

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180014**

**Grants.gov Tracking#: GRANT12657695**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**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"/>
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* 3. Date Received: <input type="text" value="06/20/2018"/>	4. Applicant Identifier: <input type="text" value="N/A"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="N/A"/>	5b. Federal Award Identifier: <input type="text" value="N/A"/>
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="N/A"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="University of North Carolina at Chapel Hill"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="566001393"/>	* c. Organizational DUNS: <input type="text" value="608195277"/>

**d. Address:**

* Street1: <input type="text" value="104 Airport Drive, Suite 2200, CB 1350"/>
Street2: <input type="text"/>
* City: <input type="text" value="Chapel Hill"/>
County/Parish: <input type="text" value="Orange"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="27599-1350"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Sociology"/>	Division Name: <input type="text" value="College of Arts and Sciences"/>
---	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Charles"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kurzman"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Professor"/>
---

Organizational Affiliation: <input type="text" value="University of North Carolina at Chapel Hill"/>
--

* Telephone Number: <input type="text" value="(919) 962-1007"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="kurzman@unc.edu"/>
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**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

**13. Competition Identification Number:**

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

Duke-UNC Consortium for Middle East Studies

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="623,067.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="623,067.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of North Carolina at Chapel Hill

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	116,379.00	126,551.00	122,768.00	125,941.00		491,639.00
2. Fringe Benefits	38,086.00	43,462.00	44,027.00	44,412.00		169,987.00
3. Travel	12,500.00	12,500.00	12,500.00	12,500.00		50,000.00
4. Equipment						
5. Supplies	11,500.00	8,700.00	7,700.00	9,700.00		37,600.00
6. Contractual						
7. Construction						
8. Other	75,886.00	65,149.00	69,935.00	63,245.00		274,215.00
9. Total Direct Costs (lines 1-8)	254,351.00	256,362.00	256,930.00	255,798.00		1,023,441.00
10. Indirect Costs*	14,716.00	13,355.00	12,412.00	12,979.00		53,462.00
11. Training Stipends	354,000.00	354,000.00	354,000.00	354,000.00		1,416,000.00
12. Total Costs (lines 9-11)	623,067.00	623,717.00	623,342.00	622,777.00		2,492,903.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 55.50%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # P015A180014

Name of Institution/Organization University of North Carolina at Chapel Hill	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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## 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> <p>Terry R Magnuson</p>	<p>TITLE</p> <p>Vice Chancellor for Research</p>
<p>APPLICANT ORGANIZATION</p> <p>University of North Carolina at Chapel Hill</p>	<p>DATE SUBMITTED</p> <p>06/20/2018</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: University of North Carolina at Chapel Hill

\* Street 1: Office of Sponsored Research    \* Street 2: 104 Airport Drive, Suite 2200

\* City: Chapel Hill    \* State: NC: North Carolina    \* Zip: 27599-1350

Congressional District, if known: NC-004

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015
---	---

**8. Federal Action Number, if known:** \_\_\_\_\_

**9. Award Amount, if known:** \$ \_\_\_\_\_

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: Kelly    Middle Name \_\_\_\_\_

\* Last Name: Dockham    Suffix \_\_\_\_\_

\* Street 1: 300 Bynum Hall    \* Street 2: University of North Carolina at Chapel Hill

\* City: Chapel Hill    \* State: NC: North Carolina    \* Zip: 27599-7006

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name: Kelly    Middle Name \_\_\_\_\_

\* Last Name: Dockham    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: Terry R Magnuson

\* Name: Prefix \_\_\_\_\_ \* First Name: Terry    Middle Name: R  
\* Last Name: Magnuson    Suffix: \_\_\_\_\_

Title: Vice Chancellor for Research    Telephone No.: (919) 966-3411    Date: 06/20/2018

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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

Duke\_UNC\_Consortium\_for\_Middle\_East\_Studie

Add Attachment

Delete Attachment

View Attachment

## **Duke-UNC Consortium for Middle East Studies**

### **General Education Provisions Act (GEPA) Section 427 Statement**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

Duke and UNC are committed to offering equitable access to all university programs. The Consortium works with the Duke Office for Institutional Equity and the UNC-Chapel Hill Equal Opportunity/ADA Office to recruit high-quality applications from members of underrepresented groups and ensure access to Consortium activities for students with mobility-impairment, hearing-impairment, and other special needs. The Consortium works with the graduate schools on both campuses to recruit high-quality applications for graduate study from members of underrepresented groups. The Consortium continues to work with other UNC international and area studies centers on the “Opening Access” initiative, which seeks to understand and address barriers to participation in global education opportunities by students from underrepresented groups (Narrative Section C3).

In addition, the Consortium is partnering with Durham Technical Community College to support Arabic-language courses, Middle East studies course content, and Middle East library collections at this minority-serving institution (Narrative Sections A2, A4, C4, E1b, G1, I1b; Budget Section 5A, 8A). The Consortium also offers Middle East-related course development grants through World View’s “NC Global Distinction” program (Narrative Section I1b; Budget Section 8A), which partners with 18 community colleges that are Title IIIA-eligible, with at least 50 percent of their degree students receiving need-based assistance.

The following documents describe Duke and UNC’s policies that meet the spirit and intent of GEPA 427

**Duke University/Duke University Health System  
Nondiscrimination Statement**

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## **Nondiscrimination Statement**

Duke University is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The university prohibits discrimination on the basis of race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, gender expression, sex, genetic information, or age in the administration of its educational policies, admission policies, financial aid, employment, or any other university program or activity. The university also makes good faith efforts to recruit, employ and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

The university also does not tolerate harassment of any kind. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Dr. Benjamin D. Reese, Vice-President for Institutional Equity, as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, North Carolina 27708. Dr. Reese's office telephone number is (919) 684-8222 and his email address is [ben.reese@duke.edu](mailto:ben.reese@duke.edu).

Questions or comments about harassment or discrimination can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at: [www.duke.edu/web/equity/](http://www.duke.edu/web/equity/).

For further information on notice of nondiscrimination, you can contact the appropriate federal office by visiting the website: [wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm](http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm) for the address and phone number of the office that serves your area, or call 1 (800) 421-3481.



**THE UNIVERSITY**  
*of* **NORTH CAROLINA**  
 at **CHAPEL HILL**

**Origination:** 10/1/2005  
**Effective:** 4/1/2016  
**Last Approved:** 4/1/2016  
**Last Revised:** 4/1/2016  
**Next Review:** 12/31/2018  
**Issuing University Officer:** *Becci Menghini*  
*Senior Associate*  
*Vice Chancellor*  
**Responsible Unit:** *Workforce Strategy,*  
*Equity & Engagement*

## University Policy Statement on Non-Discrimination

### Policy Statement

The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

### Procedures

Any University unit that publishes materials that contain the University's Policy Statement on Non-Discrimination should include all bases of non-discrimination (age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status) in that material, as follows:

#### ***For educational materials:***

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (137 E. Franklin Street, Suite 404, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

#### ***For employment materials:***

The University is an equal opportunity, affirmative action employer and welcomes all to apply without regard to age, color, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex,

or sexual orientation. We also encourage protected veterans and individuals with disabilities to apply.

## Related Statutes and Policies

- Title II of the Genetic Information Nondiscrimination Act of 2008
- Title IV of the Civil Rights Act of 1964
- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments Act of 1972
- Age Discrimination Act of 1975
- Age Discrimination in Employment Act of 1967
- Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Vietnam Era Veterans Readjustment Act of 1974
- Equal Pay Act of 1963
- Executive Order 11246
- Executive Order 13672
- Policy on Prohibited Discrimination, Harassment and Related Misconduct available at (<http://policies.unc.edu/files/2013/04/PPDHRM.pdf>)
- Policy on Non-Discrimination for Student Organizations available at (<http://policies.unc.edu/policies/student-org-dondiscrim/>)
- Policy on Non-Discrimination for Program Participants available at (<http://policies.unc.edu/files/2013/10/PNPP.pdf>)
- ADA Reasonable Accommodations in Employment Policy available at (<http://policies.unc.edu/files/2013/05/ADA-Reasonable-Accommodations.pdf>)
- SHRA Grievance Policy available at ([http://northcarolina.edu/sites/default/files/documents/final-university\\_shra\\_employee\\_grievance\\_policy-eff-2016-02-01.pdf](http://northcarolina.edu/sites/default/files/documents/final-university_shra_employee_grievance_policy-eff-2016-02-01.pdf))
- EHRA Non-Faculty Grievance Policy available at (<http://hr.unc.edu/policies-procedures-systems/epa-non-faculty-employee-policies/dispute-resolution-and-grievance/epa-non-faculty-grievance-policy-of-the-university-of-north-carolina-at-chapel-hill/>)
- Faculty Grievance Procedures available at (<http://faccoun.unc.edu/faculty-code-and-policies/procedures-for-the-faculty-grievance-committee/>)
- Post-Doctoral Scholar Policy available at (<http://research.unc.edu/files/2013/06/Postdoctoral-Scholar-Policy-April-2013-Version-00065688.pdf>)

## Contacts

Any inquiries regarding the University's non-discrimination policies should be brought to the attention of one of the following administrators:

Discrimination in employment or educational programs and activities

Brandon Washington  
EOC Director  
University EO/Disability Coordinator  
137 E Franklin St., Suite 404  
CB# 9160  
Chapel Hill, NC 27599-9160  
919-966-3576

Sex discrimination in educational programs and activities	Adrienne Allison Director of Title IX Compliance/ Title IX Coordinator 137 E Franklin St., Suite 404 CB# 9160 Chapel Hill, NC 27599-9160 919-445-1577

The University's Counseling and Psychological Services (919-966-3658) and the Ombuds Office (919-843-8204) are available to provide confidential assistance to students. The University's Ombuds Office (919-843-8204) is also available to provide confidential assistance to faculty and staff. Employees may also seek help through the Employee Assistance Program (877-314-5841).

Inquiries concerning the application of non-discrimination laws may be referred to the University officials listed above or to the Office for Civil Rights, United States Department of Education. For further information about OCR and its jurisdiction, visit <http://www2.ed.gov/about/offices/list/ocr/index.html> or call 1-800-421-3481.

If you need assistance in reviewing materials or have additional questions about this Policy, please contact the Equal Opportunity and Compliance Office (919-966-3576).

## Document History

- Effective Date: October 2005
- Last Revised Date: February 2018

All revision dates:

4/1/2016

## Attachments:

No Attachments

## 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 North Carolina at Chapel Hill

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name: Terry Middle Name: R

\* Last Name: Magnuson Suffix:

\* Title: Vice Chancellor for Research

\* SIGNATURE: Terry R Magnuson

\* DATE: 06/20/2018

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Charles		Kurzman	

Address:

Street1:	CB #3210, 155 Hamilton Hall
Street2:	University of North Carolina at Chapel Hill
City:	Chapel Hill
County:	Orange
State:	NC: North Carolina
Zip Code:	27599
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(919) 962-1007	

Email Address:

kurzman@unc.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) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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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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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**Abstract**

The Duke-UNC Consortium for Middle East Studies, a collaboration between the Duke University Middle East Studies Center and the Carolina Center for the Study of the Middle East and Muslim Civilizations, seeks Department of Education support for a Comprehensive National Resource Center in Middle East studies and Foreign Language and Area Studies awards in Arabic, Hebrew, Persian, Turkish, and Urdu.

The mission of the Consortium is to deepen understanding of the Middle East among students at Duke and UNC; among elementary, secondary, and postsecondary instructors throughout North Carolina and the Southeast region; and among the general public, both locally and nationally. The Consortium also aims to provide leadership in Middle East studies through high-quality research, professional association activities, cross-regional scholarly collaborations, and institutional linkages with universities in the Middle East.

The Consortium, founded in 2005, builds on decades of collaboration between Duke and UNC in the field of Middle East studies, including coordinated library collection development, joint research and publication projects, coordinated event programming, joint course development, free cross-campus enrollment, and cross-campus membership on search committees and thesis committees. Duke and UNC have committed significant resources to this partnership, including funding for Consortium faculty directors and business managers on both campuses.

Since receiving Title VI support in 2010, the Consortium has established a joint graduate certificate in Middle East studies and integrated cross-campus language programs in Persian and Turkish. Duke and UNC now support instructorships in both languages that were originally seeded with Title VI funding. The Consortium's 59 core faculty in Middle East studies include three leaders of national professional associations, one recent board member of the Middle East Studies Association, the editors of the *Journal of Middle East Women's Studies*, and more current or former chairs of the American Academy of Religion's Study of Islam Unit than any other university or consortium in the country.

The Consortium has leveraged Title VI support to attract additional funding from Duke, UNC, private foundations, and other sources, in its efforts to build Middle East studies on the two campuses into one of the strongest Middle East programs in the United States. Over the next four years, the Consortium plans further growth, with a focus on five areas:

1. Expansion of integrated cross-campus language instruction in Persian and Turkish, and addition of an Urdu script course at Duke in coordination with the existing course at UNC.
2. Curricular development at the undergraduate and graduate levels, including planning for master's programs in Middle East studies at Duke and UNC.
3. Broadening access to Middle East studies by historically underrepresented groups, developing interventions based on data collected through the unique Opening Access initiative, and expanding collaboration with Durham Tech, a minority-serving institution.
4. Deepening engagement with contemporary Middle East arts, including collaboration with major arts institutions in North Carolina and the hiring of a new tenure-track position at UNC in the arts and cultures of Iran, leveraging Title VI funding with UNC and private support.
5. Collaboration with UNC's new Conflict Management Initiative, including course development grants for the production of negotiation exercises involving Middle East conflicts, for use in conflict management and Middle East-related courses at UNC and around the country.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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**Duke-UNC Consortium for Middle East Studies**



**Application  
for a  
Comprehensive National Resource Center (NRC)  
and  
Foreign Language and Area Studies Fellowships (FLAS)  
2018-2022**

**U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
Title VI Programs  
CFDA Number 84.015A & 84.015B  
Federal Funding Opportunity Number: ED-GRANTS-052518-001**

**June 15, 2018**

**Duke-UNC Consortium for Middle East Studies**

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**Duke-UNC Consortium for Middle East Studies**

**Acronyms and Abbreviations**

			
Duke-UNC Consortium for Middle East Studies	Duke University	The University of North Carolina at Chapel Hill	Durham Technical Community College
The Consortium	Duke	UNC	Durham Tech

Duke-UNC Consortium for Middle East Studies

**Duke-UNC Consortium for Middle East Studies**

**Project Narrative**

**Narrative Section A. Program Planning and Budget**

*A1. The activities for which the applicant seeks funding are of high quality and directly related to the purpose of the National Resource Centers Program.*

The Duke-UNC Consortium for Middle East Studies, led by Charles Kurzman of UNC, consists of a partnership between the Duke University Middle East Studies Center, led by Erdağ Göknaç, and the Carolina Center for the Study of the Middle East and Muslim Civilizations, led by Carl Ernst. The Consortium supports Middle East language courses, area studies courses, library collections, outreach to K-12 and community college instructors, scholarly and cultural programming, graduate fellowships, and faculty research. The quality of each of these activities is discussed in subsequent sections of this document, and is continually assessed through the Consortium’s evaluation plan (Narrative Section C). All of the Consortium’s activities are directly related to the purpose of the National Resource Centers program: “to establish, strengthen, and operate language and area or international studies centers” as national resources for teaching modern foreign languages and area studies. The Consortium defines its geographic region to include North Africa, the Levant, Arabia, Turkey, Iran, Afghanistan, and Pakistan.<sup>1</sup>

*A2. The applicant provides a development plan or timeline demonstrating how the proposed activities will contribute to a strengthened program and whether the applicant uses its resources and personnel effectively to achieve the proposed objectives.*

---

<sup>1</sup> Pakistan is included because of the historic and contemporary linguistic, cultural, and political ties that link Pakistan to Afghanistan, Iran, and the Arabian peninsula. The study of these linkages is a particular strength of the Consortium faculty. With approval from Title VI program officers, the Duke-UNC Consortium for Middle East Studies included Pakistan in the previous two funding cycles. As a result of this inclusion, the Consortium offers FLAS awards in Urdu, the national language of Pakistan.

To establish priorities for the next four years, the Consortium engaged in a year-long planning process involving meetings of Middle East studies faculty, students, and advisory committee members at Duke and UNC, and culminating in a harmonized cross-campus plan crafted by the Consortium executive board. The goals of this plan are described in Narrative Section A4. The timeline of activities contributing to these goals is presented in Table A1, indicating the allocation of resources and the personnel who will be responsible for each activity.

<b>Table A1. Timeline of Consortium Activities, 2018-2019 Through 2021-2022</b>				
<b>Activity</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Budget Section 1A. Personnel</b>				
Associate Director, UNC	Funding shared with Duke and UNC. Responsible for organizing events; advising students; grant management; working with business manager to manage FLAS, travel, and evaluation programs; coordinating with partners at Durham Tech.			
Senior Program Coordinator, Duke				
Program Coordinator, Duke	Funding shared with Duke. Assists with public events, evaluation.			
Evaluation, Duke & UNC	Center directors (funded by Duke and UNC) evaluate staff performance each May.			
<b>Budget Section 1B. Language Instruction</b>				
Urdu Language/Script Instructor, Duke	Search committee advertises and fills position in Year 1.	Instructor begins Fall 2019, teaching Urdu script in conjunction with Duke's ongoing Hindi language courses, funded by Title VI.		
Joint Persian/Turkish Language Program, UNC & Duke	Professional development for instructors of joint Duke-UNC Persian and Turkish language courses, with native-speaker facilitator for second site. Instructor salaries now funded by UNC and Duke after past Title VI start-up support.			
Online Hebrew Language Course, UNC	Professional development for instructor of new online courses in Modern Hebrew, now approved for students at all 16 campuses in UNC system through the "Language Exchange" program. Instructor salary funded by UNC.			
Language Across the Curriculum, UNC	Ongoing support for Arabic-language section offered each year in conjunction with English-language courses on refugee issues, and for program director. Funding shared between Title VI and other UNC international/area studies centers.			
Cultures and Languages Across the Curriculum, Duke	Ongoing support for Arabic-language section offered each year in conjunction with English-language courses on public health. Funding shared between Title VI and other Duke international/area studies centers.			
Language Pedagogy Training, Duke, UNC, & statewide UNC system	Associate directors advertise awards for professional development training in September; Consortium Executive Committee selects awardees in early December; awardees attend programs by August 1, report on outcome by August 14.			
Evaluation, Duke & UNC	Associate directors advertise awards for professional development training in September; Consortium Executive Committee selects awardees in early December; awardees attend programs by August 1, report on outcome by August 14.			
<b>Budget Section 1C. Area Studies Instruction</b>				
Tenure-track Faculty Position in Arts and Cultures of Iran, UNC	Search committee advertises and fills position in Year 1	Faculty member begins Fall 2019, contributing to Consortium focus on contemporary Middle East arts and cultures, with funding shared between Title VI, UNC, and private donations		
Arts-oriented Middle East Focus Courses, Duke	Documentary studies course in Fall 2018	Additional arts-oriented course in Fall 2019		

Activity	Year 1	Year 2	Year 3	Year 4
<b>Budget Section 1C. Area Studies Instruction (continued)</b>				
Course Development Grants, Duke & UNC	Associate directors advertise course development grants in September; collect applications from faculty in November; Consortium executive committee selects grantees in December.		Faculty receiving grants teach the new course twice by the end of the 2021-2022 academic year.	
Evaluation, Duke & UNC	Department chairs evaluate instructors each April; course development grants evaluated with other activities by Consortium Executive Committee each April.			
<b>Budget Section 2. Benefits</b>				
All personnel listed in Budget Sections 1A-1C and 8A, Duke, UNC, Durham Tech	Consortium budget managers (funded by Duke and UNC) make payroll arrangements for all personnel.			
Evaluation, Duke & UNC	Center directors (funded by Duke and UNC) evaluate staff performance each May.			
<b>Budget Section 3. Travel</b>				
Competitive Research Travel Grants, Duke & UNC	Associate directors advertise small research travel grants for Consortium faculty in September of each year, collect applications from faculty in November; Consortium executive committee selects recipients in December; faculty use grants by August 1, report on outcome by August 14.			
Administrative Travel, Duke & UNC	Consortium directors or staff travel to meetings of the Middle East Studies Ass'n and institutional partners in the Middle East.			
Library Travel, Duke & UNC	Travel by Middle East librarian to the Middle East for collection development, 1 trip per year, alternating between UNC (Years 1 and 3) and Duke (Years 2 and 4).			
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April.			
<b>Budget Section 4. Equipment</b>				
None	None			
<b>Budget Section 5. Supplies</b>				
Coordinated Library Collection Development, Duke & UNC	Middle East librarians continue to build vernacular-language and other holdings on the Middle East.			
Bodman Documentary Film Collection, UNC	Middle East librarian at UNC continues to build the nationally renowned Middle East documentary film collection founded by Ellen-Fairbanks (Taffy) Bodman.			
Institutional memberships, Duke & UNC	Consortium collaborates with other Title VI centers around the U.S. to support national professional associations in Middle East studies.			
Office supplies, Duke & UNC	Consortium staff purchase paper, printer cartridges, and other supplies.			
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April.			
<b>Budget Section 6. Contractual</b>				
None	None			
<b>Budget Section 7. Construction</b>				
None	None			
<b>Budget Section 8A. Outreach</b>				
Outreach/Program Coordinator, UNC & Duke	Funding shared between Title VI, UNC, and Duke. Organizes elementary/secondary/postsecondary teacher training; assists with public events, evaluation.			
Outreach Activities, UNC & Duke	Consortium outreach coordinator organizes teacher training programs, teacher conference presentations, "Learning Through Languages" Arabic language high school program, Middle East "Culture Kits" for teachers, online course on Middle East for teachers (jointly with National Humanities Center), and related activities.			
World View Elementary, Secondary, and Community College Programs, Duke & UNC	Consortium outreach coordinator and World View staff recruit faculty seminar leaders in summer, based on evaluation of instructor interest; advertise to teachers in August-December; conduct workshops in March; report outcome in May.			

Activity	Year 1	Year 2	Year 3	Year 4
<b>Budget Section 8A. Outreach (continued)</b>				
World View, NC Community College Global Distinction Program, Duke & UNC	Consortium outreach coordinator and World View staff work with community colleges to develop global distinction programs, including course development grants; advertise grants in August-December; review applications in January; organize campus visits in February-April. Grant recipients develop curricular units, June-July; report on outcome by August 1.			
Web Designer, UNC & Duke	Responsible for managing and updating Consortium website.			
Arabic Language Instructor, Durham Tech	Ongoing support for Arabic language program. Funding for the position is shared between Title VI, other Duke and UNC international/area studies centers, and Durham Tech, a Title III minority-serving institution.			
Middle East Courses, Durham Tech	Duke visiting professor Abdul Sattar Jawad teaches course on Middle East Cultures at Durham Tech in Years 1 and 3; ongoing salary support, course development grants, and professional development to expand Middle East subjects in world art and history courses, with funding shared between Title VI, other Duke and UNC international/area studies centers, and Durham Tech.			
Course Development Grants, Schools of Education, UNC system	UNC associate director, UNC-Wilmington School of Education, and other Schools of Education in UNC system advertise course development grants in September each year; collect faculty applications in November; select recipients in December; new or revised course is taught beginning in the following fall.			
Evaluation, Duke & UNC	Center directors (funded by Duke and UNC) evaluate staff performance each May. Annual evaluation of program by Consortium Executive Committee and by new Teacher Advisory Council each April.			
<b>Budget Section 8B. Events</b>				
Annual Middle East Studies Conference, Duke & UNC	Consortium directors, executive committee, and staff all organize conference in fall, host conference in February. Conference themes: Revolution and Coup in the Middle East (Year 1), Love and Desire in Modern Iran (Year 2), Conflict Resolution in the Middle East (Year 3), and Middle East Film Criticism (Year 4).			
Annual Graduate Student Conference, Duke & UNC	All Consortium staff work with graduate student committee to develop conference theme in September-October, publicize call for papers in November-December, evaluate applications in January, host conference in March.			
Speakers and other campus events, Duke & UNC	All Consortium faculty and staff plan scholarly and cultural events on Middle East subjects, year-round; Consortium Executive Committee responds to requests for co-sponsorship of Middle East-related events, year-round.			
Cross-regional collaborations, Duke & UNC	Consortium Executive Committee initiates and responds to requests for cross-regional events such as Global Spotlight Week (Year 1), year-round.			
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April.			
<b>Budget Section 8C. Evaluation</b>				
Evaluation, Duke & UNC	Ongoing collection of data by Consortium staff and evaluation consultants (more detail in Narrative Section C4).			
<b>Budget Section 11. Training Stipends (FLAS)</b>				
FLAS Awards, Duke & UNC	FLAS administrators work with other international and area studies centers to advertise FLAS program in fall for late January-early February application deadline and assist students preparing applications; work with faculty Executive Committee members to evaluate applications; manage awards; and evaluate performance through pre- and post-award language evaluations.			
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April.			

