cathleen Giusitno. *Socialist Escapes: Places of Leisure in Postwar Eastern Europe*. (Oxford: Berghahn Press), 2012.
- "Kebabche or Hot Dogs?: Consuming the of Cold War at the Plovdiv Fair 1955-1972," *Journal for Contemporary History*, 2012 (forthcoming).
- *Communism Unwrapped: Consumption in Postwar Eastern Europe*, (Oxford: Oxford University Press), 2012 (forthcoming).

Languages: Turkish, Bulgarian, French, German, Russian
Specializations: Modern Eastern Europe, urban culture, commodity exchange, gender and nationalism
Overseas experience: Bulgaria, Turkey
Relevant courses taught: Ethnic conflict; Nationalism and gender
Time dedicated to area studies: 50%
Dissertations/theses supervised: 8

Newman, Martha | Associate Professor, Department of Religious Studies

Education

Ph.D. Stanford University: History, 1988
M.A. Stanford University: History, 1982
B.A. Harvard University: History, 1980

Academic experience

2007-present Chair, Department of Religious Studies, The University of Texas at Austin
1996-present Associate Professor, The University of Texas at Austin
1988-96 Assistant Professor, The University of Texas at Austin

Recent publications

- "Foundation and Twelfth-Century," *Cambridge Companion to the Cistercian Order*, ed. Braun. 2012.
- "Labor: Insights from a Medieval Monastery." Ed. Chazelle, Lifshitz, Doubleday. *Why the Middle Ages Matter: Medieval Light on Modern Injustice* Routledge, 2011.

Distinctions

- Eyes of Texas Excellence Award, Spring 1996
- Dad's Association Centennial Teaching Fellowship, Fall 2003

Specializations: Medieval Christian monasticism, monastic miracle collections
Relevant courses taught: Judaism, Christianity and Islam
Time dedicated to area studies: 25%
Dissertations/theses supervised: 1

Okur, Jeannette | Lecturer, Department of Middle Eastern Studies

Education

Ph.D. Ankara University: German Language and Literature, 2007
M.A. University of Wisconsin-Madison: German Language and Literature, 2001
M.S. University of Tennessee-Knoxville: Curriculum & Instruction, 1997
B.A. Middlebury College: American Literature/Creative Writing, Magna Cum Laude

Academic experience

2010-present Lecturer and Turkish Program Coordinator, The University of Texas at Austin
2009-10 Lecturer, University of Houston
2006-07 Lecturer/Researcher, TOBB University of Economics and Technology, Ankara

Recent publications

- English translation of Ali Fuat *Bilkan's Marallar Suya İnce* [*When the Does Descend to the Water*], London Books, 2014 (forthcoming).
- English translation of Mustafa Kutlu's *Sir* [*The Secret*]. UT Press, 2011.
- "Tales from Rumi. Mathnawi Selections for Young Readers (English Translation)," Ed. Bilkan. (New Jersey: The Light Publ.), 2008.

Distinctions

- Texas Language Center Professional Development Award, 2013, 2014
- Edith M. Deuss Fellowship at the University of Wisconsin-Madison 2000
- Belmont Foundation for Education Excellence in Teaching Award in Belmont, Massachusetts, 1999.
- Fulbright Scholar at Karl-Franzens-Universität in Graz, Austria, 1992

Languages: English 5, German 4, Turkish 4
Specializations: Late Ottoman/modern Turkish literature, teaching culture, translation
Overseas experience: Austria, Turkey
Relevant courses taught: Intensive Turkish; Women filmmakers in Middle East; Turks in Europe; Inspired by Istanbul
Time dedicated to area studies: 100%

Palaima, Thomas G | Professor, Department of Classics

Education

- Ph.D. University of Uppsala: honoris causa, 1994
Ph.D. University of Wisconsin: Classics, 1980
B.A. Boston College: Mathematics and Classics, 1973

Academic experience

- 2011-present Robert M Armstrong Centennial Professor of Classics, University of Texas
1991-2011 Raymond F. Dickson Centennial Professor, The University of Texas at Austin
1998-94 Chair, Department of Classics, The University of Texas at Austin
1986-91 Associate Professor and Director of PASP, The University of Texas at Austin

Recent publications

- "When War Is Performed, What Do Soldiers & Veterans Want to Hear & See & Why?" Eds. Meineck & Konstan. *Combat Trauma & the Ancient Greeks*, (Palgrave MacMillan), 2014.
- "Robert Graves's War Poems," ed. Louis. *Irrepressible Adventures with Britannia*, (London: I.B. Tauris), 2013.
- "The Legacy of War in the Classical World." With Larry Tritle. Eds. B. Campbell and L. Tritle. *The Oxford Handbook of Warfare in the Classical World*, Oxford, 2013.

Distinctions

- Longhorn of the Year, honorable mention, The Daily Texan , December 8, 2010
- Fulbright Professorship, Universitat Autònoma de Barcelona, 2007
- Jean Holloway Award for Excellence in Teaching, 2004

- Languages: Greek
Specializations: Ancient writing systems, reconstruction of ancient culture
Overseas experience: Greece, Spain, Austria
Relevant courses taught: Historical development of the classical world; Origins of writing
Time dedicated to area studies: 25%
Dissertations/theses supervised: 3

Papalexandrou, Athanasio | Associate Professor, Department of Art and Art History

Education

- Ph.D. Princeton University: Classical Art and Archaeology, 1998
M.A. Princeton University: Art and Archaeology, 1993
B.A. University of Athens: Archaeology and History of Art, 1988

Academic experience

- 2008-present Associate Professor, The University of Texas at Austin
2002-08 Assistant Professor, The University of Texas at Austin
2002 Research Fellow, Harvard University

Recent publications

- *Monsters, Fear, and the Uncanny in Early Greek Visual Culture* (UT Press, forthcoming).
- *The Visual Poetics of Power: Warriors, Youths, and Tripods in Early Greece* Lexington Books, 2005.

Distinctions

- UT Creative Research Award, 2012
- Fulbright Fellow, 1989-1993
- Graduate Fellowship, Princeton University, 1989-1996

- Languages: Modern Greek 5
Specializations: Greek visual culture, Greece & the Near East, art as communication
Overseas experience: Greece
Relevant courses taught: Art and Archaeology of Ancient Near East
Time dedicated to area studies: 50%
Dissertations/theses supervised: 6

Pat-EI, Na'ama | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. Harvard University: Semitic Philology, 2008
M.A. Hebrew University: Semitic Languages, 2002
B.A. Hebrew University: Germanic Linguistics, 2000

Academic experience

2014-present Associate Professor, The University of Texas at Austin
2008-14 Assistant Professor, The University of Texas at Austin

Recent publications

- *Studies in the Historical Syntax of Aramaic.* (Piscataway: Gorgias Press), 2010.
- "Some Aspects of the Cleft in Semitic Languages," ed. E. Cohen and T. Bar. *Studies in Semitic and General Linguistics in Honor of Gideon Goldenberg*, 2007.
- "Syntactical Aspects of Negation in Syriac," *Journal of Semitic Studies* 51, 2006.

Distinctions

- Humanities Research Award, 2012

Languages: Hebrew 5, Arabic, French, German
Specializations: Comparative Semitic linguistics, historical linguistics, syntax,
Overseas experience: Israel (native), Sweden, Norway
Relevant courses taught: Gateway to the Middle East; Comparative Semitic Grammar; Hebrew for academic reading
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Pedahzur, Ami | Professor, Department of Government

Education

Ph.D. The University of Haifa: Political Science, 1999
M.A. The University of Haifa: Political Science, 1996
B.A. The University of Haifa: Political Science, 1994

Academic experience

2009-present Professor, The University of Texas at Austin
2005-09 Associate Professor, The University of Texas at Austin
2002-05 Senior Lecturer with tenure, The University of Haifa
2000-02 Lecturer, The University of Haifa

Recent publications

- *Jewish Terrorism in Israel.* (New York: Columbia University Press), 2009.
- *The Israeli Secret Services and the War on Terrorism.* (New York: Columbia University Press), 2009.
- *Suicide Terrorism.* (Cambridge: Polity Press), 2005.

Distinctions

- Raymond Dickson Centennial Endowed Teaching Fellowship. The University of Texas at Austin, 2009
- Outstanding Supervisor for a Master's Thesis– The University of Haifa, 2004.
- Outstanding Lecturer Award, University of Haifa, 1999

Languages: Hebrew 5, Arabic 2, Aramaic 1
Specializations: Terrorism, political extremism, Israeli politics, comparative politics
Overseas experience: Israel (native)
Relevant courses taught: Suicide terrorism
Time dedicated to area studies: 100%
Dissertations/theses supervised: 10

Peers, Gleen | Professor, Department of Art and Art History

Education

Ph.D. Johns Hopkins University: History of Art, 1995
M.A. McGill University: Art History, 1986
B.A. Acadia University: Classics, 1984

Academic experience

2009-present Professor, The University of Texas at Austin
2004-09 Associate Professor, The University of Texas at Austin
1998-2004 Assistant Professor, The University of Texas at Austin

Recent publications

- "Real Living Painting: Quasi-Objects and Dividuation in the Byzantine World," *Religion and the Arts* 16.5, (2012).
- *Sacred Shock: Framing Visual Experience in Byzantium*. Pennsylvania State, 2004.
- "Subtle Bodies: Representing Angels in Byzantium." *Transformations in Late Antiquity* 32, 2001.

Distinctions

- Elizabeth A. Whitehead Professor, American School of Classical Studies at Athens, Greece, 2011-2012.
- Research Fellow, Internationales Forschungszentrum, 2010
- University Cooperative Society Subvention Award (for the publication of *Sacred Shock: Framing*)

Languages: French 4, German 3, Greek 4, Turkish 1, Latin 4, Italian 4, Arabic 1
Specializations: Byzantine art and architecture
Overseas experience: Italy, Greece, Turkey
Relevant courses taught: Art and architecture of the Byzantine empire.
Time dedicated to area studies: 100%
Dissertations/theses supervised: 2

Raizen, Esther | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. The University of Texas at Austin: Foreign Language Education, 1987
M.A. Tel Aviv University: Jewish History, 1982
B.A. Tel Aviv University: Jewish History and Hebrew Literature, 1977

Academic experience

2009-present Associate Dean, College of Liberal Arts, The University of Texas at Austin
2006-10 Chair, Department of Middle Eastern Studies, The University of Texas at Austin
2003-present Associate Professor, The University of Texas at Austin
1997-2002 Assistant Professor, University of Texas at Austin

Recent publications

- "The Tender Guardian: Eliezer Smoli's Nature Teacher." *Hebrew Studies*, 2012.
- "Breakdown and Bereavement: Motherhood and War in Raya Harnik's Works." ed. Sherman and Harris. (war in Israeli culture), 2010.
- *Modern Hebrew for Intermediate Students*. UT Press, 2001.

