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APPLICATION FOR GRANT UNDER THE

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CFDA # 84.015A and 84.015B

PR/Award # P015A140160 P015B140160

Univ of Washington

UNIVERSITY OF WASHINGTON

THE MIDDLE EAST CENTER
Henry M. Jackson School of International Studies

NATIONAL RESOURCE CENTERS &
FOREIGN LANGUAGE & AREA STUDIES
FELLOWSHIP PROGRAMS

CFDA 84.015A & 84.015 B

FY 2014–2017 PROPOSAL

PRESENTED FOR COMPETITION TO
THE UNITED STATE DEPARTMENT OF EDUCATION
INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION DIVISION

THE UNIVERSITY OF WASHINGTON

Proposal for Comprehensive Middle East National Resource Center & FLAS, FY 2014-17

ABSTRACT

ACRONYMS

OTHER FORMS: • 602(e) Statutory Requirement Statement • World Region Selection Sheet • FLAS-Eligible Languages Selection Sheet

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ED 524 Section A: Budget Summary and Budget Detail

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ASSURANCES: SF 424B, SF LLL, ED 80-0013, 80-0014

FORMS: SF 424, supplemental 424, 424B, GEPA section 427

ENDORSEMENTS

THE UNIVERSITY OF WASHINGTON
National Resource Centers & FLAS Fellowships Programs

MIDDLE EAST: FY 2014–17

ABSTRACT

As one of the top twenty-five research institutions in the nation—the only one of which is in the Pacific Northwest—the University of Washington and its Middle East Center serve a five-state area including Washington, Alaska, Idaho, Oregon, and Montana. Through the Orbis-Cascade Alliance of lending institutions, the University Middle East collection sustain all smaller Middle East programs in Washington and Oregon. The Middle East Center is a critically important regional link in building national capacity in Middle East area and language expertise and in educating Americans about the Middle East.

With a comprehensive infrastructure of faculty, staff, and degree-granting programs built over more than a century of sustained institutional support, the Middle East Center currently maintains a core faculty of sixty Middle East area and language specialists. Seventeen of the faculty are dedicated to language instruction in Arabic, Hebrew, Persian, and Turkish, with each language program directed by tenured or tenure-track faculty appointments. Offering baccalaureate through doctoral degrees in Middle East studies in the Henry M. Jackson School of International Studies, the Department of Near Eastern Languages & Civilization, and the Interdisciplinary Ph.D. Program in Near & Middle East Studies, as well as through disciplinary departments, students have a wide variety of avenues for pursuing their interests in the Middle East and to study across disciplines. Graduating on average fifty students annually who have completed significant Middle East coursework, ranging from minors to Ph.D.s across a broad range of departments and fields, the program ranks as one of the largest in the nation and contributes significantly to training and increasing the national pool of Middle East area and language specialists.

Building on the strengths of the Middle East Center, this projects proposes activities that will strengthen and diversify the pipeline of students entering the field of Middle East studies from K-12, through community colleges, to the university level and beyond; will train area and language teachers; and will cultivate advanced research with foreign institutions. Highlights of these activities include: Arabic language/culture instruction for disadvantaged students in the Seattle public schools, cross-cultural training for K-12 teachers and administrators; sustained work at targeted community colleges in WA and OR; new UW course offerings in Business, Education, Engineering, and Law; new linkages with foreign institutions of higher learning in Jordan and Saudi Arabia; and the awarding of FLAS fellowship in Arabic, Hebrew, Persian, and Turkish, via annual competitions aligned with current US/Ed priorities. Impact of the proposed activities will be tracked and assessed via the University funded Area & Foreign Languages Impact Data Project, along with proposed federal funding. All activities serve to educate and prepare Americans to engage meaningfully with the Middle East, which is the mission of the Middle East Center. 

ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
AFLIDP	Area & Foreign Languages Impact Data Project, University of Washington
CC	Community College
CIBER	The CIBER at the Global Business Center, University of Washington
CoE	College of Education, University of Washington
CSC	Center for Statistical Consulting, University of Washington
CTL	Center for Teaching and Learning, University of Washington
CWES	Center for West European Studies, University of Washington
EDW	Enterprise Data Warehouse, University of Washington
FTE	Full-time employee
GSC	Global Studies Center, University of Washington
IELP	International and English Language Programs, University of Washington
JSIS	Henry M. Jackson School of International Studies, University of Washington
JUST	Jordan University of Science and Technology
LCTL	Less commonly taught language
LLC	Language Learning Center, University of Washington
ME	Middle East
MEC	Middle East Center, University of Washington
MES	Middle East Studies MA program, University of Washington
NELC	Department of Near East Languages & Civilization, University of Washington
NMEP	Interdisciplinary Ph.D. Program in Near & Middle East Studies, University of Washington
IPE	Office of International Programs and Exchanges, University of Washington
NMELRC	National Middle East Languages Resource Center, hosted by Brigham Young University
OEA	Office of Educational Assessment, University of Washington
OGA	Office of Global Affairs, University of Washington
OMA	Office of Minority Affairs, University of Washington
OPI	Oral Proficiency Interview (ACTFL-based)
OUE	Office of Undergraduate Education, University of Washington
PSF	Professional Service Fee (honorarium)
UW	University of Washington
WA	Washington State
WCCMES	Western Consortium of Centers of Middle Eastern Studies

Information to Meet §602(e) Statutory Requirements

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

It is elemental to the mission of this Center to conduct activities that reflect diverse perspectives and initiate constructive and meaningful conversations about the Middle East. This Center stands on its record of over forty years of presenting a full spectrum of views. The Center sponsors educational interaction with the twenty-three countries of the region represented by the Center, which stretches from North Africa to Afghanistan. These activities include presentations by civilian, military, governmental, medical, and educational personnel representing the widest possible range of perspectives, disciplines, and careers. We welcome views from the widest range of perspectives across the spectrum of volatile issues that span the region. The Middle East Center serves as an educational entity in the Pacific Northwest to educate Americans across the range of opinions and perspectives that compose the conversation on the Middle East. Activities in the current proposal are designed to increase capacity in a diversity of fields and professional, such as education, business, law, and engineering; support and strengthen curriculum on the Middle East at regional community colleges; and initiate and develop overseas linkages with institutions of higher education in an effort to better understand the region in accordance with stated competitive and invitational priorities. Given the Center's diverse faculty and their varied interests, disciplines, and perspectives, the activities proposed cannot help but promote a broad range of discussion that will cut across disciplines, scholarly levels, and general public opinion.

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

The Middle East Center, University of Washington has, and will continue, to encourage government service in areas of national need, as well as key sectors of American society, such as education, business, and nonprofit. The Center's career placement figures clearly demonstrate the Center's commitment to this mandate from the US/Ed. Over the past ten years, the Center has a sterling record of career placements in designated areas of need with, for example, 98% of students in the Near & Middle East Interdisciplinary Ph.D. program securing careers in higher education; and 36% of the students in the Middle East Studies M.A. program entering government service (intelligence and foreign service, primarily). While we believe that given the unique situation that pertains to the area of the world and languages that this Center represents and the pressure on Middle East centers to produce students who will serve national security needs, we are also committed to working to increase the numbers of students in business and education with area expertise in the Middle East, by initiating new courses in these fields, as well as developing new overseas linkages focused on water engineering and municipal government management in Jordan and Saudi Arabia. These learning opportunities for students and faculty in the UW's schools of Business, International Studies, and College of Education, and College of Engineering will strengthen the pool of talent this Center produces in areas of national need. By placing high priority in the awarding of FLAS fellowships on students who show the greatest potential for pursuing careers in government, education, and business, the Center further strengthens national capacity in designated areas of need. The Center also promotes and encourages students to participate in the wide array of career planning and counseling opportunities sponsored by the Jackson School. These include among others participation in the "UW Making a Difference: Careers in Government Service," an initiative to match students with federal career opportunities, the US/State Department's "Diplomacy Lab," which gives students pre-career insight into diplomatic service, the Public Service Opportunities Career Fair, and employer speaker sessions, which have featured presenters from the US State Department, EPA, CIA, NSA, Peace Corps, GAO, and nonprofits including Cross-Cultural Solutions, and World Vision.

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

Name of Applicant Institution and Center: University of Washington, Middle East Center

Name of Authorized Representative (Printed): LYNETTE F. ARIAS

Title: Director, Office of Sponsored Programs, UW Telephone: 206-543-4043

Signature:  E-mail: osp@u.washington.edu

Date: 6/26/14
Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

**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 / East Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (please specify)_____	<input type="checkbox"/>

APPLICATION TYPE

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

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

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

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

**THE UNIVERSITY OF WASHINGTON
MIDDLE EAST CENTER**

With this application the Middle East Center, The Henry M. Jackson School of International Studies, University of Washington, enters the FY 2014–17 US Department of Education competition for a Comprehensive National Resource Center–Middle East and FLAS Fellowship Program (CFDA 84.015A&B) in the following languages: **ARABIC, HEBREW, PERSIAN, and TURKISH.**

1. COMMITMENT TO THE SUBJECT AREA

❖ **1.1. Commitment to Program Operation.** Through comprehensive on-going financial and intellectual commitment of resources to Middle East studies over the past 45 years, a program of depth and quality has been established at the UW. This commitment forms the foundation on which a Middle East Center has flourished since 1974, and, post 9/11 in particular, demonstrated its critical importance regionally and nationally as a resource to all segments of American society. The level of institutional commitment to ME studies at the UW cuts across a wide range of instructional departments and administrative units. To orient the reader to the three major instructional units and the significant disciplinary departments contributing to ME studies, refer to Fig. 1-A. In support of these instructional programs, the UW has committed substantial on-going resources to administrative and non-teaching personnel (see Table 1-A). The institutional commitment to the Middle East



TABLE 1-A: *Annual Institutional Support for Major Middle East Degree-Granting Programs*

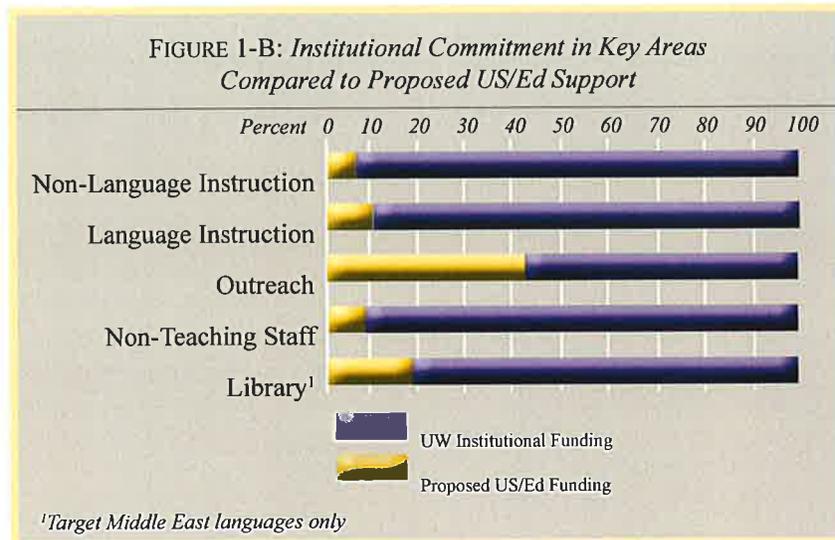
PROGRAMS	FACULTY ADMINISTRATIVE & PROFESSIONAL STAFF SALARY COMMITMENTS*	INSTITUTIONAL SUPPORT
JSIS-ME Studies	Center director's administrative compensation	\$10,000
	Center associate director/outreach coordinator	70% of salary
	Center secretary	100% of salary
	FLAS coordinator	100% of salary
	Undergraduate & graduate advisers (4)	100% of salaries
	Career counselor	100% of salary
	Fiscal specialists (3)	100% of salaries
	IT & web specialists (2)	100% of salary
	Data manager	30% of salary
	NELC	Chair's administrative compensation
Administrative assistant		100% of salary
Undergrad & graduate advisers (2)		100% of salaries
NMEP	Chair's administrative compensation	1 mo. of base salary
	Administrative assistant	100% of salary

*Professional personnel are on a 12-month employment schedule.

Center speaks to the importance the university places on the Center. In recognition of the level of service required of the Center's faculty director, the institution authorizes \$10,000 annually for administrative compensation. While office space is at a premium on campus, the Middle East Center maintains a large suite of offices in JSIS for its program secretary, and associate director/outreach coordinator. This space includes conference meeting area, as well as space dedicated to the Middle East Resource Center where visitors have access to the resource collection and teaching materials. The UW provides substantial IT, and web support to the Center, regularly upgrading all hardware/software, in-house technical support for all Center personnel, and integrated web development and design. In addition to non-teaching personnel at the major ME degree-granting units, the UW supports several units that bear significantly on the quality of ME studies, such as the Office of Global Affairs (OGA), the Language Learning Center (LLC), and the Middle East Section of the Library. Disciplinary departments' non-teaching personnel further strengthen advising and career counseling for ME studies. With a state that ranks first in the nation for reliance on international trade, where one in three state jobs depends on foreign trade, and with the UAE being the state's 4th largest trading partner, the highest levels of leadership at the UW recognize the importance

of the Middle East Center and are committed to cultivating and expanding international research and study opportunities for faculty and students. Support for study abroad at the UW starts at the highest levels, with President Michael K. Young, who was a FLAS (then NDFL) recipient and Jeffrey Reidinger, Vice Provost for Global Affairs, who was a NRC/FLAS director for over a decade. MEC has been a direct beneficiary of this institutional leadership and commitment as the Office of Global Affairs works to integrate and advocate for the work of the Center across disciplines within the University and to serve as a portal both domestically and internationally to promote ME studies. The institution clearly understands its role in providing support to MEC in areas that the Center cannot address in isolation. This is exemplified by the university's contribution of \$40,000 over the past 4 years—a commitment to be continued in the coming 4 years—to assist the MEC in a very innovative project to integrate its assessment and evaluation programs into the overarching assessment/evaluation efforts at the UW. The project known as the Area & Foreign Languages Impact Data Project (AFLIDP), led by the Associate Director of the Middle East Center, will establish a national model for accountability in higher education performance (see §9.3). Much of the data in this narrative is drawn from the ME subdivision of the AFLIDP, here referred to as the ME Impact Data Project. Institutional support for Middle East studies has increased over the past four years, even with the down turn in the economy. Total institutional budgetary support for ME studies and the Middle East Center during the FY 2013-14 is very conservatively estimated at \$9.3 million. This figure includes salaries for all core faculty, staff, administrative personnel, student support including salaries for TA's, funds for travel, and visiting lecturers, but excludes all federal funding. It should also be noted that when the US/Ed suddenly cut funding by over 50% to NRCs nationwide in the 2010-14 cycle, the UW understood the importance of the Center's work and underwrote 30% of the lost federal commitment for three years making it possible to continue much of the Center's work. This FY the UW has received a 12% increase in state funding to higher ed, which is significantly higher than many other states and will further stabilize teaching and

research across the institution. To understand the strong level of UW's financial commitment and the core strength of the Middle East program in proportion to the federal funding proposed in this application, refer to Fig. 1-B).



◆ 1.2. *Commitment to Teaching Staff.*

University commitment to ME studies is evident in the number of tenure or tenure-track positions allocated to the field—75% of the 60 ME teaching faculty hold tenure or tenure-track positions. While many institutions, have moved toward non-tenured lecture positions for language instruction, the UW is one of the few institutions that maintains tenure-track positions in *all* of the major languages of the Middle East (Arabic, Hebrew, Persian, and Turkish). Three out of the four languages have tenured, associate professor/full-professor-level faculty who direct the language program of their expertise; in 2013 NELC appointed a tenure-track-position in the fourth language (Persian). In 2013 the UW made its commitment to developing and strengthening ME studies by hiring 4 tenure-track positions core to the field (Persian, Islamics, pre-modern and modern ME history). The UW is committed to maintaining tenured faculty positions and compensating at rates well above the median (see 2012 AAUP Salary Survey). When lecturers are hired, they are integrated fully into departments, often receive multi-year contracts, are offered a full range of professional development, and in some departments (NELC for example) are permitted to vote along with line faculty. The UW supplements language instruction through support for lecturer positions in Arabic, Hebrew, Persian, and Turkish, as well as providing TA support for language sections. Although faculty FTEs across the UW are at a premium, the University continues to direct its scarce

resources to the field of ME studies.

❖ **1.3. *Commitment to Library.*** Refer to §5.

❖ **1.4. *Commitment to Linkages Abroad.*** The UW understands from the highest levels the necessity of developing linkages abroad. The institution has made a concerted effort to internationalize by facilitating foreign travel, study, and research of faculty and students. The university ranks 7th in the nation in number of doctoral students studying abroad, fourth for students who participate in long-term study abroad, and second in short-term study abroad (*IIE Network Rpt.* 2012). The Middle East Technical University's annual University Ranking of Academic Performance rates the UW 6th in the US for international collaboration (2013). The UW's Office of Global Affairs' International Programs and Exchanges Division works closely with ME studies programs to further cultivate and strengthen already strong faculty and student exchange programs linking students and faculty to institutions in the Middle East and in 2015 will add Koç University, Istanbul to its list of formal exchange agreements (refer to §2.6, and Tables 2-F, 4-B). The retired VP of Global Affairs (an ME specialist) is an active member of MEC's advisory board and assists in advising on development of new overseas linkages.

❖ **1.5. *Commitment to Outreach Activities.*** The UW commits 100% of the total salary of MEC's outreach coordinator position. JSIS significantly augments outreach efforts, especially in areas where federal funding is restricted, such as catering and high-end printing, and advertising. The director of JSIS contributes \$20,000 to joint outreach projects of the combined NRCs within JSIS, as well as individual discretionary support for targeted events. Over the course of a year, MEC collaborates with other units by contributing non-federal funds and resources to many guest lectures, workshops, and conferences that are primarily sustained through non-federal funding. In the first 6 months alone these have included: lecture series and symposia titled: "Forgiveness in Islam," "Islam on the Street," "China and the Middle East," and "Turkey, the West, & the EU: A Changing Landscape." Finally, the UW, recognizes the importance of service to the community by

making this a specific category of the faculty annual reports-to-chairs and encouraging such activity. For MEC, this translates into an active group of faculty who present lectures and workshops in the region to such organizations as Rotary, World Affairs Council, the regional public libraries, private business, and local churches.

❖ **1.6. Commitment to Students.** Institutional commitment to students is extensive at all levels of their UW educational careers. In 2013, for full-time financial-need undergrads, the UW covered on average of 85% of their tuition needs. Students benefit from the Library, Language Learning Center, and International Programs and Exchanges, which are addressed throughout this document. For undergraduates, JSIS maintains a Writing Center staffed explicitly to assist students in developing their research. In line with the University's commitment to study abroad, and JSIS's goals of strengthening language and area studies, JSIS has recently secured enhanced funding through endowments for a variety of student awards directed at overseas study as well as internships with governmental and non-governmental agencies in the US and abroad. Additionally, students in the NMEP receive up to 3 years of full funding through RA/TA-ships, teaching opportunities at the UW, and work-study opportunities. The NMEP sponsors an annual conference on a topic selected by its students and funded at a level that allows for participation from across the nation. The UW supplements all RA/TA positions funded through federal grants with student tuition waivers and fees ranging from \$15,303 to \$28,686 per year depending on state residency and graduate/professional classification. The Graduate School funds the salaries (at lecturer rate) of students at the advanced stages of study in the NMEP. State funds support NELC TA's, and RA's annually, and the department awards four partial fellowships annually, funded by private endowments. The director of MEC oversees private endowment funds for student recruitment, such as the annual Schwartz Fellowship. Support for travel to professional meetings to present scholarly papers is available to graduate students through their individual departments, the Graduate School, and discretionary funding from MEC. Exclusively for ME-students, annual funds available are: Ph.D. RA/TA-ships,

fellowship, travel, and conference: \$160,000; MA: RA/TA-ships, fellowships, & travel: \$104,000; and BA: work-study & fellowships: \$55,000. The amount for student travel stipends is significant each year for MESA participation alone, where the UW regularly has one of the largest contingent of graduate-student presenters.

2. QUALITY OF CURRICULUM DESIGN

❖ **2.1 Extent of Undergraduate Instruction Incorporated into Degree Programs.** Undergraduate instruction in ME studies is incorporated into six specific degree programs, which maximizes the resources at the UW and creates many pathways through which undergraduates train in these areas (see Table 2-A). Although most students interested in ME studies select to major in one of the programs in Table 2-A, these same

programs all offer minors. To address ever-growing interest at the undergraduate level in the ME, the Center established a new minor in ME Studies in 2013. In addition to the ME degree options, disciplinary depart-

TABLE 2-A: *Undergraduate Degree Options in Middle East Studies & Graduation Rates, 2013*

Administrative Unit	Degree Options	No. of 2013 Graduates
JSIS	BA—International Studies, ME Track	15
JSIS	BA—Comparative Religion	29
JSIS	BA—Jewish Studies	4
JSIS	BA—Comparative Islam	—
NELC	BA—Near East Languages & Culture	22
NELC	BA—Near East Comparative Civilizations	8

ments in the social sciences and humanities such as Anthropology, Communications, History, Political Science, and Sociology encourage ME specialization for upper-division undergraduates, the results of which are senior theses produced under the mentorship of core ME faculty. BA certificate options are also available in Comparative Law, Justice and Society, and the Center for the History of Ideas program, which have designed courses of study utilizing the expertise of ME faculty. ME core faculty regularly participate in the UW Honors Program for undergraduates—a program that attracts academically gifted students—by offering three-term sequences of courses on ME civilization. ME-related coursework has been incorporated into the newly launched UW online BA for Social Sciences, which allows students who have earned 2 years of college credit to complete their BA online in a flexible, lower-cost program without attending campus classes. Across the UW,

faculty and programs are encouraged to internationalize undergraduate curriculum through course development grants and honoraria for guest speakers, which has increased ME content across a broad range of disciplines. For the reach and impact of ME studies see Table 2-B.

❖**2.2. Appropriateness and Effectiveness of Undergraduate Degree Requirements.** Requirements for undergraduate

degrees in ME studies are rigorous and emphasize attaining a global perspective through understanding the world economy and cultural interaction, as well as commencing study of the relevant languages, all of which are Less/Least-CTL's (see Table 2-C). All degree options make extensive use of cross-listed courses ensuring an interdisciplinary approach to the curriculum. By constructing degree options across a range of tracks, the UW trains a broad group of students with diverse interests and potential in ME studies.

TABLE 2-B: *Quick Stats on Reach of ME Coursework and Graduation Rates of Undergrads*

2012	319 undergrads took at least 50% of their coursework in ME area and/or languages
2012	91% of undergrads who took at least a minor's worth of ME area and/or languages graduated in 5 years (UW average is 78.5%)

SOURCE: *Middle East Data Impact Project*

TABLE 2-C: *Requirements for Undergraduate Degree Majors in Middle East Studies*

Degree	Graduation Requirements in Summary for Majors
JSIS–ME	70 credit hours plus language instruction, lower-division courses in economics, political economy cultural interaction, upper-level courses in approved interdisciplinary courses, and core international studies courses; advanced seminar on major texts; senior thesis required
JSIS/NELC–Comparative Islam	70 credit hours, plus 2 years of Arabic, Persian, Turkish; 10 credits in Islamic religious traditions and texts; 15 credits in history, society, and culture of Islam; senior thesis required
JSIS–Comparative Religion	50 credit hours; introduction to religion; historical traditions; social contexts; and cultural forms; senior thesis required
JSIS–Jewish Studies	55 credit hours plus Hebrew through 2d year; 6 courses from Jewish Studies curriculum; 2 courses from approved upper-division curriculum
NELC–Near East Languages & Cultures	72 credit hours; 40 credits (3 years) of relevant ME language; 5 credits intro NEAR E course; 5 credits approved gateway course; 2 credits senior seminar; 20 credits of NEAR E electives in advanced literature and/or 2d ME language
NELC–Near East Comparative Civilizations	72 credit hours; 30 credits (2 years) of relevant ME language; 5 credits gateway course; 5 credits introductory NEAR E course; 2 credits senior seminar; 5 credits senior essay; 25 credits upper division NEAR E courses

❖ **2.3. Extent of Training Options for Graduate Students in a Variety of Disciplines.** Graduate students have a wide variety of avenues by which to pursue advanced work on the ME (see Table 2-D). In addition to these options, disciplinary departments, particularly Anthropology, Communications, History, Linguistics, Political Science, and Sociology, offer MA and Ph.D. degrees with concentrations on the ME. JSIS launched in 2013 a new Ph.D. in International Studies, in which students may concentrate on ME issues, and will launch in fall 2014 a 10-month intensive MA in Applied International Studies for mid-career professionals. Students enrolled in JSIS also have the option of augmenting their educational experience through participation in the School’s certificate programs of which the programs in Environmental Management, Global Trade, Museology, and International Development Policy and Management are the most popular for ME students. For concurrent degree options available to JSIS graduate students, see §3.2. The JSIS MA is geared particularly toward students who will enter government service and professional fields, while graduates of the NMEP are employed in higher education.

TABLE 2-D: *Graduate Degree Options in Middle East Studies and Graduation Rates, 2012-13*

Administrative Unit		No. of Graduates
JSIS	MA—Middle East Studies	9
JSIS	MA—International: ME track	8
JSIS	MA—Comparative Religion	5
JSIS	MA—Comparative Islam	0
JSIS	MA—Jewish Studies	4
NELC	MA—Near East Languages & Civ.	10
Graduate School	Ph.D.—Interdisciplinary Program in Near & Middle East Studies	2

❖ **2.4. Appropriateness and Ultimate Effectiveness of Graduate Degree Requirements.** The UW ME studies programs are constructed systematically across several disciplines to move students from the beginning levels of study through advanced graduate work (see Table 2-E). Effectiveness of the curriculum can be measured in a variety of ways, such as the high number of graduate students who present papers at MESA (generally 10+ per year), or by outstanding employment figures of students in disciplinary departments as well as NMEP, which has the extraordinary record of 93% placement of graduates in tenure-track positions and post-doctoral fellowships from the inception of the program fifteen years ago. NMEP graduates now hold positions at institutions

across the nation.

TABLE 2-E: *Requirements for Graduate Degrees in Middle East Studies*

Degree	Graduation Requirements in Summary
JSIS—MA ME	36 credit hours (for two extended research papers) or 27 (with thesis) plus 10 credits of relevant language beyond 2d year; 20 credits on the modern ME in at least two disciplines in the social sciences and humanities at the advanced level; one seminar on the ME; oral exam
JSIS—MA Comp Relig	36 credit hours plus 3rd year of relevant language; 4 courses in major concentration; 2 courses in minor concentration; final research paper and oral examination
NELC—MA	36 credit hours; 18 credits at upper-division level; exam in two relevant Middle East languages, seminar paper, final written exam
Grad School— NMEP	90 credit hours; mastery of 2 Middle East languages and reading for research purposes in one Western language; disciplinary method and theory courses in relevant field; two disciplinary core courses in relevant field, preliminary exam, general exam, final dissertation defense

❖ **2.5. *Extent of Student Academic and Career Advising.*** UW academic advising is multifaceted, beginning with General Advising for undergrads and transitioning to individual departments when majors are declared. Advisers staffing departments that serve the majority of ME students meet regularly to keep each other updated on curriculum changes and to share information on student academic and financial opportunities. These same advisers meet yearly on-campus in a conference with all area community college advisers to discuss strategies to smooth the transition for students from community college to the UW. Available to all students are the UW's Counseling Center (career counseling & study skills); Career Center (career planning & job search); Financial Aid Office (funding opportunities); and Student Fiscal Services (money management advising). Larger departments maintain their own career advising divisions. JSIS Career Services (CS) provides workshops and individual advising on career exploration, job/internship searches, resume, c.v. and cover letter writing, and sets up practice interviews. CS posts jobs/internship opening in a weekly electronic newsletter, a careers blog, social media posts and via LinkedIn, maintains a career resources guide and a document library with tips on finding and securing a job with links to government and private sector employment opportunities. CS has established a formal mentoring program in which former JSIS students and friends of JSIS who have transitioned to careers are

matched with current students to help them better understand how to prepare for post-UW work life. JSIS Academic Services, annually conducts an International Careers Day, in which professionals in the fields of international business, government, education, and non-profit service visit campus and meet students. JSIS is a US/State partner through the new “Diplomacy Lab” initiative, which pairs US/State with academic partners to facilitate online student collaboration with active diplomats and contribute to foreign policy efforts through virtual internships and research opportunities. MEC distributes job announcements, fellowships, and overseas study opportunities via its student listservs. With a large percentage of MEC students interested in government careers, MEC actively participates in the UW Making a Difference: Careers in Government Program, which aims to build partnerships with federal agencies seeking to hire students. MEC is the depository for information on Foreign Service Examinations. In-coming MES students attend the JSIS orientation or the NELC orientation to familiarize themselves with the educational opportunities available and the requirements of their programs. All career advising resources available at JSIS and NELC are accessible to the NMEP students, whose program also includes a faculty director, and an academic adviser/program coordinator. None of the ME degree programs is so large as to make it difficult for students to meet faculty individually and receive guidance. Indeed, students are encouraged to discuss with faculty their academic goals, research, and career aspirations; and the faculty engage actively in job placement for advanced students.

❖ **2.6. *Extent and Use of Formalized Overseas Training/Research Programs for Students.***

The UW maintains 20 exchange agreements with institutions across the ME (see Table 2-F). Foreign study is strongly recommended to sharpen language skills, deepen understanding of foreign cultures, and strengthen research (see Table 4-B). The UW is strongly committed to foreign study and seeks to make it a real possibility for all students. In 2012-13 a total of 68 students (excluding non-credit travel/research) studied in the ME with Israel, Morocco, Jordan, and Turkey being the most popular destinations for language learning. Well-established UW faculty-led annual

summer programs include the Tel Dor Archaeological Excavation and Field School in Israel; the Water in Arid Lands Institute in Jordan for Civil Engineering Students; and beginning 2015, the Koç University Intensive Ottoman and Turkish Summer School in Turkey. Access to foreign study managed through the UW's Office of Global Affairs International Programs & Exchanges division streamlines the procedures for transfer of foreign credits and medical insurance, as well as providing extensive counseling on selection of program, procedures for application, and verification of credits earned. In order to encourage study abroad, and to bolster the UW's goal of making it possible for every undergraduate to experience study abroad, IPE administers the UW's Exploration Seminars Program, which offer one-term courses led

by UW faculty in countries around the world. For the Middle East, these seminars have been convened in Cyprus, Israel, and Oman. To further connect students to study-abroad possibilities, each fall the director of IPE offers sessions specifically for students interested in ME studies abroad to describe opportunities and answer questions. In recognition of its vastly expanded efforts to promote study-abroad and in light of the realities that mission encompasses, the UW has a full-time director of security operations with extensive foreign experience to insure student safety abroad. MEC is proposing to expand and initiate new foreign linkages in line with faculty/student interest with the Jordan University of Science and Technology and the Center for Innovative Government Management at Prince Sultan University, Saudi Arabia.