*A3. The costs of the proposed activities are reasonable in relation to the objectives of the program.*

The Consortium makes every effort to keep costs at a minimum and to extend the impact of Title VI funding by leveraging investments from Duke and UNC, grantwriting, private fundraising, and economies of scale gained through collaboration among National Resource Centers at Duke and UNC (for example, through joint FLAS application software and hiring of evaluation consultants), which also helps to integrate Middle East studies into the scholarly life of the two campuses. Over the coming grant cycle, Title VI funding will trigger more than \$1 million in university contributions to Middle East programs at Duke and UNC (see Part C of Budget Form ED-424, Line-Item Budget), including UNC funding for a tenure-track position in the arts and cultures of Iran, in addition to the universities' ongoing commitments to Middle East studies, which amount to more than \$67 million over four years (Table D3).

*A4. The description of the long-term impact of the proposed activities on the institution's undergraduate, graduate, and professional training programs.*

The Consortium's planning process involved a self-critical and strategic review of Duke and UNC's Middle East-related activities, the capabilities that the Consortium aspires to build, and the impact of Title VI funding on achieving those goals. Three of the priorities generated through this process involve a re-commitment to the Consortium's guiding principles:

1. The Consortium will continue to serve as the primary infrastructure for Middle East studies on both campuses, coordinating and expanding undergraduate, graduate, professional, K-12, and community college training in Middle East languages and area

studies through curricular development, course development, faculty professional development, library collection development, partnerships with universities in the Middle East, and scholarly and cultural events. This role involves continued investment in staff positions, shared between Title VI funding and support from Duke and UNC (Budget Sections 1A and 8A).

2. The Consortium will continue to deepen collaborations between Duke and UNC in Middle East studies, as a model of public-private partnership that expands opportunities for Middle East studies on both campuses and avoids duplications wherever possible. The Consortium acknowledges that collaboration requires ongoing effort and communication to address issues arising from distinctive contexts at each institution. Title VI funding for staff and programs across both campuses, shared with support from Duke and UNC, will allow the Consortium to fulfill this role (all activities, especially Budget Sections 1B, 5A, 5B, 8A, 8B, and 8C).

3. The Consortium will continue to incorporate cross-regional approaches to the study of the Middle East, including linkages between the region and the rest of the world and issues that affect both the Middle East and other regions. The Consortium aspires to combine this global vision with region-specific research and training of the highest quality. The Consortium requests Title VI funding for cross-regional collaborations with other National Resource Centers at Duke and UNC, both on scholarly programs and on evaluation of Consortium activities (Budget Sections 8B and 8C).

The Consortium's planning process also identified areas for growth, where Title VI funding will help build additional institutional capacity, including new courses developed with course development grants, enhanced teaching skills developed through the Consortium's professional-

development activities, accelerated library collection development in Middle Eastern languages, additional institutional linkages with universities in the Middle East, and increased cooperation with professional schools at Duke and UNC. The Consortium identified five focus areas where the impact of Title VI funding will be concentrated in coming years:

1. Expansion of cross-campus language programs. The Consortium seeks Title VI funding to support the recently-launched joint Persian and Turkish programs, the first such collaborations between Duke and UNC, through professional development for hybrid course instructors and assistance by native-speaking on-site language facilitators. The Consortium also seeks Title VI support for the introduction of Urdu at Duke, as a preliminary step to planning joint programs in that language (Budget Section 1B).
2. Curricular development at the undergraduate and graduate level, including Middle East studies master's programs that have been approved for planning at Duke and UNC, coinciding with Measure 4 of the Department of Education's Government Performance and Results Act (GPRA) goals for National Resource Centers ("Percentage of NRCs that increased the number of certificate, minor, or major degree programs"), to be assisted with Consortium planning and course development grants (Budget Section 1C).
3. Broadening access to Middle East studies by historically underrepresented groups, including students with financial need, racial and ethnic minorities, and first-generation college students, through Title VI support for collaboration with units across Duke, UNC, and Durham Tech (Budget Section 8A), as well as private fundraising to subsidize study abroad and co-curricular programs in the Middle East.
4. Deeper engagement with contemporary Middle East arts, building on evaluation of recent programs in this area, including the Carolina Performing Arts series, "Sacred/

Secular: A Sufi Journey”; the Consortium’s year-long teacher training program on “Global Islam and the Arts”; the Duke exhibit on political cartoons in the Ottoman Empire and Turkey; and the privately funded “Building Bridges” partnership with Duke Performances and the Museum of Durham History, featuring Muslim arts and music. Consortium plans include a tenure-track position at UNC in the arts and cultures of Iran (with 10 percent funding from Title VI, 40 percent from private funds that are currently being raised in the local community, and 50 percent from UNC); additional arts-oriented courses in the Duke Middle East Focus program; collaboration with UNC’s Ackland Art Museum, whose new director, Katie Ziglar, is a specialist in Islamic art; and conferences and other events on these themes (Budget Sections 1C and 8B).

5. Collaboration with UNC’s new Conflict Management Initiative, including a series of events on conflict management in the Middle East and course development grants with Title VI support for the production of negotiation exercises involving Middle East conflicts, for use in conflict management and Middle East-related courses at UNC and around the country (in keeping with **NRC Absolute Priority 1**, activities reflecting diverse perspectives and a wide range of views and generating debate on world regions and international affairs).

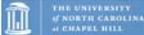
Beyond Duke, UNC, and Durham Tech, Title VI funding will also have a lasting impact on the North Carolina community college system, through the Consortium’s participation in the North Carolina Community College Global Distinction Program and Middle East-related course-development grants; on the statewide K-12 school system, through the Consortium’s outreach and teacher-training activities; and on local communities, through the Consortium’s public events, educational programming with local media, and websites.

## Narrative Section B. Quality of Staff Resources

*B1. The teaching faculty and other staff are qualified for the current and proposed Center activities and training programs, are provided professional development opportunities (including overseas experience), and participating in teaching, supervising, and advising students.*

*Qualified faculty and staff.* The Consortium’s faculty and staff are nationally recognized in the field of Middle East studies. Evidence of the quality of the faculty can be found in the leadership positions they hold in a variety of Middle East studies professional organizations (Table B1). The Consortium is particularly proud to host the joint Duke-UNC editorship of the *Journal of Middle East Women’s Studies* (2014-2018), and of the Consortium’s role in the American Academy of Religion’s Study of Islam Unit, which has had more chairs and co-chairs from the Consortium than from any other university or consortium (as well as three additional co-chairs who earned their doctorates at Duke and UNC). In the past four years, Consortium faculty have also served as board members of the Albright Institute of Archaeological Research, American Institute for Iranian Studies, American Institute of Pakistan Studies, Palestinian American Research Center, and other scholarly associations, as well as earning numerous other

**Table B1. Faculty Leadership Highlights, 2014-2018**


Miriam Cooke, Arabic; Frances Hasso, women’s studies; and Banu Gökarıksel, geography (UNC), co-editors of <i>Journal of Middle East Women’s Studies</i> , 2014-2018
Ellen McLarney, Arabic, co-editor of <i>Journal of Middle East Women’s Studies</i> , 2018-2022
Sean Swanick, Middle East and Islamic studies librarian, president, Middle East Librarians Association, 2014
Timur Kuran, economics, founder and president, Association for Analytic Learning about Islam and Muslim Societies (AALIMS), 2010-present

Carl Ernst, religious studies, president, American Society for the Study of Religion, 2015
Juliane Hammer, religious studies, co-chair, Islam Section, American Academy of Religion, 2013-present
Charles Kurzman, sociology, board member, Middle East Studies Association, 2013-2016
Jodi Magness, religious studies, president, Archaeological Institute of America, 2017-2019

honors (Curriculum Vitae, Appendix 1).

The Consortium also hosts two prominent Middle Eastern scholars, literature professor Abdul Sattar Jawad from Iraq and Islamic studies professor Mohsen Kadivar from Iran, who were forced to flee their home countries because of their independent academic work. Both scholars hold multi-year visiting professor contracts at Duke and contribute to the Consortium's course offerings and public outreach. Professor Kadivar was honored in 2014-2015 with the joint Duke-UNC Keohane Visiting Professorship.

In the past year alone, Consortium faculty have published more than 100 scholarly articles and books, including Cemil Aydin (UNC), *The Idea of the Muslim World* (Harvard, 2017); Mona Hassan (Duke), *Longing for the Lost Caliphate* (Princeton, 2017); Didem Havlioğlu (Duke), *Mihri Hatun: Performance, Gender-Bending and Subversion in Early Modern Ottoman Intellectual History* (Syracuse, 2017); Bruce Jentleson (Duke), *The Peacemakers: Leadership Lessons from 20th Century Statesmanship* (Norton, 2018); Bruce Lawrence (Duke), *The Koran in English: A Biography* (Princeton, 2017); Adam Mestyan (Duke), *Arab Patriotism: The Ideology and Culture of Power in Late Ottoman Egypt* (Princeton, 2017); Omid Safi (Duke), *Radical Love: Teachings from the Islamic Mystical Tradition* (Yale, 2018); Zeynep Tufekci (UNC), *Twitter and Tear Gas: The Power and Fragility of Networked Protest* (Yale, 2017); and Claudia Yaghoobi (UNC), *Subjectivity in 'Attar: Persian Sufism and European Mysticism* (Purdue, 2017).

The quality of the faculty is also visible in the numerous grants, fellowships, and awards that the Consortium has encouraged and assisted in an ongoing effort to leverage Title VI support by extending the Consortium's institutional capacity in Middle East studies. These grants include the UNC Carnegie Fellowship Program for Arab-Region Social Science, supported by

the Carnegie Corporation of New York, which brought early-career social scientists to the Consortium for training and research; the Middle East Library Partnership Project, supported by the Mellon Foundation, which assessed and promoted collaborations between libraries in the U.S. and the Middle East (Narrative Section E1b); the Middle East Summer Institute, supported by Qatar Foundation International, which brings dozens of elementary and secondary educators to Duke each year (Narrative Section I1a); and others. In addition, Consortium faculty have won numerous Middle East-related research and training grants, including recent awards from the National Endowment for the Humanities, National Institute of Justice, National Science Foundation, U.S. Agency for International Development, and private foundations, as well as fellowships from the Guggenheim Foundation, Institute for Advanced Studies, National Endowment for the Humanities, National Humanities Center, and other organizations.

The Consortium also facilitates research and training in the Middle East by Duke and UNC faculty across the professional schools, including – in the past four years – Marion Broome and Michael Relf (Duke School of Nursing), who work with nursing programs in Oman; Ann Cox (UNC’s Frank Porter Graham Child Development Institute), who helped develop learning practices for children with autism spectrum disorders in Saudi Arabia; Jayne Huckerby (Duke Law School’s International Human Rights Clinic), who works on counterterrorism and women’s rights; Harold Koenig (Duke Medical School’s Center for Spirituality, Theology and Health), who has collaborated with colleagues in Iran and Saudi Arabia to study the effects of religion and spirituality on health; and Joanna Maselko (UNC School of Public Health), who is examining perinatal depression interventions in Pakistan.

The Consortium’s professional staff is highly qualified. The associate director at UNC, Shai Tamari, holds M.A. degrees in Near and Middle Eastern Studies from the School of

Oriental and African Studies in London and in global history from UNC, where he was a Rotary Fellow in Peace and Conflict Resolution; he recently helped to establish a new minor at UNC in Conflict Management. The senior program director at Duke, Thomas DeGeorges, holds a Ph.D. in Middle East history from Harvard and has lived and taught in Oman, Tunisia, and the United Arab Emirates. Both Tamari and DeGeorges teach courses and provide academic advising and career counseling, including opportunities in government service (Narrative Section H2, **NRC Absolute Priority 1**). Other staff include program assistants Julie Maxwell, who has a master's degree in divinity with a concentration in Islamic studies and years of experience in interfaith work; Griffin Orlando, who has a master's degree in international relations from Central European University, focusing on Turkish foreign policy; and outreach coordinator Emma Harver, a board member of the national Middle East Outreach Council, the Southeast Regional Middle East and Islamic Studies Seminar, and the North Carolina Council for the Social Studies, who is earning a master's degree in international education at UNC.

Consortium faculty and staff have considerable experience managing the activities proposed in this application, including hiring top-quality new faculty and staff; managing competitions for language-pedagogy training subsidies (Budget Section 1B), course development grants (Budget Section 1C), faculty travel grants (Budget Section 3), and FLAS awards (Narrative Section J1); outreach to elementary, secondary, and community college instructors (Narrative Section I1a, I1b); and evaluation (Narrative Section C4).

*Professional development opportunities.* Consortium faculty and staff make use of Duke and UNC's professional development opportunities, including programs listed in Table B2.

*Teaching, supervising, and advising students.* All of the Consortium's faculty members teach. The base rate is four courses per year for tenure-track professors, five courses per year for

**Table B2. Professional Development Opportunities for Faculty and Staff**

⊗ Travel funds of \$500 to \$1,500 per year, depending on the department, for conferences, research, or training. Title VI support will supplement this with travel grants to which faculty may apply (Budget Section 3).
⊗ Registration and travel funds for language instructors to attend professional training in language pedagogy, supplemented with Title VI support (Narrative Section G3; Budget Section 1B).
⊗ Duke Learning Innovation and UNC's Center for Faculty Excellence offer extensive services for professional development in teaching (Narrative Section F3).
⊗ Semester-long fellowships at UNC's Institute for the Arts and Humanities and Duke's John Hope Franklin Humanities Institute, offering course-release and weekly seminars. The institutes offer about 30 fellowships per year, including two cross-campus fellowships. Consortium faculty average three fellowships per year.
⊗ Competitive research leaves. Tenure-track faculty are eligible for competitive research leaves every sixth year.
⊗ Support for external research leaves, identified and assisted by Duke and UNC's research offices.

professors of the practice at Duke, and six courses per year for teaching professors at UNC. The

Consortium's associate director and senior program coordinator also teach regularly. All

Consortium faculty members supervise and advise undergraduate and graduate students

(Narrative Section H2).

*B2. The adequacy of Center staffing and oversight arrangements, including outreach and administration and the extent to which faculty from a variety of departments, professional schools, and the library are involved.*

Consortium staffing provides comprehensive coverage of Middle East studies. The Consortium operates with four sets of oversight arrangements. The first involves the university administrators to whom the Consortium's directors report. Second are the Graduate Schools of Duke and UNC, which oversee the Consortium's Graduate Certificate in Middle East Studies. Third are the Consortium's advisory boards -- one on each campus -- which combine core faculty members and representatives from professional schools, libraries, and Study Abroad offices. These advisory boards meet annually to review the Consortium's progress and chart new directions. Finally, the Consortium reports also to its faculty and student affiliates, who are invited to help set the Consortium's agenda each year.

The Consortium's staff has ably managed the rapid growth of Consortium activities

(Table C1). In keeping with Duke and UNC personnel procedures, directors of the Consortium's constituent centers are responsible for ongoing oversight of staff and evaluation each spring.

*B3. As part of its non-discriminatory employment practices, the applicant encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly.*

Duke and UNC offer equal opportunity to all employees and applicants for employment without regard to race, color, religion, national origin, handicap or veteran status, sexual orientation or preference, sex, or age. These policies are followed in recruiting, hiring, appointment, and promotion into all academic and non-academic positions, and are overseen by the Duke Office for Institutional Equity and the UNC Equal Opportunity/Americans with Disabilities Act Office. Both campuses have made considerable strides to improve the diversity of their faculty and staff, and are committed to further improvement through recruitment and thorough consideration of applications from members of underrepresented groups.

### **Narrative Section C. Impact and Evaluation**

*C1. The Center's activities and training programs have a significant impact on the university, community, region, and the Nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of center resources. Students matriculate into advanced languages and area or international studies programs or related professional programs.*

The productivity of the Consortium has had a significant impact on the Duke and UNC campuses and beyond. Some indicators of this impact are listed in Table C1, which identifies the growth in Consortium activities over the past 12 years. Beyond the numbers, the impact on campus is most visible in the institutionalization of the Consortium itself, which has grown from its founding in 2005 (then called the Triangle Center for Middle East Studies) to become a

central partner with other units at Duke and UNC in the planning of the universities' internationalization efforts, including assessing and improving access to international education by underrepresented groups (Narrative Section C2).

Regionally, the Consortium conducts more Middle East-related public events and

<b>Table C1. Impact of Consortium Activities, 2005-2006 to 2017-2018</b>				
<b>Category</b>	<b>2005-2006</b>	<b>2009-2010</b>	<b>2013-2014</b>	<b>2017-2018</b>
Courses	88	158	192	221
Course enrollment	3,564	4,165	6,544	6,791
Public events (sponsored)	15	26	48	84
Attendance	*	836	2,962	4,032
Public events (advertised)	102	206	249	254
Attendance	*	10,000 (est.)	12,000 (est.)	12,200 (est.)
K-12 teachers trained	111	157	1,516	2,565
Community college instructors trained	0	0	128	187

\*Comparable data not available.

\*\*Graduate certificate program inaugurated in 2011.

teacher-training activities than any other university or consortium in the Southeast, reaching thousands of teachers and more than ten thousand community

members over the past four years (Narrative Section I1c). Beyond the Southeast region, Consortium faculty provide leadership in national professional associations (Narrative Section B1) and have a significant presence in national and global media (Narrative Section J). Over the past four years, 15 Consortium undergraduates have won national awards for further study of the

Middle East (Narrative Section H1). The

<b>Table C2. Survey of Middle East Graduates</b>		
<b>Category</b>	<b>Number</b>	<b>Percent</b>
<b>How often do you use the language(s) you studied in your current job?</b>		
At least once a week	21	31%
Less than once a week	21	31%
Never	26	38%
<b>How often do you use your world regional knowledge at your current job/situation?</b>		
At least once a week	24	48%
Less than once a week	16	32%
Never	10	20%
<b>How important has this world regional knowledge been to your career?</b>		
Very important	17	34%
Moderately important	11	22%
Important	9	18%
Slightly/Not important	13	26%

Consortium's placement survey of undergraduates (Table C2), conducted in Fall 2017 in conjunction with other international and area studies centers, found that 31 percent of Consortium graduates used a Middle East language they studied in college at least once a week at their current job, and 48 percent used Middle East regional knowledge. Two thirds

indicated that Middle East regional knowledge was important for their career. The survey also identified three Consortium studies graduates in Middle East-related positions at the State Department, one in national security, and one in Congress. Two Consortium graduates taught in recent years at the U.S. Military Academy, and many work at Middle East-related businesses and nonprofit organizations.

*C2. The activities of the Center address national needs, and generate information for and disseminate information to the public?*

All of the Consortium's activities address areas of national need identified by the Department of Education in 2017 in consultation with federal agencies, including the Middle East region and Arabic, Modern Hebrew, Persian, Turkish, and Urdu, which are listed as priority languages. Consortium members have disseminated information to the public through radio and television appearances, articles in national and global media outlets, training for journalists and government officials, and other activities (Narrative Section I1c). In addition, the Opening Access initiative (Narrative Section C3), which the Consortium has contributed to, has disseminated information to universities around the country about barriers to participation in global education opportunities among students from traditionally underrepresented groups.

*C3. The applicant provided a clear description of how the applicant will provide equal access for and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly.*

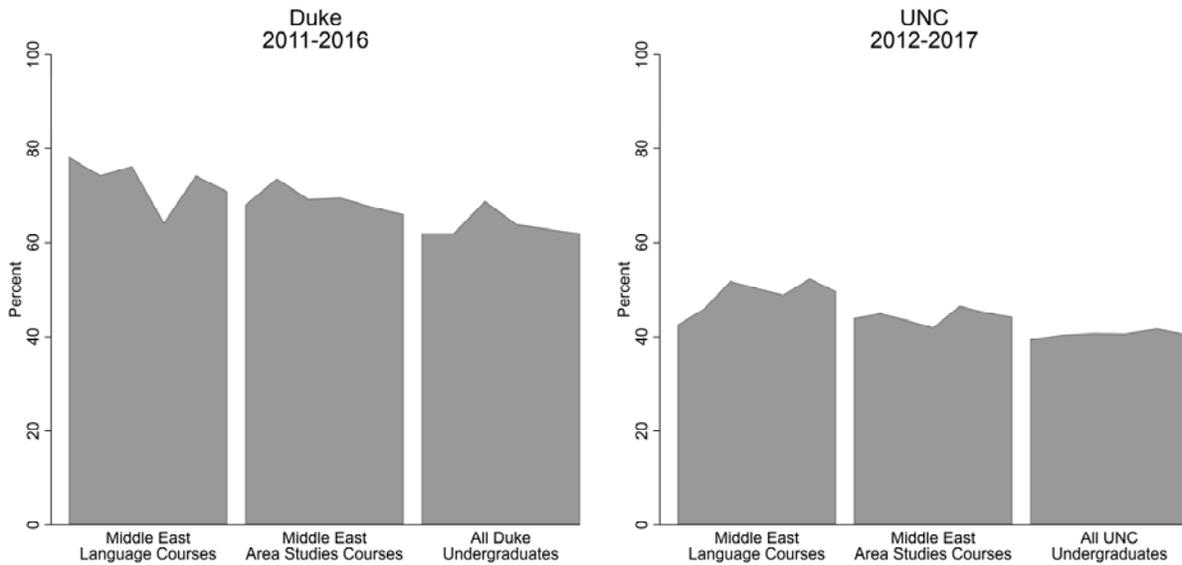
Both Duke and UNC emphasize equal access and treatment for students, faculty, and staff from traditionally under-represented groups, and both universities have established oversight offices and training programs to ensure that these standards are met. The universities are committed to making campus programs and facilities accessible to the physically challenged through building design and the provision of special assistance by designated offices.

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The Consortium is committed to the ideals of equal access and treatment. As part of its evaluation efforts, the Consortium collaborated with other international and area studies centers on the Opening Access initiative, led by UNC's Center for Global Initiatives. This project convened a task force representing more than two dozen offices across the UNC campus, including financial aid, student advising, residential life, and offices serving underrepresented groups, including first-generation students, transfer students, and minority students that had not previously interacted with Middle East and international studies. The task force has met twice a year for five years, with subcommittees meeting more frequently, to identify barriers to participation in international education opportunities by students from underrepresented groups, design interventions to overcome these barriers, and track our progress through systematic data gathering. The task force has generated several small-scale initiatives to support co-curricular study tours for students with financial need who have never traveled abroad, as well as a major initiative, the "Global Guarantee," which UNC has adopted as a priority for its current capital campaign. If fully funded with private donations, this program will support co-curricular overseas travel for hundreds of UNC students each year who are eligible for financial aid.

The Opening Access initiative has worked with UNC's Office of Institutional Research and Analysis and Duke's Office of Assessment to track trends in participation in Middle East studies by members of underrepresented groups. Figure C3 charts one important set of figures from this initiative: trends in the percentage of undergraduates in Middle East language and non-language courses who receive need-based financial aid, as compared with the undergraduate student body as a whole at Duke and UNC, based on the most recent available data. These figures show higher levels of participation of students receiving financial aid in Middle East studies than the student body at large. Broadening participation by underrepresented groups in

**Figure C3. Middle East Studies Students Receiving Need-Based Financial Aid**



Middle East studies courses and Study Abroad forms one of the Consortium’s focus areas for growth and evaluation in the coming grant cycle (Narrative Section C4).

*C4. The applicant provided an evaluation plan that is comprehensive and objective, is likely to produce quantifiable, outcome-measure-oriented data, and shows that recent evaluation plans have been used to improve the applicant’s programs.*

In collaboration with other international and area studies centers at UNC and Duke, the Consortium is continuing its evaluation activities with a team of experienced scholars and practitioners of educational evaluation.

Dr. Gregory Cizek and Dr. Rita O’Sullivan of the UNC School of Education serve as senior consultants guiding the development of the Consortium’s evaluation plan. Dr. Cizek, the Guy B. Phillips Distinguished Professor of Educational Measurement and Evaluation, teaches the School of Education’s graduate seminar on evaluation methods and has served as president of the National Council on Measurement in Education. He is currently a member of the U.S.

Department of Education’s National Assessment Governing Board, which sets policy for the

National Assessment of Educational Progress, also known as the Nation's Report Card. Dr. O'Sullivan is director of the School of Education's Evaluation, Assessment, & Policy Connections (EvAP) unit and author of *Practicing Evaluation: A Collaborative Approach* (Sage, 2004). She has served as an officer of the American Evaluation Association and received the first lifetime achievement award from the North Carolina Association for Research in Education.

The Consortium's evaluation plans will be implemented by Beth-Ann Kutchma and Fabiola Salas Villalobos. Ms. Kutchma is an independent education evaluation consultant with 20 years of experience designing and implementing program evaluation in international education. She received a training certificate from the EvAP Evaluation Institute in 2004 and was responsible for the evaluation components of Title VI programs at UNC's Center for Global Initiatives, where she helped to launch the Opening Access initiative, before establishing an independent consultancy in 2016. Ms. Kutchma will conduct the survey and data-based portions of the Consortium's evaluation plan. Ms. Salas Villalobos is a doctoral student at the UNC School of Education, where she has worked with EvAP to evaluate education programs from elementary school to doctoral levels, including activities at many of UNC's international and area studies centers. Ms. Salas Villalobos will conduct the interview and focus group component of the evaluation plan.