Distinctions

- Liberal Arts Council Teaching Award, 1996, 2000
- Eyes of Texas Excellence Award, 1994
- Texas Excellence Teaching Award, 1993

Languages: Hebrew 5, Yiddish 3, Aramaic 3, French 3, German 3
Specializations: Jewish history and culture, teaching Hebrew as a foreign language, computer assisted instruction, computational linguistics
Overseas experience: Israel (native)
Relevant courses taught: Intensive Hebrew I-II; Parents and children in Israeli literature
Time dedicated to area studies: 100%
Dissertations/theses supervised: 3

Raz, Adi | Clinical Assistant Professor, Department of Middle Eastern Studies

Education

Ed.D. Jewish Theological Seminary: Linguistics, 2009
Ed.M. Columbia University: Second Language Learning, 2004
M.S. Fairleigh Dickinson University: Public Administration, 2000
M.A. City University: Teaching English as a Second or Foreign Language, 1997
B.A. Bar-Ilan University: English Language and Literature, 1996

Academic experience

2001-present Clinical Assistant Professor, The University of Texas at Austin
2008-11 Lecturer, The University of Texas at Austin
2003-08 Teaching Assistant, Jewish Theological Seminary
1997 Instructor, Hunter College

Languages: Hebrew 5, English 4
Specializations: Hebrew as a second language, Jewish education, Hebrew literature, pragmatics, language learning styles and disabilities
Overseas experience: Israel (native)
Relevant courses taught: Intensive Hebrew, Cross-cultural communication in the Middle East, Hebrew through the media; Hebrew via pop culture
Time dedicated to area studies: 100%

Rosenberg Weinreb, Amelia | Lecturer, Department of Anthropology

Education

Ph.D. University of Pennsylvania: Cultural Anthropology, 2007
B.A. Earlham College: Sociology and Anthropology, 1995

Academic experience

2009-present Lecturer, The University of Texas at Austin
2007-2009 Postdoctoral Research Fellow, Ben-Gurion University
1999 Instructor, University of Pennsylvania

Recent publications

- *Cuba in the Shadow of Change: Daily Life in the Twilight of the Revolution*. (Gainesville: University Press of Florida) (in press).
- *Inscribing the Desert: An Ethnography of Space, Place and Landscape in a Small Negev Town* (tentative title) (Durham: Duke University Press), in progress.
- "Race, FE (Faith) and Cuba's Future" *Transforming Anthropology* 16(2), 2008.

Distinctions

- Andrew W. Mellon Foundation Award for Field Research, University of Pennsylvania, 2002

Languages: English 5, Spanish 4, Hebrew 3
Specializations: Cuba's middle class, Jewish Latin America
Overseas experience: Israel, Cuba, Costa Rica, Malawi
Relevant courses taught: Intro to Jewish Latin America, Jewish Cuba
Time dedicated to area studies: 100%

Schmandt-Besserat, Denise | Professor Emeritus, Department of Art and Art History

Education

Diplome Ecole du Louvre: Art History, 1964
B.A. Paris University: Art and Art History, 1953

Academic experience

1981-present Associate Professor, The University of Texas at Austin
1972-11 Assistant Professor, The University of Texas at Austin
1976-79 Assistant Director, Center for Middle Eastern Studies, University of Texas at Austin

Recent publications

- *After Writing: The Interface Between Writing and Art.* (Austin: The University of Texas Press), 2007.
- "Art and the Human Figure: Before and after Writing." Eds.M. Perna. *Studi in Onore di Enrica fiandra*, (Paris: De Boccard), 2005.
- "The Birth of Narrative Art." *Archaeology Odyssey* 7, 2004.

Languages: French 5, German 3, English 4
Specializations: Art and archaeology of the ancient Near East
Overseas experience: Jordan, Yemen, Saudi Arabia, Israel, Syria, Soviet Central Asia
Time dedicated to area studies: 100%

Seeman, Sonia | Associate Professor, Butler School of Music

Education

Ph.D. University of California-Los Angeles: Musicology and Ethnomusicology, 2002
M.A. University of Washington: Ethnomusicology, 1990
B.A. University of Michigan: Music History and Musicology, 1980

Academic experience

2006-present Assistant Professor, The University of Texas at Austin
2004-06 Lecturer, University of California-Santa Barbara
2005 Lecturer, University of California-Los Angeles

Recent publications

- "A Politics of Culture: Turkish Romani Music and Dance at the Dawn of European Union Accession." Eds. Jurkova & Bidgood. *Voices of the Weak: Music and Minorities*, (Prague: NGO Slovo 21), 2009.
- "Presenting "gypsy"—Re-Presenting Roman: Towards an Archaeology of Aesthetic Production & Social Identity." *Music & Anthropology: Journal of the Anthropology of the Mediterranean* 11, 2006.
- "Book Review: Albanian Urban Lyric Song in the 1930s by Eno Koço." *Ethnomusicology Forum* 15 (1), 2006.

Distinctions

- Fellowship, Humanities Institute, University of Texas, 2010
- Walter and Gina Ducloux and Dean's Fellowship
- Fellowship, Center for Women's and Gender Studies, University of Texas, 2007

Languages: Turkish
Specializations: Music of modern Turkey, the Ottoman Empire, Roma communities
Overseas experience: Macedonia, Southeastern Europe, Turkey
Relevant courses taught: Music, gender, and sexuality; Middle East ensemble
Time dedicated to area studies: 100%
Dissertations/theses supervised: 10

Shingavi, Snehal | Assistant Professor, Department of English, South Asia Institute

Education

Ph.D. University of California, Berkeley: English, 2009
B.A. Trinity University: English, 1997
B.A. Trinity University: Economics, 1997

Academic experience

2009-present Assistant Professor, The University of Texas at Austin
2008-2009 Visiting instructor, University of Mary Washington
2008 Instructor, Notre Dame de Namur University

Recent publications

- *The Mahatma Misunderstood: the politics and forms of Indian literary nationalism.* (London: Anthem Books), 2013.
- "Premchand and Language: On Translation, Cultural Nationalism, and Irony." *The Annual of Urdu Studies* 28, 2013.

Languages: Urdu 5, Hindi 5
Specializations: South Asian literature in English and Hindi/Urdu, Literature in Translation/Translation Theory, Theories of "the nation"
Relevant courses taught: Contemporary Pakistani Fiction, Global Indian English, Islamophobia and Literature, Literary South Asian Islam,
Time dedicated to area studies: 100%
Dissertations/theses supervised: 5

Shirazi, Faegheh | Professor, Department of Middle Eastern Studies

Education

Ph.D. The Ohio State University: Textile and Clothing, 1985
M.S. Kansas State University: Textile Science, 1976
B.A. University of Houston: Interior Design, 1975

Academic experience

2010-present Professor, The University of Texas at Austin
2002-10 Associate Professor, The University of Texas at Austin
1996-2002 Assistant Professor, The University of Texas at Austin

Recent publications

- *Muslim Women in War and Crisis: From Reality to Representation* (editor). (The University of Texas Press), 2010.
- *Velvet Jihad: Muslim Women's Quiet Resistance to Islamic Fundamentalism.* (University Press of Florida), 2009.

Distinctions

- Commodification of Islam: Must Dolls Wear the Hijab? Project Selected by UT for the Carnegie Corporation's Scholars Program, 2008
- The Humanities Institute Faculty Associate. College of Liberal Arts, The University of Texas at Austin, 2005

Languages: Persian 5, English 4, Arabic 2
Specializations: Women and gender in the Islamic world, textiles and Islamic art
Overseas experience: Iran (native), Morocco, Egypt
Relevant courses taught: Material culture in the Middle East, Iranian culture and society, Muslim women: past & present; Graffiti/poster art in the Mid East
Time dedicated to area studies: 100%
Dissertations/theses supervised: 5

Smith, Geoffrey | Lecturer, Department of Religious Studies

Education

Ph.D. Princeton University: Religions of Mediterranean Antiquity, 2013
M.T.S. Harvard Divinity School: Early Christianity, 2008
B.A. Biola University: Biblical Studies, 2005

Academic experience

2013-present Lecturer, The University of Texas at Austin
June 2013 Adjunct Faculty, Andover Newton Theological School
August 2013 Adjunct Faculty, Boston University School of Theology

Recent publications

- "Constructing a Christian Universe: Mythological Exegesis of Ben Sira 24 and John's Prologue in the Gospel of Truth." Ed. L. Jenott and S. Kattan Gribetz. *Jewish and Christian Cosmogony in Late Antiquity*, (Tuebingen: Mohr Siebeck), 2013.
- "Irenaeus, the Will of God, and Anti-Valentinian Polemics: A Closer Look at Against the Heresies I.12.1." Ed. Eduard Iricinschi, Lance Jenott, Nicola Denzey Lewis and Philippa Townsend. *Beyond the Gnostic Gospels*, (Tuebingen: Mohr Siebeck), 2013.

Languages: French (reading), German (reading), Ancient Greek, Latin, Coptic, Ancient Hebrew
Specializations: Ancient Near East, early Christianity, Hebrew Bible, New Testament
Overseas experience: England
Relevant courses taught: Coptic
Time dedicated to area studies: 25%
Dissertations/theses supervised: 6

Spellberg, Denise | Associate Professor, Department of History

Education

Ph.D. Columbia University: History, 1989
M.A. Columbia University: History, 1983
B.A. Smith College: History, 1980

Academic experience

1996-present Associate Professor, The University of Texas at Austin
1990-96 Assistant Professor, The University of Texas at Austin
1995-96 Associate Director, Medieval Studies Program, The University of Texas at Austin

Recent publications

- *Jefferson's Qur'an: Islam and the Founders*. (New York: Alfred A. Knopf) 2013.
- *'A'isha and the Islamic Historical Tradition, A Biography of the Prophet's Wife*. (Columbia University Press), October 2014.
- *Politics, Gender, and the Islamic Past: The Legacy of 'A'isha bint Abi Bakr* (second edition). (Columbia University Press), expected October 2014.