TABLE 2-F: *UW Foreign Cooperative Agreements with Middle East Institutions*

COLLEGE OF ARTS & SCIENCES

- Al Akhawayn University, Morocco
- American Research Institute in Turkey
- American University of Beirut, Lebanon*
- American University in Cairo, Egypt
- Bogazici University Turkey
- Center for Arabic Study Abroad, Egypt
- Hebrew University of Jerusalem, Israel
- Koç University, Turkey (2015 onward)
- Mu'tah University Jordan
- University of Damascus, Syria*
- Yarmouk University, Jordan

COLLEGE OF EDUCATION

- Zayed University, UAE

COLLEGE OF ENGINEERING

- University of Helwan, Egypt
- University of Mohammed V, Morocco
- Middle East Technical University, Turkey

COLLEGE OF FOREST RESOURCES

- University of Istanbul, Turkey

SCHOOL OF LAW

- Kabul University, Afghanistan

SCHOOL OF NURSING

- Baghdad University, Iraq

SCHOOL OF MARINE AFFAIRS

- King Fahd University Saudi Arabia

SCHOOL OF SOCIAL WORK

- Ben-Gurion University, Israel

**Agreements currently suspended*

❖ **2.7. Access to Other Institutions' Study Abroad and Summer Language Programs.** Students are encouraged to make use of other domestic and international study programs, although most beginning students prefer to stay at the UW for summer study of ME languages, which are offered at elementary levels. Enrollment in overseas institutions is facilitated through IPE as noted above. ME language faculty and the ME FLAS Coordinator always advise students on quality and suitability of summer languages programs at other institutions so that the learning experience meets student needs and expectations. An indication of the demand and the depth of qualified UW-ME candidates for summer language study is indicated in part by the strength of the summer FLAS award pool, which is frequently so deep that UW-MEC absorbs excess summer funds from other NRCs at JSIS, as well as from ME FLAS programs at other institutions.

3. QUALITY OF NON-LANGUAGE INSTRUCTION PROGRAM

❖ **3.1. Extent of Relevant Non-Language Courses Offered.** The field of ME studies is strongly represented across a broad range of disciplines, departments, and programs at the UW (App. C), with faculty expertise in terms of area coverage matching the breadth of disciplinary range. The MEC faculty has focused on the core areas of Egypt, North Africa, the Levant (including regular offerings on the Arab-Israeli conflict), Iran, and Turkey. In 2013-14 new faculty were hired with expertise in Iraq, Kurdistan, Saudi Arabia and the Gulf.

❖ **3.2. Extent of Relevant Courses in Professional Schools.** MEC is a division of The Henry M. Jackson School of International Studies, a member of the Association of Professional Schools of International Affairs. As a consequence, all courses offered through the ME programs are available to students pursuing professional degrees in international studies. JSIS cross-lists its courses in relevant professional schools (Business, Communications, Education, Information, Law, Public Affairs), thus making credits applicable to students in other professional schools. Formal concurrent degree programs are also available between JSIS and the following professional schools: Business, Education, Law, Library Science, Marine Affairs, and Public Affairs. The ME Impact

Data Project shows that since 2008, the schools of Communication, Law, and Public Affairs regularly rank in the top ten in number of students taking ME coursework and that professional student enrollment in ME courses is increasing Social Work and Information. In the upcoming grant period with funding proposed here, the Center expects to increase enrollments from the College of Education, Business, and Engineering the Center proposes to offer relevant coursework to generate student interest in the Middle East (see §8.2). Additional avenues to reach students interested in the ME are through certificate programs offered in Museum Studies, Global Trade, Human Rights, International Development Policy and International Business.

❖ **3.3. Depth of Course Coverage Available in Relevant Disciplines.** The UW has a three-tiered course system, in which lower-division undergraduates register for introductory-intermediate courses (100-300 level), upper-level undergraduates and graduate students register for more advanced courses (400 level), and the most advanced level of instruction is reserved for graduate students (500-700 level). Table 3-A provides a snapshot of the annual average breadth of core discipline coverage from introductory to advanced levels (see also App. C). Thesis and dissertation credit, as well as independent study, significantly augment the availability of training options at the highest levels. For depth of faculty regional expertise refer to in Table 3-B.

TABLE 3-A: *ME Area Course Depth of Coverage across Discipline, 2013–14**

Discipline	Lower-Level Undergrads	Upper-Level Undergrads & Graduates	Only Graduate Level
Anthropology	4	4	1
Arch/Built Env.	1	1	–
Art History	3	–	–
Comp Lit	1	2	–
Comp Religion	2	2	1
Education	–	1	–
Ethnomusic	2	1	–
History	7	4	2
Information	1	1	–
Int'l Stds/ME Stds	3	7	6
Jewish Studies	3	4	–
Law	–	2	1
Linguistics	–	4	–
Near East Studies	10	22	2
Political Science	5	3	1
Sociology	1	–	1

**Independent study, thesis, and dissertation credit-courses excluded. Cross-listed courses listed once.*

❖ **3.4. Extent of Relevant Interdisciplinary Courses for Undergraduate/Graduate Students.** Study of the ME at the UW increasingly emphasizes interdisciplinary and trans-regional perspectives as students progress through their studies (see Table 3-C). This is fostered by the close col-

TABLE 3-B: *Core Faculty Coverage by Region of the Middle East*

Region	Faculty Specialists	# of Faculty
North Africa	Ahmed, Bacharach, Barreto, Benson, Bravmann, Davis, Close, DeYoung, Elkhafafi, Goldberg, Howard, Joshel, McLaren, Mendaldo, Noegel, Schuyler, Williams	17
Levant	Bacharach, Dana, Goldberg, Perez, Walker, Zafer	6
Israel	Barzilai, Goldberg, Kochin, Martin, Migdal, Naar, Nahon, Noegel, Pianko, Romano, Sokoloff	11
Palestine	Barzilai, Dana, Goldberg, Migdal, Nahon, Perez	6
Turkey	Andrews, Kasaba, Kayaoglu, Kuru, Murray, Walker, Yucel	7
Iraq	Andrews, Bet-Shlimon, DeYoung, Hosein, Lorenz, Kasaba	6
Iran-Afghanistan	Alavi, Badiie, Cabieri, Kaviani, Lombardi, Osanloo, Radnitz, Robinson, Saleh-Esfahani, Shams, Walker	11
Gulf States, S.A.	Ahmed, Bacharach, Coates Ulrichsen, Goldberg, Heer, Schuyler	6

laboration of ME faculty in student supervision, courses (frequently utilizing guest lecturers from other disciplines), seminars, workshops, and conferences. For example, JSIS supports theme-based

instructional colloquia for undergraduates and graduates in international political economy, international security, ethnicity and nationalism, and state-society relations, which incorporate methodology and perspectives from a wide range of disciplines. To fur-

TABLE 3-C: *Sample of Middle East Interdisciplinary Cross-Listed Courses, 2013-14*

Cross-List Nos.	Course Title	Instructor
ANTH332/LSJ321	Human Rights in ME	Osanloo
NEARE/JSIS A101	Israel in the Global Context	Migdal
HIST250/JSIS C250	Jewish History	Pianko, Naar
LAW420/JSIS A465	International Law in ME	Lorenz
NEARE430/JSIS C430	Law in Islam	Zafer
NEARE433/JSIS C435	Life of the Prophet	Zafer
SOC301/JSIS B301	War and Terrorism	Soverel
ARAB496/LAW596	Arab Legal Texts	Zafer
NEARE205/HUM205	Religion, Violence, Peace	Wellman
NEARE210/JSIS A210	Islamic Civilization	Staff
NEARE212/JSIS C212	Introduction to the Qur'an	Zafer
EDC&I505/JSIS 487	Teaching the Middle East	Kaviani
POL S 432/JSIS B406	Political Islam	Cabieri

ther encourage interdisciplinary study, in 2013, JSIS overhauled its curriculum by restructuring and renumbering its offerings to better align with other units so that students can more easily study across departments. Students can avail themselves of different degree options that institutionalize interdisciplinary training (see §2.3). Faculty across disciplines and area specialization comprise the faculty of the NMEP as well as the Comparative Islamics track in NELC and JSIS. Courses are regularly cross-listed between departments at the undergrad and graduate level so as to increase

student exposure to cross-disciplinary work. The effectiveness of interdisciplinary study in ME studies was commented upon in a review of NMEP in which the evaluation team stated, “The NMEP ... is the most viable program on campus for deploying strong faculty expertise in a manner that crosses disciplines, sub-regions, schools, and colleges” (2012 Ten-Year Review).

❖ **3.5. Sufficiency of Non-Language Teaching Personnel.** Refer to Table 3-D for availability of faculty across disciplines and regional specialization. ME studies has a core faculty of 45 non-language-teaching members. It should also be noted that all of the faculty in NELC are qualified to teach non-language courses and frequently do so. MEC is especially strong

TABLE 3-D: *Number of Non-Language Middle East Faculty by Discipline**

<i>Discipline</i>	<i>#/Faculty</i>	<i>Discipline</i>	<i>#/Faculty</i>
Anthropology	3	Information	1
Art History	1	International Stds.	14
Built Environments	2	Jewish Studies	4
Communications	3	Law	3
Comp Religion	2	Linguistics	2
Economics	3	Marine Affairs	1
Ethnomusicology	1	Political Science	6
History	4	Sociology	2

**Includes joint appointments*

in the area of law, with faculty expertise in the legal systems of Israel, Iran, as well as the classical and contemporary Arab world, with coursework distributed across the Law School, JSIS, and the departments of Political Science (Law Society & Justice), and NELC.

❖ **3.6. Extent of Pedagogical Training for TAs.** TA positions at the UW are highly competitive. Students selected to serve as TAs have access to a wide range of training opportunities. The Graduate School offers specifically for TAs credit-courses titled: “Teaching Assistant Preparation [GRDSC 616],” “Seminar in College/University Teaching [GRDSCH 630],” “Teaching and Mentorship [GRDSC 620],” and sponsors an annual TA conference in partnership with the Center for Teaching and Learning (CTL) focused on best practices in pedagogical training for TAs. The CTL manages a rigorous training program for all TAs including TA orientations, practice sessions, individual consultations, mentoring, videotaping, and quarterly assessment reports. Individual departments work in concert with CTL tailoring training workshops to the specific needs of each discipline. MEC is fortunate that its faculty is involved university-wide in developing TA talent.

For example, H. Salehi-Esfahani participates in the CTL presenting sessions to UW faculty titled: “Working with TA’s in Large Classes”; H. Elkhafaifi has designed a mandatory course for all NELC TA’s titled “Modern Methods and Materials for Teaching Near Eastern Languages [NEAR E 595]”; K. Brandl offers for NELC students “Language Teaching Methods [NEAR E 518]”; and J. Migdal offers “Teaching International Studies [JSIS 513],” a mandatory course for all JSIS TAs, which provides instruction on leading discussions, evaluation, and teaching critical reading skills, supplemented by videotaping and critiques of all TAs. International-student TAs who come from different educational systems receive particularly close supervision by MEC faculty through early follow-up and enhanced consultation to hone university-level teaching skills. All International TAs who are not native-speakers of English participate in the CTL’s International Teaching Assistant Program. When advanced graduate students assume the role of primary instructor (a level higher than TA) for the first time in their careers (as in NMEP where teaching experience is required), students work closely with their mentoring faculty to plan and develop their courses.

4. QUALITY OF LANGUAGE INSTRUCTION PROGRAM

❖ **4.1. Extent of Relevant Language Courses Offered.** The UW ranks among the top US institutions in the breadth and depth of ME languages taught (refer to App. C). Over a typical academic year, approx. 55 courses are offered in modern ME languages from the elementary through advanced levels. In addition to instruction at all levels for non-native speakers, flexibility of staffing allows for courses targeting the special learning needs of heritage students when demand is sufficient.

❖ **4.2. Extent of Enrollment in Relevant Languages.** Elementary levels of Arabic, Hebrew, Persian, and Turkish consistently reach maximum registration (see Table 4-A). In 2013, of the six foreign language departments

TABLE 4-A: ME Modern Languages Offered, Levels Taught, and Average Class Enrollments, 2010-13

Level	Arabic	Hebrew	Persian	Turkish
1st Year	75	20	34	15
2d Year	30	13	18	10
3rd Year	18	6	21	8
4th +	14	2	9	6

Sections are added as each class reaches 20 students. TA positions are assigned to Arabic, Hebrew, Persian and Turkish.

at the UW, NELC ranked 3rd in majors at 85 (behind Romance [220] and Asian languages [130], but well ahead of the Scandinavian [56], Slavic [43], and German [45]). Demand for language courses in fall 2013 continued to outpace the department's capacity to accommodate, with, for example, 25 students wait-listed for first-year Arabic. Language class size is capped at 20 students; language sections are added as caps are reached in each language. Persian has shown a significant increase in enrollment in the past 4 years and, with one tenure-track position and 1.5 FTE lecturer positions dedicated to it, the program is one of the largest in the nation. Given the strong student interest in Persian, with this proposal, the Center is requesting funding to increase support to Persian language instruction with at 50% lecturer position.

❖ **4.3. *Extent of Relevant Language Levels Offered.*** MEC is a comprehensive center and offers all levels of instruction of ME languages from elementary to advanced levels (see App. C).

❖ **4.4. *Extent of Disciplinary Courses Offered in Relevant Languages (excluding lang. & lit.).*** Because of the longer preparatory period required by English-speakers to master ME languages (as compared to CTLs), and the small pool of students in any one discipline sufficiently proficient to be able to take advantage of superior/distinguished-level ME content courses in target languages, there are relatively few offerings outside NELC, though this is gradually changing for Arabic. MEC, in partnership with the UW's GBC-CIBER, has developed a course in Business Arabic offered as a topics course in NELC. A course designed for advanced Arabic students in the social sciences titled "Issues in Arab Society" to be offered in the Jackson School will be initiated with this application (addressing **GPRA 3**). To supplement language courses, MEC brings eminent native speakers to campus to lecture to the public in English and to conduct small group sessions with students in target languages. Students with more advanced language skills have abundant opportunities to work with qualified faculty via directed readings courses utilizing target languages; and students are also encouraged to pursue language acquisition in disciplinary fields via the UW's partner foreign exchange programs (see Tables 2-F & 4-B).

❖ 4.5. Sufficiency of Language Faculty.

The regularity of the language offerings and number of language faculty (17) at the UW underscores the commitment of the institution to support and encourage ME language instruction (see Table 4-C). In

contrast to many other institutions, the UW maintains tenure/tenure-track positions in Arabic, Hebrew, Persian, and Turkish. As of fall 2013, three of the languages had tenured faculty and the fourth position a tenure-track appointment. In

fall 2013 NELC made appointments in two tenure-track positions: Persian and Arabic/Islamics. With tenured appointments comes stability and consistency in instruction. Supplementing tenured positions, NELC employs lecturers in modern Arabic, Hebrew, Persian, and Turkish. The Turkish lecturer was a successfully leveraged commitment from the previous grant cycle now fully funded by the institution beginning 2015. The total complement of 17 NELC language faculty is further augmenting by institutionally funded TA-ships in all four languages.

❖ 4.6. Extent of Teaching Personnel's Exposure to Performance-Based Training Methods.

MEC and NELC put the highest priority on securing proficiency language training for language instructors. All senior language personnel in NELC have received ACTFL training and all faculty

TABLE 4-B: *Student Use of Overseas Training in Relevant Middle East Languages, 2012-13*

Country	Institution	Language	Enrollment
Egypt	American University in Cairo	Arabic	3
	University of Alexandria	Arabic	1
Israel	Hebrew University	Hebrew	2
	Tel Aviv University	Hebrew	1
Jordan	University of Jordan (CIEE)	Arabic	2
	Qasid Institute	Arabic	4
Morocco	Al Akhawayn University	Arabic	2
	Arabic Language Institute-Fez	Arabic	1
Tajikistan	American Councils	Persian	5
Turkey	Bogaziçi University	Turkish	3
	Dilmer Language School	Turkish	2

TABLE 4-C: *Faculty Coverage of Languages*

Language ¹	Faculty Language Expertise	# of Faculty
Arabic	Ahmed, Alavi, Barzilai, Benson, Bet-Shlimon, Dana, Davis, DeYoung, Elkhafaifi, Goldberg, Heer, Nahon, Perez, Schuyler, Zafer	15
Hebrew	Barzilai, Horovitz, Kochin, Martin, Migdal, Naar, Nahon, Noegel, Pianko, Romano, Sokoloff	11
Persian	Alavi, Badiie, Benson, Kaviani, Osanloo, Salehi-Esfahani, Shams, Zafer	8
Turkish	Andrews, Kasaba, Kayaoglu, Kuru, Yucel	5

¹Faculty in red are language instructors; others are faculty qualified to work with students using primary source material in target languages at the advanced levels.

employ performance-based teaching strategies in their instructional methodology. Currently, instructors in Arabic, Hebrew, and Persian are certified ACTFL Oral Proficiency Interviewers (with this proposal MEC seeks to provide this training to new hires in Arabic and Turkish). Prof. H. Elkhafaifi, who oversees the Arabic language division, is himself a certified ACTFL/ILR & LTI certified oral proficiency tester in Arabic, who has been engaged in the establishment of Arabic standards for over 25 years. Lecturers have been sent to NMELRC proficiency-based training workshops in Arabic, and all faculty have participated in many pedagogy workshops focused on proficiency teaching sponsored by the Western Consortium of Centers Middle East Studies (WC-CMES), ACTFL, and Startalk. MEC seeks in this proposal to offer continued training via ACTFL, NMELRC, and CARLA programs, especially for newer lecturers. Training in proficiency-based teaching also extends to the TA level, with TAs in all four languages being required to take a one-term course directed by H. Elkhafaifi to become acquainted with ACTFL standards, performance-based teaching methodology, and how to employ these in their classrooms. TA's progress in employing these strategies is monitored throughout the year by the appropriate language program directors, frequent classroom observations, and written student evaluations.

❖ **4.7. *Extent of Use and Development of Performance-Based Instruction.*** Classroom textbooks based on proficiency methods are employed in Arabic and Hebrew; while language instructors in Persian and Turkish have developed their own proficiency-based curriculum. The lead Arabic instructor, H. Elkhafaifi, is a preeminent authority on performance-based teaching of Arabic and has developed comprehensive teaching strategies and proficiency tests in all modalities (listening, reading, writing, speaking, and culture). Under his leadership, NELC language instructors have worked together to establish standard learning outcomes by level centered on performance-based teaching using models from Arabic and emphasizing integrated performance assessment. These learning outcomes are for Arabic are summarized in Table 4-D. At the K-12 level, MEC-affiliated staff have designed a performance-based curriculum for high-school Arabic, which is used in the

TABLE 4–D: *Summary of Learning Outcomes for Students of Modern Standard Arabic*

	LISTENING	SPEAKING	READING	WRITING
Year One	Comprehend main ideas in short authentic texts; transcribe parts of text accurately; begin to use grammatical knowledge to aid comprehension	Interact easily with classmates and instructor on familiar topics; limited command of basic courtesies; discourse of several sentences with basic connectors; use of past, present, and future tenses with some errors	Read simple authentic short texts and use grammatical and lexical knowledge to interpret meaning; dictionary skills are moderately well developed	Write in brief quasi-paragraphs; use some learned idiomatic expressions and simple descriptive language to express ideas on familiar topics
Year Two	Comprehend main ideas in non-technical texts; new vocab acquired while listening; length of listening texts increase to approx 5 min. & comprehension close to 75%	Speak in connected discourse in approx para length and converse with some negotiation of meaning; use many learned conversational idioms and expressions easily; understood by educated native speakers; can control past, present, future and conditional	Can read non-technical texts of 2-3 pp with aid of dictionary; can guess meaning of unfamiliar words using knowledge of grammar; new expressions can be learned from context	Write in cohesive paragraphs; produces increasingly complex sentences with varied descriptors & some idiomatic expressions; uses language to express idea or support opinion
Year Three	Understand complex non-technical texts of less than 10 min. on unfamiliar topics; grasp new vocabulary while listening with comprehension approximating 75-100% with some repetition	Speak in connected discourse at paragraph length & converse with occasional negotiation of meaning; use conversational idioms & cultural expressions easily; understood by most native speakers; control discourse in past, present, future, conditional and support opinions & hypotheses	Read increasingly complex (10+ pp) texts on unfamiliar topics with dictionary; can use knowledge of morphology, syntax, and context to accurately guess meaning of unfamiliar words; use dictionary rapidly at need	Combine paragraphs in structured discourse to express ideas; discuss results of research; support hypothesis; control morphology & syntax & use literary expressions of limited sophistication to express abstract ideas
Year Four	Comprehend authentic materials of considerable length and complexity	Speak on complex topics with confidence; grammatically correct and some idiomatic speech; minimal need for repetition	Read extensive advanced, authentic material on a variety of subjects	Produce written work with stylistic & aesthetic aspect of the lang.; lengthy expository discourse.

Seattle public schools through MEC's partnership with OneWorldNow! (see §7.1)

❖ **4.8. Adequacy of Resources for Language Teaching and Practice.** NELC faculty regularly receive computer hardware/software upgrades through institutional instructional support, which are specifically tailored to the needs of language instructors. NELC faculty are strongly supported by language techs who have assisted in facilitating faculty use of the MOODLE platform, and most recently with the migration of instructional data to the new CANVAS platform for on-line class management and instruction, which is significantly strengthening the impact of listening and oral proficiency exercises. Each language area lead instructor has developed websites tailored to students' needs incorporating a vast range of material from the web dovetailing with language classes and providing quick and easy links to learning aids and online dictionaries. Faculty regularly in-

corporate the local heritage communities into the classroom to enhance the learning experience. Faculty frequently request print, electronic, and DVD purchases through the Library and Language Learning Center (LLC) to supplement class materials. All TA's are required to participate in the "Methods in Teaching Near Eastern Languages" course and CLT training (see §3.6, 4.6). The UW's LLC, has a vast range of technology and expertise to support and accelerate language learning. The LLC provides computer assisted language learning courseware for integration into language curricula, providing self-paced as well as instructor-led learning activities. This courseware consists of interactive multimedia programs with visuals, sound, text, video, and self- or teacher-evaluation capabilities. The LLC network allows high quality audio and video streams and files to pass between its multimedia labs, classrooms, free-study library, and mobile applications. Students can view pre-recorded data as well as live continuous audio/digital satellite downlinks from source countries. SCOLA Channel 1 Live is a feature of the LLC with country connections to 10 ME countries constantly available to students. For current events, students can use quick, direct links from the LLC website to 467 online newspapers and news agencies from 20 Middle East/North African countries and 50 radio stations from 9 countries. The UW LLC is unique in the level of expertise available from retired, pro bono Microsoft personnel who delight in taking faculty dreams to reality. Recent LLC projects have included developing orthography tutors for Persian; training Persian instructors to use lecture capture software so that they can begin to "flip" their classrooms when desired; and refining Arabic, Hebrew, and Persian online placement tests. The quality of the LLC is one of the major reasons the UW was ranked the 7th most innovative program in College Foreign Languages Study in the US by BestColleges.org (2012). Language study is further enhanced by student language clubs and language exchanges/partners, especially with the 430+ students from Saudi Arabia in the UW's International & English Language Learning Program.

❖ **4.9. Language Proficiency Requirements.** All languages addressed in this proposal fall

into the category Less/Least-CTLs. NELC has set proficiency goals as described in Table 4-E for Arabic, Hebrew, Persian, and Turkish. Every year, as more proficiency-based assessment tools become available, NELC instructors have increased testing and refined teaching methodology to improve instruction and expedite students' journey to advanced level language acquisition.

TABLE 4-E: *Target ACTFL Proficiency Goals for ME Languages*

LEVEL	ACTFL TARGET GOALS
1st Year	Novice High to Intermediate Low
2d Year	Intermediate-Mid to Intermediate High
3rd Year	Advanced Low to Advanced Mid

5. STRENGTH OF LIBRARY

❖ **5.1. Strength of Library Holdings.** The UW Library system constitutes the primary repository of information supporting all research and teaching at the UW and the Pacific Northwest; and ranks in the top ten US public university research libraries. The ME Collection of the Library represents one of the largest and highest quality collections of its kind in the US. The collection offers comprehensive coverage of all the countries of the ME and N. Africa in Western languages and in major languages of the ME (see Table 5-A). The collection is outstanding for its breadth of coverage and is particularly strong in areas of Islam, Islamic law, Turkish, Arabic, and Persian literature, as well as in the quantity of Arabic periodicals, and serials. The development of the ME collection is unique in three important ways that ensure its quality. First, is the degree to which ME faculty and Library staff collaborate in how the collection grows, which has meant over that the collection is comprehensive, foundational, and easily built out with few gaps. Second is the degree to which the Head of the ME Section handles the acquisition of target-language material from the ME by overseeing the entire process from selection, invoicing, cataloguing, and notification to faculty/students. Her attention to foreign vendors at a personal level ensures top-line acquisitions arrive in a timely manner. Third is that ME materials are catalogued to the highest CONSER standard (and

TABLE 5-A: *UW Library Holdings in Middle East Target Languages*

Language	Books	Serials
Arabic	129,162	5,815
Hebrew	22,902	493
Persian	20,551	274
Turkish	23,432	749
<i>Western languages excluded</i>		

made available for other institutions to copy) and newly acquired material never languishes in pre-cat status. This application proposes to direct federal funds toward purchase of materials in target languages (Arabic, Hebrew, Persian, and Turkish).

❖ **5.2. Institutional Support for Acquisitions and Staff.** The Library maintains a state-funded personnel roster of 388 full-time employees with 130 of these positions occupied by professional librarians. Approximately 325 student workers are engaged annually as well as part-time employees. Personnel specifically dedicated to the ME collection are: 3 FTE librarians (see Table 5-B). The Library maintains its own Staff Development and Training Office with opportunities especially for library personnel. All full-time librarians and staff are eligible for release time and tuition for library- and university-sponsored training and development courses. The Library further supports tuition for outside training in areas that significantly impact the Library. Permanent librarians receive 3 months of fully paid professional leave every 7 years. In addition to travel funds for acquisition trips, personnel are eligible for travel funds and release time to attend professional meetings. The Head of the ME collection, for example, has made recent acquisition trips to Istanbul and Tehran. The Library has also established an Employee Scholarship Fund to support all staff pursuing a UW degree. Further, the Library now offers a Time Grant Program, which allows Library staff to be released from normal work duties while maintaining their regular compensation rate to produce scholarly work/relevant projects of their own. In addition to travel and training opportunities, Library support specifically for ME personnel and area development is evident across a range of initiatives including continual upgrading of Library computers/software.

TABLE 5-B: *Support for Staff and Acquisitions, Middle East Collection, 2011–12*

ME Library staff salaries	\$356,195
Purchases in ME target languages*	\$69,472
Special ME purchases	\$14,000
Additional supplies	\$7,398
Acquisitions travel	\$4,470

**Excluding Western language purchases*

❖ **5.3. Extent of Student Access to Holdings at Other Institutions.** The Library is a member of the Orbis-Cascade Alliance (OCA) of 37 WA and OR institutions, which provide access to a com-

bined collection of 30 million items within 72 hours. Within OCA, the UW Library is by far the largest repository of ME material and as such serves as the main research library for the students and faculty at all other smaller ME programs in the Pacific Northwest, such as those at Portland State University and Oregon State University. The Library maintains its own Interlibrary Borrowing Service (IBS) division with a full-time staff of 10; and it participates in 18 cooperative agreements. Access to other collections via IBS is so simple and well established that in 2012-13 the Library ranked first in number of these types of transactions of the 111 members of the American Library Association. The UW community also has access to the collections and resources of the Center for Research Libraries (CRL), which includes 5 million volumes, 800,000 foreign dissertations, 500,000 monographs, 66,000 serials, and 10,000 foreign newspapers. To facilitate student access to on-campus and off-campus collections, the Library conducts a multitude of orientation sessions designed for students in specific disciplines. The ME librarians and staff tailor orientations to the needs of classes and frequently meet with students to insure full access to all resources. The Library covers 100% of interlibrary borrowing costs for all materials requested by UW students and faculty from beyond the OCA's area of coverage. The Library is at the forefront of developing and implementing new technologies to increase access to its holdings 24/7 from any location. New mobile applications give students the ability to search the OCA catalogue and download material at their convenience, while increasing cloud storage allows students/faculty larger digital storage of research material.

❖ **5.4. *Extent of Non-UW Access to Library Holdings.*** The Library open-access policy for non-UW patrons is a premier feature of the Library compared to the restrictions in place at most private libraries. As a public institution, the Library provides free access to all. All library sections have an open-stack design, which allows and encourages public browsing of materials (only rare or very valuable items must be requested from closed stacks). The Library conducts over 2 million transactions annually, a significant portion of which are non-UW patrons and currently 2,434

non-campus researchers are registered to borrow materials. Borrowing cards are available free of charge to all WA-State teachers, government workers, health professionals, and are available at very nominal annual rates to researchers, out-of-state graduate students, and teachers, as well as a wide range of other professionals and organizations. This card allows borrowing within the entire OCA system. The UW Library is, furthermore, a Depository Library for the US Federal and WA State governments, the Canadian government, and the EU with all materials on deposit open to the public. OCA has higher circulation than any other similar library consortium in the US and is nationally recognized for its speed of delivery and successful fulfillment rate. The Library is constantly creating new, multimedia software to facilitate access and make locally held materials available and searchable nationally. Reference service is provided 24/7 through an online “chat” service, in addition to in-person and telephone consultations during open hours and is available to both US and foreign citizens. ME library staff field all inquiries relating to the Middle East. The federal funds requested in support of the UW Library in this proposal, if granted, are directed to a premier public institution that sustains all smaller Pacific Northwest ME collections; and across the board, permits comprehensive access to its resources and services with little or no added fees, which means that every federal dollar expended impacts the greatest number of Americans.

6. QUALITY OF STAFF RESOURCES

❖ **6.1. *Qualifications of Teaching Faculty and Professional Staff.*** A program of the caliber of ME studies at the UW draws upon a deep pool of academic and administrative talent. All permanent faculty members have Ph.D.’s and are teaching courses on subjects in which they are specialists. The stature of the MEC personnel in the field of ME studies is evidenced by the high profile the faculty maintains nationally, as well as grants and awards received (see Table 6-A & App. B).