In addition, the Consortium is strengthening evaluation of its outreach to elementary, secondary, and postsecondary teachers through a new Teacher Advisory Committee, in conjunction with other international and area studies centers at Duke and UNC. This committee will be composed of 15 teachers from diverse disciplines, grade levels, and regions of North Carolina, including 1 or 2 nominated by the Consortium. It will meet each spring to assess the Consortium's outreach activities and suggest improvements and new directions.

The Consortium is focusing its evaluation plan and Performance Measure Form (Appendix 4) on three areas identified through past evaluations and strategic planning as important areas for growth, corresponding with the Department of Education priorities:

1. Broadening access to Middle East studies by students from historically underrepresented groups. The Consortium has been active in efforts to gather data on participation in international educational opportunities by underrepresented groups (Narrative Section C3). The Consortium will continue to work with the Opening Access initiative to identify barriers to participation and to reach students who may not have considered Middle East studies. The Consortium's partnership with Durham Tech is also intended to increase access to Middle East studies, especially Arabic language learning, in keeping with **NRC Competitive Preference Priority 1**, working with minority-serving institutions and community colleges. Evaluation of this effort will focus on the number of students from underrepresented groups in Middle East studies courses at Duke, UNC, and Durham Tech; the number of students from these groups in Duke and UNC's Study Abroad programs in the Middle East; and focus groups with students from underrepresented groups to investigate their impressions of the Consortium's programs, possible barriers they perceive, and suggestions for overcoming these barriers. This effort corresponds to Goal 1 of the Department of Education's strategic plan for 2014-2018: "Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youth and adults."

2. Internationalize community college curricula and increase faculty and student involvement in Middle East issues, activities, and dialogue throughout North Carolina. The Consortium will continue to collaborate with the NC Global Distinction initiative, established with Consortium support in 2014 by UNC's World View program, which provides global

knowledge, skills, and strategies to K-14 educators across the state. Evaluation will focus on the number of community colleges, faculty, and students participating in NC Global Distinction program; and surveys of community college administrators and faculty at World View events to gauge their impressions of the NC Global Distinction program and their decision to participate or not. This effort corresponds to the Title VI **Competitive Preference Priority 1** of collaboration with community colleges.

3. Growing enrollments in the joint Duke-UNC language programs in Persian and Turkish. As described in Narrative Section G1, Duke and UNC established a joint language program in Turkish in 2014, with Title VI support. The universities expanded this program to Persian language instruction in 2018. Evaluation of these programs will focus on course enrollments and a qualitative review of the programs in Years 1 and 3 of the grant cycle, through interviews with university administrators, faculty, and students in the Persian and Turkish programs. This effort corresponds to Measure 3 of the Department of Education's Government Performance and Results Act (GPRA) goals for National Resource Centers: "Percentage of NRCs that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs [less commonly taught languages] during the course of the grant."

The Consortium's programs have been improved by past evaluations, including ongoing efforts to broaden access by underrepresented groups, which is informed by evaluation work conducted in conjunction with the Opening Access initiative, including data analyses presented in Narrative Section C3. Efforts to internationalize community college programs in North Carolina are informed by the evaluation surveys conducted among participants at each World View activity. The use of language facilitators in hybrid cross-campus language courses is informed by the initial evaluation of the joint Turkish program, conducted in Spring 2017 by Ms.

Kutchma, one of the Consortium's evaluation consultants.

*C5. The Center provided information to demonstrate its record of placing students into post-graduate employment, education, or training in areas of national need and the applicant's stated efforts to increase the number of such students that go into such placements?*

On the Consortium's placement record, please see Narrative Sections C1 and C6. All of the Consortium's activities are intended to spur interest in the Middle East (designated as an area of national need) that will last beyond graduation, and the Consortium's advising offers encouragement and information about Middle East-related opportunities, including government service (Narrative Section H2, **NRC Absolute Priority 1**). In addition, the Consortium works with the Duke and UNC offices of career counseling to inform students about Middle East-related government careers, as well as opportunities in education, business, and nonprofit sectors. The Consortium holds annual international career fairs in collaboration with other international and area studies centers, as well as events with Duke and UNC's diplomats in residence about careers in the Foreign Service (in keeping with **Absolute Priority 1** on encouraging government service). In addition, the Consortium maintains an extensive website listing academic positions in Middle East studies (Narrative Section H2).

*C6. The applicant's activities and training programs have contributed to an improved supply of specialists on the program's subject as shown through indices such as undergraduate and graduate enrollments and placement data?*

The Consortium has trained hundreds of Middle East specialists through its undergraduate and graduate programs (see majors and minors in Table D2, below, and course enrollment in Appendix 3). Table C2, above, presented undergraduate placement data; Table C4 presents placement data for Consortium graduate students supported by FLAS awards: 35

percent work in higher education, 30 percent in business, and 11 percent in government.

<b>Table C4. Survey of Middle East FLAS Graduates</b>		
<b>Category</b>	<b>Number</b>	<b>Percent</b>
<b>Type of employer:</b>		
Higher education	16	35%
Business	14	30%
Government	5	11%
Other	11	24%
<b>How often do you use your FLAS language in your current position?</b>		
At least once a week	15	33%
Less than once a week	15	30%
Rarely/Never	14	30%
No response	3	7%
<b>How often do you use your area studies knowledge in your current position?</b>		
At least once a week	18	39%
Less than once a week	11	24%
Rarely/Never	17	37%

A third of respondents reported using their language training at least once a week in their current positions, and more than one third used their area studies training this often.

**Narrative Section D. Commitment to the Subject Area on Which the Center Focuses**

*D1. The extent to which the institution provides financial and other support to the operation of the Center, teaching staff for the Center’s subject area, library resources, linkages with institutions abroad, outreach activities, and qualified students in fields related to the Center.*

Duke and UNC share more than half a century of experience in Middle East studies (Table D1 lists highlights of this collaboration). In recent years, university support, faculty

<b>Table D1. Highlights of Duke-UNC Middle East Studies Collaboration</b>

Co-taught courses in Islamic Civilizations, 1971-2000
Jointly developed American Council of Learned Societies Islamic History Teaching Materials Project, 1977-1986
Founded and organized Middle East Studies Association Film Festival, 1983-2002
Hosted Annual Meeting of the Middle East Studies Association, 1993
Carolina Seminar in Comparative Islamic Studies, 1994-present: joint faculty-student lecture and discussion series
Jointly organized conferences on “The Global Middle East,” “Marketing Muslim Women,” etc., 2000-present
Triangle Center for Middle East Studies, 2005 (now known as the Duke-UNC Consortium for Middle East Studies)
Annual Graduate Student Middle East and Islamic Studies Research Conference, 2005-present
Coordinated Middle East library collection development plan, 2007-present
Duke-UNC Graduate Certificate in Middle East Studies, 2011-present
Transcultural Islam Project and IslamiCommentary partnership, 2011-2016
Co-led Study Abroad in Turkey, 2012-present (currently held in Berlin due to State Department travel advisory)
Joint language instruction in Turkish (beginning 2014) and Persian (beginning 2018)
Joint editorship of the <i>Journal of Middle East Women’s Studies</i> , 2014-2018

initiative, and student interest have generated lasting growth in Middle East studies on both campuses, resulting in a program unrivaled regionally and competitive with other distinguished national programs. Since receiving its first Title VI NRC/FLAS award eight years ago, the Duke-UNC Consortium for Middle East Studies has increased its enrollment by 50 percent; expanded Middle East language offerings with Persian and Turkish language instructorships, which were initially seeded with Title VI support (Narrative Section G); developed a broad array of undergraduate programs, as well as a graduate certificate program, with permission to plan for master's programs on both campuses (Narrative Sections H1, H3); strengthened library collections (Narrative Section E1a); expanded outreach to elementary, secondary, and community college instructors (Narrative Sections I1a, I1b); launched a collaboration with Durham Tech (Narrative Sections A2, A4, C4, G, I1b); and designed interventions to increase participation in Middle East studies by students from underrepresented groups (Narrative Section C3).

The Consortium is a pioneer in cross-campus collaboration between Duke and UNC, with extensive integration of Middle East studies at the two universities, including the joint graduate certificate program, coordinated library collections, co-taught and coordinated course offerings, and free cross-campus enrollment, as well as faculty searches, visiting scholars, and joint event planning, making good use of the Robertson Scholars bus that runs the nine miles between the two campuses every half-hour. Research collaborations have culminated in jointly produced publications, including monographs, special issues of journals (most recently, the Consortium's 2017 annual conference has generated a forthcoming special issue of the *Journal of Ottoman and Turkish Studies Association*), and a book series at UNC Press, "Islamic Civilization and Muslim

Networks,” with co-editors from each university.

*Institutional support for operation of Consortium:* Duke and UNC provide course release and stipends for the directors of the Consortium’s constituent centers, as well as 50 percent

<b>Table D2. Institutional Support for Middle East Studies, 2017-2018</b>			
Category			
Core faculty	29	25	54
Affiliated faculty	28	27	55
Graduate students	35	55	90
Undergraduates	75	163	238
Courses offered	95	126	221
Course enrollment	923	5,868	6,791
Languages taught	6	6	6
Library volumes	187,132	114,018	301,150
Institutional linkages	17	10	27

funding for an associate director UNC, a senior program coordinator and program coordinator at Duke, and a joint outreach coordinator with program assistance responsibilities. The universities provide 100 percent funding

for a second program coordinator at Duke, business managers at Duke and UNC (shared with other area studies centers), and student assistants on both campuses.

*Institutional support for teaching staff:* Duke and UNC’s commitment to Middle East

<b>Table D3. Institutional Financial Support for Middle East Studies, 2017-2018</b>			
Category			
Faculty	\$3,731,915	\$3,396,489	\$7,128,404
Administration	\$250,000	\$322,620	\$572,620
Student support	\$4,109,206	\$3,549,567	\$7,658,772
Events	\$49,322	\$117,250	\$166,572
Library	\$665,760	\$386,655	\$1,052,415
Outreach	\$150,445	\$134,556	\$285,001
<b>Total:</b>	<b>\$8,956,648</b>	<b>\$7,907,137</b>	<b>\$16,863,785</b>

studies remains strong despite ongoing budget pressures (Table D3). The universities have taken on faculty positions initiated with Title VI seed funding in the last two grant

cycles, and UNC has agreed to match Title VI and private funding for a new tenure-track position in the arts and cultures of Iran (Budget Form ED-524, Section A).

Internationalization is a priority in the academic plans of both Duke and UNC. Over the past decade, the Consortium has benefited from construction of the FedEx Global Education Center at UNC and major renovation of the John Hope Franklin Center at Duke, where the Consortium’s offices are located. Both buildings combine offices, classrooms, meeting areas,

and art exhibit spaces. These locations house all of the campuses' international and area studies centers, facilitating transregional and interdisciplinary collaborations. The Consortium is also committed to bridging divides within Middle East studies, especially concerning the Israel-Palestine conflict (in keeping with **Absolute Priority 1** on diverse perspectives and wide range of views; please see Supplemental Information on Diverse Perspectives and Wide Range of Views in Funded Activities).

*Institutional support for libraries:* Table D3 demonstrates significant support for Middle East subjects in the Duke and UNC libraries; for more detail, please see Narrative Section E.

*Institutional support for linkages with institutions abroad:* Duke and UNC have supported Middle East studies through extensive linkages with institutions in the Middle East. In addition to Study Abroad agreements (Narrative Section H4), the Consortium has memoranda of understanding, including exchange agreements, with 27 universities in the region, plus research and training partnerships with the Arab Council for the Social Sciences, an international association based in Lebanon, and with 16 universities. Title VI support will help the Consortium's directors and staff manage and add to these linkages through administrative travel to visit current and potential institutional partners in the Middle East (Budget Section 3).

*Institutional support for outreach:* Table D3 demonstrates significant institutional support for Middle East outreach activities; for more detail, please see Narrative Section I.

*Institutional support for students:* Duke and UNC provide more than \$7 million in financial support for students in Middle East studies (Table D4), an increase of 5 percent since 2013-2014. At the graduate level, both institutions provide teaching assistantships and tuition remission for all doctoral students, amounting to more than \$3 million in 2017-2018. At the undergraduate level, both institutions are national leaders in providing financial aid. Duke has a

<b>Table D4. Institutional Financial Support for Students in Middle East Studies, 2017-2018</b>			
Category			
Teaching assistantships	\$670,000	\$941,922	\$1,611,922
Tuition remission	\$703,960	\$831,276	\$1,535,236
Financial aid	\$1,763,246	\$1,507,869	\$3,271,114
Merit scholarships	\$342,000	\$268,500	\$610,500
<b>Total:</b>	<b>\$3,479,206</b>	<b>\$3,549,567</b>	<b>\$7,028,772</b>

need-blind admission policy for U.S. citizens and permanent residents; the admissions office does not consider applicants' financial status or the the

ability of their family to pay for a college education. Duke commits to provide 100 percent of a student's demonstrated financial need for all four years of the student's undergraduate education, and more than half of Duke students receive financial aid grants averaging \$47,133 per year. For Duke's Middle East studies undergraduates, this amounts to more than \$1.7 million of support. In addition, Duke offers a half-dozen merit scholarships that the Middle East program's high-quality students have had disproportionate success in winning in recent years (27 over the past four years). UNC was the first major public university in the U.S. to guarantee debt-free financial aid for low-income undergraduates through the Carolina Covenant, which was established in 2003. For Middle East studies undergraduates, this and other programs amount to more than \$1.5 million in financial support. In addition, Middle East studies students have won 18 merit-based scholarships over the past four years, including seven students holding the most prestigious award at UNC, the Morehead-Cain Scholarship. Middle East studies students currently hold eight Robertson Scholarships, which involve admission, coursework, and undergraduate degrees from both Duke and UNC.

## Narrative Section E. Strength of Library

*E1a. The strength of the institution’s library holdings (both print and non-print, English and foreign language) in the applicant’s subject area and at the educational levels (graduate, professional, undergraduate) on which the Center focuses; and the extent to which the institution provides financial support for the acquisition of library materials and for library staff in the subject area of the Center.*

*Library holdings:* The Duke and UNC libraries have collaborated since 1935 in order to minimize duplication of resources and facilitate cross-campus library access. This collaboration, now known as the Triangle Research Library Network, has resulted in integrated systems for acquisitions, cataloging, on-line searching, and borrowing. The libraries share a state-of-the-art

<b>Table E1. Library Holdings in English and Middle Eastern Languages</b>			
Language	 Duke UNIVERSITY	 THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	 Duke UNC CMES
Arabic	53,528	22,729	76,257
Hebrew	24,195	4,806	29,001
Persian	2,092	5,984	8,076
Turkish	16,573	2,450	19,023
Urdu	12,594	2,960	15,554
Other Middle Eastern languages	636	620	1,256
English	77,514	74,469	151,983
<b>Total:</b>	109,618	39,549	149,167
Overlap in the two libraries’ holdings is approximately 15 percent.			

storage facility, completed in 2012, and provide two- or three- day delivery service of all materials to borrowers on each campus. Together, the Duke and UNC libraries’

collection of 16,444,083 volumes ranks among the top university libraries nationwide, according to 2017 data from the Association of Research Libraries.

In 2009, Duke and UNC libraries established a cooperative collection-development plan for Middle East material, with Duke assuming primary responsibility to develop research-level collections in Turkish and UNC taking the lead for Persian and Urdu. Collecting in Arabic and Hebrew is shared by both libraries. Over the past four years, holdings in Arabic and Persian at the two libraries have increased by two thirds; Turkish materials have almost tripled, including a major collection of Turkish monographs and periodicals acquired by the Duke library, of which 216 volumes so far have been scanned and made freely available on the Internet Archive

repository (<https://archive.org/details/dulturk>), and a collection of Turkish political posters from the past century, which formed the basis of an exhibition and associated scholarly catalog, published in 2017. The Duke library has digitized and made freely available its entire collection of Arabic manuscripts (<https://repository.duke.edu/dc/earlymss>), and recently acquired the personal collection of the late Professor Shahab Ahmad, the famed scholar of Islam, consisting of 6,000 volumes in Middle Eastern and European languages. The local Iranian-American community has contributed to the establishment of five endowments to support UNC library acquisition of Persian-language materials and related activities, and UNC is anticipating the acquisition of a very large library collection (over 60,000 volumes) in Persian studies, as a donation from a private collector. All in Western European languages, this collection contains virtually every book published since 1500 with a significant chapter on Persia.

*Library financial support:* Duke and UNC have increased their Middle East-related library staff exponentially since mid-2001, when the Duke University Library hired its first

<b>Table E2. Library Funding for Middle Eastern Collections, 2017-2018</b>			
Category	Duke UNIVERSITY	THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	Duke UNC CMES
Collection development	\$394,088	\$354,912	\$749,000
Personnel	\$260,302	\$260,280	\$520,582
Professional travel	\$11,371	\$49,679	\$61,050
<b>Total:</b>	<b>\$665,761</b>	<b>\$664,871</b>	<b>\$1,330,632</b>

librarian in Middle East and Islamic

studies. The position has been held

since 2016 by Sean Swanick, a

librarian with master's degrees in both

Middle East studies and library science and a working knowledge of Arabic, Persian, and

Turkish. Swanick was elected president of the Middle East Librarians Association (as was his

predecessor), and currently serves as an elected executive board member of Middle East

Materials Project of the Center for Research Libraries. Duke also has a librarian for Jewish

Studies and Israeli Studies, Rachel Ariel, who is a native speaker of Hebrew. Duke has two

Middle East catalogers: Fouzia el-Gargouri, a native speaker of Arabic who is training to become

an original cataloger; and Christopher Smith, who holds a master's degree in Islamic Studies and assists in copy-cataloging and ordering materials in Arabic, Persian, and Turkish. UNC hired its first Middle East and African Studies librarian in 2010. With his recent departure, UNC is currently in the process of hiring a replacement to begin in Fall 2018. In 2013, UNC added a Middle East cataloger, Denise Soufi, who holds a master's degree in library science and a doctorate in Near Eastern studies. In 2016, the UNC library hired Houra Kadivar, a native speaker of Persian, in a new position as assistant to the Middle East librarian.

University support for library acquisition of Middle East material (Table E2) has grown by 26 percent since 2013-2014, despite budget cuts elsewhere in the libraries. Title VI support will contribute to acquisitions and Middle East librarians' travel to book fairs in the Middle East (Budget Sections 3, 5A). A special focus for library acquisitions is Middle East documentary films for the unique collection developed at UNC by the late Ellen-Fairbanks (Taffy) Bodman, founder and longtime organizer of the Middle East Studies Association's annual Film Festival.

*E1b. Research materials at other institutions are available to students through cooperative arrangements with other libraries or online databases, and teachers, students, and faculty from other institutions are able to access the library's holdings.*

Duke and UNC libraries operate efficient interlibrary borrowing offices and participate in interlibrary consortia such as the North East Research Libraries Consortium and the Center for Research Libraries, allowing students access to research materials at other institutions.

With support from the Mellon Foundation and the participation of library associations in North America and the Middle East, the Consortium and its Middle East librarians led a project to assess and promote collaboration between libraries in the two regions, generating a report that is forthcoming in the peer-reviewed *IFLA Journal* (International Federation of Library

Associations). With funding from the Carnegie Corporation of New York, the Consortium is currently partnering with the Arab Council for the Social Sciences to create a data archive for research in and on the Arab region. Duke also co-hosts the Jara'id project, an international effort to identify and digitize Arabic periodicals from the late 19<sup>th</sup> and early 20<sup>th</sup> century.

At both Duke and UNC, paper holdings are heavily supplemented by digital material, including documents, journals, newspapers, and e-books. UNC was the first American university to subscribe to *Namayah Online*, a resource with more than 1.5 million searchable images of articles from Iranian periodicals since 1978, and to *NoorMagz Online*, a database with full-text access to more than 1,300 Iranian periodicals.

Teachers, students, and faculty from other institutions may access the Consortium's library holdings through in-person visits and interlibrary borrowing by reciprocating institutions. North Carolina residents can access a large portion of the UNC library's digital subscriptions through the NC Live library network. Scholars sponsored by Duke and UNC faculty or staff are eligible for remote access to electronic library resources.

Title VI funding will expand access to Middle East library materials by arranging consultations with Duke and UNC Middle East librarians for elementary, secondary, and community college instructors (Narrative Section I1a, I1b), and through partnership with Durham Tech (Narrative Sections A2, A4, C4, G1, I1b), including consultations with Duke and UNC librarians for course development and support for Middle East collection development at the Durham Tech library (Budget Section 5A). These partnerships support **NRC Competitive Preference Priority 1**, which encourages collaboration with minority-serving institutions and with community colleges.

## **Narrative Section F. Quality of the Center's Non-Language Instructional Program**

*F1. The quality and extent of the Center's course offerings in a variety of disciplines, including the extent to which courses in the Center's subject matter available in the institution's professional schools.*

Over the past two years, the Consortium has offered 190 non-language courses on the Middle East in 22 departments. These courses range from large introductory lecture-based courses to discipline-specific courses on the Middle East by accomplished scholars in anthropology (Fadi Bardawil, Engseng Ho, Rebecca Stein); archaeology (Benjamin Arbuckle); art history (Glaire Anderson); divinity (Ellen Davis, Meredith Riedel); economics (Timur Kuran); geography (Banu Gökarıksel); history (Cemil Aydin, Malachi Hacohen, Adam Mestyan, Sarah Shields, Mustafa Tuna); Islamic studies (Carl Ernst, Julianne Hammer, Mona Hassan, Mohsen Kadivar, Bruce Lawrence, Omid Safi); Jewish studies (Yaakov Ariel, Shalom Goldman, Laura Lieber, Jodi Magness, Evyatar Marienberg, Melvin Peters); literature (Shai Ginsburg, Erdağ Gökner, Abdul Sattar Jawad, Ellen McLarney, Negar Mottahedeh, Yaron Shemer, Nadia Yaqub); political science (Navin Bapat, Alexander Kirshner, Abdeslam Maghraoui, Andrew Reynolds); public policy (Henry Brands, Bruce Jentleson, David Schanzer); sociology (Mary Hovsepian, Charles Kurzman, Jen'nan Read); women's studies (Emily Burrill, Frances Hasso); and others – to advanced undergraduate courses on specialized themes such as “Jews and Muslims,” “Radical Islam,” and “9/11 in World History.” A full Course List is in Appendix 3.

At the graduate level, the Consortium offers advanced seminars on Middle East subjects throughout the humanities and social sciences as part of the Duke-UNC graduate certificate program in Middle East studies. These seminars train graduate students in research techniques, academic writing, and curriculum development, and have produced papers published in numerous scholarly journals, including two articles by Ali Kadivar, a recent sociology graduate

at UNC, in the top sociology journal, *American Sociological Review*.

*Professional schools:* Middle East studies students in Duke and UNC's professional schools are enrolled in the Consortium's graduate certificate in Middle East studies, as well as in the Consortium's language, humanities, and social-science courses. Within the professional schools, UNC's business school offers global immersion courses on business subjects in conjunction with study-abroad experiences in Israel and the United Arab Emirates, averaging 50 students per year over the past four years. Duke's Global Health program offers Arabic-language courses on Middle East and refugee issues through the Cultures and Languages Across the Curriculum program, with Title VI support (Budget Section 1B). Consortium faculty lead Middle East units for courses on conflict management, human rights, and other subjects in the joint Duke-UNC Rotary International Program in Peace and Conflict Resolution, one of six Rotary centers worldwide that offer professional master's degrees in peace and conflict resolution. In addition, Consortium faculty participate in symposia, seminars, conferences, and other educational activities at Duke and UNC professional schools, including workshops held by the Duke Law School's Program in International and Comparative Law and the Student Organization for Legal Issues in the Middle East and North Africa; Middle East portions of professional development and training programs such as the Edward R. Murrow Program for Arab journalists at UNC's School of Media and Journalism; and the complex emergencies program run by Dr. Dilshad Jaff at UNC's Gillings School of Global Public Health. Professional-school students also work on Middle East research projects with health affairs, legal, and other professional school faculty (several examples are noted in Narrative Section B1).

In keeping with the **NRC Absolute Priority 2 and Competitive Preference Priority 2**, the Consortium requests Title VI funding to support ongoing partnerships with schools of

education around the UNC system, led by the UNC-Wilmington School of Education, to develop curricular units on Middle Eastern and other international topics in required teacher-training courses (Narrative Section I1b, Budget Section 8A).

*F2. The extent to which interdisciplinary courses offered for undergraduate and graduate students.*

At the undergraduate level, the Consortium's core courses in Islamic Civilizations were jointly developed through interdisciplinary collaboration between the departments of religious studies and history at both Duke and UNC. The Middle East and Islamic studies minors and concentrations at UNC and Duke (Narrative Section H) also involve extensive interdisciplinary coursework. Overall, one third of the Consortium's non-language courses in 2016-2018 are cross-listed in multiple departments (see Course List, Appendix 3).

At the graduate level, the Consortium's Graduate Certificate in Middle East Studies (Narrative Section H3) is structured around interdisciplinarity, with the required core course and practicum team-taught by faculty from contrasting disciplinary backgrounds, one each from Duke and UNC -- most recently, literature/anthropology (Erdağ Gökner and Fadi Bardawil, 2017) and literature/history (Shai Ginsburg and Cemil Aydin, 2018) -- with guest lecturers and assigned readings from additional fields of study. Further interdisciplinarity is incorporated into the Graduate Certificate through the requirement that students take at least one additional course outside of their home discipline.