Distinctions

- Fellow, Institute for Historical Studies, 2013
- Nominated for the Academy of Distinguished Teachers, 2013
- Awarded *Dost* Book Prize by the Turkish Women's Cultural Association, 2009

Languages: Arabic 3, French 3, Spanish 3, Turkish 2
Specializations: Middle East (general), Spain, Islam in the west.
Overseas experience: Turkey, Ireland, Britain, Egypt
Relevant courses taught: Islamic history in the medieval era (including Spain), gender studies, historiography, Islam in the United States and Europe.
Time dedicated to area studies: 100%
Dissertations/theses supervised: 6

Suri, Jeremi | Professor, History & Mack Brown Distinguished Chair for Leadership in Global Studies, Public Affairs

Education

Ph.D. Yale University: History, 2001
M.A. Ohio University: History, 1996
B.A. (honors) Stanford University: History, 1994

Academic experience

2011-present Professor, The University of Texas at Austin
2009-11 E. Gordon Fox Professor of History, University of Wisconsin-Madison
2007-09 Professor, University of Wisconsin

Recent publication

- "Anxieties of Empire and the Truman Administration," ed. Daniel S. Margolies. *A Companion to Harry S. Truman* (Wiley-Blackwell), 2012.
- *Liberty's Surest Guardian: American Nation-Building from the Founders to Obama* (Free Press/Simon and Schuster), 2011.

Distinctions

- 2013 "Most Engaging Teacher", Lyndon B. Johnson School of Public Affairs
- 2012 Chosen by Princeton Review as one of the "best" three hundred professors in the United States

Languages: French 3, German 4, Russian 4
Specializations: Formation of nation-states & modern international relations, connections between foreign policy & domestic politics
Time dedicated to area studies: 50%
Relevant courses taught: Strategy, law & diplomacy; Statecraft; Strategy & decision-making in global policy
Dissertations/theses supervised: 10

Talbot, Cynthia | Associate Professor, Department of History

Education

Ph.D. University of Wisconsin-Madison: History, 1988
M.A. University of Michigan: South Asian Studies, 1980
B.A. University of Michigan: Asian Studies, 1975

Academic experience

2001-present Associate Professor, The University of Texas at Austin
1995-2001 Assistant Professor, The University of Texas at Austin
1989-95 Assistant Professor, Northern Arizona University

Recent publications

- *Knowing India: Colonial and Modern Constructions of the Past*. Ed. (Delhi: Yoda Press), 2011.
- "Introduction." In *Knowing India: Colonial and Modern Constructions of the Past*, Ed. (Delhi: Yoda Press), 2011.

Distinctions

- National Endowment for the Humanities Fellowship, 2008-2009
- Institute for Advanced Study (Princeton) Membership, 2007-2008
- John Simon Guggenheim Memorial Foundation Fellowship, 2007-2008

Overseas experience: India
Languages: Hindi, Urdu, Tamil, Malayalam
Relevant courses taught: Mughal India and other courses on South Asia to 1750
Specializations: Social and cultural history of medieval/early modern India (ca. 1000-1750); historiography / historical memories, Hindu-Muslim relations.
Time dedicated to area studies: 25%
Dissertations/theses supervised: 4

Tissières, Hélène | Associate Professor, Department of French and Italian

Education

Ph.D. New York University: French, 2000
M.Phil. New York University: French, 1996
M.A. New York University: French, 1993
B.F.A (honors) Art Center College of Design, 1986

Academic experience

2010-present Associate Professor, The University of Texas at Austin
2003-05 Fulbright Professor, University Cheick Anta Diop, Dakar, Senegal
2001-09 Assistant Professor, The University of Texas at Austin

Recent publications

- *Créations et défis au Sénégal: Diop, Sembene, Diadji and Awadi* (Paris), 2013.
- *Transmigrational Writings between the Maghreb and Sub-Saharan Africa: Literature, Orality, Visual Arts*. Virginia: University Press. (2012)

Distinctions

- Dean's Fellowship, University of Texas at Austin, 2008
- Fulbright research/lecturer grant, affiliation, 2003-2005
- Dulau Dissertation Fellowship, New York University, 1998-1999

Languages: French 5, Italian 2, German 2, Latin 2, Arabic 1, Wolof 1
Specializations: African literature written in French, African contemporary art, African and French film, Recent French literature
Overseas experience: Senegal
Relevant courses taught: The Arts in France; African Francophone literature; French film; Caribbean & African Literature
Time dedicated to area studies: 50%
Dissertations/theses supervised: 8

Weinreb, Alexander A | Associate Professor, Department of Sociology

Education

Ph.D. University of Pennsylvania: Demography and Sociology, 2000
B.A. University of Durham: Philosophy and Politics, 1991

Academic experience

2009-present Associate Professor, The University of Texas at Austin
2004-2009 Lecturer, Hebrew University
2003-2004 Visiting Scholar, Hebrew University

Recent publications

- "AIDS and social networks." *Emerging Trends in the Social & Behavioral Sciences*, Wiley (with Adams, Trinitapoli), 2015.
- "Religion and interest in politics in sub-Saharan Africa" *Social Forces* 92 (1):

195-219 (with Manglos) 2013.

Distinctions

- 2004-2007 "Milgat Alon" (Alon Prize), Israeli Ministry of Education
- 2000-2002 NICHD Postdoctoral Fellowship in Demography, NORC/U. Chicago

Languages: English 5, Hebrew 4, Spanish 2
Overseas experience: Israel, Dominican Republic, Malawi, Kenya
Specializations: Relationship between group-level identities & social/demographic outcomes, global religious change over time, sociology of Judaism
Relevant courses taught: Anti-Semitism; Multicultural Israel; Sociology of Africa
Time dedicated to area studies: 50%
Dissertations/theses supervised: 3

White, L Michael | Professor, Department of Classics

Education

Ph.D.	Yale University, 1982
M.A.	Yale University, 1977
M.A.	Abilene Christian University, 1973
B.A.	Abilene Christian University, 1971

Academic experience

2001-present	Director, Institute for the Study of Antiquity & Christian Origins, University of Texas
1996-present	Professor of Religious Studies, The University of Texas at Austin

Recent publications

- *Scripting Jesus: The Gospel Authors as Storytellers*. (San Francisco: Harper-Collins), 2010.
- "Ordering the Fragments of PHerc. 1471: A New Hypothesis." *Cronache Ercolanesi* 39, 2009.
- "New Excavations in the Ostia Synagogue: The UT-OSMAP Project." with S.D. Gelb. *Journal of Roman Archaeology, Supplement Series*. (Portsmouth: JRA) (in preparation).

Specializations: Greco-Roman religions, formative Judaism, Christian origins, archaeology and social history

Time dedicated to area studies: 50%

Dissertations/theses supervised: 4

Wilkins, Karin G | Professor, Department of Radio, Television, and Film

Education

Ph.D.	University of Pennsylvania: Communication, 1991
M.A.	University of Pennsylvania: Communication, 1987
B.A.	Bucknell University: Interdisciplinary Studies, 1984

Academic experience

2014-present	Director, Center for Middle Eastern Studies, The University of Texas at Austin
2009-present	Professor, The University of Texas at Austin
2009-14 Austin	Associate Director, Center for Middle Eastern Studies, The University of Texas at Austin
2000-09	Associate Professor, The University of Texas at Austin
1995-2000	Assistant Professor, The University of Texas at Austin

Recent publications

- *Handbook of Development Communication and Social Change*. Ed. With Tufte, T., Obregon, R. IAMCR Series. (Oxford: Wiley-Blackwell), 2013.
- "Wearing Shades in the Bright Future of Digital Media: Limitations of Narratives of Media Power in Egyptian Resistance," *MedieKulture*. No. 52. 2012.

Distinctions

- Dean's Fellowship, University of Texas at Austin, 2009
- International Communication Association, Development Communication Top Paper Award, 2006
- College of Communication Teaching Excellence Award, University of Texas at Austin, 2005

Languages: Arabic 2, French 2, Japanese 1, Cantonese 1

Specializations: Middle East, media, development and communication, new media

Overseas experience: Egypt, Hong Kong, Japan, Scotland

Relevant courses taught: Communication and transition in the Middle East; Media and the Middle East: Media and social change; Development communication

Time dedicated to area studies: 100%

Dissertations/theses supervised: 1

Wolitz, Seth | Professor Emeritus, Department of French & Italian and Department of Slavic Languages

Education

Ph.D. Yale University: French and Romance Languages, 1965
B.A. University of Chicago, 1958

Academic experience

2011-present Professor Emeritus, The University of Texas at Austin
1980-2011 Professor, The University of Texas at Austin
1978-80 Professor, The University of Texas at San Antonio
1975-977 Associate Professor, The University of Texas at Austin

Recent publications

- Introduction and Biographical Sketches in *With Everything We've Got, a personal anthology of Yiddish Poetry*, ed. Richard J. Fein, (Austin: Host Publications) 2009.
- "Goldfaden: Theatrical Space and Historical Palce for the Jewish Gaze." Ed. Ahuva Belkin, Tel Aviv. *Jewish Theatre: Tradition in Transition and Intercultural Vistas* Assaph Book Series, Tel Aviv University, 2009.

Distinctions

- Award for creative contribution to Innovative Instructional Technology, May 2000, UT. Austin.
- Dean's Fellow from Slavic Dept., Univ. of Texas at Austin, Spring 2001
- Elected Honorary Senior Fellow at University College, London for academic year Fall 2000-Fall 2001

Languages: French, Hebrew, Yiddish
Specializations: Twentieth-century Jewish and European literature, modern Yiddish literature in European context.
Overseas experience: France
Time dedicated to area studies: 25%
Dissertations/theses supervised: 2

Yildirim, Yetkin | Research Assistant Professor, Department of Civil Engineering

Education

Ph.D. The University of Texas at Austin: Civil Engineering, 2000
M.Sc. The University of Texas at Austin: Civil Engineering, 1998
B.S. Middle East Technical University (Ankara, Turkey): Civil Engineering, 1997

Academic experience

2008-present Assistant Research Professor, The University of Texas at Austin
2001-08 Lecturer, The University of Texas at Austin
2000-01 Research Engineer Associate, The University of Texas at Austin

Recent publications

- "The Medina charter: A Historical Case of Conflict Resolution." *Islam and Christian-Muslim Relations* Vol. 20, 2009.
- *Tolerance and Cultural-Religious Coexistence in the Ottoman Empire*. Ed. With K. Karpat (CUNE Press).(in press).