❖ **6.2. *Availability of Professional Development Opportunities for Faculty and Staff.*** Faculty and staff have a wide range of career development opportunities. Junior faculty are eligible for two development grants early in their careers consisting of one-term teaching release and sum-

TABLE 6-A: *Sampling of the Quality of Key Middle East Faculty and Staff*

Personnel	Selected Awards, Recognition & Service	Profile Page No.
FACULTY		
Barreto	2011: SSRC, Political and Social Incorporation of Muslims into America Project	B-06
Barzilai	2013: President, Association for Israel Studies	B-06
Bet-Shlimon	2012: Harvard, Distinction in Teaching Award	B-07
Coates Ulrichsen	2012-: Associate Fellow, Royal Institute of International Affairs, Chatham House	B-09
Dana	2013: UW grant to improve undergraduate education	B-10
Davis	2013: Qatar Foundation Arabic curriculum consultant	B-10
DeYoung	2012: Evaluator, Israel Science Foundation	B-11
Elkhafaifi	2013: DLPT5 External Reviewer Certification (ILR)	B-11
Goldberg	2012: Guggenheim Fellow; Carnegie Award	B-11
Howard	2013: Knight Foundation, Digital Journalism and Social Media grant	B-14
Kasaba	2010-: Director, JSIS; past president of Turkish Studies Association	B-16
Kayaoglu	2012: Brookings Doha Center-Qatar University Fellowship	B-17
Lombardi	2008-: Council on Foreign Relations, full member	B-19
Long	2012: Qualcomm grant: for Election Fraud in Egypt project	B-20
Migdal	2012-: Affiliate Prof., Ben Gurion Univ; past president Association for Israel Studies	B-23
Murray	2012: President, American Geophysical Union	B-23
Naar	2012: Appointed Glazer professor of Jewish Studies, UW	B-24
Osanloo	2013: Fetzer Institute Research Award	B-25
Robinson	2009-10: Fellow, Stanford Humanities Center	B-28
Romano	2011: ACTFL-OPI certified Hebrew	B-28
Shams	2013: ACTFL-OPI certified Persian	B-30
STAFF		
Hecker	2013-: Lead, Area & Foreign Languages Impact Data Project; Fellow, Royal Asiatic Society	B-35

time, and course buy-outs for research. All faculty are eligible for competitive university-wide funds such as the UW's Royalty Research Fund and Matching Funding to compete for multidisciplinary projects, UW-Mellon Awards for International Studies, and Simpson Ctr. for Comparative Humanities fellowships. Many MEC faculty have repeatedly received such support. The UW offers an extensive free support system for faculty through the Center for Teaching & Learning, which includes individual mentoring, sessions on course development, integrating technology, visual resources, writing curricula, and assessment. Professional Staff can receive training—for a fee—through the UW's Professional & Organizational Program on subjects such as grant writing, and grant/contract fiscal management. JSIS underwrites all UW-hosted professional staff training and occasionally off-campus training when options are not available on campus. Specifically to support training of the NRC fiscal/FLAS team, JSIS sends the Center's faculty director, associ-

ate professional director, FLAS coordinator, and the School’s chief financial officer to all US/Ed technical workshops in DC.

❖ **6.3. Time Committed to Teaching, Supervising, and Advising Students.** Students enrolled in the ME programs from the B.A. through Ph.D. levels have extensive exposure to faculty through classroom instruction, supervision of research, and advising on academic and career options. UW undergraduate classes generally meet 5 hours per week, with upper division classes meeting 3-5 hours weekly. All UW faculty are required to maintain weekly, posted office hours while they are teaching. The chair of the MEC program meets regularly with every MA students. Students interact constantly with core faculty in their areas of expertise to supplement their research. JSIS, as well as all the disciplinary departments maintain student advising offices for undergraduates and graduate students offering extensive resources in academic advising and career counseling. JSIS is especially strong in its student advising pertaining to study and careers in international fields with three full-time staff members dedicated to these functions. Students from other disciplinary departments interested in the Middle East often make use of the JSIS services. (see also §2.5).

❖ **6.4. Variety of Constituents Involved in Center Oversight.** For an overview of MEC management, refer

to Fig. 6-A. The director of MEC is a appointed by the director of JSIS and approved by a faculty vote of the School. The associate adminis-

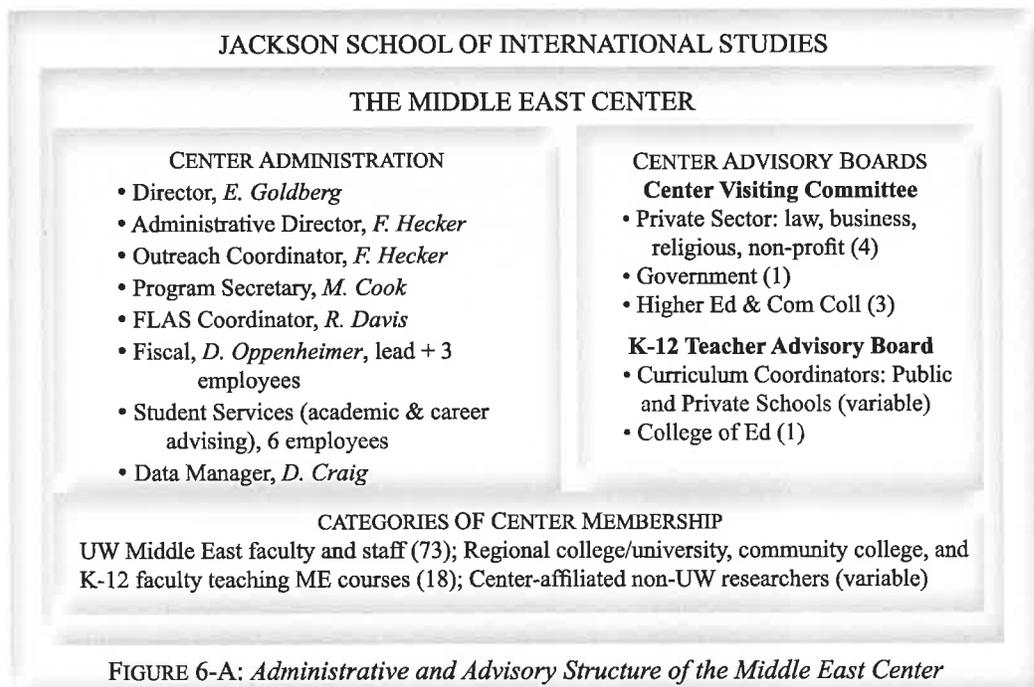


FIGURE 6-A: *Administrative and Advisory Structure of the Middle East Center*

trative director and outreach coordinator is a professional position hired by the director of MEC. All other support positions are hired through the JSIS business office. This team reports monthly to members of MEC at open, public meetings during the academic year. MEC membership is composed of faculty and staff campus-wide who are interested in the ME, as well as regional colleges/university, local community college faculty, and visiting researchers. At MEC meetings committees are appointed (FLAS selection, admissions), new initiatives discussed, library updates reported, and issues of concern addressed. Key to the operations, is a Data Manager who oversees collection of data and security protocols for the ME Impact Data Project and the on-line FLAS competition. The MEC Visiting Committee serves as a bridge to outside constituents in the community and a Teacher Advisory Board assists in setting directions for MEC K-12 programming.

❖ **6.5. Adequacy of Staffing for Center’s Administration and Outreach.** Refer to Fig. 6-A. MEC has full use of the resources of JSIS in the area of professional fiscal management, student advising, and IT expertise. Faculty of MEC also play a key role in advising as noted above. MEC itself has a program secretary responsible for reception, preparing quarterly course lists, gathering statistics for reports, and publicity. MEC’s associate administrative director/outreach coordinator manages MEC, and oversees budgets, as well as, domestic and overseas outreach projects with assistance from a talented pool of students—particularly FLAS recipients—and faculty members.

❖ **6.6. Extent of Nondiscriminatory Employment Practices.** The UW is an Affirmative Action Equal Opportunity Employer and is an institution strongly committed to diversifying and offering opportunities to minority, disadvantaged, and under-represented groups. The UW’s Office of Vice Provost for Faculty Advancement is dedicated to ensuring that the UW recruits, promotes, and maintains diversity in its hiring across campus. UW Executive Order # 31, which applies to all members of the UW community, lays out in detail the university’s commitment to prohibit discrimination in employment based on race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, disability, or military

status. The College of Arts & Sciences, of which MEC is a unit, has implemented an aggressive strategy to promote the hiring and retention of a diverse faculty, which includes: (1) providing lists of recent female and minority Ph.D.'s in relevant fields to selection committees (2) making funds available to bring minority and female candidates to the UW for interviews (3) providing permanent or bridge positions when special employment opportunities occur to diversify the faculty, and (4) reallocating funds to form a pool of positions aimed at diversifying the curriculum and to serve as role models for minority students. All academic student employees are covered by SEIU 1199 Contract, Art. 2, which prohibits all forms of discrimination in student hiring/employment. MEC's faculty, Visiting Committee, and membership are diverse in ethnicity and gender. To ensure minority participation in the future of ME studies, MEC is a leader in its efforts to promote educational opportunities for minorities and the disadvantaged students (see §7.1, 9.2, and attached GEPA statement).

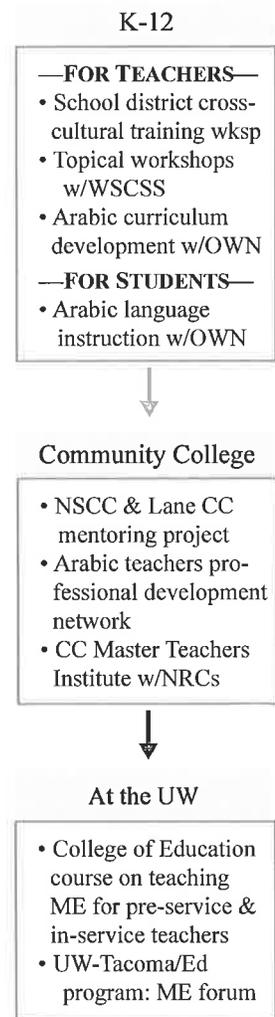
7. OUTREACH ACTIVITIES

❖ **7.1. Impact of K-12 Programming.** MEC is at the forefront of assisting K-12 public schools in offering Arabic language instruction and in strengthening Middle East curriculum in social studies, for which its efforts have been recognized nationally. For the past eleven years, MEC has partnered with the Seattle non-profit OneWorldNow! to offer Arabic language instruction, ME culture classes, and overseas summer-study in Morocco and Jordan to minority and disadvantaged students in Seattle inner-city high schools. MEC marshals the resources of its advanced students as instructors and mentors, its language instructors as proficiency testers and teacher-trainers, and the large number of Saudi students in the UW's International & English Language Learning Program as language exchange partners. This Arabic language program, focused on helping disadvantaged students, annually reaches 60+ students and is the only one of its kind in the US. It represents a partnership that through leveraging NRC funding and institutional expertise has profound impact on students of color (annually approximately 45% are African-American) who have had few edu-

cational opportunities and no international experience. The partnership serves as an important feeder program to the UW and has increased the percentage of under-represented students taking Middle East courses (see Table 9-C), of whom many have been awarded FLAS fellowships from MEC. In addition to contributing to the teaching of Arabic in the public schools, MEC also works with social studies teachers to improve curriculum on the Middle East. Recognizing that many teachers have little background on the ME and that teaching about the ME is complex and intimidates some teachers, the center focuses on longer training sessions in which teachers can become comfortable with the material. The center has offered week-long intensive summer sessions for high school teachers, which concentrate on a single topic that can be comprehensively explored. These sessions have covered subjects such as: the Arab-Israeli conflict, Oil and the Middle East, Iraq, US Foreign Policy in the Middle East, Modern Egypt, Iran, and Christians in the Middle East. Teachers who have attended these intensive sessions have gone on to present papers and course curriculum to peers at teacher in-service workshops and retreats. To prepare K-12 pre-service teachers and further train current

in-service teachers MEC has been offering a course in the College of Education on teaching about the Middle East. MEC proposes to expand this course to pre-service teachers enrolled in Central Washington University' Education Program and to redesign it as a hybrid with some webinar sessions in an effort to make it more accessible to in-service teaching professionals, and to help them incorporate the new protocols of Teacher Performance Assessment (edTPA). MEC also cooperates with the outreach team of JSIS and the WA State Council for the Social Studies to present the annual fall and winter teacher in-service training sessions and curriculum development retreats,

FIGURE 7-A
MEC Articulated
Teacher & Student
Training Programming



which have recently produced an initiative to provide stronger cross-cultural training for K-12 teachers on the subject of differing educational systems and expectations of parents/students from the Middle East. In the coming grant cycle, MEC proposes to expand this cross-cultural training by incorporating these sessions into school district staff development days in districts receiving the largest number of students from the ME and to develop written/online materials for teacher/administrator guidance; and to participate in an education forum on the same topic sponsored by the UW-Tacoma Education Program.

❖ **7.2. Impact of Post-Secondary Programming.** The impact of the Center's efforts is very evident in the number of faculty in local community colleges who are graduates of ME programs. MEC maintains a database of all community college faculty who teach courses about the ME, or who incorporate substantial ME-content material into their courses, or who are teaching ME languages. Professional development offered by MEC over the past four years to community college faculty has included training workshops for Arabic instructors on the concepts of proficiency, task, and standards aimed at strengthen learner-centered teaching, organizing class activities, and understanding the National Standards that connect teaching professionals in the field and ensure that all aspects of students' language proficiency are addressed. The Center aims to develop a regional Arabic teachers moderated listserv in Washington and Oregon for K-14 Arabic teaching faculty to develop a professional community and exchange ideas. MEC has also worked with faculty from with Seattle Central and Lane Community College (OR) to assist in development of ME-content courses. In the new cycle MEC proposes to continue its work with Lane CC and extend the project to North Seattle Community College, with UW area faculty advising on curriculum development of Middle East courses and the teaching of these courses. MEC also collaborates with the JSIS NRCs and the Northwest International Education Association to offer one-week summer seminars for community college faculty on broad global themes.

❖ **7.3. Impact of Business, Media and General Public Programming.** In the arena of business,

general public, media, and government programming, MEC has tailored new strategies to accommodate national needs. Because of the huge demand for ME expertise, MEC prioritizes outreach efforts to reach the largest segment of American society. To that end, MEC collaborates with the local print and electronic media to provide expertise for topical programs on national radio/TV and local stations, in particular NPR-KUOW and KPLU. This programming is produced live and is further accessible via downloads from the stations' websites. To strengthen the quality of field reporting, MEC cooperates with the School of Communications in offering pre-departure training sessions to free-lance journalists about to take up assignments in the Middle East to broaden their understanding of the region. The Center regularly offers evening lectures directed specifically at off-campus public audiences on topics of current interest. Recent presentations have included Turkey-EU relations, the Syrian crisis, China's evolving role in the Middle East, and the critical water issues of the Tigris-Euphrates region. The Center further encourages public attendance at all day-time conferences and lectures it organizes on campus including advanced seminars held in conjunction with graduate courses by making these events open to the public and advertising them widely in online calendars. All MEC-sponsored lectures are free. The Center frequently fulfills unsolicited requests for presentations from service-groups and organizations throughout the Pacific Northwest. In the months of April and May 2014 these included, for example, presentations to Seattle Rotary, Unitarian Church-Bellevue, Temple de Hirsch Sinai-Seattle, Bainbridge WA Public Library, Seattle World Affairs Council, and Boeing Engineers Middle East Interest Group. The Center is proposing with this grant to increase collaboration with the business community via a course in development offered in cooperation with the UW Global Business Forum on economic and business trends in the Middle East (focused on the Gulf). This course will assist in connecting local business and entrepreneurs with opportunities in the Gulf and will culminate with a short study-tour to the region. At the government level, MEC is in the early stages of developing a project with the Center for Innovative Government Management at Prince Sultan University in Riyadh

to collaborate on fiscal management at the municipal government level that will engage local government expertise. MEC further serves on an on-going basis as a resource for the Washington State Congressional Delegation and provides briefings on the ME to the delegation and their staffers. As the only major research university in the Pacific Northwest, the Center's outreach impact is crucial to this geographical region in maintaining an American citizenry well educated in Middle East issues and languages.

8. PROGRAM PLANNING AND BUDGET

❖ **8.1. *Relevance and Quality of Proposed Activities.*** As a unit of a public institution of higher education, MEC's mission is to educate across the spectrum of American society to improve and increase the level of American citizens' understanding of the Middle East beginning with K-12 moving up to community college, university levels and outward to the general public. That mission aligns precisely with the NRC/FLAS competition and it forms the framework for the activities proposed here. These activities meet the *Purpose of the Program* [NRC/FLAS] as described by the program's authorizing legislation, which are summarized here: (a) to teach modern foreign languages; (b) [to offer] instruction in fields needed to provide full understanding of regions or countries in which the foreign language is commonly used; (c) [to undertake] research and training in international studies and foreign language aspects of professional and other fields of study; and (d) [to provide] instruction and research on issues in world affairs that concern one or more countries. For this proposal, the region addressed is the Middle East and the relevant foreign languages are Arabic, Hebrew, Persian, Turkish. In addition to meeting the *Purpose of the Program*, many of the proposed activities also meet the US/Ed's absolute priority and competitive and invitational priorities. The quality of the proposed activities are keyed to the quality of the faculty and staff of the Middle East Center as described throughout this proposal and in the appended Profiles (App. B). The Center has a history of producing quality and awarding winning outreach programming previously winning the Andrew Heiskell and John K. Cooke awards, for example. It has a well-

TABLE 8-A
Proposed Activities Aligned to Purpose of NRC/FLAS Program and Competition Priorities

EDUCATION SECTOR	Purpose	Priorities
K-12 OUTREACH		
Training on ME educational systems for K-12 teachers/administrators	b,c,d	AP
Arabic language/culture in the the high schools/OWN	a,b,d	
WA State Council for Social Studies Teacher Training Session	b,c,d	AP
COMMUNITY COLLEGES		
Curriculum & course development: North Seattle Community College and Lane Community College (OR)	b,d	AP, CPP1
Arabic Proficiency Training Workshops	a,b	AP, CPP1
Community College Master Teacher Institute (w/JSIS NRCs)	b,c,d	AP, CPP1
Western Consortium Language Pedagogy Training	b,d	AP, CPP1
UNIVERSITY OF WASHINGTON		
AREA & LANGUAGE COURSES		
Persian TA: support for growing enrollment	a,b,d	
Humanitarian Law in the Middle East (w/Law)	b,c,d	
Teaching the Middle East for Pre-/In-Service Teachers (w/Education)	b,c,d	CPP2
Business Trends in the Middle East (w/Business)	b,c,d	
Engineering Jordan: Water (w/Engineering)	b,c,d	
NEW OVERSEAS LINKAGES		
Jordan University of Science and Technology	b,c,d	IPP
Prince Sultan University, Center for Innovation in Governance	b,c,d	IPP
OTHER		
UW-Tacoma Branch: Teacher Ed Program Middle East speakers	b,c,d	AP, CPP2
PUBLIC		
Current Issues in Arab Society Lecture Series (in Arabic) GPRA 3	a,b,d	

documented history evident in much of this narrative of educating students in both high numbers and high quality who go on to to serve in all sectors of society. Table 8-A provides an overview of the proposed activities keyed to the federal *Purpose of the Program*, as well as the absolute priority of teacher training, and this competition’s competitive priorities.

❖ **8.2. Development Plan Demonstrating How Activities Will Strengthen Program.** The activities proposed are built around MEC’s Overarching Goals (see Table 9-D) and are aimed

at strengthening instruction and training at all levels the Center addresses, as well as increasing national capacity and diversifying the field of Middle East studies as a whole. This proposal specifically aims to promote a wider range of participation whenever possible from professional school students, community college students, and minority students. Bringing new talent from these sectors into the field of Middle East studies, opens new learning opportunities, strengthens all the Center's programs, as well as the field of Middle East Studies, and ultimately provides more intersections for meaningful engagement between the US and the Middle East. Beginning at the K-12 level, MEC establishes its commitment to developing the talent of minority youth through Arabic language and culture training provided via the partnership with OneWorld Now!. The Center proposes to strengthen this effort with Arabic teaching support, curriculum development, and program assessment. Further, at the K-12 level, MEC proposes a sustained series of staff-development workshops for public school teachers to improve cross-cultural understanding of the Middle East focused on improving teachers' knowledge of the educational systems from which their ME students/parents originate. This effort is made to address the challenges created by the rapidly growing number of students from the ME entering area public schools and the current deficiency in administrator and teacher understanding of the expectations of newly-arrived students and their parents. MEC's K-12 activities aim to build and diversify the pipeline of students prepared to move to post-secondary study with an interest in the Middle East. At the community college level, MEC proposes pedagogy training workshops for Arabic teachers to emphasize and encourage learner-centered, performance-based teaching methodology and to build a community of teachers working professionally to improve Arabic instruction at the community college level. MEC further proposes to extend its reach by providing sustained support to North Seattle Community College and Lane Community College (Eugene, OR), with mentoring and course-offering partnerships. Both of these institutions are working to internationalize their curriculum and have significant faculty and student interest in the Middle East. MEC will match UW-faculty area-mentors with commu-

nity college faculty from these two institutions to develop curriculum in the politics of the modern Middle East and literature of the Middle East to create, launch, and sustain new course offerings available at the community college level. These efforts continue to strengthen and bring new talent to the pipeline of students trained to move to higher levels of learning at 4-year institutions and beyond. At the UW, MEC seeks to improve the quality of K-12 pre-service teacher training on the Middle East through a course in the College of Education (joint with Central Washington Univ's Education Program) focused on how to teach volatile issues surrounding the ME. With the UW-Tacoma branch campus, MEC will offer speakers in a forum on cross-cultural understanding of Middle East educational systems, linked to the professional staff development training sessions offered at the K-12 level. In line with the Center's goals to diversify the pool of ME specialists, MEC is seeding courses in Business, Engineering, and Law (as itemized in Table 8-A) to develop student interest in the ME field in these disciplines. A course on ME business trends will be offered jointly with the UW Global Business Center (CIBER) and will be followed by a short study-tour to the UAE designed by MEC faculty and underwritten by the GBC. An engineering course, joint with Civil and Environmental Engineering, is focused on water treatment problems in Jordan and is to be followed by a 3-week study-tour to Jordan sponsored by Civil Engineering, and linked to MEC's new foreign collaboration with the Jordan University of Science and Technology. A course on international humanitarian law and the Middle East, jointly with the Law School, addresses the complex legal issues surrounding the ongoing conflict and growing humanitarian crisis in the ME. Both current student interest and the career tracks followed by Center alumni demonstrate a strong need for this offering, which will prepare students to work across a variety of fields from NGOs to the military. MEC's focus on seeding new offerings in professional schools is expected to further diversify the pool of FLAS applicants from these disciplines. In the area of language instruction at the UW, this proposal seeks to address the high demand for Persian by augmenting current instruction with the addition of a TA position salary (tuition for which will be paid by the UW). Advanced

level Arabic shows a strong demand for current topical coursework focused on the social sciences, which this proposal addresses through the a 50% lecturer for a course on Arab Media. At the Advanced High and beyond of Arabic, MEC is proposing a lecturerseries in Arabic open to the public on a variety of topics offered by native speakers to provide an arena for advanced level students to practice interpretive listening and interpersonal communication in a formal setting, negotiate meaning at the abstract level, and hone presentational speaking skills. Facilitated by a MEC faculty member and engaging the local heritage community, it is anticipated that the series will develop into a course offering by the end of the grant cycle (**GPRA 3**). In addition to the foreign linkage to JUST (above), MEC is in the formative stages of developing and cultivating an on-going relationship with the Center for Innovative Government and Management at Prince Sultan University, Saudi Arabia to develop consultancy assignments on such subjects as municipal management and to collaborate on workshops and academic exchanges. Supporting all levels of learning both on campus and off is the UW Library, which MEC proposes support for in order to build its collection in the target languages of this proposal. Since the Library is the largest ME collection in WA and OR and, through the OCA, sustains all other smaller ME collections in the two-state region, its contribution to the quality, impact, and reach of this proposal is very substantial.

❖ **8.3. Effectiveness of Use of Resources and Personnel.** Proposed activities maximize the talent and interest of faculty and reflect faculty expertise. Foreign linkages exploit MEC's previous collaborations with foreign institutions, and its faculty interests in developing research on the Gulf, Saudi Arabia, and Jordan. The activities proposed incorporate interactive language opportunities for students who are in our programs; and they sustain elementary-level instruction and workshops for high-school, and community college educators who are preparing students to enter our existing programs at the UW as well as other institutions of higher education. Faculty and advanced students serve as instructors in public and outreach settings maximizing expenditures and providing quality educational opportunities to the widest range of American citizens possible.

❖ **8.4. Reasonableness of Cost.** Given the complexity of the projects described here, we are confident that this proposal is extremely reasonable and cost effective. The UW has been recognized as the fifth “best buy” in the US for quality of education and return on investment (*The Economist*, April 25, 2014/PayScale). The message at the UW from the highest levels is to provide quality education at a reasonable price and this perspective informs our proposal at all levels. Every effort has been made to share costs with other units, on and off-campus NRCs, CIBER, WCCMES, local non-profits, and overseas partners. Faculty and student talent are used across interlocking activities from international, national, regional, local and classroom levels. Membership in the WCCMES, allows for multi-institution funding to provide training and educational opportunities that no single public institution can sustain. This proposal requests a modest level of travel funding given the geographical distance of the UW from DC, other ME research centers, and from the ME itself. Institutional commitment to the Center (see §1.1) allows this proposal to keep administrative salaries for the grant to 8.75% of the project and for professional evaluation services to 3.52%. If funded at the level requested, the Center will be able to maximize human talent and leverage substantial institutional commitment to further strengthen a comprehensive and innovative ME program (see fig. 1-B).

❖ **8.5. Long-Term Impact of Activities on Undergraduate, Graduate and Professional Programs.** The activities proposed link across undergraduate, graduate, and professional programs in both language and area instruction. They are framed to develop and strengthen language instruction beginning at the K-12, continuing through community college level, which will improve, strengthen, and diversify the pipeline of candidates that enter the UW and that go on in a wide variety of careers. The proposed activities at the university strengthen the teaching and research of core ME faculty along lines of faculty interest that parallel federal mandates and will increase participation in key professional areas such as Business and Education in line with priorities and 602(e) statutory requirements. Careful strategic planning of new international partnerships and

faculty/student exchanges are expected to strengthen business community, local heritage community, and governmental ties to MEC.

9. IMPACT AND EVALUATION

❖ **9.1. Impact of Center's Activities.** Situated at the only major public research institution in a 5-state area (AK, WA, OR, ID, MT), MEC's impact is far reaching and increasing rapidly (see Tables 9-A,B) as it serves students, faculty, researchers and the public. MEC-affiliated faculty number 60; target language faculty number 17; and all 4 languages have tenured or tenure-track personnel (see §3,4). Via the Orbis-Cascade Library Alliance, the ME section of the UW Library, at the direction of MEC faculty and staff, sustains all other smaller ME programs in WA & OR and in particular the ME programs at Portland State and Oregon State universities where smaller centers exist, through its acquisition and lending of ME materials (see §5.3). Graduating an average of nearly 50 students annually with at least a minor's worth of ME area/language expertise, the volume of students being educated makes the program one of the largest in the nation and a significant contributor to building national capacity in Middle East expertise at a time when specialists are so critically needed. The institutionally supported ME Data Impact Project now provides very precise statistics on MEC's reach across the entire UW campus (see Table 9-A). Career placement data in Table 9-B of-

fers a snapshot of the impact the program is having particularly in the government sector. MEC's partnership with OneWorldNow! to teach minority students Arabic and global leadership skill has impacted the lives of under-represented high school students by giving them the support and

TABLE 9-A
*Range of Degree-Granting Programs Whose Students
Are Impacted by ME Coursework, 2008-13*

Programs Whose Students Took a Minor or More of ME Area and/or Language		Programs Whose Students Took at Least One Year of ME Area and/or Language	
Division	# of Programs	Division	# of Programs
• Social Sciences	7	• Humanities	20
• Humanities	7	• Social Sciences	10
• Professional Schools	4	• Professional	9
• STEM	2	• STEM	8
Total # of programs	20	Total # of programs	47
Total # of students	230	Total # of students	1,586

SOURCE: *ME Impact Data Project*

skills to go on with their studies at the college/university level. The continued commitment to OWN over the past decade can be tracked in the ever-increasing numbers of under-represented (African-American, Hispanic, American Indian, Pacific Islander) students who enroll in ME courses at the UW (see Table 9-C)—at a percentage significantly higher than that of the UW as a whole, which had a 8.2% rate of enrollment in 2013 for this category.

❖ **9.2. Provisions for Equal Access.** The UW prohibits discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability or veteran status; is in compliance with all local, state, and federal laws governing these categories and in fact far exceeds federal standards in this area. The UW is at the forefront of meeting the challenges of disabled Americans and has recently established a minor and major in Disability Studies to provide opportunities for students to develop a strong interdisciplinary foundation in the social, legal, and political framing of disability. JSIS is a member of the Association of Professional Schools of International Studies’ diversity program, which encourages under-represented groups to consider careers in international fields. Nontraditional criteria are applied to increase student diversity at the UW. MEC and its affiliated programs encourage applicants to submit a statement concerning their personal history, family background, and social/economic difficulties they may have had to overcome, as well as influences on their intellectual background. The UW and MEC provide equal access for the handicapped; wheelchair access is available to the Library and all buildings on campus. All flyers about MEC activities include information on how to reach the UW’s ADA Coordinator by voice, TTY telephone, fax, and e-mail to request disability accommodations. Sign language inter-

TABLE 9-B: *Placement of JSIS MES Masters Graduates, 1998-2013*

Government	41%
Private sector	20%
Ph.D. programs	12%
NGOs	10%
Law schools	4%
Journalism, media	3%
No response	9%

SOURCE: MES exit surveys

TABLE 9-C
Percent of Under-Represented Student Enrollment in ME Courses, 2008–13

2013	12.90%
2012	11.36%
2011	9.88%
2010	8.73%
2009	9.00%
2008	6.65%

SOURCE: ME Impact Data Project

preters are provided when requested and have been used at MEC summer institutes and at public lectures; and the building in which MEC is located has a gender-neutral bathroom. Frustrated by the low numbers of minority students entering the university, MEC was a founding member and key institutional supporter of the OneWorldNow! program to educate minority and disadvantage high school youth. The impact of our efforts is clearly evident as minority student enrollment is increasing, and these students enter the UW with elementary Arabic language skills, foreign travel experience, and improved communicative skills. Over the past ten years, 86% of the students in our partnership with OneWorldNow! have gone on to college. MEC not only understands and appreciates the intent of Improving America’s Schools Act of 1994 GEPA §427 (P.L. 103-382) but is a key participant in implementing programs that provide the diverse pool of talent that this act addresses and aims to encourage (see also the appended GEPA statement).