*F3. The extent to which the institution employs a sufficient number of teaching faculty to enable the Center to carry out its purposes, and the extent to which instructional assistants are provided with pedagogy training*

*Number of teaching faculty:* The Consortium has 54 core non-language faculty members in 27 disciplines, all of whom teach (Appendix 1), plus 55 affiliated faculty who teach some

Middle East content. These numbers allow the Consortium to offer a wide array of Middle East courses; supervise undergraduates and graduate student research in Middle East studies; maintain a high profile in Middle East-related research; and perform outreach to local, national, and international communities (Narrative Section I).

*Pedagogy training:* The Graduate Schools and individual departments at Duke and UNC emphasize pedagogical training of graduate students, with required teaching courses in each discipline and campus-wide training opportunities. At Duke, such opportunities include the Preparing Future Faculty program, which links Ph.D. students and post-doctoral fellows with a regional network of faculty mentors; an ongoing workshop series called “Teaching Ideas” (Instructional Development for Excellence and Success); the Bass Instructional Fellowship Program, which trains selected students for traditional and online teaching; and an array of courses – plus a graduate certificate track – in college teaching. A new office, Duke Learning Innovation, also offers workshops and resources to assist graduate instructors incorporate technology and new media into courses effectively. At UNC, the Center for Faculty Excellence assists departments in developing graduate teaching assistant training programs and runs an orientation for new teaching assistants; the Future Faculty Fellowship Program, a semester-long certificate program that focuses on instructional planning and teaching skills; a consulting program for teaching assistants; and frequent workshops. The UNC Graduate School also offers special training for international teaching assistants; on-site and online training through Center for the Integration of Research, Teaching and Learning, a nationwide network for graduate education; and an assistant dean for graduate student professional development, who conducts trainings and acts as a resource for graduate and professional students. UNC also offers a course on college teaching through the UNC School of Education and training in Language Across the

Curriculum pedagogy (Narrative Section G2). To supplement these resources, the Consortium incorporates teacher training into the semester-long practicum required for the Graduate Certificate in Middle East studies, including the preparation and discussion of annotated syllabi. On both campuses, faculty members mentor teaching assistants and provide preparation, supervision, and feedback, and Consortium faculty offer models of award-winning teaching, such as Banu Gökarıksel (Chapman Family Teaching Award, 2017, UNC); Jennifer Gates-Foster (Tanner Award for Excellence in Undergraduate Teaching, 2017, UNC); and Maha Houssami (Alden Outstanding Service Learning Award, 2014, Duke).

*F4. The extent to which the Center offers depth of specialized course coverage in one or more disciplines of the Center's subject area?*

In addition to the Consortium's broad offerings in 22 disciplines, Duke and UNC offer especially deep course coverage in the field of Islamic studies, for which the Consortium has long been internationally renowned (see, for example, the extended case study of the Duke-UNC collaboration in the Higher Education Funding Council for England's 2008 report, *International Approaches to Islamic Studies in Higher Education*). The Consortium offers specialized courses on aspects of Islamic studies such as Islamic ethics, Islamic philosophy, Qur'anic studies, and Sufism (Carl Ernst, Mohsen Kadivar, Omid Safi), art (Glaire Anderson), gender (Juliane Hammer, Mona Hassan, Didem Havlioğlu), politics (Erdağ Gökınar), race (Ellen McLarney), and social media (Negar Mottahedeh), and courses with social-scientific approaches to Islamic studies such as Islam and nationalism (Engseng Ho), Islamic economic history (Timur Kuran), radical Islam (Adam Mestyan), and the sociology of Islam (Charles Kurzman).

Another area of depth is film studies, with courses on Arab cinema (Mbaye Lo), Iranian

cinema (Shahla Adel, Claudia Yaghoobi), Islam and cinema (Negar Mottahedeh), Israeli cinema (Shai Ginsburg), Middle Eastern cinema (Yaron Shemer), and Turkish literature and film (Erdağ Göknar), some of which are offered in conjunction with the Bodman Collection of Middle Eastern films at the UNC library (see Narrative Section E1a).

At Duke, the Consortium also offers a cluster of first-year seminars on “The Middle East and Islam in Global Contexts.” This cluster is part of Duke’s nationally recognized Focus Program, in which 20-30 first-year students apply to live together and take courses from an interdisciplinary cluster of seminars on a single theme, introducing students to scholarship and intellectual community that transcends the boundaries of a single classroom. Field trips, travel, community service, and research are incorporated into the learning experience. The Consortium requests Title VI funding to support arts-oriented courses in this program (Narrative Section A, Budget Section 1C). Many of the students in this Focus program have gone on to further courses in Middle East studies and careers in this region after graduation. The service component of the Duke Middle East Focus program is coupled with an exceptional number of service-oriented programs on Middle East themes, including the Injaz service-learning program in the Duke Arabic program (Narrative Section G1); DukeEngage service programs in Jordan and Lebanon, funded entirely by a private endowment (Narrative Section H4); and DukeImmerse, a semester-long program combining four courses on the theme of refugee experience, with service among refugees in Jordan (Narrative Section H4).

## Narrative Section G. Quality of the Center's Language Instructional Program

*G1. The extent to which the Center provides instruction in the languages of the Center's subject area and the extent to which students enroll in the study of the languages of the subject area through programs or instruction offered by the Center or other providers.*

*Instruction in Middle East languages:* Duke and UNC were the first universities in the Southeast to teach modern Middle Eastern languages on a regular basis, with UNC offering its first Arabic classes in 1959. The Consortium now offers three or more years of language instruction in Arabic, Modern Hebrew, Persian, Turkish, and Urdu. (The Consortium treats Pakistan as a part of the Middle East -- see Narrative Section A1.) The Consortium offers two years of Biblical Hebrew, as well as courses on demand in Akkadian, Aramaic, Coptic, Syriac, and Ugaritic. All of these language programs cooperate across the Consortium's two campuses.

Duke and UNC's programs in Persian and Turkish have been fully integrated, with Duke taking the lead for Turkish and UNC taking the lead for Persian. Both programs are led by full-time instructors, Dr. Shahla Adel for Persian and Dr. Didem Havlioğlu for Turkish, who split their time between Duke and UNC in order to offer hybrid in-person/on-line courses for students on both campuses for first-semester through sixth-semester instruction. Both positions were initially seeded with 50 percent support from past Title VI awards and are now fully funded by Duke and UNC. This year, both instructors received fellowships from Duke for training on a new software platform, Zoom, to facilitate this mode of instruction. The Consortium's evaluation (Narrative Section C4) of the joint Turkish program, which was inaugurated in 2014, identified the previous software platform as inadequate. The evaluation also identified a need for an on-site facilitator to assist in the classroom when the instructor is at the other campus; the Consortium budget includes funds for native-speakers to fill this role (Budget Section 1B). The Persian and Turkish language programs also benefit from content courses on Turkey offered by Professors

Erdağ Göknaş and Mustafa Tuna (Duke), and by content courses on Iran taught by Professor Claudia Yaghoobi (UNC), whose position was funded by a private foundation in 2014 in recognition and support of the Consortium’s growing Persian studies program. The Consortium plans further courses on the arts and cultures of Iran through a new tenure-track position at UNC.

In addition, the Consortium plans to extend its collaboration with Durham Tech (see also Narrative Sections A2, A4, C4, E1b, and I1b) by supporting its Arabic language program (Budget Section 8A; **NRC Competitive Preference Priority 1**). As part of the Consortium’s efforts to broaden the training of minorities who are historically underrepresented in Middle East studies, the Consortium has worked with Durham Tech since 2016 to grow its Arabic language offerings from two to three semesters and to fund participation in pedagogical training workshops for Durham Tech’s Arabic language instructors.

*Enrollment in Middle East languages:* Student interest in Middle Eastern languages remains strong, with more than 900 enrollments in 2017-2018 (Table G1). Persian and Turkish

Table G1. Student Enrollment in Middle East Language Courses, 2017-2018			
Language	Duke UNIVERSITY	THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	Duke UNC CMES
Arabic	189	342	531
Coptic	-	15	15
Hebrew (Biblical)	-	41	41
Hebrew (Modern)	47	69	116
Persian	10	54	64
Turkish	20	27	47
Urdu	-	166	166
<b>Total:</b>	266	679	960

have grown particularly rapidly: Turkish enrollment is now 8<sup>th</sup> highest in the United States, and Persian is 16<sup>th</sup>. In keeping with national trends, as tracked by the Modern Language Association’s Language Enrollment

Database, the Consortium’s Arabic and Urdu enrollments fell slightly over the past four years, after more than a dozen years of rapid growth. Still, the Consortium’s Urdu enrollment is the highest in the nation, and Arabic is 8<sup>th</sup> highest. The Consortium plans to boost Urdu enrollments by adding Urdu instruction to the existing Hindi program at Duke (Narrative Section A; Budget

Section 1B). In addition to courses at Duke and UNC, the Consortium encourages language instruction through Study Abroad and summer language programs (Narrative Section H4).

The Consortium also offers courses in the Levantine and Moroccan dialects of Arabic on a regular basis, as well as weekly language tables in each language; cultural events in the target language, including many that involve student performances; foreign-language film series; an annual scholarly lecture for students in Arabic; and “Arabic House,” an all-Arabic-speaking dormitory floor that was just approved at UNC.

The Consortium has also introduced a service-learning component to Arabic language instruction, in which Arabic-language students work with Arabic-speaking refugees who have settled in the Research Triangle area of North Carolina. The students teach English and assist with acclimation to life in the United States while practicing their Arabic language skills and developing an ear for dialectical variants. Students have responded enthusiastically, founding a student organization, Injaz, which worked with 30 students from the two campuses in 2017-2018. This student group produced a free, 66-page electronic book in 2014, *Kalam: An Adult ESL Handbook for Arabic Speakers*, including an Arabic-English lexicon, sample conversations, exercises, original audio recordings, and links to relevant online videos, designed both to teach English and provide information about cultural, social, and legal matters in America. This project has expanded to incorporate Arabic-language students into research with faculty and refugee communities. At Duke, the Arabic program works with the Kenan Institute for Ethics and the Center for Documentary Studies to conduct oral histories and identify community needs. At UNC, the Arabic program works with the Refugee Wellness Program at the School of Social Work to offer translation assistance and mental health screenings.

*G2. The extent to which the Center provides three or more levels of language training and the extent to which courses in disciplines other than language, linguistics, and literature are offered in appropriate foreign languages.*

*Three or more levels of language training:* The Consortium offers four levels (eight semesters) of language training in Arabic and three levels (six semesters) of Modern Hebrew, Persian, Turkish, and Urdu.

*Foreign language courses:* In addition to language, linguistics, and literature courses, advanced reading courses in religious studies and other fields are offered as graduate seminars. For undergraduates, the Consortium is a leader in Language Across the Curriculum (LAC) courses in Middle Eastern languages. UNC's LAC program was one of the first to introduce Arabic LAC sections, and the only program to run pilot sections in Persian and Turkish (with plans for Urdu underway). UNC's Arabic LAC course focuses on refugee issues, supporting coursework and research projects in Social Work and other units; Duke's Arabic LAC is linked with the program in Global Health. In all LAC courses, the target language is the vehicle of instruction, and students receive language credit for participating. The Consortium requests Title VI funding to support Arabic LAC courses at Duke and UNC (Budget Section 1B). The Consortium also requests Title VI funding to support the administration of the LAC program at UNC (Budget Section 1B), in conjunction with other international and area studies centers, to recruit and train LAC instructors and to organize and host the 2019 conference of the national Cultures and Languages Across the Curriculum (CLAC) Consortium.

*G3. Sufficient numbers of language faculty are available to teach the languages and the levels of instruction described in the application, and language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching.*

*Numbers of language faculty:* The Consortium employs 25 instructors in Middle Eastern languages (Table G2). Twelve of these are tenure-track faculty members who combine language

**Table G2. Middle East Language Faculty, 2017-2018**

Language	Duke University	The University of North Carolina at Chapel Hill	Duke UNC CMES
Arabic	6	5	11
Hebrew (Biblical)	1	2	3
Hebrew (Modern)	2	2	4
Persian*	-	2	2
Turkish*	2	-	2
Urdu	-	3	3
<b>Total:</b>	11	13	25

\*Note: Persian and Turkish language faculty serve both campuses.

teaching with language-related content courses; these faculty members generally teach four courses per year. The other instructors are teaching professors, professors of the practice,

and visiting instructors who teach 2-6 language courses per year, allowing the Consortium to provide the levels of language instruction described in Narrative Section G1 and Appendix 3.

The Consortium also hosts Fulbright Foreign Language Teaching Assistants (FLTAs), who assist as language facilitators in Arabic and Turkish. The Consortium requests Title VI support to add instruction in Urdu at Duke (Budget Section 1B).

*G4. The quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements?*

*Performance-based instruction:* Instructional design in the consortium language programs follows an interactive, performance-based, communicative approach with an emphasis on grammar and cultural competency. Authentic textual and visual materials are used to encourage language acquisition in specific cultural contexts. Although grammar is systematically taught, the goal in all courses is to improve communicative skills in context and language proficiency in written, oral, and comprehension skills.

Middle East language classes at both universities maintain a target-language-only

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classroom, make extensive use of authentic texts, and include an oral proficiency section in all exams. At all levels of instruction, textbooks are supplemented with films, artistic expressions, music and video clips, websites, and literary texts and material on current events. The language programs incorporate new media and technology applications such as the latest version of VoiceThread, an interactive, digital video program for developing oral proficiency, and language students regularly create videos and organize performances of poetry and music.

*Adequacy of resources for language teaching and practice:* At both Duke and UNC, classroom language study is supported by state-of-the-art language learning centers. Both universities also maintain significant holdings of audio and visual materials in Middle East languages, available through the language centers and the libraries' media collections, including online databases. All language classrooms have multi-media capabilities. Middle East language instructors frequently coordinate with centers for instructional technology, digital media labs, and distance-learning facilities to create course-specific exercises. In terms of non-technological resources, language tables meet on a regular basis, and each language program organizes cultural events that bring language students from throughout the Research Triangle in touch with each other and with local communities who speak these languages. The Duke and UNC Arabic programs also organize annual distinguished lectures, delivered in Arabic by visiting scholars.

*Language proficiency requirements:* The Consortium's language programs determine proficiency through ACTFL guidelines. UNC has also implemented a policy of standardized proficiency testing at the end of the sixth semester. To that end, the Consortium has trained full ACTFL-OPI testers in Arabic and Persian and requests Title VI funding to support additional language pedagogy training (Budget Section 1B). Middle East language instructors from all 16 campuses in the UNC system will be eligible to apply for language pedagogy training support

through the UNC Language Exchange program, which UNC-Chapel Hill recently joined.

### **Narrative Section H. Quality of Curriculum Design**

*H1. The extent to which the Center's curriculum has incorporated undergraduate instruction in the applicant's area or topic of specialization into baccalaureate degree programs (for example, major, minor, or certificate programs) and the extent to which these programs and their requirements are appropriate for a Center in this subject area and will result in an undergraduate training program of high quality.*

Duke and UNC have incorporated Middle East studies into 20 undergraduate degree programs serving a variety of specializations, including language, culture, religious studies, and social sciences, as well as a new Middle East Studies major and minor at Duke and a new Middle East Languages minor at UNC (Table H1). Both campuses offer Arabic and Hebrew programs in the Department of Asian and Middle East Studies (Duke) and the Department of Asian Studies (UNC). The departments of religious studies offer certificates in Islamic studies (UNC) and Jewish studies (both campuses) that include Middle East coursework. Middle East concentrations are also offered in cross-regional curricula that emphasize social-scientific issues and approaches. A total of 238 students are registered in these programs, plus hundreds more who have taken multiple courses in Middle East studies but have not yet declared a Consortium major, minor, or concentration.

In addition to these programs, the Consortium offers a wide variety of Middle East courses within numerous departments (see Narrative Sections F and G and Appendix 3). The Consortium's faculty lines are held in many departments and programs across the two universities, ensuring that Middle East studies is integrated throughout the curriculum. The faculty offer both introductory survey courses and advanced courses, combining breadth in general education requirements with depth in specialized programs. Faculty also work with students on Middle East-related independent study projects and honors theses. Title VI funds will

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Table H1. Baccalaureate Degree Programs in Middle East Studies, 2017-2018			
Baccalaureate programs	Language requirements	Other requirements	Current students
			
Arabic major	3-6 semesters, including 2 advanced	3-7 literature and culture courses	22
Arabic minor	2-4 semesters, including 2 intermediate/advanced	1-3 literature and culture courses	22
Hebrew major	3-6 semesters, including 2 advanced	3-7 literature and culture courses	1
Hebrew minor	2-4 semesters, including 2 intermediate/advanced	1-3 literature and culture courses	1
Jewish Studies certificate	3 semesters	5 additional courses	7
Middle East concentration	4 semesters	2 global issues courses, 4 Middle East courses, 4 cross-regional courses	9
Middle East major (new)	3-6 semesters, including 2 advanced	3-7 literature and culture courses	5
Middle East minor (new)	2-4 semesters, including 2 intermediate/advanced	1-3 literature and culture courses	0
Turkish Studies minor	2-4 semesters, including 2 intermediate/advanced	1-3 literature and culture courses	8
<b>Total:</b>			75
			
Arab Cultures major	3 semesters, advanced level	5 literature and culture courses	15
Arabic minor	3 semesters beyond third semester	1 literature and culture course	49
Hebrew minor	3 semesters beyond third semester	1 literature and culture course	6
Hindi/Urdu minor	3 semesters beyond third semester	1 literature and culture course	11
Islamic & Middle Eastern Studies minor	5 semesters	5 courses from at least 2 departments, including 2 required core courses	22
Jewish Studies major	4 semesters	8 courses from at least 2 departments, including required core and capstone	6
Jewish Studies minor	5 semesters	5 courses from at least 2 departments, including 1 required course	3
Middle East Languages minor (new)	3 semesters beyond third semester, 2 semesters in second language	None	3
Middle East Studies concentration	6 semesters	4 area studies courses, 2 thematic courses	34
Persian minor	3 semesters beyond third semester	1 literature and culture course	8
South Asian Studies major (formerly Hindi/Urdu major)	2 semesters, advanced level	6 literature and culture courses	6
<b>Total:</b>			163

expand offerings further through course development grants (Budget Section 1C).

*Program requirements:* The Consortium's language-based majors require the completion of two or more courses at the third-year level or above and five or more content courses; the religion-based programs require 8-10 courses, including 5 semesters of language for Islamic studies and 3-4 semesters of language for Jewish studies; the Middle East concentration requires 6-8 semesters of language and 6-10 additional courses (see Table H1). Beyond the number of courses required, these programs involve thoughtful and intellectually rigorous course sequences.

*Quality of undergraduate training program:* The high quality of Consortium training is visible in the large number of national awards won by Middle East studies undergraduates at Duke and UNC over the past four years, including six State Department Critical Language scholarships, four Fulbright scholarships, one Boren scholarship, one Marshall scholarship, one USAID Donald Payne fellowship, one UNICEF Global Citizenship fellowship, and one Carnegie Junior Fellowship, as well as admission to numerous graduate programs, among other honors.

## *H2. The extent to which the applicant provides academic and career advising for students.*

The Consortium's directors and staff routinely offer advising for current and prospective students in Middle East studies, including reviewing resumes and providing connections for jobs in Middle East-related positions, to complement Duke and UNC's well-established academic advising and career counseling offices, which offer resource libraries, workshops, on-campus recruiting, internship programs, and other services. Each academic department also has a staff member with advising duties and a faculty member who serves as Director of Undergraduate Studies and assists students with academic planning. For graduate students, the campuses have centralized offices that assist in grant-writing and career counseling, and each department has a staff member and a faculty Director of Graduate Studies to offer programmatic advice. The

Consortium also maintains an online listing of academic positions for Middle East specialists.

As noted in Narrative Section B1, the Consortium provides information and advice about Middle East-related government careers, in collaboration with other international and area studies centers, including events with Duke and UNC's diplomats in residence about careers in the Foreign Service (in keeping with **Absolute Priority 1** on encouraging government service).

*H3. The extent to which the Center's curriculum provides training options for graduate students from a variety of disciplines and professional fields and the extent to which these programs and their requirements (including language requirements) are appropriate for an applicant in this subject area and result in graduate training programs of high quality.*

*Training in a variety of disciplines and professional fields:* Since Duke and UNC launched the nation's first joint graduate certificate in Middle East studies in 2011, the program has enrolled 86 students from 22 disciplines across the two campuses, including 12 students from six professional fields. Over the past four years, 28 of the Consortium's students earned doctorates in 10 disciplines, including six in religious studies, six in sociology, five in anthropology, seven in other liberal arts, and four in professional schools (one each in education and nursing and two in information/library sciences). Another 12 students received terminal master's degrees in eight disciplines, including three in international development, two in Franco-Arab studies, two in health behavior, and one each in geography, global studies, linguistics, and Trans-Atlantic studies (focusing on Turkey), and information/library sciences.

*Program requirements:* The graduate certificate in Middle East studies requires a core course, jointly taught each fall by one Duke and one UNC faculty member from contrasting disciplinary backgrounds; a semester-long practicum, also jointly led by Duke and UNC faculty, which develops professional skills and workshops student syllabi and project proposals; three

additional courses, including at least one outside of the student's home discipline; relevant language skills, international experience, or training; and a thesis, dissertation chapter, or equivalent research paper on a topic in Middle East studies.

In addition to the certificate program, graduate students in Middle East studies fulfill the requirements of their home department. Language requirements vary from field to field, and are vetted on a regular basis along with other departmental policies by a university-mandated departmental review process, including self-assessment and external review committees.

*Quality of graduate training programs:* Evidence of the high quality of the Consortium's graduate training can be found in the large number of national and international awards won by graduate students in Middle East studies over the past four years, including federal programs such as Boren Scholarships, Critical Language Scholarships, and fellowships from Fulbright, Fulbright-Hays, Gilman, National Endowment for the Humanities, and National Science Foundation; private foundations, including Beinecke, Fischman, Mellon, Newcombe, Soros, Venus International, and Wenner Gren; professional associations, including the American Academy of Religion and American Association for the Advancement of Science; and overseas research institutes, including the American Institute of Iranian Studies, American Institute for Maghrib Studies, and the American Research Institute in Turkey. Recent degree recipients include two military officers now teaching at the U.S. Military Academy, one public policy graduate working on counternarcotics policy in the Middle East, a think-tank researcher working on nonproliferation in the Middle East, and numerous scholars working in higher education.

The quality of the graduate training is visible also through the vibrancy of the Duke-UNC Graduate Student Middle East and Islamic Studies Research Conference, which Consortium graduate students have organized each year since 2005. This conference is a major

site for graduate students studying the Middle East and Muslim civilizations to present their work, learn about other graduate students' research, and acquire professional skills. Duke and UNC plan to continue to support the conference, along with Title VI funds (Budget Section 8B).

*H4. The extent to which the Center has established formal arrangements for students to conduct research or study abroad and the extent to which these arrangements are used; and, the extent to which the institution facilitates student access to other institutions' study abroad and summer language programs.*

*Research and study abroad:* The Study Abroad offices at Duke and UNC work enthusiastically with the Consortium to expand research and study opportunities in the Middle East. The Consortium runs four signature credit-bearing Study Abroad programs in the Middle East (Israel, Jordan, Lebanon, Morocco), plus a program in Turkey, co-directed by Duke and UNC faculty, that is currently operating in Berlin, Germany, because of travel restrictions. In addition to formal study abroad, the Consortium provides numerous opportunities for student research in the Middle East through summer fellowships from UNC's Office of Undergraduate Research and Duke's Undergraduate Research Support Office, as well as through merit fellowships on both campuses. Title VI funding (Budget Section 3) will help support administrative travel to expand these institutional linkages.

<b>Table H2. Student participation in study abroad in the Middle East, 2014-2018</b>			
Country			
Egypt		3	3
Israel	11	96	107
Jordan	69	18	87
Lebanon	33		33
Morocco	56	40	96
Oman		2	2
Qatar	1		1
Tunisia		1	1
Turkey	102	16	118
United Arab Emirates		144	144
<b>Total:</b>	272	320	592

*Use of these arrangements:*

According to data from the Institute of International Education, 61 percent of undergraduates at Duke and 36 percent of undergraduates at UNC study abroad, among the highest rates among

private research and public universities, respectively. As shown in Table H2, more than 500 Consortium students have participated in Study Abroad in the Middle East over the past four years.

*Access to other institutions' programs:* Other institutions' Study Abroad programs are vetted by the Duke and UNC Study Abroad offices through site visits and review by Consortium faculty, to ensure that each program meets Duke and UNC academic criteria. In the Middle East, the Consortium works with 22 third-party Study Abroad programs in 8 countries. The Consortium advertises Study Abroad and summer language programs through listservs, flyers, and advising. Consortium staff also encourage and help students to apply for fellowships, including FLAS awards (Narrative Section J), especially students with financial need (**FLAS Competitive Preference Priority 1**). After study abroad, Consortium language instructors evaluate students' proficiency for appropriate course placement.