Languages: Turkish 5
Overseas experience: Turkey (native)
Specializations: Cross-cultural communication, conflict resolution, Islamic studies.
Time dedicated to area studies: 25%
Dissertations/theses supervised: 1

Zilkha, Abraham | Associate Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D. Hebrew University: Linguistics, 1971
Certificate Hebrew University: Semitics and Arabic, 1965
B.A. Hebrew University: Hebrew, Arabic, and Middle Eastern Studies, 1963

Academic experience

2009-present Associate Professor Emeritus, The University of Texas at Austin
1990-2009 Associate Professor, The University of Texas at Austin
1974-1990 Assistant Professor, The University of Texas at Austin
1973-1974 Assistant Professor, Ohio State University

Recent publications

- *Modern English-Hebrew Dictionary*. (Yale University Press), 2002.
- "By the Rivers of Babylon." Ed. Elizabeth Fernea. *Remembering Childhood in the Middle East*, (Austin: University of Texas Press), 2002.
- "Israeli-Palestinian Conflict: A Historical Perspective." Ed. Elizabeth Fernea. *Struggle for Peace*, (Austin: University of Texas Press), 1992.

Languages: Arabic 5, Hebrew 5
Specializations: Israel, Jewish studies, Hebrew language
Overseas experience: Israel
Relevant courses taught: Hebrew language and literature; Politics of Israel; Modern Israel
Time dedicated to area studies: 100%
Dissertations/theses supervised: 1

Aslan, Kathryn | Undergraduate Program Coordinator

Education

M.S.W. Loyola University Chicago, 2007
B.A. Michigan State University: German, 1998

Professional experience

2012-present Undergraduate Program Coordinator, The University of Texas at Austin
2011-12 Academic Advisor, School of Nursing, The University of Texas at Austin
2007-11 Academic Advisor, College of Arts and Sciences, The University of Chicago

Regional experience: Turkey, Egypt

Beachum, Denise | Assistant Department Manager

Education

B.A. Washington State University: English, 1999

Professional experience

2012-present Assistant Department Manager, Middle Eastern Studies, University of Texas at Austin
2011-12 Events Coordinator, Middle Eastern Studies, The University of Texas at Austin
2007-11 Principal Assistant of Academic Affairs, Washington State University

Distinctions

College of Liberal Arts Staff Excellence Award, 2013

Dahl, Kimberly | Department Manager (NRC Coordinator)

Education

M.A. The University of Texas at Austin: Linguistics, 2009
B.A. The University of Texas at Austin: Linguistics, Spanish, 2004

Professional experience

2011-present Department Manager, Middle Eastern Studies, The University of Texas at Austin
2010-11 Assistant Director, Arabic Flagship Program, The University of Texas at Austin
2006-10 Student Services Coordinator, Middle Eastern Studies, The University of Texas at Austin

Regional experience: Egypt, Syria, Tajikistan

Justh, David | Graduate Program Coordinator (FLAS Coordinator)

Education

B.A. Oberlin College: Music, 1996

Professional experience

2011-present Graduate Program Coordinator, Middle Eastern Studies, University of Texas at Austin
2008-11 Graduate Program Coordinator, Mechanical Engineering, University of Texas at Austin
2004-07 Graduate Program Coordinator, School of Music, University of Texas at Austin

Distinctions

President's Outstanding Staff Award, 2014

Medearis, Briana | Events Coordinator

Education

1999-2005 Florida Agriculture and Mechanical University: Business Administration

Professional experience

2012-present Events Coordinator, Department of Middle Eastern Studies, University of Texas at Austin
2011-12 Administrative Associate, Arabic Flagship Program, The University of Texas at Austin
2010-11 Administrative Associate, University Temporary Services, University of Texas at Austin

Moore, Wendy | Publications Editor

Education

M.A. Texas A&M University: History, 2000
B.A. Texas A&M University: History, 1998

Professional experience

2006-present Publications Editor, Center for Middle Eastern Studies, The University of Texas at Austin
2001-06 Assistant Editor, University of Texas Press
2000-01 Acquisitions Assistant, University Press of Florida

Regional experience: Turkey

Rose, Christopher | Outreach Director

Education

Ph.D. The University of Texas at Austin: History, 2017 (expected)
M.A. The University of Texas at Austin: Middle Eastern Studies, 2000
B.A. American University: International Studies, 1996

Professional experience

2000-present Outreach Director, Middle Eastern Studies, The University of Texas at Austin
1998-2000 Outreach Assistant, Middle Eastern Studies, The University of Texas at Austin
1996-98 Certification Program Administrator, Association of Government Accountants, Arlington

Regional experience: Morocco, Tunisia, Turkey, Cyprus, Egypt

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Title		X-listed	ME content	Instructor(s)	Credits	2012	2013	2014
Arabic								
<i>Undergraduate: Lower-Division</i>								
1	Intensive Arabic I	---	100%	Various	6	122	120	x
2	Intensive Arabic II	---	100%	Various	6	105	88	x
<i>Undergraduate: Upper-Division</i>								
3	Intensive Arabic III	---	100%	Various	6	28	42	x
4	Intensive Arabic IV	---	100%	Various	6	21	34	x
5	Intensive Arabic V	---	100%	Various	5	26	26	x
6	Intensive Arabic VI	---	100%	Various	5	19	23	x
7	Advanced Spoken Media Arabic	---	100%	Various	3	18	15	x
8	Arab Political Speeches in War and Peace	Yes	100%	Mohammad, M	3	-	16	
9	Arabic Across Disciplines	---	100%	Various	1	20	14	x
10	Arabic Voices: From Poetry to Rap	Yes	100%	El-Ariss, T	3	-	12	x
11	Building the Future: Sci-Fi/Utopia in Arab Culture	Yes	100%	El-Ariss, T	3	-	-	x
12	Cairo Cosmopolitan	Yes	100%	Raizen-Colman, M	3	-	17	-
13	Egyptian Culture and Society	Yes	100%	Salern, H	3	13	-	-
14	Palestine and Palestinians	Yes	100%	Mohammad, M	3	12	-	x
15	Readings in Arabic Literature	Yes	100%	Familiar, L	3	-	19	-
16	The Arab Spring	Yes	100%	El-Ariss, T	3	20	-	x
17	The Arabian Nights	Yes	100%	Ali, S	3	-	25	-
18	Conference Course in Arabic Language & Lit	---	100%	Various	3	-	-	x
19	Honors Tutorial Course I	---	100%	Various	3	-	1	x
20	Honors Tutorial Course II	---	100%	Various	3	-	1	x
<i>Graduate</i>								
21	Intensive Grad Language Instruction I	---	100%	Various	3	3	3	x
22	Intensive Grad Language Instruction II	---	100%	Various	3	3	5	x
23	Intensive Grad Language Instruction III	---	100%	Various	3	2	3	x
24	Intensive Grad Language Instruction IV	---	100%	Various	3	2	3	x
25	Intensive Grad Language Instruction V	---	100%	Various	3	7	6	x
26	Intensive Grad Language Instruction VI	---	100%	Various	3	14	7	x
27	Arab Women Poets	---	100%	Ali, S	3	-	-	x
28	Arabic Dialect Research	---	100%	Brustad, K	3	-	-	x
29	Arabic Dialectology	---	100%	Brustad, K	3	-	17	-
30	Arabic Grammar Through Literature	---	100%	Mohammad, M	3	-	7	-
31	Arabic in Europe	---	100%	Ali, S	3	10	-	x
32	Current Research in Arabic Linguistics	---	100%	Brustad, K	3	-	10	x
33	Curriculum Design in Arabic	---	100%	Al-Batal, M	3	-	10	-
34	Grammar of the Arabic Language	---	100%	Mohammad, M	3	4	-	-

Title	X-listed	ME content	Instructor(s)	Credits	2012	2013	2014
<i>Graduate (cont'd)</i>							
35 Modern Arab Thought	---	100%	Al-Batal, M	3	14	-	-
36 Modern Arabic Literature	---	100%	Brustad, K	3	5	-	X
37 Qur'anic Arabic	---	100%	Mohammad, M	3	-	-	X
38 Reading Classical Islamic Texts	---	100%	Ali, S	3	-	4	-
39 Refiguring Loss in Contemporary Arabic Literature	---	100%	El-Ariss, T	3	-	19	-
40 Research in Arabic Grammatical Traditions	---	100%	Mohammad, M	3	5	-	-
41 Teaching Arabic as a Foreign Language	---	100%	Al-Batal, M	3	-	20	-
42 The Arabo-Islamic Ode	---	100%	Ali, S	3	-	12	-
43 The Novel in Arabic	---	100%	Various	3	-	11	-
44 Translation: Theory & Practice	---	100%	El-Ariss, T	3	-	11	-
45 Varieties and Registers of Arabic	---	100%	Brustad, K	3	20	-	X
46 Topics in Arabic Literature	---	100%	Various	3	-	4	-
47 Conference Course in Arabic Studies	---	100%	Various	3	8	9	X
48 Thesis I	---	100%	Various	3	5	-	-
49 Thesis II	---	100%	Various	3	6	-	-
50 Master's Report	---	100%	Various	3	-	-	-
51 Dissertation Reading	---	100%	Various	3	2	-	-
52 Dissertation Writing	---	100%	Various	3	12	-	-
Hebrew							
<i>Undergraduate: Lower-Division</i>							
53 Intensive Hebrew I	---	100%	Various	6	27	29	X
54 Intensive Hebrew II	---	100%	Various	6	21	31	X
55 Intensive Biblical Hebrew I	---	100%	Baker, S	6	-	11	X
56 Intensive Biblical Hebrew II	---	100%	Baker, S	6	-	8	X
<i>Undergraduate: Upper-Division</i>							
57 Exile and Strangeness in Contemporary Hebrew Lit	Yes	100%	Grumberg, K	3	4	-	X
58 Hebrew Across Disciplines	---	100%	Various	1	4	5	X
59 Hebrew Through the Media	---	100%	Raz, A	3	7	-	X
60 Hebrew via Popular Culture	---	100%	Raz, A	3	11	-	X
61 Israel and Palestine: Parallel Lives	Yes	100%	Mohammad/Raizen	3	50	-	-
62 Parents and Children in Hebrew Literature	Yes	100%	Raizen, E	3	6	-	-
63 Reading Biblical Hebrew I	---	100%	Baker, S	3	6	-	-
64 Reading Biblical Hebrew II	---	100%	Baker, S	3	6	-	-
65 Conference Course in Hebrew Lang & Lit	---	100%	Various	3	-	-	X
66 Honors Tutorial Course I	---	100%	Various	3	-	-	X
67 Honors Tutorial Course II	---	100%	Various	3	-	-	X