❖ **9.3. *Comprehensiveness and Effectiveness of Evaluation Plan.*** The mission of the UW-Middle East National Resource Center is to educate all sectors of American society about the Middle East. That simple statement is at the heart of the evaluation plan presented here and to which all Center activities must speak. With that mission at the forefront, the Center has three overarching goals for the proposed project, which are expressed in Table 9-D. The activities proposed in this grant are carefully selected to produce results/outcomes that will meet these overarching goals and that fully address the enacting legislation of the NRC/FLAS program and the competition’s priorities. To evaluate the efficacy and impact of the project, an assessment framework is proposed here that through planning, data collection, monitoring, analysis, reporting, and revision captures all the proposed activities. It is guided by objective, professional assessment personnel in concert with Center leadership and is goal driven (refer to Table 9-E). Key personnel on the assessment team are research scien-

TABLE 9-D
Overarching Project Goals

1. *To build national capacity in Middle East languages and area studies*
2. *To diversify the pool of Middle East area and language specialists across disciplines and demographics*
3. *To prepare US citizens to engage meaningfully with the Middle East*

TABLE 9-E
Overview of Proposed Project Evaluation Plan

ED SECTOR	ACTIVITY ADDRESSED	GOAL(S) SERVED <i>Table 9-D</i>	SAMPLE ASSESSMENT METHODS	OUTCOMES <i>What will change</i>	TIMELINE <i>Summative Evaluation</i>
University of Washington	Language Instruction	1,2,3	<ul style="list-style-type: none"> • Student course evaluations • Peer-reviews of course instructor • EDW enrollment data & student tracking • Student survey 	<ul style="list-style-type: none"> • Enhanced language proficiency across disciplines • Increased minority enrollment • Increased professional enrollment • Increased language-learning opportunities at higher levels • Increased use of language in career or volunteer work 	Years 2,4
	Area/Professional Instruction	1,2,3	<ul style="list-style-type: none"> • Student course evaluations • Peer-reviews of course instructor • EDW enrollment data & student tracking • Student survey/reflection 	<ul style="list-style-type: none"> • Increased regional content available in professional fields • Enhanced student interest in a particular or critical topic/area • Increased minority enrollment 	Years 1,3
	FLAS	1,2,3	<ul style="list-style-type: none"> • US/Ed pre-/post evaluations • EDW enrollment data & student tracking • Student survey 	<ul style="list-style-type: none"> • Increased language proficiency • Enhanced regional competency • Increased minority participation • Increased professional student participation 	Year 3
	Library	1,3	<ul style="list-style-type: none"> • Institutional library usage assessment • Interview: ME section head librarian • ME section user survey 	<ul style="list-style-type: none"> • Increased ME resources • Increased use of resources • Increased diversity of use of resources • Enrichment of collection 	Years 2, 4
	Foreign Institutional Partnerships	1,2,3	<ul style="list-style-type: none"> • Key faculty interviews • Student-participant surveys 	<ul style="list-style-type: none"> • Increased understanding of ME societies in professional fields • Strengthened linkages with foreign institutions 	Years 2, 4
	ME Alumni	1,2,3	<ul style="list-style-type: none"> • Comprehensive alumni survey 	<ul style="list-style-type: none"> • Increased # using area/lang training in job or volunteer work • Increased diversity in post-grad workplace using skills learned • Increased number of Americans able to engage constructively with the ME at all levels 	Year 3
	Area Courses	1,2,3	<ul style="list-style-type: none"> • UW faculty-mentor reports and reviews • Student course evaluations • In-class review of course instructor 	<ul style="list-style-type: none"> • Increased knowledge/interest in Mideast/topic • Increased interest international perspectives • Increased diversity in field 	Year 2, 4
Community College	Instructor Training Workshops	1,2,3	<ul style="list-style-type: none"> • Participant evaluations • Facilitator report • Follow-up sessions & debriefs 	<ul style="list-style-type: none"> • Increased professionalization of instruction • Improved classroom practices & curriculum • Increased content application 	Year 2

ED SECTOR	ACTIVITY ADDRESSED	GOAL(S) SERVED <i>Table 9-D</i>	SAMPLE ASSESSMENT METHODS	OUTCOMES <i>What will change</i>	TIMELINE <i>Summative Evaluation</i>
K-12	Teacher Professional Development	1,2,3	<ul style="list-style-type: none"> Participant evaluations Facilitator report Follow-up sessions & debriefs 	<ul style="list-style-type: none"> Increased knowledge/interest in ME subjects Improved classroom practices & curriculum Increased content application 	Years 1,3
	Arabic Language Instruction	1,2,3	<ul style="list-style-type: none"> Institutionally funded ACTFL AAPPL testing Curriculum review Comprehensive program evaluation by outside evaluator 	<ul style="list-style-type: none"> Increased number of students at Novice High level Increased # of minority students participating in ME field 	Years 2,4
Public	General Public, Government, Media	3	<ul style="list-style-type: none"> Post-event online surveys Focus groups Twitter feedback 	<ul style="list-style-type: none"> Increased knowledge/understanding of Mideast topics Increased use of MEC resources Increased number of Americans able to engage constructively with ME abstractly or in concrete ways 	Year 3

tists from the UW’s Office of Educational Assessment (OEA), an organization with over 30 years of experience designing and implementing evaluative efforts for institutions of higher education and with whom the Center has worked extensively in prior cycles. In addition to OEA staff, the Center will utilize the skills of the professional staff at the UW’s Center for Statistical Consulting (CSC), which for over 15 years has consulted on large data projects both on and off campus such as the Area & Foreign Languages Data Impact Project (AFLIDP) of which the ME Data Impact Project referenced throughout this proposal is a part. The Associate Director of MEC leads the team that has created the AFLIDP, which draws on the comprehensive student data stored in the UW’s Enterprise Data Warehouse (EDW) on admission, graduation, enrollments, major/minors, demographics, etc. The project brings into much clearer focus the student population across campus engaged in Middle East coursework. Finally, for the specific area of evaluating Arabic language acquisition and instruction in the Center’s high school partnership with Oneworld Now!, MEC will use **non-NRC** institutional funds to administer ACTFL’s Assessment of Performance toward Proficiency in Languages (AAPPL) online assessments, which will be supplemented by

an NRC-funded Arabic language/teaching/curriculum assessment specialist to analyze test results and to conduct mid-course formative assessments and a comprehensive outside evaluation of the program. NRCs are charged with such a wide variety of areas in which performance must be measured that it is possible only to present a very brief summary in Table 9-E of the proposed evaluation plan's construction encompassing the whole project. Although Table 9-E focuses on summative evaluation, the Center understand that summative assessment is a snapshot taken at a specific and logical evaluation pause point. That snapshot contains in it the benefits gained by formative assessment measures taken along the way, including student self-reports, and faculty reflection on student evaluations, to give two examples. These formative assessments help the Center and others make mid-course corrections. The Center's assessment plan is further strengthened by making use of and overlapping with larger ongoing institutional assessments such as program ten-year reviews, JSIS exit surveys, the Library Triennial assessment and In-Library Use survey, and the university-wide UW Profiles project, which provides baselines and comparative statistics in student demographics, enrollment, and graduation rates. Finally, see Table 9-F for GPRA Measures 3 & 4.

❖ **9.4. Use of Recent Evaluations to Improve Programs.**

Evaluation and assessment are dynamic processes that are in play at the Center every day. With the new ME Data Impact Project, the Center now has a wealth of information about alumni post-graduation career environment. With this new information, the Center is looking at ways to strengthen and increase skills within the framework of coursework that will improve students' ability to find employment after graduation. Strategies include working to increase within coursework skills in qualitative analysis, GIS, project management, policy consultation techniques, and IT skills. The ME Data Impact Project, also revealed the need to find ways to offer students in the social sciences more higher-level conversational language opportunities, which will be addressed for Arabic in

TABLE 9-F
Addressing GPRA Measures 3 & 4

MEC proposes
GPRA 3: To develop a public lecture series into an Arabic language course (see §8.2, p. 37)
GPRA 4: To develop a graduate-level certificate in Middle East studies (see §9.4, p. 45)

this proposal. The ME Data Impact Project with its comprehensive campus-wide data, also reveals that a number of graduate students in a very wide range of departments and disciplines are taking a sufficient number of ME-course credits to qualify for a certificate, which may ultimately enhance job placement. During the upcoming cycle, the Center will establish a new MES graduate certificate, an effort that addresses **NRC GPRA Measure 4**. At the K-12 level, MEC leadership has reconsidered the use of the COPI language assessment of OWN students' to progress, and will move to the new ACTFL online AAPPL instrument funded by **non-NRC support** and administered 2 times per year to monitor progress. With this new strategy will yield more accurate results than the self-reported COPI evaluation and will aid in correcting problems earlier in the school year. In partnership with the UW College of Education, the Center have redesigned the delivery of K-14 workshops so that objectives are now more clearly stated at the beginning of the design process, presenters are held more tightly to those objectives, and participants' knowledge is pre/post evaluated. This approach has made transformational learning easier to measure and produces more concrete learning outcomes.

❖ **9.5. *Activities/Training Contribution to Improved Supply of Specialists.*** Refer to §9.1.

❖ **9.6. *Contribution to National Need and Dissemination of information.*** MEC's faculty and students are focused on a critically important region of the world that will continue to have enormous impact on the national security of the United State for many years to come. Through its training and teaching programs on- and off-campus the Center is a vital link in the educational chain that contributes to what still remains only a tiny pool of experts or even generally area-proficient citizens who can interact meaningfully with any segment of the the Middle East. As a public institution, the goal is produce information that is available to the general public. MEC faculty, staff, and alumni disseminate a very wide range of information/scholarship on ME area studies and languages (refer to Personnel Profiles). Much of the UW MEC course curricula are online at faculty websites; all LLC material developed in-house is open source and outreach projects that develop

curriculum are available online. Further, MEC is beginning to build an online archive of day-time presentations with newly acquired digital recording equipment. When funding is available, MEC produces and disseminates unique projects, an example of which is the only training manual available in Arabic, Hebrew, and English aimed at reducing residual violence resulting from the impact of PTSD in the surviving loved ones of those who have died violently in Israel and Palestine.

❖ **9.7. Post-Graduation Placement Record.** For MEC alumni, the higher the level of education, the higher is the percentage of graduates who remains in a field directly related to their study of the ME. For example, the NMEP program has a 98% successful job placement rate in higher education (teaching ME subject matter) over the past 10 years. For the MES masters program over the past five years, 72% have secured jobs requiring some level of ME expertise in government, non-profit, or the private sector, or have continued their studies at a higher level. See Table 9-G for more details on employment and use of skills learned for alumni who took ME coursework.

TABLE 9-G
*Alumni Who Took at Least a
Certificate-Worth of ME Coursework
and Their Careers, 2008-2013
(N=180)*

48%	Private for profit
17%	NGOs
17%	Federal or local government
12%	Education
51%	Say they use knowledge of the Middle East in their jobs
SOURCE: <i>ME Impact Data Project Survey, 2013</i>	

10. FLAS AWARDEE SELECTION PROCESS

❖ **10.1. Advertisement of Awards.** Publicizing the FLAS competition is a well thought out advertising campaign reviewed annually for possible ways to increase participation—a strategy for which the efficacy is demonstrated by the high numbers of qualified applicants and their range of disciplines the Center receives, averaging 80-90 per competition. Every autumn before the competition begins the MEC FLAS website, which offers comprehensive information on what the awards are, who is eligible, and how to apply is reviewed and updated. This website is then linked and advertised on both the Graduate and Undergraduate Offices of Fellowships & Awards sites, which students campus-wide are encouraged to consult; and the FLAS competition announcement is

prominently featured on the JSIS homepage. The level of interest in the awards and activity on the FLAS website is evidenced by the 6,713 hits it received while the 2014-15 competition was open. Competition announcements are sent electronically and hardcopy to all the professional schools, department chairs and graduate and undergraduate advisers, language instructors in NELC, all affiliated Middle East Center faculty, the UW Language Learning Center, and all relevant student language clubs. Information is posted on real and virtual bulletin boards campus wide and through student electronic distribution lists, as well as to relevant Facebook groups, and the student newspaper. All in-coming students receive information with their admissions and orientation packets. The FLAS coordinator meets with advisers in the professional schools, attends early fall open houses in departments to further advertise FLAS availability, promotes FLAS at campus study-abroad fairs, and gives short presentations in all NELC language classes. With proposed funding, this application aims to diversify demographically and across key professional schools the pool of students who apply for FLAS.

❖ **10.2. Selection Timeline.** Refer to Table 10-A.

❖ **10.3. Selection Plan's Compatibility with Announced Priorities.** As clearly stated in §10.7, financial need will be a competitive priority in both

TABLE 10-A: *FLAS Selection Timeline*

Oct. 15	Competition opens
Oct-Jan.	Application wkshps & info sessions
Jan. 31	Competition closes
Feb.	Files reviewed and ranked
March 15	Latest date applicants are notified
April 30	Orientation for summer awardees
Sept. 25	Orientation for AY awardees

the graduate and undergraduate competitions; further, all the languages MEC proposes for FLAS qualification (Arabic, Hebrew, Persian, Turkish) are LCTLs, which means that, 100% of the fellowships to be awarded by MEC will meet FLAS **Competitive Preference Priority 1 and Competitive Priority 2**. MEC is keenly aware of its responsibility to the nation to meet critical language needs, strives to award its FLAS fellowships in line with federal priorities, and has a documented history of doing so.

❖ **10.4. Application for Awards.** To expedite the application process, ensure security, and handle the very large numbers of applications, the entire process for both undergraduates and graduates is

accomplished online via the FLAS website referenced above, which provides extensive guidance. Additionally, the website supports both a video introduction to FLAS and instructions for filing the UW application narrated by our full-time FLAS Coordinator. Students are further encouraged to meet with our FLAS Coordinator for individual advising on application procedures and general questions. Over ten weeks in late autumn, the FLAS Coordinator conducts 12 campus-wide workshops for students applying for MEC supported languages to assist students in assembling their applications (see Table 10-B for required documents). For applicants who are abroad or have not yet been admitted to the UW, webinars and online advising are available.

❖ **10.5. Who Selects Fellows.** The director of MEC appoints a selection committee of three members annually in Feb. to rank applications for the coming academic year/summer. To bring a broad range of stakeholders with diverse perspectives to the selection process, membership on the committee changes each year. Committee composition is: 1 ME language instructor, 1 non-language instructor from a professional school, social sciences or humanities, and 1 off-campus stakeholder, such as a US foreign service, military officer, or other relevant govt. employee. In the most recent competition, the committee was composed of a social scientist, an Arabic language instructor, and a professor of cultural operations from the Marine Corps University. Before ranking commences, the FLAS Coordinator briefs members on priorities/regulations and each member receives a checklist of this information. All committee members have access to the online applicant files, allowing committee members to view awards simultaneously. Having applicant files online also makes it easy to appoint off-campus committee members and significantly expedites the review process. The committee ranks four separate competitions, as follows: Undergraduate: AY and summer; Graduate: AY and summer.

TABLE 10-B: *Application Material Required of FLAS Candidates*

GRADUATES

- All college/university transcripts
- Federal Student Aid Report (SAR) or UW Office of Financial Aid Award Letter
- GRE/LSAT/MCAT scores
- Foreign languages acquired & level
- Proposed course of study & career goals
- Three letters of recommendation (1 from a language instructor)

UNDERGRADUATES

The same as for graduate students, except:

- Test scores not required
- Two letters of recommendation (1 language, 1 area)

❖ **10.6. Selection Criteria Used.** Academic merit is of paramount importance, coupled with financial need as determined by applicants' expected family contribution, verified by the Federal Student Aid Report (SAR) or UW Office of Financial Aid Award Letter (produced from FAFSA data), required of all applicants and both based on Part F of Title IV (Student Assistance-Needs Analysis) of the HEA. Further, in compliance with §602(e) statutory requirements of Title VI HEA, MEC gives competitive preference to applicants showing the greatest potential to engage in government service in areas of national need, as well in areas of need in education, business, and nonprofit sectors. MEC also gives competitive priority to applicants from professional schools, such as business, education, engineer, law, and public affairs to diversify the pool of talent ultimately available across a wide range of fields. Special weight is accorded those showing potential in meeting critical national security needs. Lower priority is given to applicants at the advanced dissertation stage, as other avenues of support exist. Lower-level language training is available only to graduate students and is restricted to summer intensive study. Students who have already attained native fluency are ineligible. Within these priorities, MEC strives to award in a diversity of disciplines; and over the course of last 4 years, has awarded to students in 20 different departments. Competition for MEC-sponsored FLAS fellowships is stiff, with only approximately 1 in 7 applicants being funded. The pool of qualified applicants at the UW-MEC is so deep that MEC regularly absorbs unexpended summer funds from other NRCs at JSIS and institutions nation-wide.

11. COMPETITIVE PRIORITIES

❖ **11.1. Extent to Which Applicant Serves Currently Announced Priorities.** NRC activities proposed that directly meet announced priorities are clearly listed in Table 8-A and marked with a AP, CPP and IPP in the Detailed Budget (App. A). For the FLAS section of this application, MEC meets 100% of Competitive Preference Priority 1 by prioritizing financial need for selection of all applicants; and meets 100% of Competitive Preference Priority 2 by awarding fellowships exclusively to priority languages. ❁

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Washington, Middle East Center, FY 2014-2017

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	\$93,405	\$98,132	\$103,164	\$108,524		\$403,225
2. Fringe Benefits	\$21,875	\$22,961	\$24,112	\$25,337		\$94,285
3. Travel	\$15,200	\$15,600	\$13,100	\$13,600		\$57,500
4. Equipment						
5. Supplies	\$28,550	\$25,200	\$24,900	\$25,400		\$104,050
6. Contractual						
7. Construction						
8. Other	\$57,550	\$63,850	\$59,550	\$54,150		\$235,100
9. Total Direct Costs (lines 1-8)	\$216,580	\$225,743	\$224,826	\$227,011		\$894,160
10. Indirect Costs*	\$17,327	\$18,060	\$17,987	\$18,161		\$71,535
11. Training Stipends	\$361,500	\$361,500	\$361,500	\$361,500		\$1,446,000
12. Total Costs (lines 9-11)	\$595,407	\$605,303	\$604,313	\$606,672		\$2,411,695

***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: 03/05/2013 To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 8 %.

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

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

APPENDIX A

PROJECT BUDGET SUMMARY DETAIL

APPENDIX A
PROJECT BUDGET SUMMARY DETAIL

UNIVERSITY OF WASHINGTON, SEATTLE

Comprehensive NRC: MIDDLE EAST

Budget: FY 2014-2017

TITLE VI FUNDS

AP: Absolute Priority, CPP: Competitive Preference Priority

IPP: Invitational Preference Priority

		Fiscal Yr:	Year 1	Year 2	Year 3	Year 4	Total	Section Numbers			
		Academic Yr:	2014	2015	2016	2017					
			2014-15	2015-16	2016-17	2017-18					
1. SALARIES											
		Benefits									
		Year 1	Year 2	Year 3	Year 4						
A. Administrative											
1.	Associate Director (F. Hecker) 30% of salary / 12 months Benefits 27.70%	6,214	6,463	6,721	6,990	22,434	23,331	24,264	25,235	95,264	6.4
2.	Data Manager (D. Craig) 6.0% of salary / 12 months Benefits 27.70 %	1,004	1,045	1,086	1,130	3,626	3,771	3,922	4,079	15,398	6.4
3.	Hourly student workers Benefits 17.00%	680	680	680	680	4,000	4,000	4,000	4,000	16,000	6.5
Subtotal, Administration						30,060	31,102	32,186	33,314	126,662	
B. Language Instruction											
1.	PERSIAN TA pre-doc Schedule 1 3 quarters 9 mos. @ 50% Benefits 20.60%	3,951	4,346	4,781	5,259	19,179	21,097	23,207	25,528	89,011	4.2/8.2
2.	ARABIC Arab Media-Advanced Lecturer (K. Ahmed) 3 quarters, 5 credits 9 mos. @ 50% Benefits 22.70%	5,749	5,979	6,218	6,467	25,326	26,339	27,393	28,489	107,547	8.2
Subtotal, Language Instruction						44,505	47,436	50,600	54,017	196,558	
C. Area and Other Instruction											
3.	Humanitarian Law & the ME in the Law School Lecturer (R. Lorenz) 1 quarter, 5 credits 3 mos. @ 50% Benefits 22.70%	1,774	1,845	1,919	1,996	7,815	8,128	8,453	8,791	33,187	8.2
4.	CPP: Introduction to the Mideast for Pre-Services Teachers in College of Education Lecturer (K. Kaviani) 1 quarter, 5 credits 3 mos. @ 25% w/SAC Benefits 22.70%	1,277	1,328	1,381	1,436	5,625	5,850	6,084	6,327	23,886	3.2/7.1/8.2

APPENDIX A
PROJECT BUDGET SUMMARY DETAIL

5.	Business Trends in the Middle East in Business School Lecturer (K. Coates Ulrichsen) 1 quarter, 3 credits 3 mos @ 33% Benefits 22.70%							7.3/8.2			
		1,226	1,275	1,326	1,379	5,400	5,616	5,841	6,075	22,932	
	Subtotal, Area and Other Instruction					18,840	19,594	20,378	21,193	80,005	
D.	Outreach Personnel										
	Subtotal, Outreach Personnel					0	0	0	0	0	
	SALARIES SUBTOTAL					93,405	98,132	103,164	108,524	403,225	
2.	FRINGE BENEFITS	% of	Salaries								
	Faculty	22.70%	187,555			10,026	10,427	10,844	11,278	42,575	
	Classified staff	33.80%	0			0	0	0	0	0	
	Professional staff	27.70%	110,661			7,218	7,508	7,807	8,120	30,653	
	Graduate student appointments	20.60%	89,015			3,951	4,346	4,781	5,259	18,337	
	Hourly assistance	17.00%	16,000			680	680	680	680	2,720	
			403,231								
	FRINGE BENEFITS SUBTOTAL					21,875	22,961	24,112	25,337	94,285	
3.	TRAVEL										
A.	<u>Foreign Travel</u>										
1.	IPP: Faculty Exchange: Jordan University of Science & Technology (JUST) & School of Engineering, Civil & Environmental Dept JUST faculty to UW (airfare/hotel) UW faculty to JUST					3,500		3,500		7,000	8.2
							3,500		3,500	7,000	
2.	IPP: Faculty to Center for Innovation in Government Prince Sultan University, Saudi Arabia UW Personnel to Saudi Arabia					5,000	5,000	5,000	3,000	18,000	2.6/7.3/8.2
										0	
										0	
B.	<u>Domestic Travel</u>										
1.	Faculty to attend MESA and other professional mtgs.					2,000	2,000	2,000	2,000	8,000	8.4
2.	AP: Faculty to attend WCCMES Pedagogy Workshops						2,500		2,500	5,000	
3.	Administrative Travel Director, Associate Director: Technical workshop, DC					2,200				2,200	8.4
4.	Outreach Travel					500	600	600	600	2,300	8.4
5.	Visiting Lecturers to UW					2,000	2,000	2,000	2,000	8,000	8.4
	TRAVEL SUBTOTAL					15,200	15,600	13,100	13,600	57,500	
5.	SUPPLIES										
1.	Library Acquisitions Relevant ME languages (no English language material)					20,000	16,000	16,000	16,000	68,000	5.1
2.	Resource Center Supplies Subscriptions					200	200	200	200	800	7.1-3

APPENDIX A
PROJECT BUDGET SUMMARY DETAIL

DVDs & books	800	800	800	800	3,200	
Telephone & fax	600	600	600	600	2,400	
Postage (newsletter, resource lending)	1,000	1,000	1,000	1,000	4,000	
Outreach supplies	1,000	1,000	1,000	1,000	4,000	
3. Community Outreach						
Facilities rental	2,800	2,900	3,000	3,000	11,700	7.1-3
Copy/Duplication	1,500	1,500	1,500	1,500	6,000	
4. AP: Cross-Cultural Training Sessions for K-12 teachers						7.1/8.2
Photocopying packets	150	200	300	300	950	
Publicity	200	200	200	200	800	
5. AP: WA Social Studies Teachers Retreat-Chelan WA						7.1/8.2
Photocopying packets	100	100	100	100	400	
6. CPP: Community College Master Teachers Institute w/ JSIS NRCs						7.1/8.2
Photocopying packets, presentation materials	200	200	200	200	800	
7. AP, CPP: Community Colleges Arabic Proficiency Teaching Workshops						7.2/8.2
Photocopying and resources		500		500	1,000	
SUPPLIES SUBTOTAL	28,550	25,200	24,900	25,400	104,050	
8. OTHER						
DEVELOPMENT OF OVERSEAS LINKAGES						
1. IPP: Exchange with Jordan Institute for Science & Technology						
Mini course at UW: JUST speaker's fee	2,000		2,000		4,000	2.6/8.2
COMMUNITY COLLEGE INITIATIVES						
2. CPP: North Seattle and Lane Community Colleges:						
Building and offering Middle East content courses						
Curriculum Design						
UW-Area Faculty Mentors	4,500	2,000	1,000		7,500	7.2/8.2
NSCC and Lane CC Faculty Mentorees	4,500	2,000	1,000		7,500	7.2/8.2
Courses Offered						
NSCC and Lane CC course instruction		10,000	10,000	10,000	30,000	
3. AP, CPP: Master Teachers Summer Institute (w/ all JSIS NRCs)						
PSF: 2 presenters	800	800	800	800	3,200	7.2/8.2
Publicity	200	200	200	200	800	7.2/8.2
4. AP, CPP: Community College Arabic Proficiency Teaching Workshops						
PSF: 2 presenters	1,000		1,000		2,000	7.2/8.2
Travel: presenters and some participants	1,500		1,500		3,000	
Facilities rental	500		500		1,000	
Publicity	200		200		400	
5. AP, CPP: Community College Arabic Instructors to attend						
WCCMES Pedagogy Workshops		2,000		2,000	4,000	7.2/8.4

APPENDIX A
PROJECT BUDGET SUMMARY DETAIL

COLLABORATION WITH TEACHER PROGRAMS							
6.	AP, CPP: UW-Tacoma, Education Program: Speakers fees: (2)	1,000	1,000	1,000	1,000	4,000	7.1/8.2
K-12 OUTREACH							
7.	AP: Cross-Cultural Training Sessions at School District Staff Development Days PSF: facilitator and presenters Travel	5,000 800	5,000 800	5,000 800	4,000 600	19,000	7.1/8.2
8.	AP: WA Social Studies Teachers Retreat-Chelan-WA PSF: one speaker Travel Teacher travel stipends	300 500 250	300 500 250	300 500 250	300 500 250	1,200 2,000 1,000	7.1/8.2
9.	Arabic language in the High Schools with OneWorld Now! PSF: lead teacher PSF: curriculum coordinator	11,000 2,000	11,000 2,000	11,000 2,000	11,000 2,000	44,000 8,000	7.1/8.2
COMMUNITY OUTREACH							
10.	GPRA 3: Current Issues in Arab Society: Lecture series in Arabic Speaker fees: 10 Faculty facilitator	5,000 2,500	5,000 2,500	5,000 2,500	2,500 2,500	17,500 10,000	4.4/8.2/9.3
ACTFL/NMELRC/CARLA TRAINING							
11.	AP: ACTFL training: new Arabic and Turkish lecturers	2,000		2,000		4,000	4.6
12.	AP: NMELRC/CARLA summer training in pedagogy		2,000			2,000	4.6
WESTERN CONSORTIUM CTRS OF ME STUDIES							
13.	AP: WCCMES Multi-Language Pedagogy Workshops Organizational support		2,500		2,500	5,000	4.6/8.4
EVALUTION							
14.	OWN Arabic program assessment PSF: one outside evaluator		3,000		3,000	6,000	8.2
15.	Office of Educational Assessment: Planning and consulting (see Table 9-E)	9,000	9,000	9,000	9,000	36,000	9.3/9.4
16.	Center for Statistical Consulting Planning & consulting	3,000	2,000	2,000	2,000	9,000	9.3
OTHER SUBTOTAL		57,550	63,850	59,550	54,150	235,100	
9. TOTAL DIRECT COSTS		216,580	225,743	224,826	227,011	894,160	
10. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS		17,327	18,060	17,987	18,161	71,535	
NRC: TOTAL REQUESTED		233,907	243,803	242,813	245,172	965,695	

APPENDIX A
PROJECT BUDGET SUMMARY DETAIL

FLAS FELLOWSHIPS		Number					10.1-5
AY GRADUATE FELLOWSHIPS							
Academic year subsistence allowances @ \$15,000/each	8	120,000	120,000	120,000	120,000	480,000	
Academic year institutional payments @ \$18,000/each (includes medical insurance)	8	144,000	144,000	144,000	144,000	576,000	
AY UNDERGRADUATE FELLOWSHIPS							
Academic year subsistence allowances @ \$5,000/each	3	15,000	15,000	15,000	15,000	60,000	
Academic year institutional payments @ \$10,000/each (does not include medical insurance)	3	30,000	30,000	30,000	30,000	120,000	
Total, Academic Year:	<u>11</u>	309,000	309,000	309,000	309,000	1,236,000	
SUMMER GRADUATE FELLOWSHIPS							
Summer subsistence allowances @ \$ 2,500/each	5	12,500	12,500	12,500	12,500	50,000	
Summer institutional payments @ \$5,000/each (includes medical insurance)	5	25,000	25,000	25,000	25,000	100,000	
SUMMER UNDERGRADUATE FELLOWSHIPS							
Summer subsistence allowance @ \$2,500/each	2	5,000	5,000	5,000	5,000	20,000	
Summer institutional payments @ \$5,000/each (does not include medical insurance)	2	10,000	10,000	10,000	10,000	40,000	
Total, Summer:	<u>7</u>	52,500	52,500	52,500	52,500	210,000	
Total Requested FY 2014		361,500					
Total Requested FY 2015			361,500				
Total Requested FY 2016				361,500			
Total Requested FY 2017					361,500		
FLAS: TOTAL REQUESTED						1,446,000	