## **Narrative Section I. Outreach Activities**

*II. The Center demonstrates: a significant and measurable regional and national impact of, and faculty and professional school involvement in, domestic outreach activities that involve the following:*

### *IIa. Elementary and secondary schools.*

Over the past four years, the Consortium has significantly increased its outreach to elementary and secondary schools, with participation by Consortium faculty from across the arts and sciences and the professional schools, through initiatives made possible by Title VI support in conjunction with support by Duke, UNC, and additional funding from federal grants and private foundations. The central figure in these activities is the Consortium's energetic outreach coordinator, Emma Harver, whose position is funded by Duke, UNC, and Title VI. Harver has

been recognized for her work with educators in North Carolina, across the southeast, and nationwide with appointments to the executive boards of the North Carolina Council for the Social Studies, Southeast Regional Middle East and Islamic Studies Seminar, and Middle East Outreach Council where she serves as co-chair of the Middle East Book Award. Soon after joining the Consortium in 2015, Harver surveyed 168 elementary and secondary instructors across North Carolina to assess demand for Middle East-related resources.

Guided by these survey responses, the Consortium has developed a variety of Middle East-related teacher-training programs for elementary and secondary school instructors (in keeping with **NRC Absolute Priority 2**). The most intensive is a year-long “teacher fellows” program that brings 12-15 teachers from around North Carolina to Duke and UNC – some traveling for several hours each way -- for monthly meetings that permit in-depth engagement with a single theme and develop expertise and teaching resources that participants can share with students and colleagues. The pilot year (2016-2017), on “Global Islam and the Arts,” was organized around a series of musical performances in collaboration with Carolina Performing

<b>Table II. Consortium Outreach to Elementary and Secondary Schools, 2014-2018</b>	
<b>Activities:</b>	<b>Educators reached:</b>
Consortium workshops	791
Co-sponsored workshops	291
World View workshops	1,553
Culture Kit curricular assistance	854
Consortium listserv	875
<b>Total:</b>	<b>4,364</b>

Arts, as well as discussion sessions with faculty experts. Based on positive evaluations of participants’ increased content knowledge and use of culturally responsive pedagogy, the Consortium is currently offering a second fellows program on

“Middle East and African Cultures” (January-December 2018), in conjunction with UNC’s African Studies Center. The Consortium plans to develop and run two additional teacher-fellows programs over the next four years (Budget Section 8A).

A second innovative outreach program developed by the Consortium is a local study-tour model to train teachers in Middle East studies through visits to local sites with connections to the region, such as cultural facilities, restaurants, and commercial enterprises, paired with educational sessions by Consortium faculty and community experts, equipping teachers with strategies to make the region relevant to students. Over the past three years, 63 teachers have participated in Middle East study tours in Durham, Greensboro, and Fayetteville, with 100 percent of participants reporting the program increased their understanding of the Middle East, and 98 percent feeling prepared to enhance their lessons and activities with content from the study tour. The Consortium plans to expand this program by collaborating with school districts around the state (Budget Section 8A).

Consortium faculty and staff also lead sessions on the Middle East at the annual conferences of the North Carolina Council for the Social Studies and the North Carolina English Teachers Association, as well as periodical seminars for teachers in districts around the state.

The Consortium continues to work closely with World View, a distinguished global education program at UNC that has offered professional development for North Carolina teachers since 1998. World View trains thousands of educators each year through large seminars, reaching all 100 counties in the state, with a special focus on underserved urban and rural communities. The Consortium assists World View to incorporate Middle East subjects into its seminars, with one workshop in Year 2 focused entirely on the Middle East (Budget Section 8A). The Consortium also collaborates with the Duke Islamic Studies Center on a week-long summer institute for educators in Middle East studies, led by Consortium faculty. With the help of private funding, this initiative brought 23 middle and high school teachers from around the country to Duke in Summer 2017. Participants' positive evaluations led to further private funding for an

enlarged version in Summer 2018, with 41 teachers scheduled to participate. The Consortium plans to support this initiative with consultations by staff each summer. For teachers who are unable to travel for training, the Consortium also partnered with the National Humanities Center, which is based near in the Research Triangle near Duke and UNC, to create two Middle East-related webinars for the center's successful "Humanities in Class" series. Both webinars neared the registration limit of 200 educators around the country, and positive evaluations convinced the National Humanities Center to expand the partnership to develop an online course on the Middle East, which will extend over multiple sessions (Budget Section 8A).

In the Consortium's 2015 educator survey, teachers also expressed a need for reliable, accessible online materials related to the Middle East. In response, the Consortium developed the "Middle East Explained" video series in 2016, producing two 5-10 minute videos per year featuring Consortium experts, along with discussion guidelines for use in middle and high school classrooms. The videos have reached more than 6,000 viewers on YouTube and TeacherTube, a website for educators. The Consortium plans to create two more videos per year, along with accompanying materials, on topics related to the North Carolina social studies curriculum or to current events. In addition, the Consortium provides hands-on materials for teachers. In partnership with the Carolina Navigators program at UNC's Center for Global Initiatives, the Consortium has prepared 18 Middle East Culture kits (games, books, currency, DVDs, and other items, plus readings and lesson plans) that is sends to teachers for instructional use. In the past four years, these kits reached 854 educators and 8,219 students in North Carolina. The Consortium plans to continue shipping these kits and create new ones, including thematic "book bundles" designed for school librarians and elementary school teachers (Budget Section 8A).

*11b. Postsecondary institutions.*

The Consortium works with Schools of Education throughout the UNC system to enhance Middle East training for future teachers (**NRC Absolute Priority 2, NRC Competitive**

<b>Table I2. Consortium Outreach to Postsecondary Institutions, 2014-2018</b>	
<b>Activities:</b>	<b>Educators reached:</b>
Consortium workshops	58
World View workshops	187
Course development grants	46
Consortium listserv	151
<b>Total:</b>	<b>442</b>

**Preference Priority 2**). Over the past four years, the Consortium has provided five course development grants to education faculty at UNC-Chapel Hill, UNC-Charlotte, and UNC-Wilmington to internationalize teacher-training programs with Middle East-

related instruction, reaching more than 100 future teachers each year. The Consortium will continue this initiative through a multi-campus partnership led by the UNC-Wilmington School of Education (Narrative Section A2, Budget Section 1C, Letter of Support). The Consortium is also working with UNC-Wilmington’s School of Education on plans to add Arabic to the school’s international studies concentration.

The Consortium also plans to incorporate future teachers at the UNC Schools of Education into the the ongoing “Learning Through Languages” program, in conjunction with other national resource centers at Duke and UNC and the Foreign Language Association of North Carolina, the state’s largest professional development organization for elementary and secondary school teachers of foreign languages. This program trains Arabic and other language instructors on best practices for target-language student research projects, which the students present in Arabic at UNC in an annual high school research symposium.

The Consortium plans to increase Middle East language instruction at postsecondary institutions by developing online Hebrew courses for students across the UNC system, through

the “Language Exchange” program (Narrative Section A2, Budget Section 1B). Consortium participation in this program was recently approved by UNC. The UNC system includes five historically black colleges and universities (**NRC Competitive Preference Priority 1**).

The Consortium supports Middle East postsecondary instruction through its work with the Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS), which meets each fall and spring for a total of four days of professional and pedagogical training each year (**NRC Absolute Priority 2**). Over the past four years, more than 100 postsecondary instructors have participated in this program, plus more than a dozen secondary school teachers. Consortium faculty and staff run sessions, provide leadership on its board, and offer fellowships for participants from institutions that cannot pay participants’ costs (Budget Section 8A).

The Consortium also works closely with World View’s “NC Global Distinction Program,” which supports the creation of global modules into key courses at North Carolina community colleges (**NRC Absolute Priority 2, NRC Competitive Preference Priority 1**). Launched in 2015 with 10 community colleges, this program now has 18 participating colleges, including one Title III-eligible minority-serving institution and two schools serving “Tier 1” counties, designated by the North Carolina Department of Commerce as the most economically distressed areas of the state. The program has become a national model for internationalizing community college curricula. Through this program, the Consortium has funded course-development grants to 46 community college instructors over the past four years, bringing them to Duke and UNC for consultation with Consortium faculty, librarians, and staff to help them develop Middle East-related modules in introductory courses in art, philosophy, psychology, and other subjects. The Consortium plans to continue work with this program (Budget Section 8A).

In addition, the Consortium has partnered with Durham Technical Community College, a

Title III-eligible minority-serving institution in Durham, North Carolina (**NRC Competitive Preference Priority 1**). Over the past three years, the Consortium has supported Durham Tech's Arabic language program with language pedagogy training (**NRC Absolute Priority 2**) and funding for a third-semester course; supported the creation of a course on Middle Eastern Cultures, taught by Abdul Sattar Jawad, a visiting professor at Duke; assisted in evaluating and improving Durham Tech's library collection in Middle East studies, both English and Arabic-language materials; brought visiting experts to speak with Durham Tech students and faculty; and welcomed Durham Tech's dean of foreign language studies onto the Consortium board. The Consortium plans to expand this collaboration with course development grants to add Middle East content to art and world history courses (**NRC Absolute Priority 2**, Budget Section 8A).

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*11c. Business, media, and the general public.*

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The Consortium offers Middle East expertise to programs at Duke's Fuqua School of Business at Duke and UNC's Kenan-Flagler Business School, including global immersion courses involving study abroad in the Middle East and workshops on cross-cultural negotiation, and collaborates with business faculty on Middle East seminars for elementary and high school teachers. Consortium faculty have advised groups such as the US-Saudi Arabian Business Council and consulted on Middle East conditions for businesses around the United States.

Consortium faculty work with the Institute for Defense and Business, an education and research institute in Chapel Hill, to provide insight on Middle East cultures, politics, and economics for business and military personnel, including an ongoing series of workshops for officers at Fort Bragg prior to deployment in the Middle East. Consortium faculty have also briefed military chaplains on spirituality and health, State Department officials on Islamist terrorism, and other government agencies.

The Consortium maintains active outreach to news media, providing scholarly insight on the Middle East. Consortium faculty are frequently sought out for media interviews, offering research-based insights in 495 local, national, and international news stories over the past four years, according to the Lexis/Nexis database. For example, during this period 10 Consortium faculty were quoted in *The New York Times* on topics ranging from violent extremism to archaeological discoveries in Israel; one Consortium faculty member (Zeynep Tufekci, UNC), a specialist on social media and activism in the Middle East and around the world, is a contributing opinion writer for the *New York Times*. Regionally, 19 Consortium faculty have appeared on “The State of Things,” North Carolina public radio’s public affairs program, over the past four years. The Consortium has also helped organize workshops bringing together U.S.-based journalists with 33 Middle East journalists, in collaboration with the UNC School of Media and Journalism and other Duke and UNC centers.

The Consortium’s outreach to the public includes approximately 200 public events on the two campuses in the past year, with attendance over 4,000, including lectures and panels on current events in the Middle East and films from the region, as well as Consortium faculty presentations to more than a dozen community groups around North Carolina and the Southeast each year. The Consortium plans to expand its ongoing collaborations with Carolina Performing Arts and Duke Performances, the professional performing arts organizations on both campuses, and the Full Frame Documentary Film Festival, an international annual event in Durham -- three of the biggest arts-oriented institutions in the region -- to bring Middle East performers and filmmakers to local audiences (Budget Section 8B).

## Narrative Section J. FLAS Awardee Selection Procedures

*J1. The selection plan is of high quality, showing how awards will be advertised, how students apply, what selection criteria are used, who selects the fellows, when each step will take place, and that the process will result in awards being made to correspond to any announced priorities.*

Duke and UNC run simultaneous FLAS competitions for many world regions, with coordination among the Title VI centers on the two campuses, beginning with joint information sessions on each campus each fall, a common deadline, and a single application form (Table J1). All of the Consortium's FLAS awards are in less commonly taught languages corresponding to **FLAS Competitive Preference Priority 2**. Awards are coordinated with several UNC centers: the African Studies Center (Arabic); Carolina Asia Center (Arabic, Persian); Center for Global Initiatives (all Middle East languages); and Center for European Studies (Arabic, Turkish). FLAS opportunities are advertised via social media; campus websites and listservs; and widely advertised information sessions. The Consortium encourages departments, including in the professional schools, to use FLAS fellowships as a recruitment tool.

Most of the Consortium's FLAS awards are made to graduate students. The Duke and UNC graduate schools have agreed to contribute tuition and fees above the FLAS program's institutional payment limits for graduate student awardees. The Consortium also plans to continue to offer two undergraduate FLAS summer awards each year.

Applications are submitted through an online portal shared with other international and area studies centers. Application components include a curriculum vitae, a statement of research and career goals, a language assessment form, letters of recommendation, transcripts, and a statement of financial need using the Free Application for Federal Student Aid (FAFSA).

<b>Table J1. FLAS Administrative Process</b>	
<b>Steps in Process in a Typical Year</b>	<b>Timeframe</b>
Informational meetings about fellowships	Sept.-Dec.
Academic Year and Summer FLAS competition announcements/advertisement	Nov.-Dec.
Academic Year and Summer FLAS application deadline, including completion of federal financial aid form	Jan.
Financial Aid offices assist Consortium with identifying financial need	Jan.-Feb.
Academic Year and Summer FLAS selection committees make decisions	Feb.-Mar.
Summer FLAS notifications	March
Academic Year FLAS notifications, contingent upon continued funding	March
Seek approval from Department of Education program officer on Summer FLAS awards/travel	Mar.-Apr.
Submit interim Summer FLAS report and final Academic Year FLAS report with Student Performance Reports to Department of Education	July 1
Submit final Summer FLAS report with Student Performance Reports and interim Academic Year FLAS report to Department of Education	Oct. 15
Conduct biennial survey of FLAS alumni	Every 2 years

Applications are reviewed by committees of four Middle East studies faculty members on each campus -- the Consortium directors on each campus, a language instructor, a humanities professor, and a social scientist – plus the associate director, each of whom rank applications from their campus based on academic merit, commitment, level of language proficiency, and alignment with

FLAS priorities. In keeping with **FLAS Competitive Preference Priority 1**, the Consortium gives preference to students who demonstrate financial need. The university offices of financial aid at Duke and UNC, and the financial aid offices within the graduate schools at each school, assist the Consortium in determining unmet financial needs of applicants as indicated by expected family contribution.

## Narrative Section K. Competitive Preference Priorities

Priority	Activities	Budget Section	Narrative Section
NRC Competitive Preference Priority 1: Significant and sustained collaborative activities with one or more Minority Serving Institutions and/or with one or more community colleges.	Partnership with Durham Tech, a Minority Serving Institution, including support for Arabic language courses at Durham Tech, language pedagogy training, Middle East course development grants, library collection development, joint event planning, and membership on the Consortium executive board	5A, 8A, 8B	A2, A4, C4, E1b, G1, I1b
	Partnership with World View’s “NC Global Distinction Program,” including Middle East course development grants for instructors at 18 community colleges	8A	I1b
NRC Competitive Preference Priority 2: Collaborative activities with schools of education on or off the national resource center campus	Partnership with Schools of Education throughout the UNC system, led by the UNC-Wilmington School of Education	8A	I1b
FLAS Competitive Preference Priority 1: Preference when awarding fellowships to students who demonstrate financial need	FLAS applicants submit FAFSA; preference given to applicants who demonstrate financial need, as indicated by expected family contribution	11	J1
FLAS Competitive Preference Priority 2: Award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish	100% of awards will be in priority languages: Arabic, Modern Hebrew, Persian, Turkish, and Urdu	11	J1
NRC Absolute Priority 1: Activities reflecting diverse perspectives and a wide range of views, and encouraging government service in areas of national need	Diverse perspectives and wide range of views built into Middle East-related events and overlapping advisory boards of Middle East, Islamic and Jewish studies centers	8B	D1
	Government service encouraged through Middle East career events and staff advising	1A, 8B	B1, C5, H2
NRC Absolute Priority 2: Teacher training activities on the language, languages, area studies, or thematic focus of the Center.	Outreach teacher training programs, World View workshops, course development grants, partnership with UNC Schools of Education, and other activities	8A	I1a, I1b

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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## Duke-UNC Consortium for Middle East Studies

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\*Core faculty

## LEGEND: LANGUAGE PROFICIENCY LEVELS

Elementary proficiency

Limited working proficiency

Professional proficiency

Native/bilingual proficiency

## CONSORTIUM DIRECTORS

### CHARLES KURZMAN

Principal Investigator, Duke-UNC Consortium for Middle East Studies

Co-Director, Carolina Center for the Study of the Middle East and Muslim Civilizations

**Title:** Professor of Sociology, UNC, 2008-present, tenured

**Education:** Ph.D., Sociology, University of California at Berkeley, 1992

**Academic experience:** Visiting Member, Institute for Advanced Study, Princeton, NJ, 2002-2003; Assistant to Associate Professor of Sociology, UNC, 1998-2008; Assistant Professor of Sociology, Georgia State University, 1994-1997; Postdoctoral Fellow, Center for Middle East Studies, University of California, Berkeley, 1993

**Overseas experience:** Research in Iran, Turkey, United Arab Emirates, Uzbekistan, throughout Europe

**Languages:** Arabic (limited working proficiency), French (professional proficiency), Persian (professional proficiency), Portuguese (limited working proficiency), Spanish (professional proficiency), Turkish (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 50%-75%

**Relevant Courses Taught:** Sociology of Muslim Societies (SOCI 419); Graduate Practicum in Middle East Studies (SOCI 950)

**Specialization:** Islamic movements, political sociology of the Middle East

**Recent Publications:** *The Missing Martyrs: Why Are There So Few Muslim Terrorists?*, Revised Edition, Updated for the Age of ISIS (Oxford University Press, forthcoming 2018); "Unruly Protest," in Frédéric Volpi and James M. Jasper, editors, *Microfoundations of the Arab Uprisings* (Amsterdam University Press, 2018), pp. 183-191; "Scholarly Attention and the Limited Internationalization of US Social Science," *International Sociology* 32(6):775-795, 2017; "Ideology and Threat Assessment: Law Enforcement Evaluation of Muslim and Right-Wing Extremism," with Ahsan Kamal and Hajar Yazdiha, *Socius* 3:1-13, April 2017; "Islam and Global Politics" and "Islam's Hard Edge," in Lawrence Pintak and Stephen Franklin, editors, *Islam for Journalists (and Everyone Else)*, revised edition (Donald W. Reynolds Journalism Institute, 2017), Chaps. 4-5; "After the Arab Spring: Do Muslims Vote Islamic Now?" with Didem Türkoğlu, *Journal of Democracy* 26(4):100-109, 2015; "Muslim Modernities: Interdisciplinary Insights Across Time and Space," with Bruce B. Lawrence, introduction to special issue on "Muslim Modernities," *The Muslim World* 105(4):440-445, 2015; "Powerblindness," with Rajesh Ghoshal, Kristin Gibson, Clinton Key, Micah Roos, and Amber Wells, *Sociology Compass*, 8(6):718-730, 2014; "When Forecasts Fail: Unpredictability in Israeli-Palestinian Interaction," with Aseem Hasnain, *Sociological Science* 1:239-259, June 2014

**Dissertations and Theses Supervised in Past 5 Years:** 10

**Distinctions:** Board member, Middle East Studies Association, 2013-2016; trustee-at-large, American Institute of Iranian Studies, 2007-2013; founder and coordinator, Middle East Sociology Working Group, 2007-present; elected member of the American Society for the Study of Religion; fellowships and grants from the Carnegie Corporation of New York, 2008-2009, 2013-2015, 2017-2019; Henry Luce Foundation, 2013-2014; Mellon Foundation, 2014-2015; National Institute of Justice, 2007-2009, 2013-2015; National Science Foundation, 1986-1989, 2000-2002, 2011-2013; and other institutions

## CARL ERNST

Co-Director, Carolina Center for the Study of the Middle East and Muslim Civilizations

**Title:** William R. Kenan, Jr. Distinguished Professor of Religious Studies, UNC, 2004-present, tenured

**Education:** Ph.D., Religion, Harvard University 1981

**Academic experience:** Zachary Smith Professor of Religious Studies, 2000-2005; Chair of Religious Studies, 1995-2000; Professor of Religious Studies, 1992-2000; Assistant to Associate Professor of Religious Studies, Pomona College, 1981-1992

**Overseas experience:** Research in India (1978-1979, 1981, 2012), Pakistan (1986, 2000, 2006), Uzbekistan (2003), Turkey (1990, frequent visits); visiting professor, France (1991, 2003), Spain (2001), Malaysia (2005); academic presentations in Bahrain, Brunei, France, Germany, Kuwait, Mexico, Netherlands, Oman, Portugal, Switzerland, United Kingdom

**Languages:** Arabic, Modern Standard (professional proficiency), French (professional proficiency), Persian (professional proficiency), Spanish (professional proficiency), Urdu (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Introduction to Islamic Civilization (RELI 180); Sufism (RELI 581); Islam and Islamic Art in South Asia (RELI 582); The Qur'an as Literature (RELI 584); Genealogies of Middle East Studies (RELI 785)

**Specialization:** General and critical issues of Islamic studies, premodern and contemporary Sufism, and Indo-Muslim culture.

**Recent Publications:** *It's Not Just Academic! Essays on Sufism and Islamic Studies* (SAGE, 2017); *Refractions of Islam in India: Situating Sufism and Yoga* (SAGE, 2016); "Persianate Islamic Studies in American Universities," in Franklin Lewis and Erica Ehrenberg, editors, *Iranian Studies in America* (American Institute of Iranian Studies/Eisenbruns, 2016); "Nasr Hamid Abu Zayd on Ibn 'Arabi and Modernity," *Journal of the Muhyiddin Ibn 'Arabi Society* 58:1-16, 2014; "Wakened by the Dove's Trill: Structure and Meaning in the Arabic Preface of Rumi's Mathnawi, Book IV," In Leonard Lewisohn, editor, *The Philosophy of Ecstasy: Rumi and the Sufi Tradition* (I. B. Tauris, 2015), pp. 259-268; "A Little Indicates Much': Structure and Meaning in the Prefaces of Rumi's Mathnawi (Books I-III)," *Mawlana Rumi Review* 5:14-25, 2014; editor, *Islamophobia in America: The Anatomy of Intolerance* (Palgrave-Macmillan, 2013); *How to Read the Qur'an: A New Guide with Select Translations* (University of North Carolina Press, 2011); co-editor with Richard C. Martin, *Rethinking Islamic Studies: From Orientalism to Cosmopolitanism* (University of South Carolina Press, 2010); *Following Muhammad: Rethinking Islam in the Contemporary World* (University of North Carolina Press, 2003)

**Dissertations and Theses Supervised in Past 5 Years:** 8

**Distinctions:** Global Humanities Translation Prize, Buffett Institute, Northwestern University, 2017; John Simon Guggenheim Memorial Foundation Fellowship; Fulbright Lecturing and Research Fellowship in Islamic Studies; grants from the Carnegie Corporation of New York and the U.S. Department of Education; co-editor of the Islamic Civilization and Muslim Networks Series at the University of North Carolina Press

## ERDAĞ GÖKNAR

Director, Duke University Middle East Studies Center

**Title:** Associate Professor of Turkish & Middle East Studies, Department of Asian and Middle East Studies, Duke, 2014-present, tenured

**Education:** Ph.D., Near & Middle Eastern Studies, University of Washington, 2004

**Academic experience:** Assistant Professor of Turkish/Eurasian Studies, Duke University, 2007-2014; Visiting Assistant Professor of Turkish Language and Culture, Duke University, 2001-2006; executive committee member, Duke-UNC Consortium for Middle East Studies, 2014-present; executive committee member, Duke Islamic Studies Center, 2011-2014; co-director, The Novel Project at Duke, 2015-present; Academic Director, Duke in Istanbul Study Abroad, 2010-2016; Director of Duke Middle East in Europe (Berlin) Study Abroad program, 2017-present

**Overseas experience:** Research and teaching in Turkey, Germany (Duke Middle East in Europe program)

**Languages:** Turkish (native/bilingual proficiency), Ottoman (professional proficiency), Persian (limited working proficiency), Uzbek (limited working proficiency), Dari (elementary proficiency), Spanish (professional proficiency), French (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Between Europe and the Middle East (AMES 381SA); Orhan Pamuk and World Literature (AMES 408S); Geopolitics & Culture from the Ottomans to ISIS (AMES 208S); Critical Genealogies of the Middle East (AMES 620); Critical Interventions in Middle East Studies and Policy (AMES 479); Contemporary Turkish Composition and Readings (TURKISH 301-302)

**Specialization:** Late Ottoman and modern Turkish literature and culture; representations of Turks and Muslims; cultural history of Istanbul; translation; politics of culture; narrative; identity and subjectivity; conspiracy; geopolitics