Title	X-listed	ME content	Instructor(s)	Credits	2012	2013	2014
Graduate							
68	Intensive Grad Language Instruction I	100%	Various	3	3	1	x
69	Intensive Grad Language Instruction II	100%	Various	3	1	1	x
70	Conference Course in Hebrew Studies	100%	Various	3	5	4	x
71	Semitic Epigraphy	100%	Hackett, J	3	-	-	x
72	The Bible in Hebrew I	100%	Kaplan, J	3	4	-	x
73	The Bible in Hebrew II	100%	Various	3	-	12	-
74	The Bible in Hebrew III	100%	Pat-El, N	3	-	-	-
75	The Bible in Hebrew IV	100%	Various	3	5	-	x
76	Thesis I	100%	Various	3	-	-	-
77	Thesis II	100%	Various	3	-	-	-
78	Dissertation Reading	100%	Various	3	-	-	-
79	Dissertation Writing	100%	Various	3	-	-	-
Kurdish							
<i>Undergraduate: Lower-Division</i>							
80	Sorani Kurdish	100%	Aminpour, A	3	6	-	-
Persian							
<i>Undergraduate: Lower-Division</i>							
81	Intensive Persian I	100%	Various	6	13	12	x
82	Intensive Persian II	100%	Various	6	8	7	x
83	Intensive Persian for Heritage Speakers	100%	Various	6	14	16	x
<i>Undergraduate: Upper-Division</i>							
84	Intermediate Persian I	100%	Various	3	7	8	x
85	Intermediate Persian II	100%	Various	3	7	4	x
86	Persian Across Disciplines	100%	Various	1	5	11	x
87	Classics of Persian Poetry	100%	Hillmann, M	3	10	-	-
88	Iranian Cinema	100%	Ghanoonparvar, M	3	7	-	-
89	Iranian Culture	100%	Hillmann, M	3	-	14	-
90	Iranian Fiction	100%	Hillmann, M	3	-	11	-
91	Persian Art: Past and Present	100%	Hillmann, M	3	13	-	x
92	Conference Course in Persian Language & Lit	100%	Various	3	-	-	x
93	Honors Tutorial Course I	100%	Various	3	1	-	x
94	Honors Tutorial Course II	100%	Various	3	1	-	x
Graduate							
95	Intensive Grad Language Instruction I	100%	Various	3	3	1	x
96	Intensive Grad Language Instruction II	100%	Various	3	3	1	x
97	Intermediate Grad Language Instruction I	100%	Various	3	1	-	x
98	Intermediate Grad Language Instruction II	100%	Various	3	2	-	x
99	Persian Novel	100%	Ghanoonparvar, M	3	9	-	-

Title	Xlisted	ME content	Instructor(s)	Credits	2012	2013	2014
Graduate (cont'd)							
100 Readings in Contemporary Persian Political Writing	Yes	100%	Shirazi, F	3	-	4	-
101 Conference Course in Persian Studies	---	100%	Various	3	1	2	-
102 Thesis I	---	100%	Various	3	-	-	-
103 Thesis II	---	100%	Various	3	-	-	-
104 Master's Report	---	100%	Various	3	-	-	-
105 Dissertation Reading	---	100%	Various	3	-	-	-
106 Dissertation Writing	---	100%	Various	3	2	-	-
Turkish							
<i>Undergraduate: Lower-Division</i>							
107 Intensive Turkish I	---	100%	Okur, J	6	9	10	X
108 Intensive Turkish II	---	100%	Okur, J	6	6	3	X
<i>Undergraduate: Upper-Division</i>							
109 Intermediate Turkish I	---	100%	Okur, J	3	5	-	X
110 Intermediate Turkish II	---	100%	Okur, J	3	4	-	X
111 Advanced Turkish I	---	100%	Okur, J	3	-	4	X
112 Advanced Turkish II	---	100%	Okur, J	3	-	-	X
113 Turkish Across Disciplines	---	100%	Okur, J	1	-	3	X
114 Women Filmmakers in the Middle East	Yes	100%	Okur, J	3	-	-	X
115 Conference Course in Turkish Language & Literature	---	100%	Okur, J	3	-	-	X
116 Honors Tutorial I	---	100%	Various	3	-	-	X
117 Honors Tutorial II	---	100%	Various	3	-	-	X
Graduate							
118 Intensive Grad Language Instruction I	---	100%	Okur, J	3	-	1	X
119 Intensive Grad Language Instruction II	---	100%	Okur, J	3	-	3	X
120 Intermediate Grad Language Instruction I	---	100%	Okur, J	3	-	-	X
121 Intermediate Grad Language Instruction II	---	100%	Okur, J	3	-	-	X
122 Advanced Turkish I	---	100%	Okur, J	3	-	-	X
123 Advanced Turkish II	---	100%	Okur, J	3	-	-	X
124 Conference Course in Turkish Studies	---	100%	Various	3	2	5	X
Anthropology							
<i>Undergraduate: Lower-Division</i>							
125 Cultural Anthropology	Yes	25%	Merabet, S	3	96	89	-
<i>Undergraduate: Upper-Division</i>							
126 Cities and Citizenship	Yes	50%	Ali, K	3	-	-	X
127 Muslims in America	Yes	50%	Perkins, A	3	11	-	-
Graduate							
128 Culture, History, and Power	Yes	50%	Ali, K	3	15	-	-

Title	X-listed	ME content	Instructor(s)	Credits	2012	2013	2014
Graduate (cont'd)							
129 Gender and Masculinities in the Middle East	Yes	100%	Merabet, S	3	3	-	-
130 Globalization, Conflict, and Resistance	Yes	33%	Chatterjee, I	3	15	-	-
131 Sexuality and Culture	Yes	25%	Merabet, S	3	10	6	-
Art History							
<i>Undergraduate: Lower-Division</i>							
132 Survey of Ancient Near Eastern Art	Yes	25%	Papalexandrou, A	3	-	-	X
133 Survey of Ancient through Medieval Art	Yes	25%	Various	3	234	526	-
<i>Undergraduate: Upper-Division</i>							
134 Arts of Islam: Caliphs to Sultans	Yes	100%	Mulder, S	3	26	31	X
135 Arts of Islam: 1500 to Present	Yes	100%	Mulder, S	3	30	18	X
136 Myth in Images in Classical Antiquity	Yes	25%	Papalexandrou, A	3	-	47	-
137 The Art of Late Antiquity	Yes	25%	Peets, G	3	25	23	-
Graduate							
138 Islamic Ornament	Yes	100%	Mulder, S	3	11	-	X
139 The Islamic City	Yes	100%	Mulder, S	3	-	9	-
140 Exhibiting Byzantium	Yes	100%	Peets, G	3	10	-	-
Business							
<i>Undergraduate: Upper-Division</i>							
141 Global Marketing	Yes	25%	Gillespie, K	3	18	21	X
142 Foundations of International Business	Yes	25%	Gillespie, K	3	-	186	-
Graduate							
143 Global Marketing	Yes	33%	Gillespie, K	3	37	-	-
144 Emerging Markets	Yes	33%	Gillespie, K	3	28	32	X
145 International Business Fellows Seminar	Yes	33%	Dodd, D	3	12	10	X
146 International Operations and Management	Yes	25%	Gillespie, K	3	22	-	-
147 Invisible Global Marketing	Yes	25%	Mahajan, V	3	43	-	X
Classics							
<i>Undergraduate: Lower-Division</i>							
148 Introduction to Ancient Egypt	Yes	100%	Nethercut, W	3	175	180	-
<i>Undergraduate: Upper-Division</i>							
149 Archaeology of Greek Prehistory	Yes	100%	Aprile, J	3	-	-	X
150 Daily Life in Ancient Egypt	Yes	100%	Nethercut, W	3	-	24	-
151 Archaeology of the Hellenistic World	Yes	25%	Gates-Foster, J	3	33	-	-
152 Ancient Egypt	Yes	100%	Nethercut, W	3	27	-	-
153 Egyptian Hieroglyphics in a Cultural Context	Yes	100%	Nethercut, W	3	29	20	-
Communication							
<i>Undergraduate: Upper-Division</i>							
154 Media and the Middle East	Yes	100%	Wilkins, K	3	27	-	-

Title	Xlisted	ME content	Instructor(s)	Credits	2012	2013	2014
Graduate							
155 Media and the Middle East	Yes	100%	Wilkins, K	3	-	13	-
Educational Psychology							
<i>Undergraduate: Upper-Division</i>							
156 Psychology of Race and Racism	Yes	25%	Awad, G	3	27	24	-
157 Psychology of Women	Yes	25%	Awad, G	3	-	28	-
Graduate							
158 Psychology of Women and Gender	Yes	25%	Awad, G	3	11	-	X
159 Seminar in Social Psychology	Yes	25%	Awad, G	3	-	10	-
English and Comparative Literature							
<i>Undergraduate: Lower-Division</i>							
160 Composition and Readings in World Literature	Yes	25%	Grumberg, K	3	-	16	-
<i>Undergraduate: Upper-Division</i>							
161 Classics of World Poetry	Yes	100%	Hillmann, M	3	-	-	X
162 Comparative Jewish Lit: Israel, France, and the US	Yes	33%	Grumberg, K	3	-	-	X
163 Crossing Boundaries: Mid East Cultural Geographies	Yes	100%	Paul, W	3	14	-	-
164 Envisioning Muslims	Yes	75%	Heng, G	3	-	21	X
165 Human Rights: Theories and Practices	Yes	25%	Harlow, B	3	-	21	-
166 Love in the East and West	Yes	50%	Okur, J	3	22	-	-
167 Middle East in World Poetry	Yes	100%	Hillmann, M	3	-	-	X
Graduate							
168 African/French Literatures, Visual Images, and Music	Yes	25%	Tissieres, H	3	5	-	-
169 Intercultural Rhetoric	Yes	50%	Diab, R	3	5	-	-
170 Literary Warrants: Palestine, Chile, and Libya	Yes	33%	Harlow, B	3	-	6	-
171 Orientalism and Imperialism	Yes	33%	Harlow, B	3	12	-	-
172 Space and Place in Literature	Yes	100%	Grumberg, K	3	-	9	-
173 Writing Between Cultures: Arabs and Jews	Yes	100%	Grumberg, K	3	7	-	X
Government							
<i>Undergraduate: Upper-Division</i>							
174 Arab-Israeli Politics	Yes	100%	Skuldt, A	3	-	24	-
175 Military in Politics	Yes	33%	Barany, Z	3	14	-	-
176 Suicide Terrorism	Yes	100%	Martin, N	3	58	49	X
Graduate							
177 Authoritarianism	Yes	100%	Brownlee, J	3	-	-	X
178 Political Economy of Middle East	Yes	100%	Brownlee, J	3	-	12	-
179 The Military in Politics	Yes	33%	Barany, Z	3	7	-	-