APPENDIX B

PROFILES FOR PROJECT PERSONNEL

NAME	RANK	DEPARTMENT	% OF TIME RELEVANT TO PROGRAM	PAGE
TEACHING PERSONNEL				
Khalid Ahmed	Lecturer	Near East Langs. & Civ.	100%	B-3
Mika Ahuvia	Assistant Professor	International	80%	B-3
Samad Alavi	Assistant Professor	Near East Langs. & Civ.	100%	B-4
Walter Andrews	Research Professor	Near East Langs. & Civ.	100%	B-4
Jere Bacharach	Professor Emeritus	History	100%	B-5
Maryam Badiee	Lecturer	Near East Langs. & Civ.	100%	B-5
Mathew Barreto	Associate Professor	Political Science	25%	B-6
Gad Barzilai	Professor	International	100%	B-6
Susan Benson	Lecturer	Near East Langs. & Civ.	100%	B-7
Arbella Bet-Shlimon	Assistant Professor	History	100%	B-7
Daniel Chiot	Professor	International/Sociology	30%	B-8
Ilse Cirtautas	Professor	Near East Langs. & Civ.	100%	B-8
Angela Close	Professor	Anthropology	25%	B-9
Kristian Coates Ulrichsen	Lecturer	International	100%	B-9
Karam Dana	Assistant Professor	International	100%	B-10
Robyn Davis	Lecturer	International/Humanities	100%	B-10
Terri DeYoung	Associate Professor	Near East Langs. & Civ.	100%	B-11
Hussein Elkhafafi	Associate Professor	Near East Langs. & Civ.	100%	B-11
Ellis Goldberg	Professor	Political Science	100%	B-12
Heidi Gough	Research Professor	Civil Engineering	25%	B-12
Nicholas Heer	Professor Emeritus	Near East Langs. & Civ.	100%	B-13
Paula Holmes-Eber	Lecturer	International	100%	B-13
Hanson Hosein	Associate Professor	Communications	25%	B-14
Philip Howard	Professor	Communications	50%	B-14
Chris Jones	Associate Professor	International	40%	B-15
Sandra Joshel	Professor	History	25%	B-15
Ellen Kaisse	Professor	Linguistics	25%	B-16
Resat Kasaba	Professor	International/Sociology	100%	B-16
Khodadad Kaviani	Associate Professor	Education	100%	B-17
Turan Kayaoglu	Assistant Professor	International	100%	B-17
Hadar Khazzam-Horovitz	Lecturer	Near East Langs. & Civ.	100%	B-18

NAME	RANK	DEPARTMENT	% OF TIME RELEVANT TO PROGRAM	PAGE
Elizabeth Kier	Associate Professor	Political Science	40%	B-18
Selim Kuru	Associate Professor	Near East Langs. & Civ.	100%	B-19
Clark Lombardi	Associate Professor	Law	75%	B-19
James Long	Assistant Professor	Political Science	50%	B-20
Frederick Lorenz	Lecturer	International/Law	100%	B-20
Brian McLaren	Associate Professor	Built Environments	50%	B-21
Gary Martin	Lecturer	Near East Langs. & Civ.	100%	B-21
Jamie Mayerfield	Associate Professor	Political Science	30%	B-22
Victor Mendaldo	Assistant Professor	Political Science	25%	B-22
Joel Migdal	Professor	International/Poli Sci	100%	B-23
James Murray	Professor	Oceanography	80%	B-23
Devin Naar	Assistant Professor	International/History	80%	B-24
Karin Nahon	Associate Professor	Information	50%	B-24
Scott Noegel	Professor	Near East Langs. & Civ.	100%	B-25
Arzoo Osanloo	Associate Professor	Anthropology/Law, Justice	100%	B-25
Michael Perez	Senior Lecturer	Anthropology	100%	B-26
Naom Pianko	Associate Professor	International/Jewish Studies	100%	B-26
Vikram Prakash	Associate Professor	Built Environments	25%	B-27
Scott Radnitz	Associate Professor	International	30%	B-27
Cabieri Robinson	Associate Professor	International	60%	B-28
Tovi Romano	Lecturer	Near East Langs. & Civ.	100%	B-28
Haidah Salehi-Esfahani	Senior Lecturer	Economics	60%	B-29
Philip Schuyler	Professor Emeritus	Ethnomusicology	100%	B-29
Stephanie Selover	Lecturer	Near East Langus. & Civ.	100%	B-30
Shahrazad Shams	Lecturer	Near East Langs. & Civ.	100%	B-30
Naomi Sokoloff	Professor	Near East Langs. & Civ.	100%	B-31
Robert Stacey	Professor	History	30%	B-31
Joel Walker	Associate Professor	History	100%	B-32
James Wellman	Associate Professor	Interntional/Comp Relig	50%	B-32
Michael Williams	Professor	International/Comp Relig	100%	B-33
Nathalie Williams	Acting Associate Prof	International	50%	B-33
Melike Yucel	Lecturer	Near East Langs & Civ.	100%	B-34
Hamza Zafer	Assistant Professor	Near East Langs. & Civ.	100%	B-34
NON-TEACHING PERSONNEL				
Jeffery Reidinger	Vice Provost	Office of Global Affairs	NA	B-35
Felicia Hecker	Associate Director	Middle East Center	100%	B-35
Mary St. Germain	Head, Near East Unit	Suzzallo Library	100%	B-35

AHMED, KHALID

Department	Near Eastern Languages & Civilization
Tenure status	Lecturer full time (non tenure-track)
Education	B.A. 1994 Sana'a University, Yemen
Academic experience	
Overseas experience	Yemen and Gulf states
Foreign languages	Arabic-5
Pedagogy training	Startalk training, Western Consortium pedagogy training, UW NELC language pedagogy and methods classes
Percent of time to program	100%
Selected courses	Intermediate Arabic Current Issues in the Arab Media
Research/teaching specializations	Arabic pedagogy, curriculum development, listening skills acquisition, formative assessment
Recent publications	
MA/PhD supervised in last 5 years	not eligible
Distinctions	

AHUVIA, MIKA

Department	Jackson School of International Studies
Tenure status	Assistant professor (tenure-track)
Education	Ph.D. 2014 Princeton University M.A. 2008 University of Michigan B.A. 2005 Rollins College
Academic experience	Various lectures at Princeton University
Overseas experience	Israel
Foreign languages	Hebrew-5, Reading for research purposes: Biblical and Mishnaic Hebrew, Aramaic, Classical Greek, Latin
Percent of time to program	80%
Selected courses	Jews and the Encounter with the Other Survey of Jewish History
Research/teaching specializations	Jewish history, rabbinic literature, ancient magic,
Recent publications	Forthcoming, "Darkness upon the Abyss: Depicting Cosmogony in Late Antiquity," in <i>In the Beginning: Jewish and Christian Cosmogony in Late Antiquity</i> (Mohr Siebeck).
MA/PhD supervised in last 5 years	not yet (hired 2014)
Distinctions	2014: Foundation for Jewish Culture's Maurice and Marilyn Cohen Doctoral Dissertation Fellowship in Jewish Studies 2013: Stanley J. Seeger Fellowship,

ALAVI, SAMAD J.

Department	Near Eastern Languages & Civilization
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2013 University of California-Berkeley M.A. 2006 University of Chicago B.A. 2001 University of Georgia
Academic experience	Presentations at Oxford, MESA, ISIS-Turkey
Overseas experience	Iran, Tajikistan research and training
Foreign languages	Persian-4, Arabic-4, Spanish-3, French-1, German-1
Pedagogy training	Startalk curriculum design
Percent of time to program	100%
Selected courses	Advanced Persian language Modern Iran Literature of Iran
Research/teaching specializations	Iranian political poetry, Persian satire, modern Iranian politics
Recent publications	2013. "Poetics of Commitment in Modern Persian: The Diverging Visions of Sa'id Soltanpur, Mohammad Reza Shafi'i Kadkani, Ahmad Shamlu, and Mohammad Mokhtari," (Diss. UC-Berkeley) 2012. "Crystalline Words: Shafi-i Kadkani's Socio-Spiritual Poetry in Translation," 9th Biennial International Society for Iranian Studies.
MA/PhD supervised in last 5 years	none yet/hired fall 2013
Distinctions	2013: Dean's Normative Time Fellowship, UC Berkeley 2010: Outstanding Graduate Student Instructor, UC Berkeley 2008: AIIS Persian Fellowship 2008: US State, Critical Languages Scholarship, Persian

ANDREWS, WALTER

Department	Near Eastern Languages and Civilization
Tenure status	Research Professor (non-tenured)
Education	Ph.D. 1961 Carleton College M.A. 1965 University of Michigan-Ann Arbor B.A. 1970 University of Michigan-Ann Arbor
Academic experience	Annual presentations at MESA
Overseas experience	Frequent research/study in Turkey
Foreign languages	Modern Turkish-4, Ottoman-3, French-2, German-2
Percent of time to program	100%
Selected courses	Turkish Literature in translation Advanced Turkish
Research/teaching specializations	Modern Turkish and Ottoman language and literature
Recent publications	2013. <i>From Bagdad to Paris: 1897</i> , by A. Svoboda, web-based materials (University of Washington Press). 2012. <i>Sevgililer Cagi</i> (translation and revision of <i>The Age of the Beloveds</i>) (Yepi Kredi Yayinlari). 2012. "Ottoman Love: Preface to a Theory of Emotional Ecology," in <i>A History of the Emotions</i> , edited by J. Liliequist (Chatto). 2011. "Discontinuity and Change in the Cultural History of the Ottoman Empire," in <i>Gunsel Renda'ya Armagan</i> , edited by Z. Yaman (Hacettepe University).
MA/PhD supervised in last 5 years	15
Distinctions	2008: The Turkish Republic Order of Merit Award

BACHARACH, JERE

Department	History		
Tenure status	Professor Emeritus (post-tenure)		
Education	Ph.D.	1967	University of Michigan-Ann Arbor
	M.A.	1962	Harvard University
	B.A.	1960	Trinity College
Academic experience	Past chair of History-UW; former director of JSIS-UW; many international presentations		
Overseas experience	Frequent extended research/study in Egypt		
Foreign languages	Arabic-2, French-1		
Percent of time to program	100%		
Selected courses	Modern Middle East History Medieval Middle East History		
Research/teaching specializations	Political history of the Middle East, numismatics, Islamic art		
Recent publications	Forthcoming. "Coinage and Their Visual Messages in the Age of the Sultanate: The Case of Egypt and Syria," <i>Annales Islamogique</i> (in press). Forthcoming. "Tenth-Century Egyptian Coins with Human Representation," <i>Islamic Art</i> (special issue in memory of E. Grube). 2014. "Material Evidence and Narrative Numismatic Evidence" in <i>Interdisciplinary Studies of the History of Islamic Societies</i> (Brill). 2010. "Shi'ism and the Early Dinars of the Fatimid Imam-Caliph al-Mu'izz li-din Allah [AH 341-365 /AD 952-975]: An Analytic Overview" <i>al-Masaq</i>		
MA/PhD supervised in last 5 years	0		
Distinctions	2011-14:	P.I., ARCE Historical Signage Project	
	2008-10:	Mellon Foundation, Emeritus Fellow	

BADIEE, MARYAM

Department	Near Eastern Languages and Civilization		
Tenure status	Lecturer (untenured)		
Education	M.A.	1996	Azad University
	B.A.	1991	Tehran University
Academic experience	Iran		
Overseas experience	Iran		
Foreign languages	Persian-5		
Pedagogy training	Language teaching certification from Azad University; NELC pedagogy courses		
Percent of time to program	100%		
Selected courses	Second-year Persian language		
Research/teaching specializations	Persian language pedagogy, history of Persian language and culture		
Recent publications			
MA/PhD supervised in last 5 years	not eligible		
Distinctions	2003-5: Head, of Literature Council, Payam-e-Noor University		

BARRETO, MATHEW

Department	Political Science
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2005 University of California-Irvine M.A. 2003 University of California-Irvine B.A. 1998 Eastern New Mexico University
Academic experience	
Overseas experience	Egypt
Foreign languages	Spanish-4
Percent of time to program	30%
Selected courses	Minority Political Behavior Political Participation and Elections
Research/teaching specializations	Political Islam in America, race, ethnicity and politics,
Recent publications	2013. <i>Muslim and American: How Islam Shapes Political Incorporation in America, with Karam Dana</i> (University of Michigan). 2011. "Mosques as American Institutions: Mosque Attendance, Religiosity and Integration in the American Political System," <i>Religions</i> 2.2. 2009. "Democrat, Republican, or None of the Above? Religiosity and Participation: Identification of Muslim Americans," <i>Politics & Religion</i> 2.8.
MA/PhD supervised in last 5 years	6
Distinctions	2012: American Values Institute Grant 2012: ACLU Foundation Grant 2011: SSRC: Political and social incorporation of American Muslims grant

BARZILAI, GAD

Department	Jackson School of International Studies
Tenure status	Professor (tenured)
Education	Ph.D. 1987 Hebrew University LL.S. 1983 Tel-Aviv University LL.B. 1982 Tel Aviv University M.A. 1982 Bar Ilan University B.A. 1979 Bar Ilan University
Academic experience	Recent conference presentations in Toronto, Chicago & New York
Overseas experience	Israel
Foreign languages	Hebrew-5, Slovak-4, Czech-4, French-2, Arabic-1, Aramaic-1, German-1
Percent of time to program	100%
Selected courses	The Place of Law in Multiculturalism Law, State & Society Law and Politics: Israel and Other Political Regimes
Research/teaching specializations	law and politics in the Israeli-Palestinian conflict, human rights and comparative studies of political regimes and constitutional setting
Recent publications	Forthcoming. <i>Dancing with Jupiter: Power and Genealogy of Law in Polity</i> (Oxford University Press) 2012. "The Ambivalence of Litigation: A Power Critic" <i>Jadal</i> (April) 2012. "Law, Politics and Justice," <i>Israel Law Review</i> 27.2 2012. "Between Citizenship, Equality and Law," <i>Israel Studies Review</i> 27.2
MA/PhD supervised in last 5 years	11
Distinctions	2011-13: President, Association for Israel Studies 2008-11: Pruzan Chair, Jewish Studies, University of Washington

BENSON, SUSAN

Department	Near Eastern Languages and Civilization
Tenure status	Lecturer (non-tenured)
Education	M.A. 1983 University of Utah B.A. 1979 University of Utah
Academic experience	
Overseas experience	Research/study in Libya
Foreign languages	Arabic-4, Persian-3
Pedagogy training	NMELRC, Western Consortium workshops, NELC pedagogy classes
Percent of time to program	100%
Selected courses	Elementary Arabic Conversational Arabic Arab Cinema Introduction to Arab Culture Introduction to Iranian Culture
Research/teaching specializations	Modern Standard Arabic pedagogy, second language acquisition
Recent publications	2008. "Teaching Listening Comprehension to Persian Heritage Language Learners" (Middle East Studies Association Annual Meeting) 2006. <i>Professional Standards for Arabic Teachers</i> (Lawrence Erlbaum Association)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2011-13: Campus reviewer for Boren Scholarships 2011: Seattle Arab Festival Board & Planning Committee

BET-SHLIMON, ARBELLA

Department	History
Tenure status	Assistant Professor (tenure track)
Education	Ph.D. 2012 Harvard M.A. 2006 Michigan B.A. 2003 University of Washington
Academic experience	
Overseas experience	Iraq, 2009-2010
Foreign languages	Arabic-4, French-2, Turkish-2
Percent of time to program	100%
Selected courses	Modern Middle East War and the Modern Near East Modern Persian Gulf Region
Research/teaching specializations	modern Middle East history, Iraq, Gulf, urban history, and oil in the Middle East
Recent publications	2012. "Group Identities, Oil, and the Local Political Domain in Kirkuk: A Historical Perspective," <i>Journal of Urban History</i> 38.5. 2013. "The Politics and Ideology of Urban Development in Iraq's Oil City: Kirkuk," <i>Comparative Studies in South Asia, Africa and the Middle East</i> . 2013. <i>Kirkuk: Oil and the Politics of Identity in an Iraqi City</i> (book manuscript in progress)
MA/PhD supervised in last 5 years	none yet
Distinctions	2011: Certificate of Distinction in Teaching, Harvard 2012: Dissertation Completion Fellowship, Harvard 2010: Mellon Fellowship for Research, University of London 2010: Research Fellowship, American Research Institute in Iraq

CHIROT, DANIEL

Department	Jackson School of International Studies and Sociology
Tenure status	Professor (tenured)
Education	Ph.D. 1973 Columbia University B.A. 1964 Harvard University
Academic experience	Conference presentations nationally and internationally
Overseas Experience	Germany, Bosnia, Romania
Foreign Languages	French-3, Romanian-2, German-2
Percent of time to program	30%
Selected courses	American Foreign Policy Dilemmas Nationalism Ethnic Conflict and Democracy American Policy and the New Economic Order
Research/teaching specializations	Political sociology, ethnic conflict, social change, terrorism
Recent publications	2013. <i>How Societies Change</i> , rev. 2d ed. (Sage). 2012. "Dogmatism and Genocide" in <i>How Dogmatic Beliefs Harm Creativity and Higher-Level Thinking</i> , edited by D Ambrose (Routledge). 2011. <i>Contentious Identities: Ethnic, Religious and Nationalist Conflicts in Today's World</i> (Routledge).
MA/PhD supervised in last 5 years	15
Distinctions	2011-13: Member, Advisory Board, Legatum Institute

CIRTAUTAS, ILSE

Department	Near Eastern Languages and Civilization
Tenure status	Professor (tenured)
Education	Ph.D. 1958 University of Hamburg B.A. 1944 Gymnasium, Treuburg, Germany
Academic experience	Conference presentations throughout Central Asia; former chair of NELC
Overseas experience	Central Asia, particularly Uzbekistan and Tajikistan
Foreign languages	German-5, Turkish-2, Uzbek-2, Kazakh-2, Azerbaijani-2, Uighur-2 Turkmen-2, Tatar-2, Kirghiz-2, Karakalpak-2, French-2, Russian-1
Percent of time to program	25%
Selected courses	Peoples and Cultures of Central Asia Comparative Grammar of Turkic Languages Old Turkic/Middle Turkic Turkic Languages and Literature in Translation
Research/teaching specializations	Turkic languages and literature
Recent publications	Forthcoming. <i>A Concise Uzbek Grammar</i> 2013. "Memories of Tashkent, 1972," <i>REECAS Newsletter</i> (Winter) 2011. "Uzbek and Kazakh Prose Literature since Independence" <i>Central Asian Seminar</i> , University of Washington (Feb. 3) 2005. <i>Historical Dictionary of Kirghizstan</i> (online) 2005. <i>Uzbek-English Dictionary</i> (online)
MA/PhD supervised in last 5 years	5
Distinctions	2013: Establishment of Ilse Cirtautas Fellowship for graduate student travel to Central Asia 2006: US State Department Educational Partnerships Program in Cultural and Comparative Religious Studies (co-P.I.)

CLOSE, ANGELA

Department	Anthropology
Tenure status	Professor (tenured)
Education	Ph.D. 1976 University of Cambridge M.A. 1975 University of Cambridge B.A. 1971 University of Cambridge
Academic experience	
Overseas experience	Archaeological research in Egypt
Foreign languages	French-3, Italian-1, German-1
Percent of time to program	25%
Selected courses	World Prehistory Archaeology and Social Difference Archaeology of Human Origins
Research/teaching specializations	North African prehistory, lithic analysis, Bir Safsaf in southwestern Egypt
Recent publications	2010. "Neolithic Tombs in Southwestern Sinai," <i>Journal of Arid Environments</i> 74.7 2006. "Finding the People Who Flaked the Stone" (University of Utah Press) 2002. "Sinai, Sahara, Sahel: The Introduction of Domestic Caprines to Africa" in <i>Tides of the Desert</i> (Heinrich-Barth-Institut)
MA/PhD supervised in last 5 years	4
Distinctions	

COATES ULRICHSEN, KRISTIAN

Department	Jackson School of International Studies
Tenure status	Lecturer (non-tenure track)
Education	Ph.D. 2005 University of Cambridge M.A. 2002 University of Cambridge B.A. 2000 University College London
Academic experience	2008-12: Fellow London School of Economics; 2012--Associate Fellow Royal Institute-Chatham House; 2013-14: Baker Institute, Rice Univ.; 2014 onward-UW
Overseas experience	Extensive research in Gulf
Foreign languages	Arabic-2, French-2, Greek-2
Percent of time to program	100%
Selected courses	Politics of the Middle East, Comparative Politics
Research/teaching specializations	Politics and security in the Gulf, globalization in the Gulf States, Kuwait and the knowledge economy,
Recent publications	2015. <i>The Gulf States in International Political Economy</i> , in the <i>International Political Economy</i> series, edited by Timothy Shaw (Palgrave) 2014. <i>The Indian Army in Egypt, Palestine, and Mesopotamia, 1914-18</i> (Osprey Publishing) 2013. <i>Kuwait: A Political History</i> (Hurst & Co.) MA/PhD supervised in last 5 years not eligible
Distinctions	2012-: Associate Fellow, Royal Institute of International Affairs-Chatham House 2011-: Research Fellow, Department of Government London School of Economics (LSE)

DANA, KARAM

Department	Interdisciplinary A&S-Bothell Campus
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2009 University of Washington M.A. 2003 University of Washington B.A. 2002 University of Washington
Academic experience	2009-11: post-doc Harvard; 2010-11 lecturer Tufts; 2010-12: research fellow Harvard; 2012 onward-UW
Overseas experience	Israel, Jordan, Palestine
Foreign languages	Arabic-4, Turkish-2, Ottoman-2, Hebrew-2
Percent of time to program	100%
Selected courses	Politics of the Arab Spring Middle East Politics Islam and Muslims in Western Contexts
Research/teaching specializations	Comparative politics of the Middle East; state-society relations; Islam and Muslims in the West; Arab and Muslim public opinion; Palestinian society; elite politics
Recent publications	Forthcoming. Before Their Nakba: Palestinian Society and Policies during the British Mandate 2011. "Mosques as American Institutions" <i>Journal of Religions</i> 2.4: 504-24. 2011. "Political Economics: the Challenges of Economic Development in Palestine" <i>Dubai Initiative Paper Series</i> (Harvard)
MA/PhD supervised in last 5 years	not yet/hired in 2012
Distinctions	2013: Grant to improve undergraduate education, University of Washington 2013: Diversity Research Award, University of Washington

DAVIS, ROBYN

Department	Interdisciplinary A&S-Bothell Campus
Tenure status	Lecturer (non-tenure track)
Education	M.A. 2006 Georgetown University B.A. 2001 University of Washington
Academic experience	2007-8: Researcher, University of Qatar; 2008: Al-Waha Concordia Lang Village assistant dean; 2009-10 resident director Arabic Overseas Flagship Alexandria University, 2010 onward-UW
Overseas experience	Egypt, Qatar, Jordan, Syria
Foreign languages	Arabic-4
Percent of time to program	100%
Selected courses	Elementary Arabic
Research/teaching specializations	Arabic language pedagogy, Arabic curriculum design, the language teacher as culture bearer
Recent publications/presentations	2012. "Impact of University of Washington FLAS Program," NAFSA, Tacoma, WA, (Nov. 8) 2012. "Own It! Lesson-Planning as Team Building," Startalk K-12, Foreign Language Educators Conference, Atlanta (Oct 20) 2012. "Muslim Students in the Classroom," WA State Council for the Social Studies Annual Conference, Chelan, Wa (March 10) 2011. "Arabic Teaching Methodologies," Seattle Public Schools Startalk Teacher Certification Program (June 18)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2013: Arabic Camp Lead Teacher, Seattle Public Schools 2012-13: Qatar Foundation International, Curriculum Consultant 2010-13: OneWorld Now!, Arabic Curriculum Consultant

DEYOUNG, TERRI

Department	Near Eastern Languages and Civilization
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1986 University of California-Berkeley M.A. 1981 American University in Cairo B.A. 1977 Princeton University
Academic experience	
Overseas experience	Research in Egypt, Syria, Morocco
Foreign languages	Modern Standard Arabic-4, Egyptian Colloquial Arabic-2, Persian-2 Russian-1, French-1
Pedagogy training	ACTFL trained
Percent of time to program	100%
Selected courses	Modern Arabic Prose and Poetry, Classical Arabic Literature in Translation
Research/teaching specializations	Modern and classical Arabic literature, modern standard Arabic language pedagogy, comparative literature, post-colonial literary theory
Recent publications	Forthcoming. <i>Mahmud Sami al-Barudi: Reconfiguring Society and the Self</i> (book ms currently under press review). 2012. "Mahfouz's Novels and the Nation," in <i>Approaches to Teaching the Works of Naguib Mahfouz</i> , edited by Hassan & Darraj (Modern Language Association). 2012. "Madrasat al-Diwan: (The Diwan School), <i>Encyclopedia of Islam</i> , 3rd ed. (Brill).
MA/PhD supervised in last 5 years	6
Distinctions	2012: Evaluator, Israel Science Foundation 2011: Editor, <i>Arabic Literature and Culture</i> , vol. 1

ELKHAFIFI, HUSSEIN

Department	Near Eastern Languages and Civilization
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1985 University of Utah M.A. 1977 University of Utah B.A. 1971 University of Libya
Overseas experience	Research and study in Libya, Egypt, Syria
Foreign languages	Arabic-5, French-2, Hebrew-1, Turkish-1
Pedagogy training	ACTFL, DLP
Percent of time to program	100%
Selected courses:	Modern Standard Arabic, levels I-III Methods and Materials in Teaching Near Eastern Languages Culture of the Arab World, Arab Cinema
Research/teaching specializations	Modern Standard Arabic pedagogy, Arabic grammatical tradition, language teacher training, listening comprehension, learning strategies, language policy applied linguistics
Recent Publications	Forthcoming. <i>Language Identity in North Africa</i> . Forthcoming. "The Pragmatic Function of Oath-Taking for Libyans and Other Arabs." 2012. "Connecting Theory and Practice in the Teaching of LCTLs," Annual Convention of the Modern Language Association (January).
MA/PhD supervised in last 5 years	8
Distinctions	2013: DLPT5 External Reviewer Certification (ILR) Defense Language Institute, Monterrey (April) 2010: Evaluator, Diffusion of Innovation Grant for Arabic Flagships 2009-: Lead, ACTFL Arabic listening guidelines and annotation project.

GOLDBERG, ELLIS

Department	Political Science
Tenure status	Professor (tenured)
Education	Ph.D. 1983 University of California-Berkeley M.A. 1978 University of California-Berkeley B.A. 1967 Harvard University
Academic experience	Director, MEC; Chair, NMEP; numerous conferences
Overseas experience	Research and study in Egypt
Foreign languages	Arabic-4, French-2
Percent of time to program	100%
Selected courses	Government and Politics of the Middle East, Arab-Israeli Conflict
Research/teaching specializations	Comparative Middle East politics, international relations
Recent publications	Forthcoming. <i>Present from the Beginning: Early Debates about the Rule of Law</i> (book ms in progress) 2013. "After the Revolution: Sovereign Respect and the Rule of Law" with Hind Ahmed Zaki in <i>Yearbook of Islamic and Middle Eastern Law Online</i> , 6.1. 2013. "What Happens to a Dream Deferred? The Political Economy of Egypt from Adjustment to Revolution," keynote address for the 21st Symposium of the Cairo Papers in Social Science (April 6). 2011-- Nisralnasr.blogspot.com (45,000+ views)
MA/PhD supervised in last 5 years	12
Distinctions	2013: Inaugural Kuwait Foundation Visiting Scholar, Kennedy School of Government, Harvard University 2012: Guggenheim Fellow

GOUGH, HEIDI

Department	Civil and Environmental Engineering
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2004 Northwestern University M.S. 1998 Northwestern University B.S. 1993 Northwestern University
Academic experience	Civil engineering conferences and women in STEM conferences
Overseas experience	Jordan: annual summer field work
Foreign languages	French-2
Percent of time to program	30%
Selected courses	Water in an Arid Land: The Engineered Water Cycle in Jordan Hazardous Waste Engineering Wastewater Treatment and Reuse
Research/teaching specializations	Wastewater treatment, water treatment and reuse in Middle East
Recent publications	2013. "Study Abroad as a Learning Tool for Engineering Students: Case Study for the Program 'Water in an Arid Land,'" World Environmental and Water Resources Congress (May) 2013. "Methane Generation during Thermophilic Co-Digestion of Municipal Wastewater Sludge" <i>Water Environment Research</i> 85.2. 2011. "Profiles of Microbial Community Structures in Anoxic Freshwater Sediments" <i>ISME Journal</i> 5.3.
MA/PhD supervised in last 5 years	3
Distinctions	2013. Funding Committee Member, Women's Water Nexus 2013. Established corporate-sponsored scholarship fund for Global Water Engineering

HEER, NICHOLAS

Department	Near Eastern Languages and Civilization		
Tenure status	Professor Emeritus (post-tenure)		
Education	Ph.D.	1955	Princeton University
	B.A.	1949	Yale University
Academic experience	Former chair NELC		
Overseas experience	Extensive research/study in Saudi Arabia		
Foreign languages	Arabic-4, French-2, German-1		
Percent of time to program	100%		
Selected courses	Independent study for advanced students only--Arabic, Islamic law, and Arabic translation		
Research/teaching specializations	Islamic law, Arabic translation, Arabic language and literature		
Recent publications	Forthcoming. "Al-Abhari and al-Maybudi on God's Existence" in <i>Anthology of Philosophy in Persia</i> , edited by S.H. Nasr.		
	2012. <i>A Concise Handlist of Jawi Authors and Their Works</i> , version 2.3 (online resource).		
	2010. <i>Three Early Sufi Texts</i> (Fons Vitae).		
	2009. <i>Al-Abhari and al-Maybudi on God's Existence</i> (ResearchWorks Online)		

HOLMES-EBER, PAULA

Department	Jackson School of International Studies		
Tenure status	Lecturer (untenured, appointment commencing 2015)		
Education	Ph.D.	1991	Northwestern University
	M.A.	1985	Northwestern University
	B.A.	1980	Dartmouth College
Academic experience	Numerous presentation: Marine Corps University		
Overseas experience	North Africa, Gulf		
Foreign languages	Arabic-2+, Tunisian Arabic-2+, French-1, German-1		
Percent of time to program	100%		
Selected courses	Women and Family in the Middle East Arab Spring: Causes and Consequences Culture and Conflict in the Middle East		
Research/teaching specializations	Culture and conflict, North Africa, Middle East social networks, cross-cultural competency		
Recent publications	Forthcoming: "Dealing with Cultural Differences," in <i>The Soldier's Handbook on Civil-Military Interaction in Peace Operations</i> , edited by S. Rietjens and G. Lucius (Potomac Publishers).		
	2014: <i>Culture Wars: Irregular Warfare, Culture Policy and the Reshaping of the Marine Corps</i> (Stanford)		
	2013: <i>Case Studies in Operational Culture</i> (Marine Corps University Press)		
MA/PhD supervised in last 5 years	not eligible		
Distinctions			

HOSEIN, HANSON

Department	School of Communications
Tenure status	Associate Professor (tenured)
Education	J.D. 1993 McGill University LLB 1993 University of Paris M.S. 1994 Columbia University B.S. 1989 University of Western Ontario
Overseas experience	1997-2001 NBC News Middle East Producer 2003-4: Iraq, embedded war correspondent,
Foreign languages	French-2, Arabic-1
Percent of time to program	25%
Selected courses	Strategies and Models for International Reporting Methodologies in Digital Media Social Production and Digital Distribution Multimedia Storytelling
Research/teaching specializations	Social media, news reporting international relations, storytelling
Recent publications	2011. Storyteller Uprising: Trust and Persuasion in the Digital Age (HRH Media) 2004. "Iraq Hand over" comprehensive coverage for NBC News, embedded in US Army First Cavalry Division 2003. "Operation Iraqi Freedom," MSNBC correspondent with over 500 live appearances 1997-2001. Middle East Producer for NBC News
MA/PhD supervised in last 5 years	4
Distinctions	2010: <i>Seattle Magazine</i> , "Most Influential" Award 2009-: Director, Communication Leadership Program, UW