**Recent publications:** “Turkish Historiographic Fiction and Metafiction as Postorientalism,” in Anna Ball and Kirin Matar, editors, *Edinburgh Companion to the Postcolonial Middle East* (forthcoming in Edinburgh University Press, 2018); “Mapping Pamuk onto the World Literature Syllabus” in Sevinç Türkkan and, David Damrosch, editors, *Approaches to Teaching the Works of Orhan Pamuk* (The Modern Language Association of America, 2017); *Nomadologies: Poems* (Turtle Point, 2017); “Reading Occupied Istanbul: Turkish Subject-Formation from Historical Trauma to Literary Trope,” *Culture, Theory and Critique* 55(3):321-341, 2014; *Orhan Pamuk, Secularism and Blasphemy: The Politics of the Turkish Novel* (Routledge, 2013); *Conversations with Orhan Pamuk* (University of Mississippi Press, 2013)

**Dissertations or Theses Supervised in Past 5 years:** 4

**Distinctions:** Editorial boards of the *Journal of Ottoman and Turkish Studies*, 2014-present, and *Journal of Middle East Women’s Studies*, 2014-present; Advisory Board for the I.B. Tauris Writing and Identity Series, 2017-present; Duke Alumni Faculty Fellow, 2018-2020; National Endowment for the Arts Literature Fellowship for Translation, 2014; Stanford Humanities Center Fellowship, 2009-2010

## CONSORTIUM STAFF

### THOMAS DEGEORGES

**Title:** Senior Program Coordinator, Duke University Middle East Studies Center and Duke Islamic Studies Center, 2015-present, non-tenured

**Education:** Ph.D., History, Harvard University, 2006

**Academic experience:** Assistant Professor of History, American University of Sharjah, United Arab Emirates, 2007-2014

**Overseas experience:** Tunisia, Morocco, Algeria, Egypt, Oman, United Arab Emirates, Kuwait

**Languages:** Arabic (professional proficiency), French (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Critical Genealogies of the Middle East (AMES 620)

**Specialization:** North African military history, collective memory in North Africa and the Persian Gulf, modern Middle East history, world history, imperialism

**Recent publications:** “Martyrdom in North Africa Following the Arab Spring and the Process of Transitional Justice” in Chandra Lekha Sriram, editor, *Transitional Justice in the Middle East and North Africa* (Hurst & Company, 2017); “Concepts of Citizenship in Tunisia Following the Fall of Ben Ali,” *Challenges to Citizenship in the Middle East and North Africa Region* (London School of Economics and Political Science Collected Papers, 2015), pp. 54-69

**Distinctions:** Director of the American Research Center, Tunisia, 2010-2011; Critical Language Scholarship Program Director, Oman, 2012

### SHAI TAMARI

**Title:** Associate Director, Carolina Center for the Study of the Middle East and Muslim Civilizations, UNC, 2010-present; Lecturer, Curriculum of Peace, War and Defense, UNC, 2012-present; Lecturer, Department of Public Policy, UNC, 2013-present, non-tenured

**Education:** M.A., Global History, UNC, 2008; M.A., Near & Middle Eastern Studies, School of Oriental and African Studies, University of London, 2006

**Work experience:** Legislative Assistant on Foreign Affairs, Office of Congressman James P. Moran (D-VA); Researcher at Cooperative Housing Foundation International, Jordan

**Overseas experience:** Native of Israel; worked, studied, or researched in the UK, Australia, Fiji, Canada, Jordan, Qatar, Turkey, and the West Bank

**Languages:** Hebrew (native/bilingual proficiency), Arabic (limited working proficiency)

**Percent of time dedicated to Middle East program:** 100%

**Relevant Courses Taught:** Negotiation and Mediation: The Practice of Conflict Management (PLCY 330), US-Israel Relations (PLCY 490), Palestinian Nationalism, Politics, and Diplomacy (PWAD 490), Challenges to Peace-Making in the Israeli-Palestinian Conflict (PWAD 670)

**Teaching specializations:** Israeli-Palestinian conflict, U.S.-Israeli relations, and conflict management

**Distinctions:** Kathryn Davis Peace Fellow, 2008; Rotary Peace Fellow, 2006-2008

## EMMA HARVER

**Title:** Program Outreach Coordinator, Duke-UNC Consortium for Middle East Studies, 2015-present, non-tenured

**Education:** M.A., International Education, UNC (expected 2018)

**Previous work experience:** Arts Education Administrative Specialist, LEAF Community Arts, 2013-2014; intern, Secours Populaire Français, Paris, 2011; intern, Intercultural Outreach Programs, UNC-Charlotte, 2010

**Overseas experience:** Led educational trips for teachers to Morocco and Spain, professional development in Turkey and Senegal; some college education in France

**Languages:** French (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Specialization:** Community outreach, global education, K-12 teacher training, event management

**Recent Publications and Presentations:** “What Can Iraqi Food Traditions Tell Us About Its Society and Cultures?” in Brad Maguth and Gloria Wu, editors, *Global Learning Based on the C3 Framework in the K-12 Social Studies Classroom* (National Council for the Social Studies, forthcoming 2018); “Sustained Engagement with K-12 Teachers: Exploring the Year-long Fellowship Model,” presentation, Area Studies and Outreach Conference, Washington, D.C., 2016; “Innovative Strategies for Infusing Evaluation into K-16 Global Outreach Programs,” presentation, Area Studies and Outreach Conference, Tulane University, 2015

**Distinctions:** Middle East Book Award co-chair, Middle East Outreach Council, 2017-present; board member, North Carolina Council for the Social Studies, 2016-present; board member, Southeast Regional Middle East and Islamic Studies Society, 2016-present; “Food for All” grant, UNC, 2016

## GRIFFIN ORLANDO

**Title:** Program Coordinator, Duke University Middle East Studies Center, 2017-present, non-tenured

**Education:** M.A., International Relations and European Studies (IRES), Central European University, 2015

**Previous work experience:** Program Assistant, Interlink Language Center, University of North Carolina at Greensboro, 2012-2015; English Instructor, Ministry of Education and Science, Republic of Georgia, 2012

**Overseas experience:** Education in Hungary, 2014-2015; work in Republic of Georgia, 2012

**Languages:** French (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Specialization:** International relations theory, Turkish-Armenian studies, methodology in teaching English as a foreign language

## MAXCINE BARNES

**Title:** Business Manager, Carolina Center for the Study of the Middle East and Muslim Civilizations, UNC, 2017-present, non-tenured

**Education:** Associate Degree, Business Administration and Computer Science, Alamance Community College, 1988

**Work experience:** Interim Finance Director, Accounting Technician, Administrative Assistant, Central Piedmont Community Action, 2005-2017; Administrative Assistant, Orange County Visitors Bureau, 2002-2004; Office Assistant, Orange County Department of Social Services, 2001-2002; Assistant to the Dean, School of Social Work, UNC, 1991-2000

**Percent of time dedicated to Middle East studies:** 50%

**Specialization:** Finance and Administration

## ERIN DILLARD

**Title:** Business Manager, Duke University Center for Middle East Studies, 2017-present, non-tenured

**Education:** Duke Certificate: Research Administration Academy; Duke Certificate: Advanced Grant Management

**Work experience:** Staff Specialist (compliance and reporting focused), 2005-2007; Departmental Grants and Contracts Administrator, 2007-2009; Financial Analyst II, 2009-2013; Senior Grants and Contracts Administrator, Team Lead, 2013-2017, Duke

**Percent of time dedicated to Middle East studies:** 15%

**Specialization:** Financial reconciliation, compliance (financial and programmatic); budget preparation and variance reporting

**Distinctions:** Phi Theta Kappa; instructor, Duke Accounting, Introduction to SAP, Advanced Sponsored Programs Reporting

## CONSORTIUM PARTNERS

### RACHEL ARIEL

**Title:** Librarian for Jewish and Israel Studies, Duke University Libraries, 2010-present, non-tenured

**Education:** M.A., Jewish Studies, Hebrew College, Boston, 2006; B.A., History, Political Science and Education, Hebrew University of Jerusalem, 1979

**Overseas experience:** Educated and worked in Israel

**Languages:** Hebrew (native/bilingual proficiency), Yiddish (native/bilingual proficiency), French (limited working proficiency), German (limited working proficiency)

**Percent of time dedicated to Middle East:** 50%

**Recent publications:** “Old Media, New Media: Librarians and Archivists Reflect,” *AJS Perspectives* (Association for Jewish Studies), Spring 2018, pp. 61-62; “Illustrated Haggadot from the Collection of Duke Library,” Annual Conference of the Association of Jewish Libraries, 2015; “The Personal Archive of Rabbi Abraham Joshua Heschel,” Annual Conference of the Association of Jewish Libraries, 2013

### GREGORY CIZEK

**Title:** Guy B. Phillips Distinguished Professor of Educational Management and Evaluation, School of Education, UNC, 2012-present, tenured

**Education:** Ph.D., Education, Michigan State University, 1991

**Previous work experience:** Associate Professor to Professor, UNC, 1999-2012; Assistant to Associate Professor of Educational Research and Measurement, College of Education, University of Toledo, 1991-1999

**Specialization:** Educational management, evaluation, assessment, psychometric theory, statistics, and research design

**Publications:** Co-editor with James A. Wallace, *Handbook of Quantitative Methods for Detecting Cheating on Tests* (Routledge, 2017); “Security Issues in Professional Certification/Licensure Testing,” with James A. Wollack, in Susan Davis-Becker and Chad W. Buckendahl, editors, *Testing in the Professions* (Routledge, 2017), pp. 178-209; “Validating Test Score Meaning and Defending Test Score Use: Different Aims, Different Methods,” *Assessment in Education: Principles, Policy & Practice* 23(2):212-225, 2016; “Progress on Validity: The Glass Half Full, The Work Half Done,” *Assessment in Education: Principles, Policy & Practice* 23(2):304-308, 2016; Editor, *Setting Performance Standards: Foundations, Methods, and Innovations* (New York: Routledge, 2012); Co-Editor with Heidi L. Andrade, *Handbook of Formative Assessment* (Taylor and Francis, 2010); *Standard Setting: A Practitioner’s Guide to Establishing and Evaluating Performance Standards on Tests*, with Michael B. Bunch (SAGE, 2007)

**Distinctions:** Vice-President, President, Past President, National Council on Measurement in Education, 2011-2014; member, U.S. Department of Education’s National Assessment Governing Board, 2017-present; Awardee, National Council on Measurement in Education Award for Outstanding Dissemination of Educational Measurement Concepts, 2007; Awardee, American Educational Research Association Division D award for Significant Contribution to Educational Measurement and Research Methodology, 2006

## FOUZIA EL GARGOURI

**Title:** Order and Receipts Specialist for Arabic Language Materials, Monograph Acquisitions, Duke University Libraries, 2009-present, non-tenured

**Education:** B.A., Linguistics, Hassan II University, Casablanca, Morocco

**Previous work experience:** Visa Assistant, U.S. Consulate, Casablanca, Morocco

**Overseas experience:** Education through college in Morocco

**Languages:** Arabic (native/bilingual proficiency), French (native/bilingual proficiency), Spanish (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Specialization:** Arabic language materials, library acquisitions

**Distinctions:** U.S. Department of State, Extra Mile Award; Staff Enrichment Series Committee, Duke, 2015-2017

## HOURA KADIVAR

**Title:** Assistant to the Middle East Librarian, UNC, 2014-present, non-tenured

**Education:** B.A., Sociology, UNC-Greensboro, 2014; continuing education at the UNC School of Library and Information Science

**Percent of time dedicated to Middle East studies:** 100%

**Languages:** Persian (native/bilingual proficiency), Arabic (professional proficiency), French (limited working proficiency), Hebrew (elementary proficiency)

**Specialization:** Persian and Iranian Studies; digital humanities in the Middle East

**Distinctions:** Association of College and Research Libraries, Rare Books and Manuscript Section scholarship, 2018; National Endowment for the Humanities fellowship, Global Book Histories Initiative Scholarship, Rare Book School, 2018

## BETH-ANN KUTCHMA

**Title:** Independent higher-education evaluation consultant

**Education:** B.S., Environmental Science, University of Pittsburgh, Johnstown, 1995; Evaluation Institute Training Certificate, Evaluation, Assessment & Policy Connections (EvAP), UNC, 2004

**Previous work experience:** Evaluation Consultant, Duke-UNC Consortium for Middle East Studies, Department of Public Policy, and Curriculum in Peace, War, and Defense, UNC, ongoing; Senior Program Officer, Center for Global Initiatives, serving as Fulbright US Student Program Advisor, FLAS Coordinator, and Doctoral Dissertation Research Abroad Fellowship Coordinator, UNC, 2002-2016; 20 years of experience as a research and grants manager, evaluator, administrator, and educator

**Recent Publications/Presentations:** “Opening Access to Global Opportunities - UNC NRCs’ Collaborative Evaluation Approach,” International and Foreign Language Education (IFLE) Title VI Project Directors’ Meeting, 2015; “Unblocking the View for Minorities in International Education,” NAFSA Annual Conference, Boston, Massachusetts, 2015; “Increasing Access and Breaking Barriers: Using Data Collection to Guide Programming,” Diversity Abroad Conference, New Orleans, Louisiana, 2014; “UNC Chapel Hill NRCs: FLAS Impact Across Regions,” NRC Conference: Demonstrating the Impact of National Resource Centers, Columbus, Ohio, 2013; “GO! Global: Finding and Preparing for Global Internships,” Global Internship Conference, Singapore, 2013; producer, *Without a Fight* (feature-length documentary film (Chasing the Mad Lion Productions, 2012); “Carolina for Kibera Teaching Case Study,” with Kathleen L. McGinn and Cailin B. Hammer, Harvard Business School Multimedia/Video Case 913-701, 2012

## JULIE MAXWELL

**Title:** Program Coordinator, Duke University Islamic Studies Center, 2015-present, non-tenured

**Education:** M.Div., Iliff School of Theology, 2014

**Previous work experience:** Marketing and Programming Director, Tower Hill Camp and Retreat Center, Sawyer, Michigan; Executive Associate, Interfaith Youth Core, Chicago, Illinois; Director of Youth Ministries, First Congregational Church UCC, Downer Grove, Illinois; Reference Assistant, Loyola University Health Sciences Library, Maywood, Illinois.

**Overseas experience:** Turkey; South Africa

**Languages:** Turkish (elementary proficiency), Spanish (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Specialization:** Christian-Muslim relations, interfaith relations, Christian ministry, events management

**Distinctions:** Masters Student of the Year, Iliff School of Theology; Founds Medalist, Elmhurst College; Master of Divinity, graduation with distinction

## RITA O’SULLIVAN

**Title:** Associate Professor of Evaluation and Assessment and Director of Evaluation, Assessment, and Policy Connections (EvAP), School of Education, UNC, 1999-present, tenured

**Education:** Ed.D., Auburn University, 1984

**Previous work experience:** Evaluations for the Burroughs-Wellcome Foundation, 2010-2015; UNC Next Level People to People Hip Hop Ambassadorships, 2013-2014; UNC Undergraduate Research Project, funded by Howard Hughes Medical Institute, 2010-2014; YMCA Higher Education Programs, 2010-2012; U.S. Virgin Islands Department of Education, 2010-2011; Appalachian State University, 2006-2011; Wake County Public School System, 2005-2008; Associate Professor, Educational Research & Evaluation, UNC-Greensboro, 1992-1999; Junior High-School Teacher, Gillespie Education Center, 1984-1985

**Specialization:** Educational leadership, curriculum and instruction; educational program evaluation; research design, measurement, and statistics; collaborative evaluation techniques

**Recent publications/presentations:** “Case Study in Collaborative Evaluation,” in David M. Fetterman et al., editors, *Collaborative, Participatory, & Empowerment Evaluation* (Guilford Press, 2017), pp. 31-47; “Using Collaborative Evaluation Strategies to Transcend Monitoring with U.S. Federally-Funded International Area Studies Centers,” with Fabiola Salas Villalobos, paper presented to American Evaluation Association, 2016; “Collaborative, Participatory, and Empowerment Evaluation: Building a Strong Conceptual Foundation for Stakeholder Involvement to Evaluation,” with David M. Fetterman et al., *American Journal of Evaluation* 35(1):144-148, 2014

**Distinctions:** Ingle Distinguished Service Award, American Evaluation Association, 2002; Outstanding Research Award, North Carolina Association for Research in Education, 2001; Lifetime Achievement Award, North Carolina Association for Research in Education, 2001

## FABIOLA SALAS VILLALOBOS

**Title:** Education Consultant and Senior Research Associate, Dual Language Programs, Chapel Hill-Carrboro City School System, 2017-present, non-tenured

**Education:** Ph.D., School of Education, UNC, 2018 (expected)

**Previous work experience:** Research Assistant, Evaluation, Assessment & Policy Connections (EvAP), UNC, 2017-2018; Program Evaluator for anti-racist organization “we are,” 2016-present; Program Evaluator for National Resource Centers, UNC, 2015-2016; Program Evaluator, Czech and Slovak School of North Carolina, Durham, NC, 2015-2017; Spanish Instructor, Middle School and Upper School, Durham Academy, Durham, NC, 2007-present

**Specialization:** Curriculum and instruction; educational program evaluation; measurement, collaborative evaluation techniques, and culturally responsive evaluation; bilingual education, bilingualism, geography: human geography, outreach, and geographic information systems (GIS)

**Recent publications/presentations:** “Collaborative Evaluation and Culturally Responsive Evaluation: Dual Language Programs,” paper presented to Emergent Voices in Evaluations (EviE) Conference, 2018; “Collaborative Evaluation Strategies that Enhance the Usefulness of Evaluations for Stakeholders: Evaluation of Three Dual Language Programs in a School District,” paper presented to American Evaluation Association, 2017; “Costa Rica: Regional Migrant Crisis,” Latin America and North Carolina Seminar for K-12 Educators, World View, UNC, 2017; “Using Collaborative Evaluation Strategies to Transcend Monitoring with U.S. Federally-Funded International Area Studies Centers,” with Rita O’Sullivan, paper presented to American Evaluation Association, 2016

## CHRISTOPHER SMITH

**Title:** Order and Receipts Specialist for Middle Eastern Materials, Duke University Libraries, 2016-present, non-tenured

**Education:** M.A., Religion, Wake Forest University, 2014

**Academic experience:** Teaching assistant in Religious Studies, UNC, 2015-2016

**Overseas experience:** Turkey, Kuwait, Saudi Arabia, Denmark, and Spain while serving in the US Air Force

**Languages:** Limited Turkish (limited working proficiency), Arabic (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Specialization:** Middle Eastern library materials, library acquisitions

**Recent Publications:** “‘Ex-Muslims,’ Bible Prophecy, and Islamophobia: Rhetoric and Reality in the Narratives of Walid Shoebat, Kamal Saleem, Ergun and Emir Caner,” *Islamophobia Studies Journal* 2(2):76-93, 2014

## DENISE SOUFI

**Title:** Middle East Library Cataloger, UNC, 2013-present, non-tenured

**Education:** MLIS, Rutgers University, 2010; Ph.D., Near Eastern Studies, Princeton University, 1997

**Academic experience:** Islamic Manuscript Cataloger, Department of Rare Books and Special Collections, Princeton University Library, 2010; Special Collections Assistant, Department of Rare Books and Special Collections, Princeton University Library, 2009; Adjunct Professor, Department of History, The College of New Jersey, 1998.

**Percent of time dedicated to Middle East studies:** 100%

**Languages:** Arabic (professional proficiency), Persian (limited working proficiency), French (limited working proficiency)

**Specialization:** Library Science, classical Islam

**Recent Publications:** Poster presentation, Librarian’s Association at the University of North Carolina at Chapel Hill (LAUNC-CH) Research Forum, 2014

## SEAN SWANICK

**Title:** Librarian for Middle East and Islamic Studies, Duke University Libraries, 2016-present, non-tenured

**Education:** MLIS, Dalhousie University, 2009; M.A., Middle East Studies, University of Exeter, 2007

**Academic experience:** Acting Head Librarian, Islamic Studies Library, McGill University, 2015-2016; Islamic Studies Liaison Librarian, McGill University, 2009-2015; Research and Instructional Librarian, Mount St. Vincent University, 2009

**Overseas experience:** Turkey, 2017; Tunisia, 2004; Syria, 2007; Oman; 2008; Egypt, 2016, 2017; England, 2006-2008

**Languages:** Arabic (native/bilingual proficiency), Turkish (professional proficiency), Persian (professional proficiency), French (native/bilingual proficiency)

**Specialization:** Book history, codicology, paleography, digital humanities, open access

**Recent Publications:** *Yasak/Banned: Political Cartoons from Late Ottoman and Republican Turkey*, Duke University Libraries exhibition catalog, 2017; “Curating Exhibitions in Academic Libraries: Practical Steps,” with Sharon Rankin and Melinda Reinhart, *Practical Academic Librarianship: The International Journal of the SLA Academic Division*, 5(2):1-22, 2015; “İbrahim Müteferrika and the Printing Press: A Delayed Renaissance,” *Papers of the Bibliographical Society of Canada* 52(1):269-292, 2014; “Curating Print Collections in the Digital Age,” with Jennifer Garland, *Collection Building* 33(4):132-134, 2014

**Distinctions:** President, Middle East Librarians Association, 2014; executive board member, Center for Research Libraries’ Area Studies Program, Middle East Materials Project; Trent grant, Duke, 2017 for an exhibition on Turkish political cartoons; Trent grant, Duke, 2018, to host three playwrights and activists from Istanbul’s BuluTiyatro

## DUKE FACULTY

### ABDULLAH ANTEPLI

**Title:** Chief Representative of Muslim Affairs, Duke, 2014-present, non-tenured

**Education:** M.A., Islamic Studies and Muslim-Christian Relations, Hartford Seminary, 2005

**Academic experience:** Muslim Chaplain, Director of the Center for Muslim Life, Duke, 2008-2014; Associate Director, Duke Islamic Studies Center, 2008-2015; Associate Director, Islamic Chaplaincy Program & Interfaith Relations, Hartford Seminary, 2005-2008; Muslim Chaplain, Wesleyan University, 2003-2005

**Overseas experience:** Education in Turkey; work in Malaysia, Myanmar, Singapore

**Languages:** Turkish (native/bilingual proficiency), Arabic (professional proficiency), Burmese (professional proficiency), German (limited working proficiency), Bahasa Malayo (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Introduction to Islam (HISTREL 101); Jesus and Mary in Islam (HISTREL 201); Listening Together: Christians and Muslims Reading Scripture (PARISH 812); Local Islams (REL 386)

**Specialization:** Islam, Turkey, Interfaith Relations

**Recent publications:** "An Inter-Faith View of Torture: A Muslim Perspective," *The Muslim World* 103:204-208, 2013; "Never Again: A Muslim Visits the Nazi Death Camps," in Gregory Mobley et al., editors, *My Neighbor's Faith: Stories of Interreligious Encounter, Growth, and Transformation* (Orbis Books, 2012), pp. 127-130

**Distinctions:** Opening Prayer, U.S. House of Representatives, March 3, 2010; founder and executive board member, Muslim Chaplains Association; co-director, Muslim Leadership Initiative, Shalom Hartman Institute, Israel; Diversity and Pluralism Award, Duke, 2014

### PHILIP BENNETT

**Title:** Eugene C. Patterson Professor of the Practice of Journalism and Public Policy, Duke, 2009-present, non-tenured

**Education:** B.A., History, Harvard University, 1981

**Academic experience:** Director, DeWitt Wallace Center for Media and Democracy, Duke, 2013-2015; Rutherford Living History Program, Duke, 2009-present

**Overseas experience:** Journalistic work in Afghanistan, Iraq, Peru, Nicaragua, El Salvador, Kosovo

**Languages:** Spanish (professional proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Islam and the Media (PPS 196S.13); Journalism and War (PUBPOL 290S)

**Specialization:** The news media and Islam, journalism ethics, national security secrecy

**Recent publications:** "21<sup>st</sup> Century Censorship," with Moises Naim, *Columbia Journalism Review* 53(5):22-28, 2015; "Truth Vigilantes: On Journalism and Transparency," in Nigel Bowles, James Hamilton, David Levy, editors, *Transparency in Politics and the Media* (I. B. Tauris, 2013), pp. 103-122; "Covering Islam," in Stephen Burgard, editor, *Faith, Politics and Press in Our Perilous Times* (Kendall Hunt, 2010), pp. 103-123

**Dissertations or theses supervised in the past 5 years:** 1

**Distinctions:** Managing Editor, *Washington Post*, 2005-2009; Managing Editor, Frontline, PBS, 2011- 2013; Special Projects Editor, Frontline, PBS, 2017-present

## AMAL BOUMAAZA

**Title:** Lecturing Fellow in Arabic, Department of Asian and Middle Eastern Studies, Duke, 2017-present, non-tenured

**Education:** B.A., Cadi Ayyad University, Morocco, 2005

**Academic experience:** Instructor, Asian and Middle Eastern Studies, Duke, 2013-2017; Part-Time Instructor, Asian and Middle Eastern Studies, Duke, 2010-2013; Instructor, Middlebury Intensive Arabic Summer Program, 2013-present

**Overseas experience:** Education through college in Morocco

**Languages:** Arabic (bilingual/native proficiency)

**Pedagogy training:** American Council on the Teaching of Foreign Languages conference, San Diego, California, 2015

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Elementary through Advanced Arabic (ARABIC 101-306)