Title		Xlisted	ME content	Instructor(s)	Credits	2012	2013	2014
History								
<i>Undergraduate: Lower-Division</i>								
180	History of Israel	Yes	100%	Geller, R	3	29	-	-
181	Intro to Modern North Africa	Yes	75%	Brower, B	3	38	-	-
182	Intro to the Middle East: Adjustment & Change	Yes	100%	Various	3	111	127	x
183	Intro to the Middle East: Rel/Cul/Hist Foundations	Yes	100%	Various	3	90	105	x
184	Western Civilization in Modern Times - Plan II	Yes	25%	Brower, B	3	15	-	-
<i>Undergraduate: Upper-Division</i>								
185	British History, Literature and Politics - Honors	Yes	25%	Louis, W	3	13	12	-
186	Decolonization of the British Empire - Honors	Yes	25%	Louis, W	3	14	15	-
187	European Empires in Asia	Yes	25%	Minault, G	3	-	71	-
188	French Empire: The West and Islam	Yes	75%	Brower, B	3	-	-	x
189	History and Culture of India Since 1750	Yes	25%	Minault, G	3	41	-	-
190	History of Islam in the United States	Yes	100%	Spellberg, D	3	-	-	x
191	History of Pilgrimage to Mecca	Yes	100%	Brower, B	3	-	-	x
192	Iran and Iranian Jews in Israel	Yes	100%	Sternfeld, L	3	-	-	x
193	Islamic Spain and North Africa to 1492	Yes	100%	Spellberg, D	3	-	-	x
194	Jewish Histories of the Middle East	Yes	100%	Sternfeld, L	3	-	-	x
195	Modern Egypt: A History	Yes	100%	Di Capua, Y	3	-	40	x
196	Mughal India in History and Memory	Yes	33%	Talbot, C	3	-	17	-
197	Muslim India Before 1750	Yes	50%	Minault, G	3	34	-	-
198	Partition of India in History and Literature	Yes	33%	Minault, G	3	14	-	-
199	Social and Religious Reform in Modern India	Yes	25%	Minault, G	3	5	-	-
200	Writing Violence in History	Yes	100%	Brower, B	3	-	-	x
<i>Graduate</i>								
201	Arab-Israeli Conflict	Yes	100%	Merhavy, M	3	-	6	-
202	British History, Literature, and Politics	Yes	33%	Louis, W	3	10	-	x
203	Contemporary Historiography of the Middle East	Yes	100%	Di-Capua, Y	3	-	-	x
204	European Imperialism: British Empire	Yes	50%	Louis, W	3	11	13	x
205	Islam in Europe and America	Yes	100%	Spellberg, D	3	-	12	-
206	Islamic Historiography	Yes	100%	Spellberg, D	3	10	-	x
207	Islamic Revolution of Iran	Yes	100%	Aghaie, K	3	-	10	-
208	Modern Arab Renaissance: An Inquiry	Yes	100%	Di-Capua, Y	3	-	8	-
209	Modern Iranian History and Historiography	Yes	100%	Aghaie, K	3	12	-	x
210	Nationalisms of the Middle East	Yes	100%	Merhavy, M	3	-	14	-
211	Ottoman History	Yes	100%	Kirmizialtin, S	3	5	-	-
212	Secularism and Critical Theory	Yes	25%	Matysik, T	3	-	6	-
213	The Force of Empire: Violence	Yes	50%	Brower, B	3	-	-	x
214	Transnational Legacy of Early Modern Spain	Yes	25%	Reed, C	3	6	-	-

Title	Xlisted	ME content	Instructor(s)	Credits	2012	2013	2014
Graduate (cont'd)							
215 Transnational Mediterranean	Yes	50%	Brower, B	3	7	-	-
216 Trauma and History	Yes	50%	Brower, B	3	-	12	-
Islamic Studies							
<i>Undergraduate: Lower-Division</i>							
217 Introduction to Islam	Yes	100%	Various	3	75	56	X
218 First-Year Yoruba I	---	25%	Mosadomi, F	5	20	8	X
219 First-Year Yoruba II	---	25%	Mosadomi, F	5	12	8	X
<i>Undergraduate: Upper-Division</i>							
220 Contemporary Pakistani Fiction	Yes	100%	Shingavi, S	3	-	-	X
221 Flagship Urdu VIII	Yes	25%	Hyder, S	3	1	2	-
222 Gender and Art in the Muslim World	Yes	100%	Shirazi, F	3	31	31	-
223 Graffiti and Poster Art in the Islamic World	Yes	100%	Shirazi, F	3	-	35	-
224 Islam and Sexuality	Yes	100%	Shirazi, F	3	-	-	X
225 Islam and the Early Modern World: Religion/Culture	Yes	100%	Moin, A	3	-	-	X
226 Islamic Law	Yes	100%	Azam, H	3	-	22	X
227 Islamic Theology	Yes	100%	Azam, H	3	27	30	-
228 Literature of Islamophobia	Yes	50%	Shingavi, S	3	11	20	-
229 Muslim Sainthood	Yes	50%	Mohammad, M	3	-	31	-
230 Muslim Women in Politics	Yes	100%	Shirazi, F	3	-	26	-
231 Peoples and Cultures of Africa	Yes	25%	Mosadomi, F	3	-	22	-
232 Pilgrimage Networks and Islam	Yes	25%	Mohammad, A	3	-	-	X
233 Qawwali Aesthetics	Yes	25%	Hyder, S	3	-	7	-
234 Sacred & Ceremonial Textiles	Yes	50%	Shirazi, F	3	-	-	X
235 South Asian Islam: Ethnographies	Yes	25%	Mohammad, M	3	-	27	-
236 Style and Register in Urdu	Yes	25%	Hyder, S	3	3	3	-
237 Sufism and Islamic Mysticism	Yes	25%	Hyder, S	3	-	-	X
238 The Qur'an	Yes	100%	Azam, H	3	66	60	-
239 Veiling in the Muslim World	Yes	100%	Shirazi, F	3	-	-	X
240 Yoruba Women	Yes	25%	Mosadomi, F	3	21	12	-
241 Conference Course in Islamic Studies	---	100%	Various	3	-	-	X
242 Honors Tutorial Course I	---	100%	Various	3	1	-	X
243 Honors Tutorial Course II	---	100%	Various	3	1	1	X
Graduate							
244 Gender, Clothing, and Identity in Muslim Societies	Yes	100%	Shirazi, F	3	-	-	X
245 Islamic Studies: Disciplinary Introduction	Yes	100%	Azam, H	3	-	-	X
246 Qur'anic Exegesis	Yes	100%	Azam, H	3	8	5	-
247 Sovereignty in Islam: Theories and Practices	Yes	50%	Moin, A	3	-	-	X
248 Style and Register in Urdu	Yes	25%	Hyder, S	3	2	-	-

Title	Xlisted	ME content	Instructor(s)	Credits	2012	2013	2014
Jewish Studies							
<i>Undergraduate: Upper-Division</i>							
249	Immigration to Israeli Society	Yes	100%	Klor, S	3	-	X
250	Israeli Intelligence and Espionage	Yes	100%	Ben Zur, B	3	-	X
251	Jewish Diaspora	Yes	50%	Klor, S	3	-	X
252	Multicultural Israel	Yes	100%	Weinreb, A	3	3	X
253	Responding to Terror in Israel	Yes	100%	Ben Zur, B	3	-	X
Linguistics							
<i>Undergraduate: Upper-Division</i>							
254	Gypsy Language & Culture	Yes	25%	Hancock, I	3	53	-
255	Cross-Cultural Communication in the Middle East	---	100%	Raz, A	3	12	9
Middle Eastern Languages & Cultures							
<i>Undergraduate: Lower-Division</i>							
256	Gateway to the Middle East	---	100%	Pat-EI, N	3	-	27
<i>Undergraduate: Upper-Division</i>							
257	Capstone: Engaging the Middle East	---	100%	Various	3	-	4
258	Daily Life in Ancient Israel	Yes	100%	Liebowitz, H	3	-	X
259	Gender in North and West Africa	Yes	50%	Mosadomi, F	3	-	13
260	Introduction to Arabic Literature	Yes	100%	Ali, S.	3	-	2
261	Israel through its Literature	Yes	100%	Grumberg, K	3	-	X
262	Jerusalem	Yes	100%	Kaplan, J	3	17	-
263	Lost Languages and Decipherment	Yes	100%	Huehnergard, J	3	19	14
264	Negotiating Urbanization: Turkey	Yes	100%	Okur, J	3	-	7
265	Rumi and Persian Sufi Tradition	Yes	100%	Hillmann, M	3	-	3
266	The Dead Sea Scrolls	Yes	100%	Kaplan, J	3	50	26
267	Turks in Europe	Yes	50%	Okur, J	3	12	-
268	Youth Culture in Iran	Yes	100%	Atwood, B	3	-	X
269	Undergraduate Research	---	100%	Various	3	-	X
Graduate							
270	Akkadian I	---	100%	Huehnergard, J	3	-	7
271	Akkadian II	---	100%	Huehnergard, J	3	-	7
272	Akkadian III	---	100%	Huehnergard, J	3	7	-
273	Akkadian IV	---	100%	Huehnergard, J	3	2	-
274	Aramaic Biblical Interpretation	---	100%	Kaplan, J	3	-	6
275	Classical Ethiopic	---	100%	Huehnergard, J	3	16	-
276	Comparative Semitic Grammar	---	100%	Pat-EI, N	3	-	7
277	Contemporary Middle Eastern Cinema	Yes	100%	Atwood, B	3	-	22
278	Coptic	Yes	100%	Smith, G	3	-	5
279	Hebrew Bible Doctoral Seminar I	Yes	100%	Kaplan, J	3	-	X