HOWARD, PHILIP

Department	Communications
Tenure status	Professor (tenured)
Education	Ph.D. 2002 Northwestern University M.S. 1994 London School of Economics B.A. 1993 University of Toronto
Academic experience	2012: Visiting professorship Columbia; numerous conferences
Overseas experience	Turkey, Hungary
Foreign languages	Turkish-2, French-2
Percent of time to program	40%
Selected courses	Politics Online, Comparative Media Systems, Information Societies
Research/teaching specializations	Information technology and political Islam, digital origins of dictatorship and democracy
Recent publications	Forthcoming. <i>Pax Technica: Social Media, Big Data, and Global Political Power</i> (Yale). 2013. <i>State Power 2.0: Digital Networks and Authoritarian Rule</i> (Ashgate) 2013. <i>Democracy's Fourth Wave? Digital Media and the Arab Spring</i> (Oxford) 2011: <i>The Digital Origins of Dictatorship and Democracy: Information Technology and Political Islam</i> (Oxford)
MA/PhD supervised last 5 years	14
Distinctions:	2013. Knight Foundation, "Digital Journalism and Social Media grant 2012. United State Institute of Peace grant for "Digital Media, Civic Engagement, and Non-Violent Conflict Director, Project on Information Technology and Political Islam

JONES, CHRISTOPHER

Department	Jackson School of International Studies		
Tenure status	Associate Professor (tenured)		
Education	Ph.D.	1975	Harvard University
	M.A.	1969	Harvard University
	B.A.	1967	Harvard University.
Academic experience			
Overseas experience	Russia and Europe		
Foreign languages	Russian-2, German-1		
Percent of time to program	40%		
Selected courses	Seminar on International Security International Law and Arms Control International Security Policies of Democracies Security Dilemmas of Russian Federation		
Research/training specializations	US security policy, non-proliferation studies, European/Former Soviet bloc security, NATO		
Recent publications	Forthcoming. "The Future of NATO" Forthcoming. Nuclear Weapons and Warsaw Pact (ms in progress). 2006. "Non-Proliferation Education at the University of Washington," <i>Journal of Nuclear Materials Management</i> , 34.4		
MA/PhD supervised last 5 years	15		
Distinctions	Co-Director, Institute for Global and Regional Security Studies, with Pacific Northwest National Laboratory		

JOSHEL, SANDRA

Department	History		
Tenure status	Associate Professor (tenured)		
Education	Ph.D.	1977	Rutgers University
	M.A.	1970	Rutgers University
	B.A.	1969	Skidmore College
Overseas experience	North Africa, Mediterranean		
Foreign languages	French-2, Italian-2, Latin-2, Classical Greek-2		
Percent of time to program	25%		
Selected courses	The Ancient World History, Myth, and Culture		
Research/teaching specializations	Ancient world, Greece/Rome; history of women and gender roles		
Recent publications	Forthcoming. <i>Narratives of Empire: Myth, History, and Imperial Subjects</i> 2011. "The Roman Villa and Material Life of Roman Slaves" (Stanford, Feb. 28) 2010. <i>Slavery in the Roman World</i> (Cambridge University Press) 2005. <i>Imperial Projections</i> (Arethusa Books)		
MA/PhD supervised last 5 years	3		
Distinctions	2011: ACLS Comparative Research Fellowship Bridgman Professor of History, University of Washington		

KAISSE, ELLEN

Department	Linguistics
Tenure status	Professor (tenured)
Education	Ph.D. 1977 Harvard University B.A. 1971 Harvard University
Academic experience	Divisional dean of Humanities, UW
Overseas experience	Turkey
Foreign languages	Modern Greek-3, German-3, French-3, Turkish-2, Ancient Greek-2, Sanskrit-2, Pashto-1
Percent of time to program	25%
Selected courses	Phonology Linguistics
Research/teaching specializations	generative phonology, vowel harmony in Anatolian Greek and Standard Turkish
Recent publications	2012. "Is the Sonority Sequencing Principle an Ephiphomenon?" in <i>The Sonority Controversy</i> , edited by S. Parker (Phonology and Phonetics 18). 2011. "The Stricture Features" in <i>Wiley-Blackwell Companion to Phonology</i> , edited by M. van Oostendorp (Wiley). MA/PhD supervised in last 5 years 5
Distinctions:	2013-14: President, Linguistic Society of America 2012: Vice President, Linguistic Society of America

KASABA, RESAT

Department	International Studies/Sociology
Tenure status	Professor (tenured)
Education	Ph.D. 1986 State University of New York-Binghamton M.A. 1978 State University of New York-Binghamton B.S. 1976 Middle East Technical University, Turkey
Academic experience	Director, IS Center, chair, NMEP, Director, JSIS
Overseas experience	Extensive research in Turkey
Foreign languages	Turkish-5, Ottoman-3, French-1
Percent of time to program	100%
Selected courses	Political Economy of Development in the Middle East Middle East and the World Economy Turkey and Globalization
Research/teaching specializations	political economy of the world system, political economy of the Middle East, historical sociology of the Middle East
Recent Publications:	2012. "The Field of the Fallen" in <i>Bearing Witness to Another Place</i> , edited by B Thomas & K. Hubbard (University of Washington Press) 2012. "Nomads and Tribes in the Ottoman Empire" in <i>The Ottoman World</i> , edited by C. Woodhead (Routledge). 2010. "Turkey from the Rise of Ataturk," <i>New Cambridge History of Islam</i> , Vol. 5 (Cambridge University Press). 2009. <i>A Moveable Empire: Ottoman Nomads, Migrants and Refugees</i> (University of Washington Press). 2008-11. <i>Cambridge History of Turkey</i> , Vol. IV: Turkey in the Modern World (Cambridge University Press). Turkish translation 2011.
MA/PhD supervised in last 5 years	14
Distinctions	2010-: Director, Henry M. Jackson School of International Studies 2010-: Stanley D. Golub Chair of International Studies 2010: M. Fuat Koprulu Book Prize, Turkish Studies Association

KAVIANI, KHODADAD

Department	College of Education, Central Washington University
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2007 University of Washington M.A. 1986 Central Washington University B.A. 1984 Western Washington University
Academic experience	Education conferences
Overseas experience	Iran
Foreign languages	Persian-5
Percent of time to program	100%
Selected courses	Teaching and Learning about the Middle East Methods and Materials in the Elementary Social Studies Ed Assessment, Comparative Study of Global Education Culture and Curriculum
Research/teaching specializations	social studies education, multicultural education, Middle East curriculum, civics and democratic education, media and education
Recent publications	2011. "Issues Centered Education: A Path to Civic Engagement," <i>Teacher Education and Practice</i> , 24.2. 2011. "Teaching in Times of Turmoil," <i>Latin American Journal of Education</i> , 1.1.
MA/PhD supervised in last 5 years	6
Distinctions	2012-13: Advisory Board, Persian Studies Program, UW 2012: Board Member, Washington State Council for the Social Studies

KAYA OGLU, TURAN

Department	Political Science
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2005 University of Washington M.A. 1999 University of Denver B.A. 1996 Bilkent University, Turkey
Academic experience	
Overseas experience	Turkey
Foreign languages	Turkish-5
Percent of time to program	100%
Selected courses	Introduction to Islam Political Theories of Human Rights
Research/teaching specializations	Islamic networks, international human rights, imperialism
Recent publications	Forthcoming. <i>Islamic Activists, Western Actors, Liberalism: Global Interactions and Transformation</i> (book ms in progress). 2013. "Giving an Inch Only to Lose a Mile: Muslim States, Liberalism, and Human Rights in the United Nations," <i>Human Rights Quarterly</i> . 2012. "Constructing Dialogue of Civilization in World Politics: A Case of Global Islamic Activism," <i>Journal of Islam and Christian-Muslim Relations</i> 23.2.
MA/PhD supervised in last 5 years	10
Distinctions	2012: Brookings Doha Center-Qatar University Fellowship 2010: Nominated, Teaching Award University of Tacoma

KHAZZAM-HOROVITZ, HADAR

Department	Near Eastern Languages and Civilization		
Tenure status	Lecturer (non-tenure)		
Education	Ph.D.	2012	University of Washington
	L.L.M.	2007	University of Washington
	L.L.B.	1999	Academic College of Law, Israel
Overseas experience	Israel		
Foreign Languages	Hebrew-5		
Pedagogy training	NELC pedagogy courses		
Percent of time to program	100%		
Selected courses	Elementary Modern Hebrew		
	Hebrew Language and Culture		
Research/teaching specializations	Hebrew language pedagogy, Israeli biomedical regulatory regimes, multicultural conflict		
Recent publications	Forthcoming. "Conflict of Interest of the Biomedical Researcher in Israel: Comparative Analysis"		
MA/PhD supervised in last 5 years	not eligible		
Distinctions			

KIER, ELIZABETH

Department	Political Science		
Tenure status	Associate Professor (tenured)		
Education	Ph.D.	1992	Cornell University
	M.A.	1985	Columbia University
	B.A.	1980	Dickinson College
Academic experience			
Overseas experience	Europe		
Foreign languages	French-3		
Percent of time to program	40%		
Selected courses	Introduction to International Relations		
	War and Politics		
	International Conflict		
	War, Political Violence, and the State		
Research/teaching specializations	international relations, international security, civil-military relations		
Recent publications	2010. <i>In War's Awake: International Conflict and the Fate of Liberal Democracy</i> (Cambridge University Press)		
	2009. "Can Fighting Wars Build Democracies?" <i>Peace Studies Program</i> , Cornell University		
	2008. "The Revolution in Military Affairs, Counterinsurgency, and the Change in the US Army" (Frank Cass)		
MA/PhD supervised in last 5 years	15		
Distinctions	2010-: Director, International Security Colloquium, UW		
	2005-: Associate Editor, <i>Security Studies</i>		

KURU, SELIM

Department	Near Eastern Languages and Civilization
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2001 Harvard University M.A. 1993 Bogazici University B.A. 1990 Bogazici University
Academic experience	Chair, NELC
Overseas experience	Extensive research in Turkey
Foreign languages	Turkish-5, Arabic-2, German-2, French-3, Ottoman-3, Chagatai-1, Persian-1
Percent of time to program	100%
Selected courses	Elementary-Advanced Turkish, Readings in Ottoman Literature Introduction to Ottoman Turkish, Methodology in Near Eastern Studies
Research/teaching specializations	modern Turkish language and literature; Ottoman language and literature
Recent publications	Forthcoming. <i>Unruly Desires Unspeakable Words: Life and Work of the 16th-Century Poet Gazali</i> (submitted for publication) 2014. <i>Intermediate Ottoman Reader</i> (Sources of Oriental Languages and Literature Series, Harvard) 2013. "The Literature of Rum: The Making of a Literary Tradition" in <i>Cambridge History of Turkey</i> , edited by S. Faroqhi (Cambridge) 2013. "Del Birader (Gazali)" and "Ganizade Nadiri" entries in <i>Encyclopedia of Islam</i> , 3rd ed. (Brill)
MA/PhD supervised in last 5 years	10
Distinctions	2013. Director, Education Board, Turkish American Cultural Association 2011-. Director, Ottoman Studies Foundation, Ottoman & Turkish Summer School in Turkey

LOMBARDI, CLARK

Department	School of Law
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2001 Columbia University J.D. 1998 Columbia University M.A. 1995 Columbia University B.A. 1990 Princeton University
Academic experience	Various visiting positions at: Salzburg Seminar; Columbia Law; NYU-Middle East; academic director Afghan legal program UW
Overseas experience	Yemen, Egypt, Afghanistan, Indonesia
Foreign languages	Modern Standard Arabic-1
Percent of time to program	75%
Selected courses	Islamic Law Contemporary Muslim Legal Systems
Research/teaching specializations	Islamic law, constitutional law, constitutionalization of Islamic law in Muslim societies and impact of legal development
Recent publications	2013. "Constitutional Provisions Making Sharia "A" or "The" Chief Source of Legislation, <i>American University International Law Review</i> 2012. Why Study Islamic Professionals? <i>Pacific Rim Law & Policy</i> , 21 2012. <i>Religion and Human Security: A Global Perspective</i> , editor (Oxford) 2012. <i>Oxford Encyclopedia of Islam Law</i> , editor (Oxford)
MA/PhD supervised last 5 years	7
Distinctions	2012-: Folke Bernadotte Academy Appointment 2008-: Council on Foreign Relations (full member) 2008-: American Institute of Afghan Studies, Board of Trustees

LONG, JAMES

Department	Political Science
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2012 University of California-San Diego M.S. 2004 University of London B.A. 2003 College of William and Mary
Academic experience	
Overseas experience	Afghanistan, Kenya
Foreign languages	French-2, Arabic-1
Selected courses	Terrorism and Insurgency, Middle East Politics, Israeli Politics, Comparative Politics
Research/teaching specializations	Election fraud and democracy, election violence, insurgency, state-building, corruption monitoring, information communication technology
Recent publications	Forthcoming. "Violence and Risk Preference: Experimental Evidence from Afghanistan," <i>American Economic Review</i> . Forthcoming. "Institutional Corruption and Election Fraud: Evidence from a Field Experiment in Afghanistan."
MA/PhD supervised in last 5 years	none yet (hired fall term 2013)
Distinctions	2011-12 Qualcomm Inc grant "Election Fraud in Egypt" 2010: USAID grant for "Cellular Monitoring: Improving Governance in Afghanistan" 2010: Democracy International grant for "Democracy, Legitimacy, and Elections in Afghanistan" 2010: Research Director, Democracy International, Election Observation Mission

LORENZ, FREDERICK

Department	Jackson School of International Studies
Tenure status	Senior Lecturer (non-tenured)
Education	LL.M. 1983 George Washington University J.D. 1971 Marquette University B.A. 1968 Marquette University
Academic experience	Visiting scholar: Galway, Bergen, UN-Kosovo
Overseas experience	Iraq, UAE, Kosovo, Russia, Armenia
Foreign languages	Russian-1, French-1
Percent of time to program	100%
Selected courses	Water and Conflict in the Middle East International Humanitarian Law--Middle East
Research/teaching specializations	US national security, international law, law of war, water and security in the Middle East
Recent publications	Forthcoming. <i>International Humanitarian Law and the Law of War: Text and Materials</i> 2014. <i>Strategic Water for Iraq: Security Planning for the Euphrates-Tigris Basin</i> (Marine Corps University Press)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2009 Consultant to the Arab Water Academy 2008 UW Divisional Dean of Social Sciences Recognition 2008 Jackson School of International Studies, Service Award Awarded Defense Department Distinguished Service Medal

MCLAREN, BRIAN

Department	College of Built Environment		
Tenure status	Associate Professor (tenured)		
Education	Ph.D.	2001	Massachusetts Institute of Technology
	M.S.	1986	Columbia University
	B.S.	1962	University of Waterloo, Canada
Academic experience	Research/travel in North Africa		
Overseas experience	Italian-2, French-1		
Foreign languages	50%		
Percent of time to program	Middle East Architecture Seminar		
Selected courses	Non-Western Architecture		
Research/teaching specializations	Architectural history, architecture of North Africa during Italian Colonization, architecture and colonialism		
Recent publications	Forthcoming. <i>Modern Architecture, Colonialism and Race in Fascist Italy</i>		
	2010.	Modern Architecture, Colonialism and Race in Fascist Italy,"	<i>Center 30 Record of Activities and Research Reports</i> (May)
	2009.	"The Ambivalent Space(s) of Tourism in Italian Colonial Libya," in	<i>Enhancing the City, New Perspectives for Tourism</i> , edited by G. Maciocco (Springer)
	2006.	<i>Architecture and Tourism in Italian Colonial Libya</i> (University of Washington Press)	
MA/PhD supervised last 5 years	5		
Distinctions	2010:	Graham Foundation for Advanced Studies in Fine Arts Grant	

MARTIN, GARY

Department	Near Eastern Languages and Civilization		
Tenure status	Lecturer (non-tenured)		
Education	Ph.D.	2007	University of Washington
	M.A.	2003	University of Washington
	B.A.	2001	University of Washington
Academic experience	2004 onward-UW		
Overseas experience	Germany		
Foreign languages	German-3, Biblical and Epigraphic Hebrew-3, Aramaic-3, Akkadian-3, Syriac-3, Classical Greek-2, Hellenistic Greek-2, Latin-2		
Percent of time to program	100%		
Selected courses	Elementary Biblical Hebrew		
	Biblical Hebrew Prose		
	Israel: The First Six Centuries		
	Introduction to the Hebrew Bible		
	Introduction to the Ancient Near East		
Research/training specializations	Biblical Hebrew and ancient Near East		
Recent publications	2010.	<i>Multiple Originals: New Approaches to Hebrew Bible Textual Criticism</i> (Society of Biblical Literature, Text-Critical Studies series).	
	2010.	Review of: <i>Scripture in Transition: Essays on Septuaginit, Hebrew Bible, and Dead Sea Scrolls</i> , edited by A. Voitila (Brill)	
MA/PhD supervised past 5 years	not eligible		
Distinctions	2011:	Greek Award, Faculty Member of the Year, UW	

MAYERFIELD, JAMIE

Department	Political Science
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1992 Princeton M.A. 1988 Princeton B.A. 1985 Oberlin
Academic experience	
Overseas experience	
Foreign languages	French-2
Selected courses	Contemporary Theories of Justice Nationalism and Human Rights Law Theories of Human Rights Philosophy of Punishment
Percent of time to program	30%
Research/training specializations	Philosophy of human rights and global institutional architecture to give human rights adequate protection
Recent publications	2011. "The Impossibility of Predicting Future Actions of Guantanamo Bay Detainees," <i>Seattle Times</i> , July 10. 2011. "The High Price of American Exceptionalism: Comparing Torture by the United States and Europe after 9/11" in <i>Human Rights in the 21st Century</i> , edited by M. Goodhart (Palgrave/Macmillan)
MA/PhD supervised last 5 years	11
Distinctions	2009-: Steering Committee, Center for Human Rights, UW

MENALDO, VICTOR

Department:	Political Science
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2009 Stanford M.A. 2003 Claremont Graduate University B.A. 1999 Colorado College
Academic experience	2009 onward-UW
Overseas experience	Egypt
Foreign languages	Spanish-4, French-2
Percent of time to program	25%
Selected courses	Comparative Politics Political Economy of Development
Research/teaching specializations	Comparative political economy; political and economic development
Recent publications	Forthcoming. "Dealing with Dictators: Negotiated Democratization and the Fate of Outgoing Autocrats," <i>International Studies Quarterly</i> 2014. "Why Egypt's New Constitution May Not Turn Out as Badly as You Think," Op-Ed, <i>Washington Post</i> (16 January) 2013. "Democracy in Egypt" in <i>New York Times</i> "Room for Debate" (August 15). 2012. "Dictators as Founding Fathers: The Role of Constitutions in Autocracies," <i>Economics and Politics</i> (November). 2012. "The Middle East and North Africa's Resilient Monarchs," <i>Journal of Politics</i> (August).
MA/PhD supervised last 5 years	4
Distinctions	2013: Richard Wesley Research G

MIGDAL, JOEL

Department	Jackson School of International Studies/ Political Science
Tenure status	Professor (tenured)
Education	Ph.D. 1972 Harvard University M.A. 1968 Harvard University B.A. 1967 Rutgers University
Academic experience	Visiting scholar Princeton, numerous conferences
Overseas experience	Extensive research in Israel
Foreign languages	Hebrew-3, French-2, Spanish-2, German-1
Percent of time to program	100%
Selected courses	Israeli Politics and Society States and Society Middle East Seminar
Research/teaching specializations	Middle East politics, comparative foreign policy, Arab-Israeli conflict, State-society relations
Recent publications	2013. <i>Shifting Sands: The United States in the Middle East</i> (Columbia) 2013. "Foreword" in <i>(De)constructing the State</i> , edited by Adam White (University of Washington Press)
MA/PhD supervised last 5 years	10
Distinctions	2012-: Affiliate Professor, Ben Gurion University, Dept. of Politics and Government 2010-: Director, Near & Middle East Interdisciplinary Ph.D. Program, UW 2009-10: Visiting Fellow, Institute for Advanced Study, Princeton University 2008: Provost Distinguished Lecturer, UW

MURRAY, JAMES

Department	Oceanography
Tenure status	Professor (tenured)
Education	Ph.D. 1973 Massachusetts Institute of Technology B.A. 1968 University of California-Berkeley
Academic experience	Visiting professorships at Bogazici, Univ of Paris, Oxford
Overseas experience	Extensive research in Turkey/Black Sea area, Korea, Japan
Foreign languages	Turkish-1, French-2
Percent of time to program	80%
Selected courses	Chemical Oceanography Climate Change
Research/teaching specializations	chemical oceanography, nitrogen cycling in the Black Sea, suboxic environments in the Black Sea
Recent publications	Forthcoming. "Spatial and Temporal Variability in the Chemical Properties of the Oxidic and Suboxic Layers of the Black Sea, <i>Journal of Marine Systems</i> 2012. "Free-living and Aggregate Associated Planctomycetes in the Black Sea," <i>FEMS Microbial Ecology</i> 2012. "Stimulation of Autotrophic Denitrification by Intrusions of the Bosphorus Plume into the Anoxic Black Sea," <i>Frontiers Microbiology</i>
MA/PhD supervised last 5 years	5
Distinctions	2012: Elected President of the Ocean Sciences Section of AGU 2011: Visiting Fellow, Smith School, Oxford 2009: Elected Fellow of the American Geophysical Union

NAAR, DEVIN

Department	History/Jackson School of International Studies		
Tenure status	Assistant Professor (tenure-track)		
Education	Ph.D.	2011	Stanford University
	M.A.	2007	Stanford University
	B.A.	2005	Washington University
Academic experience	2011 onward-UW		
Overseas experience	Greece, Israel		
Foreign Languages	Hebrew-4, Ladino-4, Spanish-3, French-3		
Percent of time to program	70%		
Selected Courses	Jews, Christians, and Muslims, Jews among the Muslims Ottoman Empire and Jews		
Research/teaching specializations	Jews in the Ottoman Empire, Jews in Salonica, linguistic acculturation of the Jews of Thessaloniki		
Recent publications	Forthcoming. <i>Jewish Salonica and the Making of the Jerusalem of the Balkans</i> (ms in progress) Forthcoming. ““We Have No History”: Recasting the Ottoman Jewish Historical Narrative and the Image of Jewish Salonica” 2013: “Jerusalem of the Balkans,” <i>Jewish Review of Books</i> (invited cover story), 4.1		
MA/PhD supervised last 5 years	4		
Distinctions	2012: Marsha & Jay Glazer Professor of Jewish Studies, UW 2011: Elected to the Academic Advisory Council of the Center for Jewish History in New York		

NAHON, KARINE

Department	School of Information		
Tenure status	Associate Professor (tenured)		
Education	Ph.D.	2004	Tel-Aviv University
	M.S.	2000	Tel-Aviv University
	B.S.	1997	Tel-Aviv University
	B.A.	1997	Tel-Aviv University
Academic experience	Numerous conferences in Israel		
Overseas experience	Israel		
Foreign languages	Hebrew-5, Arabic-3, French -3		
Percent of time to program	50%		
Selected courses	Global Information Systems Policy, Law and Ethics in Information Management		
Research/teaching specializations	information politics and policy, Internet and the Middle East, free speech and the internet, cultured technology, information flow and gatekeeping		
Recent publications	Forthcoming. “Political Blogs and Content,” <i>American Behavior Scientist</i> 2013. “Information Flows in Events of Political Unrest,” iConference, Fort Worth, TX 2012. “Power and Network Social Movements,” <i>Internet Research 13</i> 2009. “A White Paper--Biometric Database: A Comparative Analysis” (Parliamentary Committee on Science and Technology, Ministry of Justice, Israel)		
MA/PhD supervised last 5 years	6		
Distinctions	2013: Co-chair, Digital and Social Media Track, HICSS Consultant to ISOC, the Israeli CIO Cabinet, UN Science & Technology Committee 2009: Israel’s delegate to the United Nations Commission on Science		

NOEGEL, SCOTT

Department	Near Eastern Languages and Civilization
Tenure status	Professor (tenured)
Education	Ph.D. 1995 Cornell University M.A. 1993 Cornell University B.A. 1989 University of Wisconsin
Overseas experience	Research in Egypt
Foreign languages	Modern Hebrew-4, Modern Standard Arabic-2, Egyptian Arabic-2, Biblical Hebrew-4, Akkadian-3, Aramaic-3, Ugartic-3, Greek-1, French-2, German-2
Percent of time to program	100%
Selected courses	Themes in Near Eastern Literature Religion, Violence, and Peace: Patterns across Time and Tradition Biblical Hebrew Language
Research/teaching specializations	Hebrew Bible, Biblical Hebrew, Qumran and Dead Sea Scrolls, Hieroglyphic Egyptian, Hebrew poetry, archaeology and the Bible
Recent publications	2013. "Polysemy", "Paronomasia," and "Euphemism" in <i>Encyclopaedia of Hebrew Language and Linguistics</i> , edited by G. Khan (Leiden) 2011. "Bodily Features as Literary Devices in the Hebrew Bible," in <i>Studies in Bible and Exegesis</i> , edited by M. Garsiel (Bar Ilan Univ.) 2011. "Word Play in the Song of Songs" in <i>Strings and Threads</i> , edited by W. Heimpel (Eisenbrauns)
MA/PhD supervised in last 5 years	8
Distinctions	2012-: Advisor. Ancient Egyptian Demonology in the Second Millennium BCE Project, University of Swansea, Wales, England

OSANLOO, ARZOO

Department	Anthropology/Law Society and Justice/Political Science
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2002 Stanford University M.A. 1997 Stanford University J.D. 1993 American University B.A. 1990 University of Colorado-Boulder
Academic experience	2010-11 visiting professor, Princeton; Fetzer Institute
Overseas experience	Research in Iran
Foreign languages	Persian-3, French-3
Percent of time to program	100%
Selected courses	Engendering the Global War on Terror, Women's Rights and Politics in Muslim States, Anthropology of the Middle East
Research/teaching specializations	gender and Islam, Islam and human rights, comparative law and culture
Recent publications	2014. "Crime and Reconciliation: Women's Peace Initiatives in the Islamic Republic of Iran," in <i>Women and Peace in the Islamic World</i> , edited by Y. Saikia (Taris). 2014. "From Status to Rights: The Shifting Dimensions of Women's Affairs and Family Law in Iran," in <i>Feminist Activism, Women's Rights and Legal Reforms</i> , edited by M. Al-Sharmani (ZED) 2013. "Khomeini's Legacy on Women's Rights and Roles in the Islamic Republic of Iran," in <i>A Critical Introduction to Khomeini</i> , edited by A. Adib-Moghadam (Cambridge)
MA/PhD supervised past 5 years	9
Distinctions	2013-14: Simpson Center for Humanities Colloquium Award, UW 2012-13: Social Sciences Advisory Council, Research Award, Fetzer Institute 2011-12: Fellowship, Program in Law and Public Affairs, Princeton

PEREZ, MICHAEL

Department	Anthropology
Tenure status	Senior Lecturer (non-tenure)
Education	Ph.D. 2010 Michigan State University M.A. 2005 Michigan State University B.A. 2000 University of Florida
Academic experience	2012 onward-UW
Overseas experience	Jordan, Palestine
Foreign languages	Arabic-3, Spanish-3
Percent of time to program	100%
Selected courses	Peoples and Cultures of the Middle East Anthropology of Muslim Societies and Islam Anthropology of Middle East and North Africa Islam and Popular Culture
Research/teaching specializations	migration and displacement, ethnicity and nationalism, memory, violence, human rights, Muslim societies and Islam
Recent publications	2013. "Friedman's Folly and the Islamophobic Razor," <i>Islamic Monthly</i> May 15. 2013. "On Anti-American Sentiment," <i>Islamic Monthly</i> , April 8. 2013. "Displacing Masses in Syria," <i>Islamic Monthly</i> , March 13. 2012. "The Arab Spring and the End of Narrative Terror," <i>Islamic Monthly</i> , June 17. 2011. "Human Rights and the Rightless: The Case of the Gaza Refugees in Jordan," <i>International Journal of Human Rights</i> 15.7.
MA/PhD supervised last 5 years	3
Distinctions	2011-: Associate Editor of <i>Altmuslim</i>

PIANKO, NOAM

Department	Jackson School of International Studies
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2004 Yale University B.A. 1995 Brown University
Academic experience	Numerous conferences in Israel
Overseas experience	Israel
Foreign languages	Modern Hebrew-4
Percent of time to program	60%
Selected courses	Introduction to Judaism Israel: Dynamic Society and Global Flashpoint Modern Jewish Thought Theories of Religion in an International Context
Research/teaching specializations	History of Jewish Nationalism, modern Jewish thought
Recent publications	Forthcoming. <i>The Jewish People</i> (Rutgers University Press) Forthcoming. "From 'Peoplehood' to Birthright: The Nationalist Paradigm in Jewish Culture" in <i>Thinking about Jewish Culture</i> , edited by K. Kolton-Frum (Rowman Press) 2012. "Make Room for Us: Jewish Collective Solidarity in Contemporary Political Thought," <i>Journal of Modern Jewish Studies</i> , 11.2 2010. <i>Zionism and the Roads Not Taken</i> (University of Indiana Press)
MA/PhD supervised past 5 years	6
Distinctions	2012: Mellon Foundation grant for "Engaging the World through Digital Transformation"

PRAKASH, VIKRAMADITYA

Department	College of Built Environments		
Tenure status	Professor (tenured)		
Education	Ph.D.	1997	Cornell University
	M.A.	1989	Cornell University
	B.A.	1986	Chandigarh College of Architecture
Academic experience	1996 onward-UW		
Overseas experience	Extensive research in India and Pakistan		
Foreign languages	Hindi-5, Punjabi-3, French-2		
Percent of time to program	25%		
Selected courses	Non-Western Architecture Non-Western Modernism		
Research/teaching specializations	Islamic architecture, post-colonial Indian architecture		
Recent publications	Forthcoming. <i>A History of the Architecture of India</i> (Routledge) 2013. <i>The Modernist City in the Neoliberal World</i> (Routledge) 2012. <i>Modernism in India</i> (Mapin) 2010. <i>A Global History of Architecture</i> , 2d ed. (Wiley)		
MA/PhD supervised last 5 years	11		
Distinctions	2011: Graham Foundation for Study of Advanced Fine Arts grant 2010-: Advisory Board, <i>International Journal of Islamic Architecture</i> 2007: Choice Outstanding Academic Title for <i>A Global History of Architecture</i>		