**Specialization:** Arabic language learning, Arabic culture

**Distinctions:** Language Pedagogy Grant, Duke-UNC Consortium for Middle East Studies, 2015

## HAL BRANDS

**Title:** Associate Professor of Public Policy, Duke, 2015-present, tenured

**Education:** Ph.D., History, Yale University, 2009

**Academic experience:** Assistant Professor of Public Policy, Duke, 2010-2015; Faculty Affiliate, Duke Program in American Grand Strategy, 2015-present; Executive Committee, Triangle Institute for Security Studies, 2015-present

**Overseas experience:** Throughout Latin America

**Languages:** Spanish (professional proficiency), French (elementary proficiency), German (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Topics in History (HISTORY 390); American Grand Strategy (POLSCI 562S); Selected Public Policy Topics (PUBPOL 290)

**Specialization:** U.S. foreign policy, U.S. foreign policy history

**Recent publications:** “Was the Rise of ISIS Inevitable?” *Survival* 59(3):7-54, 2017; “The Unexceptional Superpower: American Grand Strategy in the Age of Trump,” *Survival* 59(6):7-40, 2017; “The Case for Bush Revisionism,” with Peter Feaver, *Journal of Strategic Studies* 41(1-2):234-274; “Enlargement and Its Discontents,” in Bevan Sewell and Maria Ryan, editors, *Foreign Policy at the Periphery: The Shifting Margins of U.S. International Relations Since World War II* (University Press of Kentucky, 2017), pp. 313-335; “Trump and Terrorism: U.S. Strategy after ISIS,” *Foreign Affairs* 96(2):28-36, 2017; co-editor with Jeremi Suri, *The Power of the Past: History and Statecraft* (Brookings Institution Press, 2016); “Stress-Testing American Grand Strategy,” with Peter Feaver, *Survival* 58(6): 93-120, 2016; “Before the Tilt: The Carter Administration Engages Saddam Hussein,” *Diplomacy & Statecraft* 26(1):103-123, 2015; *What Good is Grand Strategy? Power and Purpose in American Statecraft from Harry S Truman to George W. Bush* (Cornell University Press, 2014); “Conspiring Bastards: Saddam Hussein’s Strategic View of the United States,” *Diplomatic History* 36(3):625-659, 2012

**Dissertations or theses supervised in the past 5 years:** 5

**Distinctions:** John Addison Porter Prize for Best Dissertation in the Humanities, Yale University, 2009

## MARC ZVI BRETTLER

**Title:** Bernice and Morton Lerner Professor of Judaic Studies, Duke, 2015-present, tenured

**Education:** Ph.D., Near Eastern and Judaic Studies, Brandeis University, 1986

**Academic experience:** Assistant Professor through Professor and Chair, Department of Near Eastern and Judaic Studies, Brandeis University, 1986-2015

**Overseas experience:** Studied and taught at Hebrew University, Jerusalem

**Languages:** Modern Hebrew (native/bilingual proficiency); French (limited working proficiency), German (limited working proficiency), Akkadian (elementary proficiency), Aramaic (elementary proficiency), Syriac (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 90%

**Relevant courses taught:** Intro to Hebrew Bible (JEWISHST145); The Book of Psalms:

Reading Biblical Poetry Then and Now (JEWISHST332S)

**Specialization:** Hebrew Bible, Old Testament

**Recent publications:** Co-editor with Michael Coogan, Carol Newsom, and PHEME PERKINS, *The New Oxford Annotated Bible*, Fifth Edition (Oxford University Press, 2018); Co-Editor with Amy-Jill Levine, *The Jewish Annotated New Testament*, Second Edition (Oxford University Press, 2017); "A Jewish Historical-Critical Commentary on Psalms: Psalm 114 as an Example," *Hebrew Bible and Ancient Israel* 5(4):401-434, 2016; "Jewish Readings of the Bible," with Edward Breuer, in John Riches, editor, *The New Cambridge History of the Bible*, Volume 4 (Cambridge University Press, 2015), pp. 285-313; co-editor with Adele Berlin, *The Jewish Study Bible*, Second Expanded Edition (Oxford University Press, 2014)

**Dissertations or theses supervised in the past 5 years:** 4

**Distinctions:** One of 100 scholars and leaders asked to participate in the "American Values Religious Voices" project, 2017; Honorary Doctorate, Hebrew College, 2015; Gold Medal, Independent Publisher Book Awards, Religion category, for participation in *The Three Testaments*, 2014; elected to American Academy of Jewish Research, 2013; National Jewish Book Award for *Jewish Study Bible*, 2004

## AZEDDINE CHERGUI

**Title:** Lecturing Fellow in Arabic, Department of Asian and Middle Eastern Studies, Duke, 1997-present, non-tenured

**Education:** Ph.D., Language, Culture & Society, Mohammed V University, Morocco, 2017

**Overseas experience:** Education and research in Morocco; Consultant for Duke Health System, Abu Dhabi, United Arab Emirates, 2013; Rapporteur for Duke Corporate Education, Jeddah Economic Forum, Saudi Arabia, 2008

**Languages:** Arabic (native/bilingual proficiency), French (native/bilingual proficiency), Italian (limited working proficiency)

**Pedagogy Training:** M.A., English Language and Literature, Mohammed Ben Abdellah University, Morocco, 1988

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Elementary Arabic (ARABIC 101-102); Arabic Dialect through Music (ARABIC 295); Arabic for Global Health (GLHLTH.270T)

**Specialization:** Arabic language and literature, Moroccan prison writings, aesthetics of resistance in post-Arab Spring cultural production, Sufi music

**Recent publications:** "Feminine Memories from the Lead Years: Tazmamart: Côté Femme," *El-Jadida* (Abu Chouaib Doukali University), forthcoming 2018; "Resisting Extreme Detention: Memories from the Lead Years," *Langues et Littératures* (Mohammed V University), 2018

## MIRIAM COOKE

**Title:** Braxton Craven Distinguished Professor of Arab Cultures, emerita, Duke, 2017-present

**Education:** D.Phil., Arabic Literature, St. Antony's College, Oxford University, 1980

**Academic experience:** Assistant Professor through Professor and Chair, Duke, 1980-2017; Director, Duke University Middle East Studies Center, 2005-2015

**Overseas experience:** Visiting Professorships in Indonesia, Qatar, Romania, Tunisia, Turkey; Fulbright Fellowships in Lebanon and Syria; research throughout the Middle East

**Languages:** Arabic (native/bilingual proficiency), German (native/bilingual proficiency), French (native/bilingual proficiency), Hebrew (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** 4th year Arabic (Arabic 408); Iraqi Culture in the 20th Century (AMES 189S); The Israeli-Palestinian Conflict in Literature and Films (AMES 201S/493); Arab Society and Culture in Film (AMES 221); Arab Women Writers (AMES 422S); Revolution: The Arab World (AMES 429)

**Specialization:** Arab cultures, war and gender, 20th century criticism; feminist theory; comparative literature

**Recent publications:** *Dancing in Damascus: Creativity, Resilience and the Syrian Revolution* (Routledge, 2017); "Arab Women Writers 1980-2010," in Muhsin al-Musawi, editor, *Arabic Literature for the Classroom: Teaching Methods, Theories and Texts* (Routledge, 2017), pp. 40-53; "Women and the Arab Spring: A Transnational Feminist Movement," in Fatima Sadiqi, editor, *Women's Movements in Post-Arab Spring North Africa* (Palgrave Macmillan 2016), pp. 31-44; "Nawal El Saadawi: Writer and Revolutionary," in Robin Goodman, *Literature and the Development of Feminist Theory* (Cambridge University Press, 2016), pp. 214-229; co-editor with Angela Woollacott, *Gendering War Talk* (Princeton University Press, 2014); *Tribal Modern: Branding New Nations in the Arab Gulf* (University of California Press, 2014)

**Dissertations or theses supervised in past five years:** 10

**Distinctions:** Co-editor, *Journal of Middle East Women's Studies*, 2014-2018

## ELLEN F. DAVIS

**Title:** Amos Ragan Kearns Distinguished Professor of Bible and Practical Theology, Duke, 2001-present, tenured

**Education:** Ph.D., Old Testament, Yale University, 1987

**Academic experience:** Associate Professor to Professor, Virginia Theological Seminary, 1996-2001; Assistant to Associate Professor, Yale, 1989-1996; Assistant Professor, Union Theological Seminary, 1987-1989; Visiting Fellow and Lecturer, Cambridge University, 2005-2007; Founder and Co-Director, Renk Visiting Teachers Program, Sudan, 2004

**Overseas experience:** Israel, Canada, United Kingdom

**Languages:** Biblical Hebrew (professional proficiency), New Testament Greek (professional proficiency), German (professional proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Narrative Characters: The Hebrew Bible, The New Testament, and The Qur'an (OLDTEST 872); Place and Space: In, Around and After the Hebrew Bible (OLDTEST 960) Hebrew Syntax (RELIGION 999); Listening Together: Christians and Muslims Reading Scripture (PARISH 812)

**Recent publications:** *Preaching the Luminous Word: Biblical Sermons and Homiletical Essays* (Eerdmans, 2016); *Biblical Prophecy: Perspectives for Christian Theology, Discipleship, and Ministry* (Westminster John Knox, 2014)

**Dissertations or theses supervised in the past 5 years:** 9

## JANET EWALD

**Title:** Associate Professor of History, Duke, 1990-present, tenured

**Education:** Ph.D., History, University of Wisconsin-Madison, 1982

**Academic experience:** Assistant Professor of History, Duke, 1983-1990

**Overseas experience:** Germany, Sudan, Tunisia, Turkey Yemen

**Languages:** Arabic (native/bilingual proficiency), French (limited working proficiency), Italian (limited working proficiency), German (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Health and Healing in Africa (HISTORY 205); Atlantic Slave Trade (HISTORY 316S);

**Specialization:** History of Africa

**Recent publications:** *Motley Crews: African and Indian Seafarers on English/British Vessels in the Eastern Trade, c. 1613-1900* (in preparation); "African Bondsmen, Freedmen, and the Maritime Proletariats of the Northwestern Indian Ocean World, c. 1500-1900," in Robert Harms et al., editors, *Indian Ocean Slavery in the Age of Abolition* (Yale, 2013), pp. 200-222; *Soldiers, Traders, and Slaves: State Formation and Economic Transformation in the Greater Nile Valley, 1700-1885* (University of Wisconsin Press, 1990)

**Dissertations or theses supervised in past 5 years:** 3

**Distinctions:** American Council for Learned Societies Fellowship; Carter G. Woodson Institute Fellowship, University of Virginia; Woodrow Wilson Center Fellowship; National Humanities Center Fellowship

## SHAI GINSBURG

**Title:** Associate Professor of Hebrew and Jewish Studies and Director of Undergraduate Studies, Department of Asian and Middle Eastern Studies, Duke, 2015-present, tenured

**Education:** Ph.D., Comparative Literature, University of Michigan, 2001

**Academic experience:** Assistant Professor, Duke 2006-2015; Assistant Professor of Hebrew, Arizona State University, 2001-2006

**Overseas experience:** Education and research in Israel

**Languages:** Hebrew (native/bilingual proficiency), English (native/bilingual proficiency), German (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Advanced Modern Hebrew (JEWISHST 407S); Israeli-Palestinian Conflict in Film (JEWISHST 206S); Screening the Holocaust (JEWISHST 266); Contemporary Israeli Cinema (JEWISHST 241); Jews and the End of Theory (JEWISHST 54IS), Games and Culture: Politics, Pleasure and Pedagogy (AMES 440S); Trauma and Space in Asia (AMES 410S); Geopolitics and Culture: from the Islamic State to Afghanistan (AMES 208S); Introduction to Israeli Culture (AMES 245)

**Specialization:** Hebrew Literature; Israeli Literature and Cinema; Jewish Nationalisms; Israeli Culture and Politics; Literary Criticism; Games and Conflict Resolution

**Recent publications:** *Rhetoric and Nation: The Formation of Hebrew National Culture, 1880-1990* (Syracuse University Press, 2014); "Alon Hilu and the Hebrew Historical Novel." *Shofar* 33(4):134-157, 2015; "Poetry and Conflict: on Civility, Citizenship and Criticism," in Matthew Abraham, editor, *Toward a Critical Rhetoric on the Israel-Palestine Conflict* (Parlor Press, 2015), pp. 152-174; "The Bookcase and the Language of Grace" (in Hebrew), *Mikan* 14:239-263, 2014; "S. Yizhar's Khirbet Khizeh and the Rhetoric of Conflict," in Michael Bernard-Donals and Jan Fernheimer, editors, *Jewish Rhetoric* (Brandeis University Press, 2014)

## JOSEPH GRIECO

**Title:** Professor of Political Science, Duke, 1993-present, tenured

**Education:** Ph.D., Political Science, Cornell University, 1982

**Academic experience:** Assistant to Associate Professor of Political Science, Duke, 1981-1993

**Overseas experience:** Research in Italy

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Leaders, Nations, and War (POLSCI 664)

**Specialization:** Political Economy, India, Iran, Italy

**Recent publications:** Co-editor with G. John Ikenberry and Michael Mastanduno *Introduction to International Relations: Enduring Questions and Contemporary Perspectives* (Palgrave, 2014); “The Schools of Thought Problem in International Relations,” *International Studies Review*, forthcoming in 2018; “Competency Costs in Foreign Affairs: Presidential Performance in International Conflicts and Domestic Legislative Success, 1953-2001,” with Christopher Gelpi, *American Journal of Political Science*, 59(2):440-456, 2015; “Let’s Get a Second Opinion: International Institutions and American Public Support for War,” with Christopher Gelpi et al., *International Studies Quarterly* 55(2):563-583, 2011

**Dissertations or theses supervised in past 5 years:** 1

**Distinctions:** International Affairs Fellowship, Council on Foreign Relations

## MALACHI HACHOEN

**Title:** Associate Professor of History, Religion, and Political Science, Duke, 2000-present; Director, Program on Religions and Public Life, Kenan Institute for Ethics, Duke, 2016-present, tenured

**Education:** Ph.D., History, Columbia University, 1993

**Academic experience:** Assistant Professor, Duke, 1993-2000; Visiting Assistant Professor, Co-Chair of the History-Literature Program, Reed College, 1989-1993; Adjunct Lecturer, Cooper Union College, 1986-1988

**Languages:** Hebrew (native/bilingual proficiency), German (professional proficiency), French (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 33%

**Relevant courses taught:** Anti-Semitism (HISTORY 164S); Jewish History, 1492 to the Present (HISTORY 251)

**Specialization:** Jewish emancipation and the dilemmas of multiculturalism and ethno-nationalism; Jewish history

**Recent publications:** *Jacob and Esau: Jewish European History Between Nation and Empire* (Cambridge University Press, forthcoming in 2018); “Nation and Empire in Jewish European History,” *Leo Baeck Institute Yearbook* 62:1-13, 2017; “Central European Jewish Émigrés and the Shaping of Postwar Culture,” *Religions* 8(8):139-142, 2017; “Envisioning Jewish Central Europe: Friedrich Torberg, the Austrian Émigrés, and Jewish European History,” *Journal of Modern Jewish Studies*, 13(1):37-57, 2014

**Dissertations or theses supervised in past five years:** 5

**Distinctions:** Polonsky Fellow, Oxford University Center for Hebrew and Jewish Studies, 2016-2017; Principal Investigator, “Jews & Muslims: Histories, Diasporas, and the Meaning of the ‘European,’” Andrew Mellon Foundation, 2013-2015; Residential Fellow, Center for Advanced Studies in the Behavioral Sciences, Stanford University, 2006-2007; Bass Fellowship, Duke, 2001-2006; Editorial Boards of *Contemporary Austrian Studies*, 2010-present, *Nexus*, 2011-present, *Jewish Historical Studies*, 2012-present

## MONA HASSAN

**Title:** Associate Professor of Islamic Studies and History, Department of Religious Studies, Duke, 2017-present, tenured

**Education:** Ph.D., Near Eastern Studies, Princeton University, 2009

**Academic experience:** Assistant Professor, Duke, 2009-2017

**Overseas experience:** Research in Turkey

**Languages:** Arabic (native/bilingual proficiency), Turkish (native/bilingual proficiency), Ottoman Turkish (professional proficiency), French (limited working proficiency), Spanish (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 75%

**Relevant courses taught:** Cross Cultural Encounters (REL 190FS); Introduction to Islamic Civilizations I (REL 375); Muslim Women across the Ages (REL 165FS); Islam in the Americas (REL 384); Islamic Interconnectivities (REL 999)

**Specialization:** Islamic history; gender; culture; religion; politics

**Recent publications:** *Longing for the Lost Caliphate: A Transregional History* (Princeton University Press 2017); “Poetic Memories of the Prophet’s Family: Ibn Ḥajar al-‘Asqalānī’s Panegyrics for the Abbasid Sultan-Caliph of Cairo al-Musta‘īn,” *Journal of Islamic Studies* 29(1):1-24, 2018; “Relations, Narrations, and Judgments: The Scholarly Networks and Contributions of an Early Female Muslim Jurist,” *Islamic Law and Society* 22(4):323-351, 2015

**Dissertations or theses supervised in the past 5 years:** 9

**Distinctions:** American Academy of Religion Book Award for Excellence in the Historical Study of Religion, 2017; National Prayer Breakfast, Washington, D.C., 2018; Josiah Charles Trent Memorial Foundation Endowment Fund Fellowship for International Studies, 2016

## FRANCES HASSO

**Title:** Associate Professor of Gender, Sexuality and Feminist Studies, Sociology, and History, Duke, 2010-present, tenured

**Education:** Ph.D., Sociology, University of Michigan, 1997

**Academic experience:** Associate to Associate Professor of Sociology, Oberlin College, 2000-2010; Director, International Comparative Studies Program, Duke, 2011-2015

**Overseas experience:** Research in Egypt, Jordan, Lebanon, Palestine, Tunisia

**Languages:** Arabic (native/bilingual proficiency), French (elementary proficiency).

**Percent of time dedicated to Middle East studies:** 75%

**Relevant courses taught:** Critical Genealogies of Middle East Studies (AMES 620S); Comparative Approaches to Global Issues (CULANTH 195); Gender/Sexuality in the Middle East (AMES 527S); Interdisciplinary Debates (WOMENST 960S)

**Specialization:** Sexuality; gender politics in the Middle East; states; social movements; transnational studies

**Recent publications:** “Entering and Remaking Spaces: Young Palestinian Feminists in Jerusalem,” *Journal of Middle East Women’s Studies* 13(2):337-345, 2017; co-editor with Zakia Salime, *Freedom without Permission: Bodies and Space in the Arab Revolutions* (Duke University Press, 2016); “Civil and the Limits of Politics in Revolutionary Egypt,” *Comparative Studies in South Asia, Africa, and the Middle East* 35(3) 605-621, 2015

**Dissertations or theses supervised in the past 5 years:** 3

**Distinctions:** Co-editor, *Journal of Middle East Women’s Studies*, 2014-2018); American Center for Oriental Research/Council of American Overseas Research Centers Senior Fellowship, 2017-2018

## DIDEM HAVLIOĞLU

**Title:** Lecturing Fellow in Turkish, Department of Asian and Middle Eastern Studies, Duke, 2015-present, non-tenured

**Education:** Ph.D., Near and Middle Eastern Studies, University of Washington, 2008

**Overseas experience:** Education and research in Turkey

**Languages:** Turkish (native/bilingual proficiency), Ottoman Turkish (professional proficiency), Arabic (limited working proficiency), Persian (elementary proficiency)

**Pedagogy training:** ACTFL OPI Training, 2017; Hybrid Course Design Fellowship, Duke University, 2018

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Elementary through intermediate (TURKISH 101-204); Women Writers of the Middle East (AMES 402)

**Specialization:** Women and gender in Islamic Cultures, Ottoman intellectual culture.

**Recent publications:** *Mihri Hatun: Performance, Gender-Bending and Subversion in Early Modern Ottoman Intellectual History* (Syracuse University Press, 2017); “Border Crossing with *The Black Book*: Overcoming the Spatial, Cultural, and Linguistic Distances,” in Sevinç Türkkan and David Damrosch, editors, *Approaches to Teaching Orhan Pamuk* (Modern Language Association, 2017); “The Writing Subjects: Halide Edip and Assia Djebar,” *Journal of Middle East Women’s Studies* 12(2):291-295, 2016; *İşte Böyle Cemile’ciğim: Samiha Ayverdi ve Annemarie Schimmel’in Mektupları* (And It’s Just Like That, My Dear Cemile: Correspondence between Samiha Ayverdi and Annemarie Schimmel) (Kubbealtı Vakfı Yayınları, 2015)

**Distinctions:** Faculty Research Grant, Duke, 2016; Course Development Grant, Duke-UNC Consortium for Middle East Studies, 2016

## ENGSENG HO

**Title:** Professor of Cultural Anthropology, Duke, 2008-present, tenured

**Education:** Ph.D., Sociocultural Anthropology, University of Chicago, 2000

**Academic experience:** Assistant Professor to Professor of Anthropology, Harvard, 2000-2008; Muhammad Alagil Distinguished Visiting Professor in Arabia Asia Studies, Asia Research Institute, National University of Singapore, 2014-present; Director, Middle East Institute, National University of Singapore, 2016-present

**Overseas experience:** Research in Indonesia, Saudi Arabia, Turkey, Yemen, Germany, Macau

**Languages:** Arabic (native/bilingual), Malay (native/bilingual), Chinese (native/bilingual)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** The Indian Ocean (CULANTH 399); Capstone Seminar: Imperialism and Islam (CULANTH 416S); Anthropology and History (CULANTH 572S)

**Specialization:** International and transcultural dimensions of Islamic societies, and relations to western empires; research sites around the Indian Ocean

**Recent publications:** “Inter-Asian Concepts for Mobile Societies,” *Journal of Asian Studies* 76(4):907-928, 2017; co-editor with Abdul Sheriff, *The Indian Ocean: Oceanic Connections and the Creation of New Societies* (Hurst, 2014); “Mobile Law and Thick Transregionalism,” *Law and History Review* 32(4):883-889, 2014; *The Graves of Tarim: Genealogy and Mobility Across the Indian Ocean* (University of California Press, 2006)

**Number of dissertations or theses supervised in the past 5 years:** 15

**Distinctions:** Invited speaker, Beijing Forum, “China’s Belt and Road Initiative through Muslim World: States or Networks,” 2017

## MAHA HOUSSAMI

**Title:** Lecturer in Arabic Language and Culture, Duke, 2011-present, non-tenured

**Education:** M.A., Education, American University of Beirut, Education, 2005

**Academic experience:** Arabic Instructor, University of Notre Dame; Arabic Instructor, American University of Beirut

**Overseas experience:** Education and research in Lebanon; research in Jordan

**Languages:** Arabic (native/bilingual proficiency); French (native/bilingual proficiency); Persian (elementary proficiency)

**Pedagogy training:** ACTFL Oral Proficiency tester, 2013

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Refugee Lives: Violence, Culture and Identity (AMES 320S); Levantine Arabic (ARABIC 287); Advanced Arabic (ARABIC 305, 306); Independent Study in Arabic (ARABIC 391); Topics in Arabic/Issues in Arabic Language and Literature (ARABIC 407/408)

**Specialization:** Arabic language, culture, and literature; community-based language initiatives

**Distinctions:** Humanities Writ Large Grant, Duke, for “Arab Refugee Oral History,” 2015-2016, with miriam cooke and Nancy Kalow; Betsy Alden Outstanding Service-Learning Award, Duke, 2014; founder, Dardash at Duke, a community-based language exchange initiative pairing Duke students with Iraqi & Sudanese refugee families, 2013-present; faculty advisor, INJAZ, a Duke-UNC student organization supporting native Arabic speakers in North Carolina, 2012-present; Advisor, Arab Student Organization, Duke, 2012-present.