Title	Xlisted	ME content	Instructor(s)	Credits	2012	2013	2014
<i>Graduate (cont'd)</i>							
280 Hebrew Bible Doctoral Seminar II	Yes	100%	Kaplan, J	3	-	-	X
281 Hebrew Bible Doctoral Seminar III	---	100%	Kaplan, J	3	-	9	-
282 Hebrew Bible Doctoral Seminar IV	---	100%	Hackett, J	3	-	8	-
283 Persian Prose Nonfiction: Past and Present	Yes	100%	Ghanoonparvar, M	3	8	-	-
284 Syriac	---	100%	Pat-EI, N	3	-	-	X
285 Theories of Transnational Cinema	Yes	100%	Atwood, B	3	-	-	X
286 Ugaritic	---	100%	Hackett, J	3	8	-	-
287 Visual Culture: War and Revolution	Yes	100%	Atwood, B	3	-	14	-
288 Professional Development in Mid East Lang & Cultures	---	100%	Various	Varies	-	-	X
289 Comprehensive Exam Prep	---	100%	Various	3	-	10	X
290 Conference Course in Mid East Languages & Cultures	---	100%	Various	3	-	17	X
291 Thesis I	---	100%	Various	3	-	7	X
292 Thesis II	---	100%	Various	3	-	6	X
293 Master's Report	---	100%	Various	3	-	2	X
294 Dissertation Reading	---	100%	Various	3	-	2	X
295 Dissertation Writing	---	100%	Various	3	-	5	X
Middle Eastern Studies							
<i>Undergraduate: Lower-Division</i>							
296 Intro to the Hebrew Bible	Yes	100%	Pat-EI, N	3	-	11	-
<i>Undergraduate: Upper-Division</i>							
297 African Francophone Lit: Women's Voices	Yes	25%	Tissieres, H	3	11	-	-
278 Recent French and African Cinema	Yes	25%	Tissieres, H	3	22	-	-
279 Conference Course in Middle Eastern Studies	---	100%	Various	3	1	-	X
280 Honors Tutorial Course I	---	100%	Various	3	1	1	X
281 Honors Tutorial Course II	---	100%	Various	3	-	-	X
282 Practicum: Internship in Middle Eastern Studies	---	100%	Various	3	-	-	X
<i>Graduate</i>							
283 Politics of Archaeology	---	75%	Johnson, P	3	-	5	-
284 Comprehensive Exam Prep	---	100%	Various	3	21	-	-
285 Conference Course in Middle Eastern Studies	---	100%	Various	3	3	-	X
286 Internship in Applied Middle Eastern Studies	---	100%	Various	3	1	-	X
287 Professional Development in Middle Eastern Studies	---	100%	Various	Varies	-	-	X
288 Master's Report	---	100%	Various	3	3	-	X
289 Thesis I	---	100%	Various	3	3	-	X
290 Thesis II	---	100%	Various	3	4	-	X
291 Supervised Teaching in Middle Eastern Studies	---	100%	Various	3	-	-	X

Title	Xlisted	ME content	Instructor(s)	Credits	2012	2013	2014
Music							
<i>Undergraduate: Lower-Division</i>							
292	Yes	25%	Seeman, S	3	-	61	X
<i>Undergraduate: Upper-Division</i>							
293	Yes		Seeman, S	3	-	15	-
294	Yes	50%	Seeman, S	3	21	-	-
295	Yes	100%	Seeman, S	1	8	-	-
<i>Graduate</i>							
296	Yes	25%	Seeman, S	3	10	-	X
297	Yes	100%	Seeman, S	1	2	-	X
298	Yes	75%	Seeman, S	3	-	11	-
Public Affairs							
<i>Graduate</i>							
299	Yes	25%	Eaton, D	3	61	-	-
300	Yes	25%	Eaton, D	3	7	-	-
301	Yes	33%	Suri, J	3	-	-	X
302	Yes	33%	Suri, J	3	-	9	-
303	Yes	33%	Suri, J	3	22	-	X
304	Yes	100%	Eaton, D	3	15	-	-
Religious Studies							
<i>Undergraduate: Lower-Division</i>							
305	Yes	100%	Schofer, J	3	-	-	X
306	Yes	75%	Newman, M	3	91	-	-
307	Yes	100%	Pat-EI, N	3	-	-	X
<i>Undergraduate: Upper-Division</i>							
308	Yes	100%	Kaplan, J	3	10	-	-
309	Yes	100%	Pat-EI, N	3	-	-	X
310	Yes	100%	Hackett, J	3	-	-	X
311	Yes	100%	Hackett, J	3	24	19	-
312	Yes	100%	Azam, H	3	-	-	X
313	Yes	100%	Hackett, J	3	-	-	X
314	Yes	25%	White, L	3	157	-	-
<i>Graduate</i>							
315	Yes	100%	Spellberg, D	3	2	-	-
316	Yes	33%	White, L	3	6	-	-
317	Yes	50%	Landau, B	3	-	-	X
Rhetoric and Writing							
<i>Undergraduate: Upper-Division</i>							
318	Yes	50%	Diab, R	3	8	22	-

Title		Xlisted	ME content	Instructor(s)	Credits	2012	2013	2014
<i>Undergraduate: Upper-Division (cont'd)</i>								
319	Rhetoric of the Invented/Revised/Retold	Yes	25%	Diab, R	3	-	23	-
Sociology								
<i>Undergraduate: Lower-Division</i>								
320	Intro to the Study of Society	---	25%	Haghshanas, H	3	380	-	-
321	Intro to the Study of Society - Honors	---	25%	Haghshanas, H	3	13	-	-
322	Israel: Space, Place, and Landscape	Yes	100%	Weinreb, A	3	-	-	x
323	Sociological Transformation of Love & Relationships	Yes	33%	Haghshanas, H	3	74	-	x
<i>Undergraduate: Upper-Division</i>								
324	Anti-Semitism	Yes	33%	Weinreb, A	3	36	-	-
325	Gender Politics in the Islamic World	Yes	100%	Charrad, M	3	47	34	x
326	Political Sociology	Yes	25%	Charrad, M	3	15	-	-
327	Sociological Theory	Yes	50%	Adut, A	3	68	87	-
328	The Veil: History, Culture and Politics	Yes	100%	Charrad, M	3	14	16	-
Graduate								
329	Contemporary Social Theory	Yes	50%	Adut, A	3	13	-	-
330	Current Debates	Yes	50%	Adut, A	3	-	14	-
331	Historical and Comparative Methods	Yes	25%	Charrad, M	3	6	-	-
332	Sociology of Culture	Yes	50%	Adut, A	3	12	8	-
Undergraduate Studies								
<i>Undergraduate: Lower-Division</i>								
333	Al-Jazeera: Voice of the Voiceless	---	100%	Mohammad, M	3	18	-	x
334	Art and the Public	---	25%	Neuberger, J	3	-	18	-
335	Biblical Women: Ancient Israel/Today	---	100%	Hackett, J	3	148	-	-
336	Classics of World Poetry	---	33%	Hillmann, M	3	-	-	x
337	Contemporary Arabic Culture	---	100%	El-Ariss, T	3	-	-	-
338	Difficult Dialogues: Gender in the Muslim World	---	100%	Merabet, S	3	-	30	-
339	Difficult Dialogues: Islam & Sexuality	---	100%	Shirazi, F	3	29	-	-
340	Emerging Markets	---	25%	Gillespie, K	3	-	50	-
341	Gender in the Contemporary Muslim World	---	100%	Merabet, S	3	17	-	-
342	Israel and Palestine in Literature and Film	---	100%	Grumberg, K	3	-	48	-
343	Jerusalem	---	100%	Kaplan, J	3	-	51	x
344	Media Literacy on the Middle East	---	100%	Wilkins, K	3	-	17	-
345	Middle East Today	---	100%	Brownlee, J	3	-	51	-
346	Music, Identity and Difference	---	25%	Seeman, S	3	17	-	-
347	The Pursuit of Happiness	---	50%	Ali, S	3	16	88	x
348	Visible Speech Writing Systems	---	33%	Huehnergard, J	3	301	192	-
349	Who Owns the Past	---	25%	Gates-Foster, J	3	50	-	-

Language Across the Curriculum

Title	Level	ME content	Instructor(s)	Credits	2012	2013	2014
<i>Arabic</i>							
350 Arab Political Speeches in War and Peace	Undergrad	100%	Mohammad, M	3	-	16	
351 Arabic Across Disciplines	Undergrad	100%	Various	1	20	14	X
352 Arabic Voices: From Poetry to Rap	Undergrad	100%	El-Ariss, T	3	-	12	X
353 Building the Future: Sci-Fi/Utopia in Arab Culture	Undergrad	100%	El-Ariss, T	3	-	-	X
354 Cairo Cosmopolitan	Undergrad	100%	Raizen-Colman, M	3	-	17	-
355 Egyptian Culture and Society	Undergrad	100%	Salem, H	3	13	-	-
356 Palestine and Palestinians	Undergrad	100%	Mohammad, M	3	12	-	X
357 Readings in Arabic Literature	Undergrad	100%	Familiar, L	3	-	19	-
358 The Arab Spring	Undergrad	100%	Various	3	20	-	X
359 The Arabian Nights	Undergrad	100%	Ali, S	3	-	25	-
360 Arab Women Poets	Graduate	100%	Ali, S	3	-	-	X
361 Arabic Dialect Research	Graduate	100%	Brustad, K	3	-	-	X
362 Arabic Dialectology	Graduate	100%	Brustad, K	3	-	17	-
363 Arabic Grammar Through Literature	Graduate	100%	Mohammad, M	3	-	7	-
364 Arabic in Europe	Graduate	100%	Ali, S	3	10	-	X
365 Current Research in Arabic Linguistics	Graduate	100%	Brustad, K	3	-	10	X
366 Curriculum Design in Arabic	Graduate	100%	Al-Batal, M	3	-	10	-
367 Grammar of the Arabic Language	Graduate	100%	Mohammad, M	3	4	-	-
368 Israel and Palestine: Parallel Lives	Graduate	100%	Mohammad/Raizen	3	50	-	-
369 Modern Arab Thought	Graduate	100%	Al-Batal, M	3	14	-	-
370 Modern Arabic Literature	Graduate	100%	Brustad, K	3	5	-	X
371 Reading Classical Islamic Texts	Graduate	100%	Ali, S	3	-	4	-
372 Refiguring Loss in Contemporary Arabic Literature	Graduate	100%	El-Ariss, T	3	-	19	-
373 Research in Arabic Grammatical Traditions	Graduate	100%	Mohammad, M	3	5	-	-
374 Teaching Arabic as a Foreign Language	Graduate	100%	Al-Batal, M	3	-	20	-
375 The Arabo-Islamic Ode	Graduate	100%	Ali, S	3	-	12	-
376 The Novel in Arabic	Graduate	100%	Various	3	-	11	-
377 Translation: Theory & Practice	Graduate	100%	El-Ariss, T	3	-	11	-
378 Varieties and Registers of Arabic	Graduate	100%	Brustad, K	3	20	-	X
<i>Hebrew</i>							
379 Exile and Strangeness in Contemporary Hebrew Lit	Undergrad	100%	Grumberg, K	3	4	-	X
380 Hebrew Across Disciplines	Undergrad	100%	Various	1	4	5	X
381 Hebrew Through the Media	Undergrad	100%	Raz, A	3	7	-	X
382 Hebrew via Popular Culture	Undergrad	100%	Raz, A	3	11	-	X
383 Israel and Palestine: Parallel Lives	Undergrad	100%	Mohammad/Raizen	3	50	-	-
384 Parents and Children in Hebrew Literature	Undergrad	100%	Raizen, E	3	6	-	-
385 Space and Place in Literature	Graduate	100%	Grumberg, K	3	-	9	-