RADNITZ, SCOTT

Department	Jackson School of International Studies		
Tenure status	Associate Professor (tenured)		
Education	Ph.D.	2007	Massachusetts Institute of Technology
	B.A.	2000	University of California-Berkeley
Academic experience	2007 onward-UW		
Overseas experience	Extensive fieldwork in Central Asia		
Foreign languages	Russian-4, Uzbek-2		
Percent of time to program	30%		
Selected courses	Contemporary Central Asian Politics Failed States The Making of the 21st Century		
Research/teaching specializations	Social mobilization, informal networks, and state building and decay in Central Asia and the Caucasus		
Recent publications	2012. "Oil in the Family: Managing Presidential Succession in Azerbaijan," <i>Democratization</i> , 9.1 2012. "What to Read," <i>American Political Science Association</i> , 13.2 2011. "Yawning through the Arab Spring," PONARS, No. 179 2010. <i>Weapons of the Wealthy: Elite-Led Protest in Central Asia</i> (Cornell)		
MA/PhD supervised last 5 years	7		
Distinctions	2012-. Director, Ellison Center for Russian, East European, and Central Asian Studies, UW 2009. University of Washington Royalty Research Fund Award for research on identity and post-conflict reconciliation in Azerbaijan		

ROBINSON, CABEIRI DEBERG

Department	Jackson School of International Studies		
Tenure status	Assistant Professor (tenure-track)		
Education	Ph.D.	2005	Cornell University
	M.A.	1999	University of California, Berkeley
	B.A.	1993	Columbia University
Academic experience	Stanford Fellow; 2005-UW		
Overseas experience	Extensive research in India and Pakistan		
Foreign languages	Urdu-3, Hindi-3, Dutch-3, Pahari-2, Gojari-1, Kashmiri-1, French-1		
Percent of time to program	60%		
Selected courses	Political Islam and Islamic Fundamentalism Comparative Analysis of Contemporary Muslim Societies Martyrdom and Modernity		
Research/teaching specializations	Political Islam/comparative Muslim societies, civil insurgency and social transformation, political violence, transitional justice and reconciliation		
Recent publications	2013. <i>Body of the Victim Body of Warrior</i> (UC-Berkeley Press) 2013. "Too Much Nationality," <i>Journal of Refugee Studies</i> 25.3 Forthcoming. "Body of the Living Martyr" <i>American Ethnologist</i> . Forthcoming. "Islamic Charities, Islamist Service Committees," <i>Anthropology Quarterly</i>		
MA/PhD supervised last 5 years	12		
Distinctions	2013: American Institute of Pakistan Studies, Senior Research Fellowship 2013: Elected to board of American Institute of Pakistan Studies 2009-10 Fellow, Stanford Humanities Center		

ROMANO, TOVI

Department	Near Eastern Languages and Civilization		
Tenure status	Lecturer (non-tenured)		
Education	M.A.	2011	Seattle Pacific University
	B.A.	1990	Levinski College of Education, Israel
Academic experience	2012--Bellevue Hebrew Day School; 2009-UW		
Overseas experience	Israel		
Foreign languages	Hebrew-5		
Pedagogy training	ACTFL, TESOL, Western Consortium workshops, NELC courses		
Percent of time to program	100%		
Selected courses	Elementary Modern Hebrew Intermediate Modern Hebrew		
Research/teaching specializations	Hebrew curriculum development, teaching of English to speakers of other languages, special education		
Recent publications/presentations	2013. "Vowels or No Vowels: That Is the Question," International Conference for Research on the Hebrew Language (Jerusalem, July) 2011. <i>The Benefit of Using Pointed Text for Adult Readers of Hebrew as a Foreign Language</i> (Seattle Pacific University)		
MA/PhD supervised last 5 years	not eligible		
Distinctions	2011-: Hebert I. Rosen Hebrew Lecturer, UW 2011: TESOL Certified Certified: ACTFL OPI-Superior Hebrew		

SALEHI-ESFAHANI, HAIDEH

Department	Economics		
Tenure status	Principal Lecturer (non-tenured)		
Education	Ph.D.	1985	University of Pennsylvania
	B.S.	1979	London School of Economics
Academic experience	Research in Iran		
Overseas experience	Persian-5, French-2		
Foreign languages	60%		
Percent of time to program	Economic Development of the Middle East		
Selected courses	International Trade		
	Topics in Economic Development		
	TA Training Seminar		
Research/teaching specializations	International economics, development economics-Middle East region, evolution of institutions in the Middle East, Iranian economy and rule of law, evolution of economic institutions in the Middle East		
Recent publications	Forthcoming. Iran's Demand for Rule of Law (ms. in progress)		
	2008. "Rule of Law: A Comparison between Ancient Persia and Ancient Greece," <i>Iranian Studies</i> 41.5		
MA/PhD supervised last 5 years	not eligible		
Distinctions	2013: Co-facilitator, Faculty and Professional Learning Community: Flipping the Classroom		
	2011-12: Member, Provost's Pedagogy Working Group, UW		
	2010-: Member, Faculty Council on Teaching and Learning, UW		
	2010: Foundations Course Grant, University of Washington		

SCHUYLER, PHILIP

Department	School of Music, Ethnomusicology		
Tenure status	Professor Emeritus (post tenured)		
Education	Ph.D.	1979	University of Washington
	M.A.	1974	University of Washington
	B.A.	1968	Yale University
Academic experience	Former chair of Middle East Center, former chair of Ethnomusicology		
Overseas experience	Research in North Africa and Yemen		
Foreign languages	French-3, Moroccan Arabic-3, Yemeni-Arabic-2, Literary Arabic-1, Tashlhit (High Atlas Berber-2)		
Percent of time to program	100%		
Selected courses	Music of Morocco		
	World Music		
Research/teaching specializations	Middle Eastern and North African music		
Recent publications	Forthcoming. <i>Ends of the Arab World: An Ethnomusical Analysis of the Musical Traditions of Morocco and Yemen</i> (ms. and multi-CD set)		
	2013. "Music and Islam," Tufts University (April 13)		
	2013. "Classical Andalusian Music," Univ. of Arkansas (April 19)		
	2012. <i>Music of Islam and Sufism in Morocco</i> . Multi-CD set (Rounder)		
MA/PhD supervised last 5 years	4		
Distinctions	Advisory Committee, New York City Islamic Music Arts Festival		
	2007-10: Director, Middle East Center, University of Washington		

SELOVER, STEPHANIE

Department	Near Eastern Languages and Civilization
Tenure status	Lecture (non-tenure)
Education	Ph.D. expected 2015 University of Chicago M.A. 2008 University of Chicago B.A. 2004 Stanford University
Academic Experience	2010-13: Lecturer, West Virginia University, University of Chicago,
Overseas experience	Turkey
Foreign languages	French-2, Turkish-1
Percent of time to program	100%
Selected courses	Archaeology of the Western Coast of Turkey Ancient Near Eastern Thought and Literature History of the Ancient Near East
Research/teaching specializations	Warfare in the ancient Near East, archaeology of ancient Anatolia and ancient Levant
Recent publications/presentations	2012: "Excavating War: The Archaeology of Conflict in Central and Southeastern Anatolia," American School of Oriental Research, Annual Meeting (November 10) 2010: "A Metallurgical Analysis of A Set of Bronze Clothing Pins from the Site of Alalkh, Turkey," in <i>Tell Atchana, Ancient Alalakh</i> , vol. 1 (Koc University Press)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2011. University of Chicago Century Fellowship

SHAMS, SHAHRZAD

Department	Near Eastern Languages and Civilization
Tenure status	Lecturer (non-tenured)
Education	M.A. 1985 California State University-Fullerton B.A. 1980 California State University-Fullerton
Overseas experience	Iran
Foreign languages	Persian-5
Pedagogy training	ACTFL, Startalk, Western Consortium, NELC pedagogy courses
Percent of time to program	100%
Selected courses	Elementary Persian
Research/teaching specializations	Persian language pedagogy, history and structure of the Persian language, ESL
Recent publications/presentations	2013: "Resources for Teaching Persian to Children" (Bellevue Public Library) 2013: "Persian Poetry Recitation" (Seattle Iranian Cultural Festival) 2012: "The Life and Contributions of Ali Akbar Dehkhoda," (Persian Poetry and Music Workshop, Seattle)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2013. Startalk Teacher Training-Persian, George Washington University 2013. ACTFL OPI certified in Persian 2011. Nominated for UW Distinguished Teaching Award 2010-12. Director, Persian Studies, American Cultural Exchange

SOKOLOFF, NAOMI

Department	Near Eastern Languages and Civilization
Tenure status	Professor (tenured)
Education	Ph.D. 1980 Princeton University M.A. 1979 Princeton University B.A. 1975 Swathmore College
Academic experience	Former chair of NELC, former chair of Jewish Studies
Overseas experience	Israel
Foreign languages	Hebrew-4, Spanish-3, French-3, German-2, Italian-2, Portuguese-2 Yiddish-1
Pedagogy training	ACTFL
Percent of time to program	100%
Selected courses	Elementary Hebrew Intermediate Hebrew Advanced Hebrew Israeli Identities
Research/teaching specializations	Modern Hebrew language and literature
Recent publications	Forthcoming. "Vibrant with Splendor": Aharon Appelfeld's Narrative <i>Art and Katrina: A Novella</i> 2012. "Teaching the Graphic Novel: Rutu Modan's Exit Wounds," <i>Hebrew Higher Education</i> , vol. 15 2012. "Teaching Narrative Theory: Etgar Keret's 'Goldfish'" <i>Hebrew Higher Education</i> , vol. 14 2011. "Who and What Is Jewish?" <i>Shma</i> 2010. <i>The Boundaries of Jewish Identity</i> (University of Washington Press)
MA/PhD supervised last 5 years	6
Distinctions	2012: Editorial Board, <i>Hebrew Higher Education</i> 2010: A&S Transitional Funding for Modern Hebrew, UW

STACEY, ROBERT

Department	History
Tenure status	Professor (tenured)
Education	Ph.D. 1983 Yale University M.A. 1977 Oxford University B.A. 1975 Williams College
Academic experience	Former chair of History; former Divisional Dean of Humanities; current Dean of Arts and Sciences
Overseas experience	Europe
Foreign languages	German-2, French-2
Percent of time to program	30%
Selected courses	First Crusade Medieval Jewish History Minorities in the High Middle Ages
Research/teaching specializations	Medieval Jewish history, sources and methods in medieval historical research
Recent publications	Forthcoming. <i>The English Jews in the Middle Ages</i> (Clarendon) 2008. "Henry III of England and the Staufien Empire," <i>Speculum</i> 83.1 2005. <i>Western Civilizations: Their History and Their Culture</i> (Norton) 2001. <i>Jews and Christians in Twelfth-Century Europe</i> (University of Notre Dame Press)
MA/PhD supervised last 5 years	5
Distinctions	2012-: Dean, College of Arts & Sciences, University of Washington 2009: Stroum Endowed Chair, Jewish Studies, University of Washington

WALKER, JOEL

Department	History
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1998 Princeton University M.A. 1994 Princeton University B.A. 1991 Rice University
Academic experience	Visiting appointments: Notre Dame, Uzbek Academy of Sciences
Overseas experience	Research in Turkey, Macedonia, Jordan
Foreign languages	German-2, French-2, Greek-2, Aramaic-2, Latin-2, Turkish-1
Percent of time to program	80%
Selected courses	The World of Late Antiquity Religion, Art, and Politics in the Age of Constantine Christian Communities of the Middle East Early Christian Monasticism in Egypt, Syria and Palestine The Mongols: Warfare, Trade, and Culture
Research/teaching specializations	Byzantine history, Late Antiquity, Mongols
Recent publications	Forthcoming. <i>Witness to the Mongols: The Empire of Genghis Khan and His Successors through Contemporary Eyes</i> . 2013. "Nestorians" in <i>Encyclopedia of Ancient History</i> , edited by R. Bagnall (Wiley-Blackwell).
Distinctions	MA/PhD supervised last 5 years 12 2010: Royalty Research Fund, University of Washington

WELLMAN, JAMES

Department	Jackson School of International Studies
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1995 University of Chicago M.A. 1984 Princeton Theological Seminary B.A. 1981 University of Washington
Academic experience	Chair of Comparative Religion program
Overseas experience	Uzbekistan, Japan
Foreign languages	German-2, Hebrew-1, French-2
Percent of time to program	40%
Selected courses	Nature and Study of Religion Religion and Ecstasy US Foreign Policy toward Israel: Task Force Religion, Violence, and Peace: Patterns across Time and Traditions Issues in Religion and Human Security Comparative Fundamentalisms
Research/teaching specializations	Theoretical study of religion and culture, religion and conflict, sociological aspects of religious experience, intercultural conflict
Recent publications	2012. <i>Religion and Human Security: A Global Perspective</i> (Rowman & Littlefield). 2012. "Religious Experience as a Different World," <i>Religion, Brain & Behavior</i> (accepted for publication).
MA/PhD supervised last 5 years	10
Distinctions	2013: President, Pacific Northwest American Academy of Religion/ Society for Biblical Literature Meeting 2010: Royalty Research Fund Grant, University of Washington

WILLIAMS, MICHAEL

Department	Jackson School of International Studies
Tenure status	Professor (tenured)
Education	Ph.D. 1977 Harvard University M.A. 1970 Miami University B.A. 1968 Abilene Christian University
Academic experience	Former chair of NELC
Overseas experience	Egypt, Uzbekistan, Tajikistan
Foreign languages	Coptic-3, Greek-3, German-3, French-2, Hebrew-1, Aramaic-1
Percent of time to program	100%
Selected courses	Coptic I, II, III Introduction to World Religions Western Tradition
Research/teaching specializations	Comparative religions, history of early Christianity, Late Antique Egypt, Religion in Mediterranean
Recent publications	2013. "Life and Happiness in the Platonic Underworld," in <i>Gnosticism, Platonism and the Late Ancient World</i> , edited by K. Corrigan (Brill) 2013. "Did Plotinus's 'Friends' Still Go to Church?" in <i>Practicing Gnosis</i> , edited by A. DeConick (Brill) 2013. "A Life Full of Meaning and Purpose," in <i>Beyond the Gnostic Gospels</i> , edited by E. Iricinschi (Tubingen) 2012. "Gnosticism" in <i>Encyclopaedia Britannica</i> , online edition.
MA/PhD supervised last 5 years	5
Distinctions	

WILLIAMS, NATHALIE

Department	Jackson School of International Studies
Tenure status	Lecturer (non-tenured track)
Education	Ph.D. 2009 University of Michigan-Ann Arbor B.Sc. 1998 University of Puget Sound
Academic experience	2009-12: Post-doc, Univ of North Carolina
Overseas experience	India, Japan
Foreign languages	Japanese-2, Cambodian-2
Percent of time to program	30%
Selected courses	Statistical Concepts and Methods for the Social Sciences
Research/teaching specializations	Labor in the Gulf, armed conflict, community organizations role in moderating conflict, migration during armed conflict,
Recent publications	2013. "A Micro-Level Approach to Investigating Armed Conflict and Population Responses," <i>Demography</i> 49.4 2013. <i>Armed Conflict, Refugees and Migration</i> (Blackwell) 2012. "Collecting Survey Data during Armed Conflict," <i>Journal of Official Statistics</i> 28.2 2012. "Nepali Migrants to the Gulf Cooperation Council Countries" in <i>Migrant Labor in the Persian Gulf</i> , edited by Mehran Kamrava (Columbia).
MA/PhD supervised last 5 years	not eligible
Distinctions	2011-15: NIH (K99/R00): "Migration and the Macro Demographic Consequences of Armed Conflict" 2009-11: "Migrants in the Guild Cooperation Council Countries" (Georgetown Center for International and Regional Studies)

YUCEL, MELIKE

Department	Near Eastern Languages and Civilization
Appointment	Lecturer (non-tenure track)
Education	Ph.D. 2014 Seattle Pacific University M.A. 2011 Portland State University B.A. 2006 University of Amsterdam
Academic experience	2009-11: Graduate teaching assistant, Portland State U.; 2011-13: Graduate research assistant Seattle Pacific U.
Overseas experience	Turkey
Foreign languages	Turkish-5
Pedagogy training	TESOL Seattle Pacific University; NELC pedagogy courses
Percent of time to program	100%
Selected courses	Elementary Turkish Intermediate Turkish
Research/teaching specializations	Turkish language pedagogy, TESOL
Recent publications	2011. "Emotion Narratives of Turkish/English Bilinguals" (Thesis, Portland State University) 2008. "Teaching Critical Thinking Skills through Task-Based Learning"
MA/PhD supervised last 5 years	not eligible
Distinctions	2011: International Student Retention Scholarship, Portland State 2009: Fulbright Foreign Language Teaching Assistantship

ZAFER, HAMZA

Department	Near Eastern Languages and Civilization
Appointment	Assistant Professor (tenure-track)
Education	Ph.D. 2013 Cornell University M.A. 2011 Cornell University B.A. 2008 Harpur College of Arts & Sciences
Overseas experience	
Foreign languages	Arabic-4, Persian-4, Urdu-Hindi-3, Aramaic-3, Syriac-3, Mishnaic Hebrew-3, Ethiopic-3, French-3, German-2, Greek-2, Sindhi-2
Percent of time to program	100%
Selected courses	Introduction to the Qur'an Introduction to Islam Seminar on textual sources and methodologies for prophecy in Judaism, Christianity, and Islam
Research/teaching specializations	The Arabian Nights Early Islamic period, textual studies, Islamics, the Qur'an
Recent publications	2013. "Hagar" in <i>Cambridge Dictionary of Ancient Mediterranean Religions</i> , edited by Lisbeth Fried, et al (CUP). 2013. "Introduction to Surat al-Kahf and Surat Maryam," in <i>Teaching the Qur'an: a Resource</i> , edited by Shawkat Toorawa (Atlanta: Lockwood Press) 2013. "Rhetoric and Representation in Quranic Polemics" (Diss. Cornell)
MA/PhD supervised last 5 years	not yet (hired 2013)
Distinctions	2013: Sawyer Doctoral Fellowship, Mellon Foundation 2012: Buttrick-Krippen Fellowship, Cornell University 2012: Sage Graduate Fellowship, Cornell University

NON-TEACHING PERSONNEL

HECKER, FELICIA

Department	Jackson School of International Studies
Appointment	Associate Director, Middle East Center
Education	Ph.C. 1994 University of Washington M.A. 1977 University of Washington B.A. 1974 George Washington University
Overseas experience	Research in China and Taiwan
Foreign languages	Chinese-2+, Persian-1, French-2
Percent of time to program	100%
Research specializations	Sixteenth-century Sino-Iranian trade and diplomatic relations, classical Chinese music and traditional notation
Recent publications/presentations	2009. "Why I No Longer Hate Outreach: The Evolution of an Outreach Coordinator," United States Department of Education Programs Service, Technical Workshop, Arlington, VA (February 2) 2008. "The History of FLAS at the Jackson School of International Studies," Title VI 50th Celebration, Seattle (October 30).
Distinctions	2013-14: Lead and creator of campus-wide international education data-mining project funded by the College of Arts & Sciences project relating to impact of international education at the UW 2001: UW Distniguated Staff Award 1998 Fellow of the Royal Asiatic Society

RIEDINGER, JEFFREY

Department	Office of Global Affairs
Appointment	Vice Provost, Global Affairs, Office of Global Affairs
Education	Ph.D. 1991 Princeton M.A. 1989 Princeton J.D. 1980 University of Washington B.A. 1977 Darmouth
Overseas experience	Egypt, Turkey, UAE
Percent of time to program	not applicable
Professional experience	2012-: Vice Provost, Global Affairs, University of Washington 2005-12: Acting Dean & Dean, International Studies, Michigan State University 2000-7: Co-Director, Center for Advanced Study of International Development (CASID), Michigan State University
Area of specialization	International education, higher education administration
Recent publications	
Distinctions	2007-12: IIE/US Department of State, Humphrey Fellowship Program, Michigan State University 2006-10: US Ed Comprehensive NRC/FLAS, CASID, MSU

ST. GERMAIN, MARY

Department	Library															
Appointment	Head, Near East Section															
Education	<table> <tr> <td>Ph.D.</td> <td>2006</td> <td>University of Washington</td> </tr> <tr> <td>M.A.</td> <td>1990</td> <td>University of Washington</td> </tr> <tr> <td>M.B.A.</td> <td>1978</td> <td>University of Washington</td> </tr> <tr> <td>M.L.S.</td> <td>1973</td> <td>University of Washington</td> </tr> <tr> <td>B.A.</td> <td>1972</td> <td>University of Washington</td> </tr> </table>	Ph.D.	2006	University of Washington	M.A.	1990	University of Washington	M.B.A.	1978	University of Washington	M.L.S.	1973	University of Washington	B.A.	1972	University of Washington
Ph.D.	2006	University of Washington														
M.A.	1990	University of Washington														
M.B.A.	1978	University of Washington														
M.L.S.	1973	University of Washington														
B.A.	1972	University of Washington														
Overseas experience	Extensive travel in Middle East and Central Asia															
Foreign languages	Arabic-3, Persian-2, Turkish-2, Russian-3, Serbo-Croatian-3															
Percent of time to program	100%															
Recent publications	<p>2011. <i>Essays in Arabic Literary Biography</i>, editor (Harrassowitz).</p> <p>2010. "Tehran Odyssey: Buying and Shipping a Ton of Books from Iran" <i>Library Newsletter</i> (June).</p>															
Distinctions	2011: Member, Foreign Language Cataloging Pilot Work Group, UW.															

APPENDIX C

COURSE LISTS

Department	Page Number
Near East Languages & Civilization	
<i>Languages</i>	
Arabic	C-3
Aramaic	C-4
Egyptian	C-4
Hebrew	C-4
Persian	C-5
Turkish	C-5
<i>Literature (in English)</i>	C-6
Anthropology	C-7
Archaeology	C-7
Architecture/Built Environment	C-7
Art History	C-7
Business	C-8
Comparative Literature	C-8
Economics	C-8
Education	C-8
Engineering	C-8
English	C-8
Geography	C-8
History	C-9
History of Ideas	C-9
Information	C-10
Jackson School/International	C-10
Law	C-12
Linguistics	C-13
Music	C-13
Near East Language & Civilization (area courses)	C-13
Political Science	C-14
Sociology	C-15

APPENDIX C: COURSE LISTS
MIDDLE EAST LANGUAGES, LITERATURE AND AREA COURSES

LANGUAGE AND LITERATURE COURSES									
Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads	2013-14 offered	2014-15 to offer	Percent of ME Content	
ARABIC									
ARAB 401	Intensive Elementary Arabic	Staff	Su	15	7	✓	✓	100%	
ARAB 410	Intensive Intermediate Arabic	Ahmed	Su	15			✓	100%	
ARAB 411,412,413	Elementary Arabic	Benson	AWSp	5,5,5	7	✓	✓	100%	
ARAB 421,422,423	Intermediate Arabic	Ahmed	AWSp	5,5,5	7	✓	✓	100%	
ARAB 431,432,433	Advanced Arabic	DeYoung	AWSp	5,5,5	8	✓	✓	100%	
ARAB 434	Intensive Advanced Arabic	Faculty	Su	15	4	✓	✓	100%	
ARAB 441,442,443	Advanced Spoken Arabic	Faculty	AWSp	5,5,5		✓		100%	
ARAB 453	Historical Arabic Texts	Zafer	W	3		✓		100%	
ARAB 454	Qur'an Interpretation	Zafer	W	3			✓	100%	
ARAB 455	Ritual Legal Texts	Zafer	Sp	3	5	✓		100%	
ARAB 458A	Modern Arab Poetry	DeYoung	W	3	3		✓	100%	
ARAB 461	Modern Arab Prose	DeYoung	W	3		✓		100%	
ARAB 490	Supervised Study	Faculty	AWSpSu	(var)		✓	✓	100%	
ARAB 496	Qur'an and Tafsir	DeYoung	A	5		✓		100%	
ARAB 496 A	Arab Legal Texts	Zafer	Sp	3			✓	100%	
ARAB 496/596 B	Arab Media (w/JSIS A 457)	Ahmed	AWSp	5	10	✓	✓	100%	
ARAB 496C	Arabic Short Stories	Elkhafaifi	A	5		✓		100%	
ARAB 496E	Arabic through Film	Elkhafaifi	WSp	3	3		✓	100%	
ARAB 499	Independent Study/Research	Faculty	AWSp	(var)	2	✓	✓	100%	
ARAB 596B	Teaching Arabic as a Second Language	Elkhafaifi	A	3		✓	✓	100%	
ARAB 600	Independent Research	Faculty	AWSp	(var)	8	✓	✓	100%	

Listings in red indicate courses to be supported by US/Ed funding

Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads UG	2013-14 offered	2014-15 to offer	Percent of ME Content
ARAMAIC								
ARAMIC 421	Biblical Aramaic	Noegel	Sp	3		✓		100%
EGYPTIAN								
EGYPT 410	Hieroglyphic Egyptian	Noegel	Sp	3		✓		100%
EGYPT 411	Introduction to Coptic	Williams	AW	5	1		✓	100%
EGYPT 422	Readings in Coptic	Williams	WSp	3	1	✓	✓	100%
HEBREW								
HEBR 250	Intro to Hebrew Language & Culture	Khazzam	Sp	2	5			100%
HEBR 401	Intensive Elementary Modern Hebrew	Khazzam	Su	15	5	✓	✓	100%
HEBR 402	Intensive Elementary Biblical Hebrew	Martin	Su	15	2	✓	✓	100%
HEBR 411,412,413	Elementary Modern Hebrew	Khazzam	AWSp	5,5,5	1	✓	✓	100%
HEBR 414,415	Elementary Biblical Hebrew	Martin	AW	5,5	4	✓	✓	100%
HEBR 420	Conversational Modern Hebrew	Romano	W	3		✓	✓	100%
HEBR 421,422,423	Intermediate Modern Hebrew	Romano	AWSp	5,5,5	3	✓	✓	100%
HEBR 426	Biblical Hebrew Prose	Martin	Sp	5	2	✓	✓	100%
HEBR 427	Biblical Hebrew Poetry (w/JSIS C 489)	Martin	A	5	8	✓	✓	100%
HEBR 428A	Semitic Inscriptions	Martin	W	5		✓	✓	100%
HEBR 431	The Book of Job	Noegel	A	5		✓		100%
HEBR 432	The Book of Proverbs	Noegel	W	5		✓		100%
HEBR 451,452	Introduction to Hebrew Literature	Sokoloff	AWSp	3,3,3	4	✓		100%
HEBR 454	Hebrew Poetry	Sokoloff	A	3	2		✓	100%
HEBR 455	Hebrew Fiction	Sokoloff	W	3	2	✓		100%
HEBR 456	Hebrew Poems and Prayers	Sokoloff	A	3	5		✓	100%
HEBR 457	Hebrew in Song	Sokoloff	A	3		✓		100%
HEBR 490	Supervised Study	Faculty	AWSpSu	(var)	2	✓	✓	100%
HEBR 496	Spec Topics: Hebrew	Faculty	W	3		✓		100%
HEBR 600	Dissertation: Special Topics	Faculty	AWSpSu	(var)	1	✓	✓	100%

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Course Number	Course Title	Instructor	Term	Credits	2012-13		2013-14		2014-15		Percent of ME Content
					Grads	UG	offered	to offer	to offer	to offer	
PERSIAN											
PRNSAN 402	Intensive Elementary Persian	Faculty	Su	15				✓			100%
PRNSAN 411,412,413	Elementary Persian	Shams	AWSp	5,5,5	2	33		✓	✓		100%
PRNSAN 421,422,423	Intermediate Persian	Badiee	AWSp	5,5,5	8	10		✓	✓		100%
PRNSAN 431,432,433	Advanced Persian	Shams	AWSp	5,5,5	7	13		✓	✓		100%
PRNSAN 451	Intro to Persian Literature	Alavi	AW	3	1	8		✓	✓		100%
PRNSAN 452	Modern Persian Literature	Alavi	W	3	7	4		✓			100%
PRNSAN 453	Introduction to Classical Persian Literature	Alavi	Sp	3	7	3		✓	✓		100%
PRNSAN 454	Epic Tradition: Iran	Alavi	A	3				✓			100%
PRNSAN 490	Supervised Study	Alavi	AWSpSu	(var)	2	4		✓	✓		100%
PRNSAN 596A	Selected Persian Literary Texts	Alavi	Sp	3	2	2		✓	✓		100%
PRNSAN 600	Dissertation: Special Topics	Alavi	AWSpSu	(var)	4			✓	✓		100%
TURKISH											
TKISH 401	Intensive Elementary Turkish	Seviner	Su	15					✓		100%
TKISH 411,412,413	Elementary Turkish	Seviner	AWsp	5,5,5	6	9			✓		100%
TKISH 421,422,423	Intermediate Turkish	Yucel	AWSp	5,5,5				✓	✓		100%
TKISH 451	Modern Turkish Literature	Kuru	A	3	8	4			✓		100%
TKISH 452	Ottoman Empire: Literary History	Kuru	W	3				✓			100%
TKISH 455	Turkish Literary Genres: Poetry	Kuru	W	3	8	2			✓		100%
TKISH 456	Introduction to Ottoman Turkish	Kuru	Sp	3					✓		100%
TKISH 490	Supervised Study	Kuru	AWSp	(var)	2	2		✓	✓		100%
TKISH 499	Undergraduate Research	Kuru	AWSp	(var)	2	2		✓	✓		100%
TKISH 600	Dissertation: Special Topics	Kuru	AWSp	(var)	6			✓	✓		100%
NEAR EAST LITERATURE IN ENGLISH											
NEAR E 212	Introduction to the Qur'an (w/JSIS B 212)	DeYoung	AW	5,5	3	182		✓	✓		100%
NEAR E 240	Hebrew Bible (w/RELIG 240)	Noegel	WSpSu	5,5,5				✓	✓		100%

Listings in red indicate courses to be supported by US/Ed funding

Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads	2013-14 offered	2014-15 to offer	Percent of ME Content
NEAR E 310	Modern Near East Literature in Translation	Faculty	Sp	3		✓		100%
NEAR E 325	Modern Hebrew Literature in English (w/JSIS C 490)	Sokoloff	W	3		✓		100%
NEAR E 363	Oral Literature of Turkic Peoples	Cirrautas	A	3		✓	✓	100%
NEAR E 375	Turkic People of Central Asia (w/JSIS A 379)	Cirrautas	A	3			✓	
NEAR E 402	Classical Arab Literature in Translation	DeYoung	W	3	10	✓	✓	100%
NEAR E 403	Modern Arabic Novel	DeYoung	W	3			✓	100%
NEAR E 425	Multicultural Israel	Sokoloff	W	3		✓		100%
NEAR E 436	Arab-American Writers	DeYoung	Sp	3			✓	100%
NEAR E 437	Thousand and One Nights (w/C LIT 396)	DeYoung	W	3	13		✓	100%
NEAR E 443	Readings in Ottoman Literature	Kuru	W	3-5			✓	100%
NEAR E 452	Bible Song of Songs (w/JSIS C 451)	Martin	A	3	2	20	✓	100%
NEAR E 453	Biblical Prophets (w/JSIS C 453)	Martin	W	3	4	47	✓	100%
NEAR E 457	History of Bible Interpretation (JSIS C 457)	Martin	Sp	3	2	19	✓	100%
NEAR E 458	Tahumud	Hayon	Sp	3	5		✓	100%
NEAR E 496B/596	Modern Turkish Literature in Translation	Kuru	W	3			✓	100%
NEAR E 496B	Qur'an and Hadith	Elkhafaifi	W	3	10		✓	100%
NEAR E 496C	Folktales from the Silk Road	Cirrautas	Sp	3	7	9	✓	100%
NEAR E 496D	Arabic Ethical Treatises in Translation	DeYoung	Sp	5	9	9	✓	100%
NEAR E 496 F	Arabic in Song	Elkhafaifi	Sp	3				100%
NEAR E 596C	Andalusian Literature	DeYoung	Sp	3		✓		80%
NEAR E 496/596D	The Age of the Beloveds	Andrews	Sp	3			✓	100%
NEAR E 600	Independent Study	Faculty	AW/SpSu	(var)	7		✓	100%
NEAR E 700	Master's Thesis	Faculty	AW/SpSu	(var)	5		✓	100%
ANTHROPOLOGY								
ANTH 100	Introduction to Anthropology	Green	A	5	4	360	✓	25% Islamic societies
ANTH 269	Islam and Popular Culture	Perez	W	5	6	109	✓	100%

Listings in red indicate courses to be supported by US/Ed funding

AREA STUDIES COURSES

Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads	2012-13 UG	2013-14 offered	2014-15 to offer	Percent of ME Content
ANTH 318	Islam and Middle East Culture	Perez	Sp	3			✓	✓	100%
ANTH 322	Comparative Study of Death (w/JSIS B 320)	Staff	Su	5				✓	25% Mideast rituals
ANTH 323	Human Rights Law: Middle East (w/LSJ 321)	Osanloo	W	5		38	✓	✓	80%
ANTH 345	Women and Economic Development (w/WOMEN 345)	Ramamurthy	A	5			✓		75%
ANTH 413	Modern Middle East and North Africa	Perez	W	5			✓		100% Mideast
ANTH 469	Memory and Violence: Middle East, Africa	Perez	A	5			✓	✓	65% Mideast
ANTH 498	Women's Rights in Islamic Societies (w/LSJ 421)	Perez	Sp, Su	5		15	✓	✓	100%
ANTH 499	Anthropology of Islam	Osanloo	Sp	5				✓	100%
ANTH 526	Political Islam	Robinson	W	5	5		✓		70%
ANTH 590A	Spec Topics: Anthro of Political Violence (w/JSIS 578)	Robinson	W	5				✓	60% Mideast
ARCHAEOLOGY									
ARCHY 105	World Prehistory	Close	W	5	3	161	✓	✓	25% ancient Mideast
ARCHY 312	Archaeology of Egypt	Sterling	Sp	3	6	150		✓	100%
ARCHITECTURE									
ARCH 251A	Non-Western Architecture	Prakash	Sp	3	3	302	✓	✓	30% Islamic
ARCH 442	North Africa & Middle East Seminar in Architecture	McLaren	W	(var)			✓		100%
ART HISTORY									
ART H 201	Survey of Western Art: Ancient	Laird	A	5	1	283	✓	✓	25% ancient Mideast
ART H 202	Survey of Western Art: Medieval	Lingo	W	5	3	290	✓	✓	30% Islamic art
ART H 351	Early Medieval and Byzantine Art	Drpic	Su	5	7	15	✓	✓	25%
ART H 400	Visions of Jerusalem in Visual Art and Culture	Sabar	W						100%
ART H 451	Early Christian/Byzantine Art	Drpic	WSp	3			✓	✓	25% Mideast influence
ART H 453	Art, Religion, and Politics (w/JSIS D 453)	Drpic	Sp	3			✓	✓	50% Islam and art
ART H 551	Early Christian and Medieval Art	Drpic	WSp	5			✓	✓	25% Mideast influence

Listings in red indicate courses to be supported by US/Ed funding

Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads UG	2013-14 offered	2014-15 to offer	Percent of ME Content
BUSINESS								
I BUS 570	Global Trade	Staff	Sp	3		✓	✓	30% Islamic World
I BUS 490	Business Trends in the Middle East: UAE	Coates- Ulrichsen	W	5			✓	100%
100%								
COMPARATIVE LITERATURE								
C LIT 323A	Modern Hebrew Literature and Jewish Identity	Sokoloff	Sp	5			✓	100%
C LIT 496A	Spec topics: Autobiography Israeli Culture (w/JSIS C490)	Pressman	ASp	5	4	12	✓	100%
ECONOMICS								
ECON 470	Economic History of the Jews (w/JSIS B 470)	Kochin	A,W	5	1	43	✓	100%
EDUCATION								
EDC&I 599B	Teaching the Middle East for Pre-/In-Service Teachers	Kaviani	Sp	3-5			✓	100%
ENGINEERING								
CEE 498	Engineering Jordan: Water in an Arid Land	Gough	W	5		✓	✓	100%
ENGLISH								
ENGL 311	Modern Jewish Literature in Translation	Butwin	W	5	4	14	✓	40% Mideast
ENGL 316	Postcolonial Literature and Culture	Feldman	A	5	18		✓	25% Mideast
GEOGRAPHY								
GEOG 123	Introduction to Globalization	Sparke	SpA	5		✓		25% Mideast
GEOG 144	Migration in Global Economy	Mitchell	A	5			✓	25% Mideast
GEOG 471	Method Resource Analysis	ZumBrunnen	W	5		✓	✓	25% Mideast

Listings in red indicate courses to be supported by US/Ed funding

Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads	UG	2013-14 offered	2014-15 to offer	Percent of ME Content
HISTORY									
HIST 111	The Ancient World	Joshel	ASu	5	3	240	✓	✓	25% ancient Mideast
HIST 161	Survey of Muslim Near East	Staff	SU	5	2	17	✓	✓	100%
HIST 163	Modern Middle East	Bet-Shlimon	AW	5	11	80	✓	✓	100%
HIST 250	Jewish Cultural History (w/JSIS C 250)	Pianko, Naar	ASp	5		107	✓	✓	100%
HIST 261	Crusades: The Middle East Perspective	Walker	A	5	7	99	✓	✓	100%
HIST 268	Wars-Modern Near East	Staff	W	5					100%
HIST 263	Modern Middle East	Bet Shlimon	W	5	5	100	✓	✓	100%
HIST 290	War and Society in the Modern Middle East	Bet Shlimon	Sp	5	19	128	✓	✓	100%
HIST 311	History of Science: Antiquity to 1600	Hevly	A	5	6	29	✓	✓	40% Mideast
HIST 361	Mideast, 1453-1800	Staff	Su	5	3	23	✓	✓	100%
HIST 388A	Jerusalem: King David to the Crusades	Walker	W	5	1	55	✓	✓	100%
HIST 463	Middle East since 1789	Bet Shlimon	Sp	5			✓	✓	100%
HIST 465A	15th-16th Century Iran	Staff	W	5	21	57	✓	✓	90%
HIST 466	Sufism and Sainthood in Islam	Staff	A	5	1	33		✓	100%
HIST 490	Medieval Middle East, 600-1500 C.E.	Staff	A	5			✓		100%
HIST 494B	Colonialism and Nationalism in the Middle East	Staff	Sp	5		19	✓	✓	100%
HIST 498	Modern Iraq	Bet Shlimon	W	5	17			✓	100%
HIST 498A	Urban Histories of the Modern Middle East	Bet Shlimon	Sp	5			✓		100%
HIST 563A	Modern Near East	Bet Shlimon	A	3-6	14		✓	✓	100%
HIST 590	Topics in Modern Middle East History	Bet Shlimon	A	3			✓		100%
HIST 590A	The Mongols	Moin/Walker	W	5	10	1	✓		100%
HSTAM 315A	Byzantine Empire	Walker	A	5	6			✓	50%
HSTAM 518	Late Antiquity	Walker	AWSp	5			✓		25% Mideast
HISTORY OF IDEAS									
CHID 470-71	Legacies of Empires: Rome, Budapest, and Istanbul	Taradel	W	15			✓		33% Mideast

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Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads UG	2013-14 offered	2014-15 to offer	Percent of ME Content
INFORMATION								
INFO 311	Information Systems: Middle East	Nahon	A	5	3	18	✓	80% Mideast media
JACKSON SCHOOL OF INTERNATIONAL STUDIES								
JSIS 200	States and Capitalism	Kasaba	A	5	3	269		30% Mideast
JSIS 202	Cultural Interactions	Robinson	Sp	5				50% Islamic
JSIS 397	Study Abroad: Middle East	Faculty	AWSpSu	(var)	15	9	✓	100%
JSIS 478/578	Water and Security in the Middle East	Lorenz	A	5			✓	100%
JSIS 479	Spec Topic: Jewish Wedding: Ancient to Modern Israel	Shalom	Sp	5			✓	100%
JSIS 499	Undergraduate Research: Middle East	Faculty	AWSpSu	(var)		11	✓	100%
JSIS 587	Special Topics: Middle East	Faculty	AWSpSu	3-5	27	17	✓	100%
JSIS 600	Independent Study: Middle East	Faculty	AWSpSu	(var)	8		✓	100%
JSIS 700	Master Thesis: Middle East	Faculty	AWSpSu	(var)	4		✓	100%
JSIS A 101	Israel in Global Context (w/NEAR E 150A)	Pianko	W	5	7	58	✓	100%
JSIS A 210	Islamic Civilization (w/NEAR E 210)	Faculty	ASp	5	6	75	✓	100%
JSIS A 215	Intro to the Modern Middle East (w/NEAR E 213)	Faculty	SpSu	5	1	15	✓	100%
JSIS A 379	Turkic Peoples of Central Asia (w/NEAR E 375)	Cirrautas	A	5			✓	50% Islamic
JSIS A 402	Middle East in the Modern World	Basic	W	5	11	6	✓	100%
JSIS A 410	Trends in the Middle East (w/NEAR E 495)	Faculty	Sp	5			✓	100%
JSIS A 416	NATO	Jones	W	5			✓	40% Mideast
JSIS A 457	Arab Media (w/NEAR E 496/596)	Ahmed	AWSp	5,5,5	20	5	✓	100%
JSIS A 458	Israeli Politics and Society	Migdal	A	5			✓	100%
JSIS A 465	Intern'l Humanitarian Law Mideast (w/LAW H 542)	Lorenz	Sp	5	18	6	✓	100%
JSIS A 491	Near East Methodology (w/NEAR E 491)	Kuru	A	5	8	4	✓	100%
JSIS A 498	The US in Iraq	Kasaba	W	5			✓	100%

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Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads UG	2013-14 offered	2014-15 to offer	Percent of ME Content
JSIS A 544-46	Seminar in Middle East Studies	Migdal	AWSp	2,2,2	12	✓	✓	100%
JSIS A 560	Seminar on Turkish Studies	Kasaba	AWSp	2,2,2	5	✓	✓	100%
JSIS B 315	Law States and Society	Barzilai	A	5	2	8	✓	50% Mideast
JSIS B 333	Gender and Globalization	Faculty	W	5			✓	30% Mideast
JSIS B 337	Collective Violence	Chirot	Sp	5			✓	40% Mideast
JSIS B 345	Women International Economic Development (w/ANTH 345)	Ramamurthy	A	5			✓	50% Mideast
JSIS B 406/526	Political Islam (w/ANTH 526)	Robinson	W	5			✓	75% Mideast
JSIS B 407	Islamist Movements	Robinson	W	5			✓	75% Mideast
JSIS B 421	International Security	Jones	Sp	5			✓	65% Mideast
JSIS B 423	American Foreign Policy	Faculty	A	5			✓	40% Mideast
JSIS B 424-25	International Arms Control	Jones	A	5	47		✓	60% Mideast
JSIS B 470	Economic History of the Jews (w/ECON 470)	Kochin	W				✓	100%
JSIS B 478/578	Water and Security in the Middle East	Lorenz	A	5	20	7	✓	100%
JSIS B 523	Religion and Political Violence (w/ANTH 523)	Robinson	Sp	5	19		✓	80% Mideast
JSIS B 527	Weapons of Mass Destruction	Jones	W	5			✓	40% Mideast
JSIS C 145	Introduction to Judaism	Pianko	AW	5,5		35	✓	100%
JSIS C 201	Western Religions	Wellman	SuA	5	4	247	✓	75% ME religions
JSIS C 205	Religion, Violence, Peace	Robinson	W	5	8		✓	90% Mideast
JSIS C 211	Islam (w/NEAR E 211)	Zafir	W	5	2	38	✓	100%
JSIS C 212	Introduction to the Qur'an (w/NEAR E 212)	DeYoung	A	5			✓	100%
JSIS C 240	Hebrew Bible	Martin	A	5			✓	100%
JSIS C 250	Jewish Cultural History (w/ HIST 250)	Naar	W	5			✓	50% Mideast
JSIS C 307	Religion and World Politics (w/Pol S 307)	Gill	AW	5,5	3	72	✓	40% Mideast
JSIS C 325	Contemporary Judaism	Pianko	Sp	5			✓	40% Mideast
JSIS C 358	Modern Jewish Thought	Faculty	A	5			✓	100%
JSIS C 367	Medieval Jewish History	Stacey	W	5			✓	100%
JSIS C 400	Jewish Mystical Tradition	Faculty	W	5			✓	100%

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Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads	2013-14 offered	2014-15 to offer	Percent of ME Content
JSIS C 404	Political Economy of Religious Institutions	Wellman	Sp	5		✓		50% Mideast
JSIS C 405	Scripture in Judaism	Faculty	W	5		✓		100%
JSIS C 412	Gnosticism	Williams	A	5		✓	✓	60% Mideast
JSIS C 430	Scripture in Islam	Zafir	Sp	5		✓	✓	100%
JSIS C 432	Islamic Institutions (NEAR E 525)	Zafir	Sp	3		✓	✓	100%
JSIS C 435	Prophet Muhammad	Zafir	A	5		✓		100%
JSIS C 449	Biblical Prophets	Martin	W	5		✓	✓	100%
JSIS C 451	Bible Song of Songs	Martin	A	5	9			100%
JSIS C 489	Spec Topics: Life in Israel	Sokoloff	W	5		✓		100%
JSIS C 490	Spec Topics: Prayers & Poems in Jewish Tradition	Sokoloff	Sp				✓	100%
JSIS C 491	Seminar on Judaism	Sabar	W	5	6	✓		100%
JSIS C 498	Spec Topics: Zionism, Nationalism, Sovereignty	Pianko	Sp	5				100%
JSIS C 502	Religion Race and Ethnicity	Williams	W	5		✓		75% Mideast
JSIS C 578	Jewish Historiography (w/HIST 590B)	Naar	W	5				75% Mideast
JSIS D 472/572	Turkic Peoples of Central Asia (w/NEAR E 440)	Cirtautas	Sp	5		✓		80% Mideast
JSIS D 453	Art, Religion, Politics (w/ART H 453)	Drpic	Sp	3			✓	30% Mideast
JSIS D 468	Deeply Divided Societies	Chirof	A	5		✓		75% Mideast
LAW								
LAW B 420	Humanitarian Law: Mideast (w/JSIS A 420)	Lorenz	Sp	5	6	✓	✓	100%
LSJ 421	Women's Rights in Islam	Osanloo	W	5			✓	100%
LSJ 490	International Arms Control	Jones	A	1	29	✓	✓	60%
LSJ 510	Spec Topics: Gender and Law in Muslim Majority Societies	Osanloo	Sp				✓	100%
LAW B 551	Comparative Law Seminar/Middle East & South Asia	Lombardi	Sp	4		✓		70% Islamic law
LAW B 556	Islamic Law	Lombardi	Sp	3	18		✓	100%
LAW B 599	Islamic Law	Lombardi	Sp	2		✓	✓	100%

Listings in red indicate courses to be supported by US/Ed funding

Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads	2012-13 UG	2013-14 offered	2014-15 to offer	Percent of ME Content
LINGUISTICS									
LING 451,452,453	Phonology I, II, III	Kaisse	AWSp	5,5,5	5	30	✓	✓	25% Mideast languages
LING 481	Morphology	Hargus	W	5			✓		35% Mideast languages
MUSIC									
MUSIC 250	World Music	Sumardi	W	3			✓		25% Mideast music
MUSIC 316	Music Cultures of the World	Eilingson	A	3	4	80		✓	25% Mideast music
MUSIC 512 A	Music and Islam	Sumardi	A				✓	✓	80% Mideast
NEAR EAST STUDIES									
NEAR E 150	Israel in a Global Context (w/JSIS A 101)	Midgal, Pianko	W	5		20	✓	✓	100%
NEAR E 205	Religion, Violence, Peace (w/HUM 205)	Wellman	Sp	5		22	✓	✓	75% Mideast
NEAR E 210	Islamic Civilization (w/JSIS A 210)	Faculty	AW	5	1	42	✓	✓	100%
NEAR E 211	Islam (w/JSIS C 211)	Zafer	W	5	1	48	✓	✓	100%
NEAR E 212	Introduction to the Qur'an	DeYoung, Zafer	A	5		23		✓	100%
NEAR E 220A	Ancient Near East	Marrin, Noegel	ASp	5	2	92	✓	✓	100%
NEAR E 250	Iranian Culture and Civilization	Alavi	Su	3		26	✓		100%
NEAR E 252	Iranian Revolution	Alavi	Sp	3			✓		100%
NEAR E 270	History of Central Asia	Staff	Sp	5	5	21	✓	✓	50% Mideast
NEAR E 375	Turkic Peoples of Central Asia	Cirtautas	A	3			✓		60% Mideast
NEAR E 403	Modern Arabic Novel	DeYoung	W	3			✓		100% Mideast
NEAR E 404	Language, Conflict, and Identity in ME & N. Africa	Elkhafafi	Sp	5			✓		100%
NEAR E 410	Introduction to Islam	Zafer	Su	5			✓		100%
NEAR E 411	Digital Media--Middle East	Waters	Sp	5	5	2	✓	✓	100%
NEAR E 414	Prophecy in Judaism, Christianity, Islam	Staff	A				✓		100%
NEAR E 430	Scripture in Islam (w/JSIS C 430)	Zafer	Sp	5	3	44	✓	✓	100%
NEAR E 432	Ritual and Law in Islam	Faculty	Sp	5				✓	100%
NEAR E 433A	Life of the Prophet Muhammad (w/JSIS C 435)	Zafer	W	5	1	43	✓	✓	100%
NEAR E 436	Arab-American Writers	DeYoung	Sp	3			✓		100%

Course Number	Course Title	Instructor	Term	Credits	2012-13 Grads UG	2013-14 offered	2014-15 to offer	Percent of ME Content
NEAR E 442	Turkish Literature in Translation	Kuru	W	3		✓		100%
NEAR E 453	Biblical Prophets (w/JSIS C 449)	Martin	W	3		✓		100%
NEAR E 454	Israel: First Six Centuries	Martin	Sp	3		✓		100%
NEAR E 490	Supervised Study	Faculty	AWSpSu	(var)	4	7	✓	100%
NEAR E 496A	Middle East through Cinema	Kuru	Sp	3	5	6	✓	100%
NEAR E 496B	Methodologies in Near Eastern Studies	Kuru	A	5	9	4	✓	100%
NEAR E 496C	Language Conflict & Identity in the Middle East	Elkhafaifi	Sp	3		✓		100%
NEAR E 496D	Arab Cinema	Benson	Su	5		✓		100%
NEAR E 496E	Arabic Ethnical Treatise in Translation	DeYoung	Sp	3	10	7	✓	100%
NEAR E 496F	Introduction to Arab Culture	Elkhafaifi	Su	5		✓		100%
NEAR E 496 G	Life in Israel (w/JSIS A 479)	Sokoloff	W	2				100%
NEAR E 496	Spec Topics: Khar'ji, Shu'bi, Shi'i Arab Poets in Trans.	DeYoung	W	3		✓		100%
NEAR E 498	Senior Thesis	Faculty	ASp	5		15	✓	100%
NEAR E 499	Undergraduate Research	Faculty	AWSpSu	(var)		6	✓	100%
NEAR E 518	Language Teaching Methods	Brandl	ASp	3	2		✓	100%
NEAR E 524	Islamic Law	Zafer	W	3	1	7	✓	100%
NEAR E 525	Islamic Institutions (w/JSIS C 432)	Zafer	Sp	3		✓		100%
NEAR E 595	Methods for Teaching Near East Languages	Elkhafaifi	A	2	7		✓	100%
NEAR E 596D	Spec Topics: Holy Land and Islam (w/JSIS C 590)	Faculty	Sp	5		✓		100%
NEAR E 600	Dissertation: Independent Study/Research	Faculty	AWSpSu	(var)	8		✓	100%
POLITICAL SCIENCE								
POL S 203	Introduction to International Relations	Mercer	ASp	5	10	234	✓	30% Mideast
POL S 204	Introduction to Comparative Politics	Gill	A	5		✓		30% Mideast
POL S 307A	Religion and Human Security (w/JSIS C 307)	Gill	A	5	4	61	✓	40% Mideast
POL S 325	Arab Israeli Conflict	Goldberg	SpSu	5	2	40	✓	100%
POL S 329	Global Communications (w/COM 322)	Giffard	SuW	5		✓		25% Mideast

Listings in red indicate courses to be supported by US/Ed funding

APPENDIX D

PERFORMANCE MEASURES FORMS

OTHER FEDERAL FORMS

ASSURANCES, CERTIFICATIONS
SF 424, SF 424B, SF LL, GEPA

ME

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text" value="A95309"/>	
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="UNIVERSITY OF WASHINGTON"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="918001537"/>	* c. Organizational DUNS: <input type="text" value="042803536"/>	
d. Address:		
* Street1: <input type="text" value="OFFICE OF SPONSORED PROGRAMS"/>	Street2: <input type="text" value="4333 BROOKLYN AVENUE NE"/>	
* City: <input type="text" value="SEATTLE"/>	County/Parish: <input type="text" value="KING"/>	
* State: <input type="text" value="WA"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="98195-9472"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Henry M. Jackson School of International Studies"/>	Division Name: <input type="text" value="MIDDLE EAST CENTER"/>	
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="LYNETTE"/>	
Middle Name: <input type="text" value="F."/>	* Last Name: <input type="text" value="ARIAS"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="DIRECTOR, OFFICE OF SPONSORED PROGRAMS"/>	
Organizational Affiliation: <input type="text" value="UNIVERSITY OF WASHINGTON"/>		
* Telephone Number: <input type="text" value="206-685-4043"/>	Fax Number: <input type="text" value="206-685-1732"/>	
* Email: <input type="text" value="osp@u.washington.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:**

US DEPARTMENT OF EDUCATION

11. Catalog of Federal Domestic Assistance Number:

84.015 A & B

CFDA Title:

National Resource Centers and Foreign Language & Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

NRC: 053014-001 FLAS: 053014-002

* Title:

National Resource Centers & Foreign Language & Area Studies Fellowships Program--MIDDLE EAST

13. Competition Identification Number:

FR Doc: 2014-125581

Title:

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

N/A

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers & Foreign Language & Area Studies Fellowships Program--MIDDLE EAST

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="595407"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="595407"/>

*** 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.

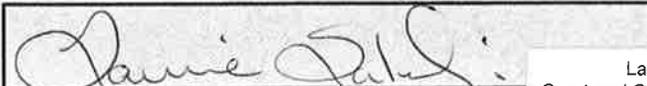
Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
DR.	ELLIS	J.	GOLDBERG	

Address:

Street1:	UNIVERSITY OF WASHINGTON
Street2:	MIDDLE EAST CENTER, BOX 353650
City:	SEATTLE
County:	KING
State:	WA
Zip Code:	98195
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206-543-4227	206-685-0668

Email Address:

goldberg@u.washington.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

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) #:

--

No Provide Assurance #, 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.

	Add Attachment	Delete Attachment	View Attachment
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ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  </div> <p style="text-align: center;">Laurie Salehi Grant and Contract Administrator Authorized Signing Official Office of Sponsored Programs</p>	<p>TITLE</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">DIRECTOR, OFFICE OF SPONSORED PROGRAMS</div>
<p>APPLICANT ORGANIZATION</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">UNIVERSITY OF WASHINGTON</div>	<p>DATE SUBMITTED</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">6/26/14</div>

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.

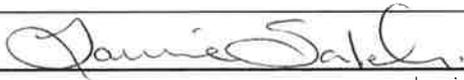
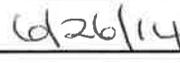
(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. 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	
UNIVERSITY OF WASHINGTON	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="LYNETTE"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="ARIAS"/> Suffix: <input type="text"/>	* Title: <input type="text" value="DIRECTOR, OFFICE OF SPONSORED PROGRAMS"/>
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>

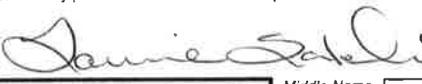



Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: UNIVERSITY OF WASHINGTON * Street 1: OFFICE OF SPONSORED PROGRAMS Street 2: 4333 BROOKLY AVENUE NE * City: SEATTLE State: WA Zip: 98115 Congressional District, if known: WA-007		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US DEPARTMENT OF EDUCATION	7. * Federal Program Name/Description: National Resource Centers & Foreign Language & Area Studies Fellowship Program CFDA Number, if applicable: 84.015A & B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: N/A Middle Name: * Last Name: Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Completed on submission to Grants.gov  Laurie Salehi Grant and Contract Administrator Authorized Signing Official Office of Sponsored Programs * Name: Prefix: Ms * First Name: LYNETTE Middle Name: * Last Name: ARIAS Suffix: Date: 6/26/14 Title: Director, Office of Sponsored Programs Telephone No.: 206-685-4043 Date: Completed on submission to Grants.gov		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

General Education Provisions Act (GEPA) Statement

Institution/Program: University of Washington, Middle East Center

The Middle East Center, University of Washington, Seattle, is in full compliance with Section 427 of GEPA to ensure equitable access to and participation in its federally assisted programs for students, faculty, and other constituencies with special needs. The Center pays particular attention to the six types of barriers that can impede equitable participation, and in fact, exceeds federal expectations across the spectrum of challenges faced by the diverse population that we serve and employ. The UW prohibits discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status or disability and the institution complies with all local, state, and federal laws governing these categories. A measure of the University's commitment to meeting and understanding the challenges of Americans with disabilities is the recent establishment of the major and minor in Disability Studies, which involves a multi-campus interdisciplinary group of faculty, staff, students, and community members, who share an interest in questions relating to society's understanding of disability. The program provides opportunities for students to develop a strong interdisciplinary foundation in the social, legal, and political framing of disability. The University also publishes an *ADA Access Guide* to all facilities on campus as a navigation aid to persons with disabilities. The Center is scrupulous in making sure that the facilities it uses are all fully accessible. The Center includes on all its publicity information on how to reach the University's ADA Coordinator by voice, TTY telephone, fax, and e-mail to request disability accommodations. Sign language interpreters are provided when requested and have been used at Center summer teacher institutes and general public lectures. The Center is a national leader in its efforts to insure access by directing funds that eliminate educational barriers in partnership with the Seattle non-profit, OneWorld Now!, in programs dedicated to educating under-represented minority high school students; and has for many years worked with area community colleges serving mainly low-income and disadvantaged students. 🌐

ENDORSEMENTS



June 10, 2014

Dr. Ellis Goldberg
Director, Middle East Center
Henry M. Jackson School of International Studies
Thomson Hall, Room 225, Box 353650, University of Washington
Seattle, WA 98195 USA

Dear Dr. Goldberg,

Please accept this letter as an endorsement for the proposed collaboration between Lane Community College in Eugene, Oregon and the Middle East Center at the University of Washington. Specifically, Lane Community College would welcome the opportunity to partner with the Middle East Center to begin our efforts to globalize our curriculum through a U.S. Department of Education National Resource Center grant.

Lane is committed to preparing our students to be global citizens. One of the College's recently adopted Strategic Directions is to "Equip students to become global citizens with the broad knowledge and transferable skills characterizing a liberal education approach." To this end, faculty members are being encouraged to "internationalize" their curriculum. In addition to the College's own goals for student learning, I believe there is significant student interest.

As a faculty member in the Language, Literature and Communications Division at Lane, I appreciate the opportunity to work with experts in Middle Eastern studies to bring Middle Eastern material into my literature courses.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael B. McDonald", written in a cursive style.

Michael B. McDonald, Ph.D.
Language, Literature and Communications Division
541.463.5162
mcdonaldm@lanecc.edu



June 9, 2014

Dr. Ellis Goldberg
Director, Middle East Center
University of Washington
Box 353650
Seattle, WA 98195

Dear Prof. Goldberg,

I would like to strongly endorse the collaboration between OneWorld Now! (OWN) and the Middle East Center via US/ED National Resource Center funding. As you know, OWN is a nationally recognized global leadership program for underserved high school youth. We are one of the few programs in the U.S. that provides Arabic language instruction, leadership development, and study abroad scholarships to low-income and minority high school youth.

The US/ED National Resource Center funding is critical in providing essential Arabic teacher training, professional development, instruction, and assessment of our program. This funding and partnership enables us to bring more minority and under-represented students into the field of Middle East Studies.

We are very grateful for the critical support of the Middle East Center over the past several years. Our program has been directly improved and strengthened as a result of this partnership and financial support.

Thank you in advance for your continued support and partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Kristin Hayden".

Kristin Hayden
Founder and Executive Director



University of Washington
OFFICE OF SPONSORED PROGRAMS

Office of Research
Office of Sponsored Programs

June 26, 2014

Stephanie McKissic
US Department of Education (DOEd)
Application Control Center
Attn: (CFDA Numbers 84.015A and 84.015B)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260
USA

Dear Stephanie McKissic:

The University of Washington is pleased to submit this letter in support of the application entitled "Comprehensive National Resource Center and Foreign Language Area Studies Fellowship Programs." This application was prepared by Professor Ellis Goldberg, from the department of Political Science.

We present this application for your review and request support in the amount of \$2,411,695 for the period August 15, 2014 through August 14, 2018.

The University of Washington reserves the right to negotiate the Terms and Conditions of the award should this application be funded.

Thank you for your consideration.

Sincerely,

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

Please reference our **#A95309** on all correspondence concerning this application.