Title		Level	ME content	Instructor(s)	Credits	2012	2013	2014
<i>Hebrew (cont'd)</i>								
386	Writing Between Cultures: Arabs and Jews	Graduate	100%	Grumberg, K	3	7	-	x
<i>Persian</i>								
387	Persian Across Disciplines	Undergrad	100%	Various	1	5	11	x
388	Classics of Persian Poetry	Undergrad	100%	Hillmann, M	3	10	-	-
389	Iranian Cinema	Undergrad	100%	Ghanoonparvar, M	3	7	-	-
390	Iranian Culture	Undergrad	100%	Hillmann, M	3	-	14	-
391	Iranian Fiction	Undergrad	100%	Hillmann, M	3	-	11	-
392	Persian Art: Past and Present	Undergrad	100%	Hillmann, M	3	13	-	x
393	Islamic Revolution of Iran	Graduate	100%	Aghaie, K	3	-	10	-
394	Modern Iranian History and Historiography	Graduate	100%	Aghaie, K	3	12	-	x
<i>Turkish</i>								
395	Turkish Across Disciplines	Undergrad	100%	Okur, J	1	-	3	x
396	Women Filmmakers in the Middle East	Undergrad	100%	Okur, J	3	-	-	x

Appendix 4: Performance Measures Forms

Project Goal #1: Establish a significant and sustained collaboration with Huston-Tillotson University (HTU), an historically Black college/university, to support the development of a global studies major with a Middle Eastern studies track, or a minor or certificate in Middle Eastern studies.						
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets	
					BL	T1 T2 T3 T4
A. In collaboration with HTU faculty, develop and introduce courses in Middle Eastern studies, one each semester following year 1	A1. Determine plan for courses to be supported, including attention to humanities, social sciences, and fine arts, set topics and timeline for years 2-4 (year 1) A2. Recruit and hire qualified instructors for designated courses in years 2-4 (years 1-3) A3. Monitor course implementation, enrollment, and student response (years 2-4)					
B. In collaboration with HTU faculty, develop, implement, and transfer sustainable program in Arabic language instruction up to intermediate-level by end of year 4	B1. Design curriculum and promote courses with HTU staff and faculty (year 1) B2. Recruit and hire qualified language instructor (year 1) B3. Introduce beginning-level instruction (year 2) B4. Introduce intermediate-level instruction (year 3) B5. Monitor enrollment and student interest in Arabic language courses (years 2-4) B6. Work with HTU staff and faculty to shift financial sustainability to HTU (years 3-4) C1. Assemble monitoring and evaluation information to contribute to program planning of major, minor, and certificate programs (years 1-3)					
C. In collaboration with HTU faculty and staff, support the development of a degree track in global studies or a minor/certificate in Middle Eastern studies by the end of year 4.	C2. Mentor/work with HTU faculty on program design (years 1-3) C3. Support proposal to HTU Board of Regents for approval (year 4)					

Project Goal #3:

Increase by 10% the number of students (graduate and undergraduate) with competencies in Middle Eastern studies and with priority language skills.

Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets			
					BL	T1	T2	T3 T4
A. Identify and introduce courses to supplement existing curriculum in area studies curriculum in year 1.	<p>A1. Consult with student advisors to identify course offerings that are necessary to (a) contribute to current area studies issues at the undergraduate level and (b) make a one-year MA option feasible for graduate students by expanding summer offerings (year 1)</p> <p>A2. Identify and hire instructors to teach courses as identified above and schedule courses for year 2 registration cycle (annually; starting spring year 1)</p> <p>A3. Develop and implement plan to market new courses to student body (years 1-4)</p> <p>A4. Offer one additional undergraduate course per semester and two graduate courses per year beginning in year 2 (years 1-2)</p> <p>A5. Monitor registration numbers and student evaluation feedback to refine course offerings as needed to maintain enrollment goals (years 2-4)</p>							
B. Increase enrollment of students in core and language curriculum at both graduate and undergraduate levels by year 3.	<p>B1. Develop and implement plan to market low-enrollment languages, MES courses, and online language institutes to student body (years 1-4)</p> <p>B2. Track enrollments in new and recurring MES courses (years 2-4)</p> <p>B3. Track enrollments in online and in-person language instruction, across languages and levels (years 2-4)</p> <p>B4. Review enrollment and adjust offerings (years 2-4)</p>							
C. initiate one-year MA program to suit needs of professionals to gain Middle Eastern expertise and build enrollment by end of project cycle to at least five students, in addition to those in the existing two-year MA program.	<p>C1. Work with graduate advisor and coordinator to initiate feasible one-year MA program (year 1)</p> <p>C2. Market program through relevant undergraduate institutions and professional networks (years 1-4)</p> <p>C3. Invite applications and monitor submissions (years 2-4), enrollments (years 3-4), and graduates (year 3-4)</p> <p>C4. Monitor program resources (e.g., courses, advising) to facilitate effective and efficient student progress throughout the program (years 2-4)</p> <p>C5. Recruit and hire instructors to teach courses necessary for one-year program (years 2-4)</p>							



June 12, 2014

Dr. Wilkins:

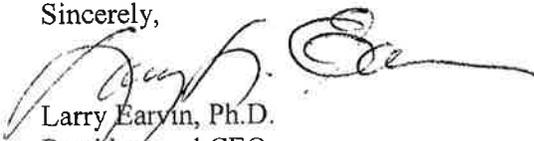
As President of Huston-Tillotson University (HT), I am writing to express my support for the Center for Middle Eastern Studies' (CMES) grant proposal to the US Department of Education for the Title VI NRC and FLAS Fellowship programs. Our University in partnership with CMES and UT's other NRCs is committed to expanding international content for courses and programs on campus that will lead to the development of a new global studies major for HT students.

Continuing the partnerships with MES and UT's other NRCs would be highly advantageous to the educational interests of our unique institution as a Historically Black College and University. We believe there is strong faculty and student interest in expanding global content and other opportunities for international and foreign language training proposed as part of our partnership with MES. We look forward to deepening connections between CMES and HT, through the addition of new collaborative activities aimed at increasing faculty development including: training workshops, conferences, curriculum partnerships, course revisions, and other professional development opportunities. These activities are highly welcome as campus resources for international research, programs, and curriculum development are generally sparse at HT.

The partnership will also greatly enhance HT student learning and professionalization, as we work together to develop and identify appropriate international internships, study abroad and other global training opportunities related to the Middle East/North Africa region. In addition, we are excited to work with Middle Eastern Studies' Teaching Arabic as a Foreign Language Program to introduce Arabic language instruction on the campus beginning the fall 2015 semester, with the potential to add additional levels of language instruction in subsequent years as needed.

HT is committed to a sustained collaboration with CMES at UT, not just for this program but in future endeavors to expand international programming and faculty development at HT.

Sincerely,



Larry Earvin, Ph.D.
President and CEO

cc: Dr. Archibald Vanderpuye, Interim Provost and Vice President for Academic and Student Affairs, Huston-Tillotson University

OFFICE OF THE PRESIDENT

900 CHICON STREET • AUSTIN, TEXAS 78702-2795 • P 512.505.3002 • F 512.505.3195 • WWW.HTU.EDU



To Whom it May Concern:

I am writing to support the Title VI National Resource Center grant proposals put forth by the University of Texas at Austin.

Texas State University's Department of Curriculum and Instruction will collaborate with the Center for European Studies, Teresa Lozano Long Institute of Latin American Studies, Center for Middle Eastern Studies, Center for Russian, East European & Eurasian Studies, and South Asia Institute at the University of Texas at Austin to workshop with students on global studies content and appropriate exploratory activities.

Beginning in 2014-2015, UT area studies experts will regularly visit TSU to work with pre-service education students and, through TSU's network, to workshop with education students from other institutions in south central Texas. This collaboration will involve the introduction of area studies content into the curriculum for pre-service social studies educators, the purchase of resources and appropriate training for classroom usage by these educators, and working with pre-service educators doing their student teaching along with their classroom mentors.

We are excited about expanding and formalizing our current collaboration and look forward to entering this next phase of our partnership.

Sincerely,

A handwritten signature in blue ink that reads "Jo Beth Oestreich".

Jo Beth Oestreich, PhD
Senior Lecturer

CURRICULUM & INSTRUCTION DEPARTMENT
601 UNIVERSITY DRIVE | SAN MARCOS, TEXAS 78666-4616 | phone 512.245.2157 | fax 512.245.7911 | WWW.TXSTATE.EDU

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Karin Wilkins, PhD
Director, Center for Middle Eastern Studies
The University of Texas at Austin
204 W 21st St F9400
Austin, TX 78712

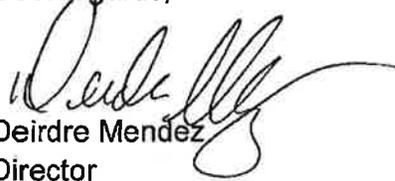
30 May, 2014

Dear Dr. Wilkins,

The Center for International Business Education and Research (CIBER) is looking forward to the collaborations we have agreed to with the Center for Middle Eastern Studies in the 2014-2018 grant period. Our joint effort on the *Global Entrepreneurship Training Program for Exporting* will train UT students to develop export plans for entrepreneurial companies, offering them real-world experience in international business. We are grateful for the CMES's commitment to support this program by collaborating with the other Title VI NRCs on campus to develop a resource guide on their world region of specialization and provide consulting services to student teams.

Our collaborations over the past four years with the Center for Middle Eastern Studies to produce the Hemispheres Summer Institute for K-12 faculty and the Global Professional Training retreat for undergraduates have been efficient and productive, and we are looking forward to continued collaboration in the years to come.

Best regards,


Deirdre Mendez
Director