## MARY HOVSEPIAN

**Title:** Lecturing Fellow of Sociology, Duke University, 2005-present, non-tenured

**Education:** Ph.D., Sociology, University of Wisconsin-Madison, 2004

**Overseas experience:** Research in Jordan, Palestine

**Languages:** Arabic (native/bilingual proficiency), French (professional proficiency), Armenian (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 50%

**Relevant courses taught:** Nation, Region, and Global Economies (SOCIOL 345); Gender, Labor, & Globalization (SOC 482S); Sex, Gender, and Society (SOCIOL 218)

**Specialization:** Sociology of the Middle East, gender, development and social change, Third World development, economic change, Palestinian society

**Recent publications:** “Desecularization of the Palestinian Imagination,” *American Behavioral Scientist* 20:1-15, 2012; “Israeli Fashion and Palestinian Labor During the Intifada,” in Angela Hattery et al., editors, *Globalization and America* (Rowman & Littlefield, 2008), pp. 199-210; “Intifada” and “Palestinians,” in William A. Darity, editor, *International Encyclopedia of the Social Sciences*, 2nd edition (The Gale Group, Inc./ Macmillan Reference USA, 2007)

**Dissertations or theses supervised in the past 5 years:** 2

**Distinctions:** Grant, “Interpreting Events in Arabic Cultures: International Data Collection and Simulation Analyses,” Office of Naval Research, 2009-2015

## JAYNE HUCKERBY

**Title:** Clinical Professor of Law; Director, Duke International Human Rights Clinic, Duke, 2013-present, non-tenured

**Education:** LL.M., New York University School of Law, 2004; LL.B., University of Sydney, 2002

**Academic experience:** Research Director, Center on Human Rights and Global Justice, New York University School of Law, 2005-2011; Human Rights Advisor, United Nations Entity for Gender Equality and the Empowerment of Women

**Overseas experience:** Education and work in Australia; research in Kenya, Nepal, Switzerland, Tanzania, Thailand, Turkey, Yemen

**Percent of time dedicated to Middle East studies:** 10%

**Relevant courses taught:** International Human Rights Clinic (LAW 437); International Human Rights Advocacy Seminar (LAW 537)

**Specialization:** Women and conflict prevention; gender equality and constitutional reform in post-Arab Spring countries; international human rights law

**Recent publications:** “Feminism and International Law in the Post 9/11 Era,” *Fordham International Law Journal* 39:533-590, 2016; “Same, But Different: Assessing the Interaction of Migrant Workers' Rights and Anti-Trafficking Regimes Under International Law,” *NYU Journal of International Law & Policy* 47:593-646, 2015; “Gender, Counter-Terrorism and International Law,” in Ben Saul, editor, *Research Handbook on International Law and Terrorism* (Edward Elgar, 2014), pp. 163-176; co-editor with Margaret L. Satterthwaite, *Gender, National Security, and Counter-Terrorism: Human Rights Perspectives* (Routledge, 2013)

## ABDUL-SATTAR JAWAD

**Title:** Visiting Professor of Comparative Literature and Middle East Studies, Duke, 2006-present, non-tenured

**Education:** Ph.D., English Literature and Journalism, London University, 1984

**Academic experience:** Visiting Professor, Harvard University, 2007-2008; Dean, College of Arts, University of Baghdad, Iraq, 2005; Chair, Department of English, University of Baghdad, 2000-2004

**Overseas experience:** Education and research in Iraq; research in Jordan, Saudi Arabia

**Languages:** Arabic (native/bilingual proficiency), French (limited working proficiency), German (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Understanding the Middle East (AMES 205); Syrian and Iraqi Cultures and Revolutions (AMES 222S); Mystical Literature (AMES 322); Modern Arabic Literature (AMES 423S); Arabian Nights and the West (AMES 482); Classical Arabic Language & Literature (ARABIC 489/789); Asian and Middle East Studies (AMES 503)

**Specialization:** Arabic language, modern Arabic literature, Shakespeare, Arab journalism, T.S. Eliot, mystical literature and Sufism

**Recent publications:** *T.S. Eliot in Baghdad: A Study in Eliot's Influence on the Iraqi and Arab Free Verse Movement* (Edwin Mellen Press, 2014)

**Dissertations or theses supervised in past five years:** 2

**Distinctions:** Scholars at Risk Fellowship, 2006-present; Secretary General, Iraq Writers' Union, 1988-1990; editor, *Baghdad Mirror* (English-language weekly), 2004; editor, *al-Siyada* (daily newspaper), Baghdad, 2003; editor, *al-Adib al-Mu'asir* (literary journal)

## BRUCE JENTLESON

**Title:** Professor of Public Policy and Political Science, Duke, 2000-present, tenured

**Education:** Ph.D., Policy Studies, Cornell University, 1983

**Academic experience:** Chair, Sanford School of Public Policy, 2000-2005; Assistant Professor to Professor, University of California, Davis, 1983-1999; Senior Advisor, State Department Policy Planning Staff, 2009-2011

**Overseas experience:** Research in Israel, Jordan, United Arab Emirates, West Bank

**Languages:** Spanish (professional proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Political Analysis for Public Policy-Making (POLSCI 310); Globalization and Public Policy (POLSCI 358); Contemporary US Foreign Policy (POLSCI 670S)

**Specialization:** Conflict prevention and peacekeeping; global governance; globalization; international security; Middle East politics; U.S. foreign policy; United Nations and other international institutions

**Recent publications:** *The Peacemakers: Leadership Lessons from Twentieth-Century Statesmanship* (Norton, 2018); “‘The Liberal Order Isn’t Coming Back’: What Next?” *Democracy: A Journal of Ideas*, 48, 2018; “Strategic Recalibration: A Palmerstonian Middle East Strategy” in Michael Wahid Hanna and Thanassis Cambanis, editors, *Order from Ashes: New Foundations for Security in the Middle East* (Century Foundation/Brookings, 2018), pp. 81-99; “Global Governance, the United Nations, and the Challenge of Trumping Trump,” *Global Governance* 23(2):143-149, 2017

**Dissertations or theses supervised in the past 5 years:** 7

**Distinctions:** Fellow, Woodrow Wilson International Center, 2014, 2018; Non-Resident Senior Fellow on Public Opinion and Foreign Policy, Chicago Council on Global Affairs, 2016-2018; Kissinger Chair in Foreign Policy and International Relations, Library of Congress, 2015-2016

## MARC JEULAND

**Title:** Associate Professor of Public Policy, Duke, 2017-present), tenured

**Education:** Ph.D., Environmental Sciences and Engineering, UNC-Chapel Hill, 2009

**Academic experience:** Assistant Professor, Duke, 2010-2017; Research Network Member, RWI – Leibniz Institute for Economic Research, 2016-present; Senior Research Fellow, International Water Management Institute, 2014-2016

**Overseas experience:** Research in Cambodia, Costa Rica, Egypt, Ethiopia, India, Jordan, Nepal

**Languages:** French (native/bilingual proficiency), Bambara (professional proficiency), German (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Water, Cooperation, and Conflict (PUBPOL 580S.01)

**Specialization:** Economic analysis, environmental economics; climate change and water; global health; Middle East and North Africa.

**Recent publications:** Infrastructure Development and the Economics of Cooperation in the Eastern Nile,” with Dale Whittington and Wu Xun, *Water International* 42(2):121-141, 2017; “Does Hydropolitical Ambiguity Affect Water Resources Development? The Case of the Eastern Nile.” *Policy and Society* 35(2):151-163, 2016; “Challenges to Wastewater Reuse in the Middle East and North Africa,” with Xun Wu and Dale Whittington, *Middle East Development Journal* 7(1):1-25, 2015

**Dissertations or theses supervised in the past 5 years:** 28

## MOHSEN KADIVAR

**Title:** Research Professor, Department of Religious Studies, Duke, 2009-present, non-tenured

**Education:** Ph.D., Islamic Philosophy and Theology, Tarbiat Modarres University, Iran, 1999

**Academic experience:** Fellow, Wissenschaftskolleg zu Berlin (Institute for Advanced Study), Germany, 2017; Nannerl Keohane Duke-UNC Visiting Professorship, 2014-2015; Global Ethics Fellow, Carnegie Council, New York, 2012-2014

**Overseas experience:** Education and research in Iran; research in Germany, Great Britain, Malaysia, Turkey

**Languages:** Persian (native/bilingual proficiency), Arabic (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Religion and Politics in Post-Revolutionary Iran (RELIGION 377S); Religion and Culture in Iran 1500-Present (RELIGION 583); Muslim Ethics and Islamic Law (RELIGION 388S); Muslim Philosophy and Theology (RELIGION 374S); Islamic Mysticism: Perso-Indian (Eastern) Traditions (RELIGION 373S); Understanding the Quran (RELIGION 370S); Comparative Religious Studies: Judaism, Christianity and Islam (RELIGION 947S); Comparative Medieval Philosophy (RELIGION 946.01); Islam and Human Rights (LAW 505.01); Religion and Politics (RELIGION 999); Muslim Philosophy: Sufi Approaches to Philosophy (RELIGION 999.01); Muslim Classical Ethics (RELIGION 999.06); Islamic Philosophy, Prophecy and Revelation (RELIGION 999.05);

**Specialization:** Modern Qur'anic studies, classical Islamic philosophy, Islamic legal and ethical theories, Islamic political thought, human rights

**Recent publications:** *Arbitrary Rule in the Name of Islam: Revisiting Ayatollah Mahallāī's Fundamental Critique of Theocratic Iran*, in Persian (self-published, 2016, 322 pages); *A Tribute to the Virtuous Theologian*, 2<sup>nd</sup> edition, in Persian (self-published, 2015, 427 pages); *A Narrative of the Iranian Green Movement*, Volume 1, in Persian (self-published, 2014, 478 pages); "Islam and Democracy: Perspectives from Reformist and Traditional Islam," in John L. Esposito et al., editors, *The Politics of Islamism* (Springer, 2017), pp. 23-45; "Routinizing the Iranian Revolution," in Jeffrey T. Kenney and Ebrahim Moosa, editors, *Islam in the Modern World* (Routledge, 2014), pp. 351-368

**Dissertations or theses supervised in the past 5 years:** 3

## NANCY KALOW

**Title:** Lecturing Fellow of Documentary Studies, Duke, 2006-present, non-tenured

**Education:** M.A., Folklore, UNC, 1999; A.B., Magna Cum Laude, Harvard University, 1982

**Overseas experience:** Research in the West Bank, 2016, 2017

**Percent of time dedicated to Middle East studies:** 67%

**Relevant courses taught:** Refugee Lives (AMES 320S), Documenting Palestine (AMES 204S)

**Specialization:** Oral history, documentary research on refugee issues

**Recent publications:** *Visual Storytelling: The Digital Video Documentary* (Center for Documentary Studies Books, 2011)

**Dissertations or theses supervised in the past 5 years:** 10

**Distinctions:** Co-chair, Selection Committee, Full Frame Documentary Film Festival, 2003-present; Faculty Research Grant, Duke, for research project with Palestinian universities, "New Documentary Voices in the West Bank," David Paletz Course Innovation Grant, Duke University, for Refugee Lives (AMES 320S), 2016; Humanities Writ Large Grant, Duke, for "Arab Refugee Oral History," 2015-2016

## RANJANA KHANNA

**Title:** Professor of English, Literature, and Women's Studies, Duke, 2008-present, tenured

**Education:** Ph.D., Women's Studies, University of York, 1993

**Academic experience:** Assistant to Associate Professor, 2000-2008; Director of the Program in Women, Gender, Sexuality, and Feminist Studies, Duke, 2007-2015

**Overseas experience:** Research in Algeria, France, United Kingdom

**Languages:** French (professional proficiency), Hindi (limited working proficiency), German (elementary proficiency), Italian (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Honors Independent Study: Political Asylum: Children/Women (WOMENST 293); Transnational Feminism (WOMENST 369S)

**Specialization:** Psychoanalytic, feminist, and postcolonial theory; special interest in Franco-Algeria

**Recent publications:** "Speculation; or, Living in the Face of the Intolerable," *Journal of Middle East Women's Studies* 14(1):109-115, 2018; "On the Name, Ideation, and Sexual Difference," *differences* 27(2):62-78, 2016; "The Lumpenproletariat, the Subaltern, the Mental Asylum," *South Atlantic Quarterly* 112(1):129-143, 2013; *Algeria Cuts: Women and Representation, 1830 to the Present* (Stanford University Press, 2008); *Dark Continents: Psychoanalysis and Colonialism* (Duke University Press, 2003)

**Number of dissertations or theses supervised in the past 5 years:** 14

**Distinctions:** Director of Franklin Humanities Institute, Duke, 2018; Mellon Foundation Grant for Seminars in Historical, Global, and Emerging Humanities, 2014-2018

## ANNA KIPERVASER

**Title:** Instructor of Arts of the Moving Image, Duke, 2015-present, non-tenured track

**Education:** MFA in Experimental and Documentary Arts, Duke, 2015; Graduate Certificate in Middle East Studies, Duke, 2015

**Overseas experience:** Research in Egypt, Israel, Jordan, Morocco

**Languages:** Russian (native/bilingual proficiency), Ukrainian (professional proficiency), Arabic (professional proficiency), Italian (elementary proficiency), Spanish (elementary proficiency), Bahasa Indonesia (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 35%

**Relevant courses taught:** The Middle East Through Film (AMI272)

**Specialization:** Cinema; transformation of religious practice in contemporary Egypt; modernity vs. tradition; ethnomusicology; soundscape; censorship; problematics of representation: the Middle East; problematics of representation: Islam

**Recent publications:** Feature-length film: "Cairo in One Breath," 2015 (01:19:32). Short films: "Madrasa," 2014 (05:35); "A Meeting, In Light," 2014 (04:42); "He Begins, She Returns," 2015 (02:15); "Hortus Conclusus," 2015 (06:36); "Suhail and The One Having Crossed Over," 2015 (05:55); "The Sky Isn't Far Away For One Who Has Wings," 2015 (05:40); "The Order of Revelation: 1-5," 2015 (15:00); "The Invisible Ax," 2016 (04:45); "Fair Winds and Following Seas," 2016 (03:00); "The Order of Revelation: 6-22," 2016 (20:00); "And By The Night," 2017 (09:45); "The Order of Revelation: 23-30," 2017 (28:00)

**Number of dissertations or theses supervised in the past 5 years:** 5

**Distinctions:** Duke-UNC Consortium for Middle East Studies, Research Travel Grant, 2018; Liaison of Independent Filmmakers Toronto, International Artist in Residence, 2017, Josiah Charles Trent Memorial Foundation Endowment Fund, Duke, 2017

## ALEXANDER KIRSHNER

**Title:** Assistant Professor of Political Science, Duke, 2012-present, tenure-track

**Education:** Ph.D. Political Science, Yale University, 2011

**Academic experience:** Visiting Fellow, University Center for Human Values, Princeton University, 2015-2016; Postdoctoral Fellow, New York University, Abu Dhabi, 2011-2012

**Overseas experience:** Research and teaching in Israel, United Arab Emirates, United Kingdom

**Languages:** French (professional proficiency)

**Percent of time dedicated to Middle East studies:** 50%

**Relevant courses taught:** The Ethics of War: Self-Defense, Humanitarian Intervention, Terrorism, and Law (POLSCI 277D); Dissent, Disobedience and Revolution (POLSCI 574S); Democracy and Constitution (POLSCI 678S)

**Specialization:** Democratic theory; comparative and American constitutional law; history of legitimate opposition

**Recent publications:** *A Theory of Militant Democracy: The Ethics of Combating Political Extremism* (Yale University Press, 2014); “Non-Ideal Democratic Authority: The Case of Undemocratic Elections,” *Politics, Philosophy and Economics*, forthcoming; “Compromise and Legitimate Government: A Skeptical Perspective,” in Jack Knight, editor, *Compromise* (New York University Press, 2018), pp. 280-298; “Legitimate Opposition, Ostracism, and the Law of Democracy in Ancient Athens,” *Journal of Politics* 78(4):1097-1106, 2016

**Distinctions:** Dissertation awarded University Distinction, Yale University, 2011; ACLS/Mellon New Faculty Fellowship (declined), 2012

## HAROLD KOENIG

**Title:** Professor of Psychiatry & Behavioral Sciences and Director, Center for Spirituality, Theology and Health, Duke, 2004-present, tenured

**Education:** M.D., University of California, San Francisco, 1982

**Academic experience:** Assistant to Associate Professor, Duke, 1992-2004; Distinguished Adjunct Professor King Abdulaziz University, Saudi Arabia, 2011

**Overseas experience:** Saudi Arabia and the Middle East

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Research Course on Religion, Spirituality, and Health (2017)

**Specialization:** Religion, spirituality and health; religion, spirituality and aging; depression in the medically ill elderly; ethical issues in geriatric psychiatry (euthanasia, assisted-suicide)

**Recent publications:** “Effect of Spiritual Counseling on Spiritual Well-Being in Iranian Women with Cancer: A Randomized Clinical Trial,” with M. Sajadi et al., *Complementary Therapies in Clinical Practice* 30: 79-84, 2018; “Psychometric Examination of the Persian Version of Osteoarthritis Knee and Hip Quality of Life Questionnaire,” with M. Saffari et al., *International Journal of Rheumatic Diseases* 20(11):1648-1657, 2017; “The Effect of Holy Qur’an Recitation on Depressive Symptoms in Hemodialysis Patients: A Randomized Clinical Trial,” with H. Babamohamadi et al., *Journal of Religion and Health* 56(1):345-354, 2017; “Religious Beliefs, Practices and Health in Colorectal Cancer Patients in Saudi Arabia,” with M.S. Al-Ahwal et al., *Psycho-Oncology* 25(3):292-299, 2016; “Belief into Action Scale: Psychometric Properties of the Farsi Version,” with S. Hafizi et al., *Mental Health, Religion and Culture* 19(5):440-447, 2016

**Distinctions:** Best Doctor in North Carolina, 2016; Gary Collins Award, American Association of Christian Counselors, 2013; Best Doctors in America, 2005-2006, 2009-2013; Oskar Pfister Award, American Psychiatric Association, 2012

## TIMUR KURAN

**Title:** Professor of Economics and Political Science, Gorter Professor in Islamic Studies, Duke, 2007-present, tenured

**Education:** Ph.D., Economics, Stanford University, 1982

**Academic experience:** Assistant Professor to Professor of Economics, University of Southern California, 1982-2007; Visiting Professor, Stanford University, 2004-2005, University of Chicago, 1996-1997; Member, Institute for Advanced Study, Princeton, 1989-1990

**Overseas experience:** Education and research in Turkey; research in Egypt, Malaysia, Tunisia

**Languages:** Turkish (native/ bilingual proficiency), French (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Economic History and Modernization of the Islamic Middle East (ECON 306/556); Development of Civilization (ECON 315S); Islam and the State: Political Economy of Governance in the Middle East (ECON 326)

**Specialization:** Economic and political history of the Middle East, modern Islamism

**Recent publications:** *Micro-History of the Turkish Posts, 1920-2015*, vol. 1, in Turkish (İş Bankası Kültür Yayınları, 2018); “Islam and Economic Performance: Historical and Contemporary Links,” *Journal of Economic Literature*, forthcoming in 2018; “The Financial Power of the Powerless: Socio-Economic Status and Interest Rates under Partial Rule of Law,” with Jared Rubin, *Economic Journal* 128(609):758-796, 2018; “What Kills Inequality: Redistribution’s Violent History,” *Foreign Affairs* 96:151-158, 2017; “Legal Roots of Authoritarian Rule in the Middle East: Civic Legacies of the Islamic Waqf,” *American Journal of Comparative Law* 64(2):419-454, 2016

**Dissertations or theses supervised in the past 5 years:** 7

**Distinctions:** Founder and president, Association for Analytic Learning about Islam and Muslim Societies, 2010- present; research grants, Templeton Foundation (with Jared Rubin), 2016-2018, Bradley Foundation and Berkley Center, Georgetown University, 2014-2016; member, Executive Committee, Turkish Studies Association, 2009-present; co-editor, *Journal of Comparative Economics*, 2017-present

## BRUCE LAWRENCE

**Title:** Nancy & Jeffrey Marcus Humanities Professor of Religion, emeritus, Duke, 2011-present

**Education:** Ph.D., History of Religions, Yale University, 1972

**Academic experience:** Assistant Professor to Professor, 1971-2011; Chair, 1996-2002

**Overseas experience:** Research in North Africa, Middle East, South Asia, and Southeast Asia

**Languages:** Arabic (native/bilingual proficiency), Persian (native/bilingual proficiency), Urdu (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Islamic Civilization (RELI 146); Islamic Mysticism (RELI 152B); The Qur’an over Time (RELI 154FCS); Osama bin Laden in Focus (RELI 185S.1); Citizenship in the Middle East (RELI 194B.3); Religious Minorities at Risk (RELI 195S.1); Muslim Networks (AMES 254S/RELI 278); Islam and Modernism (RELI 283)

**Specialization:** Institutional Sufism, Abrahamic pluralism, minority citizenship

**Recent publications:** *The Koran in English: A Biography* (Princeton University Press, 2017); *Who is Allah?* (University of North Carolina Press, 2015); “Muslim Modernities: Interdisciplinary Insights Across Time and Space,” with Charles Kurzman, *The Muslim World* 105(4):439-445, 2015

**Number of dissertations or theses supervised in the past 5 years:** 6

## BAHAR LEVENTOĞLU

**Title:** Associate Professor of Political Science & Economics, Duke, 2013-present, tenured

**Education:** Ph.D., Political Science, University of Rochester, 2001

**Academic experience:** Assistant Professor, 2006-2013; Wilf Family Department of Politics Visiting Scholar, New York University, 2009

**Overseas experience:** Education and research in Turkey

**Languages:** Turkish (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Empirical and Theoretical Approaches to Security, Peace and Conflict (POLSCI 724), Workshop in Security, Peace, and Conflict (POLSCI 773/774), Introduction to Deductive & Analytical Approaches to Political Phenomena (POLSCI 631L), Politics in Authoritarian Systems (POLSCI 228)

**Specialization:** Bargaining models; role of public commitments in international bargaining; rationalist explanations of war; civil war

**Recent publications:** “Born Weak, Growing Strong: Anti-Government Protests as a Signal of Rebel Strength in the Context of Civil Wars,” with Nils W. Metternich, *American Journal of Political Science*, forthcoming; “Bargaining with Habit Formation,” *Economic Theory* 64(3):477-508, 2017; “Social Mobility, Middle Class and Political Transitions,” *Journal of Conflict Resolution* 58(5):825-864, 2014

**Dissertations or theses supervised in the past 5 years:** 16

**Distinctions:** Associate Editor, *Research & Politics*, 2013-present

## LAURA LIEBER

**Title:** Professor of Religious Studies, and Director, Center for Late Ancient Studies, Duke, 2016-present, tenured

**Education:** Ph.D., University of Chicago Divinity School, 2003

**Academic experience:** Assistant to Associate Professor, 2008-2016; Assistant Professor of Classics and Religion, Middlebury College, 2003-2008

**Languages:** Hebrew (Biblical, Rabbinic, and Modern) (native/bilingual proficiency), Aramaic (professional proficiency), French (professional proficiency), German (professional proficiency), Dutch (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Values-in-Action: Jewish Culture and Society of Eastern Europe, Jews and Germans, Messiahs & Messianic Movements (REL 89S); Judaism Through Film (REL 141); Biblical Ethics (ETHICS 330); Jewish Ethics (ETHICS 341); Contemporary Judaism (JEWISHST 345); Hebrew Biblical Commentaries (JEWISHST 610)

**Specialization:** Literatures of the Byzantine synagogue; liturgical poetry; history of Jewish biblical interpretation; ancient and medieval Hebrew poetry; Jewish liturgy

**Recent publications:** *Jewish Aramaic Poetry from Antiquity* (Brill, 2018); “Daru in the Winehouse: The Intersection of Status and Dance in the Jewish East,” *Journal of Religion* 98(1): 90-113, 2018; “Stages of Grief: Enacting Lamentation in Late Ancient Hymnography,” *AJS Review* (Association for Jewish Studies) 40(1):101-124, 2016; “On the Road with the Mater Dolorosa: An Exploration of Mother-Son Discourse Performance,” *Journal of Early Christian Studies* 24(2):265-291, 2016; “Theater of the Holy: Performative Elements of Late Ancient Hymnography,” *Harvard Theological Review* 108(3):327-355, 2015; *A Vocabulary of Desire: The Song of Songs in the Early Synagogue* (Brill, 2014)

**Dissertations or theses supervised in the past 5 years:** 13

## MBAYE LO

**Title:** Associate Professor of the Practice in Arabic, Duke, 2016-present, untenured

**Education:** Ph.D., Urban Studies and Public Affairs, Cleveland State University, 2006; M.A., Teaching Arabic as a Second Language, Khartoum International Institute for Arabic Language, 1996

**Academic experience:** Lecturer to Assistant Professor of the Practice, 2008-2016

**Overseas experience:** Education and research in Egypt, Morocco, Qatar, Senegal, Sudan, Yemen

**Languages:** Arabic (native/bilingual proficiency), Wolof (native/bilingual proficiency), French (professional proficiency)

**Pedagogy training:** M.A. in Teaching Arabic as a Second Language; ACTFL Oral Proficiency interview certified tester, 2011-2016

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Elementary Arabic (ARABIC 101/102); Intermediate Arabic (203); Quranic Arabic (ARABIC 610); From Al Qaeda to the Islamic State (AMES 220S/502S); Classical Arabic Language and Literature (ARABIC 489/789), Arab Society and Culture in Film, (AMES/ ETHICS 221); Africa and Arabia: Cultures, Communities, and Connections (AMES 304); Religion, Religious Citizenship (AMES 326)

**Recent publications:** Co-editor with Muhammad Haron, *Muslim Institutions of Higher Education in Postcolonial Africa* (Palgrave Macmillan, 2016); "The Role of Religion and Religious Teachings in Al-Qaeda," in Veronica Ward and Richard Sherlock, editors, *Religion and Terrorism: The Use of Violence in Abrahamic Monotheism* (Lexington Books, 2014); "Challenging Authority in Cyberspace: Evaluating Al Jazeera Arabic Writers," with Andi Frkovich, *Journal of Religion and Popular Culture* 25(3):388-402, 2013.

**Distinctions:** Program Reviewer, Council for the Accreditation of Educator Preparation (CAEP) 2010-present; Visiting Scholar, Institut des Mondes Africain, École des Hautes Etudes en Sciences Sociales (EHESS), France, 2016

## MICHELE LONGINO

**Title:** Professor, Romance Studies, Duke, 2002-present, tenured

**Education:** Ph.D., French Literature, University of Michigan, 1984

**Academic experience:** Assistant to Associate Professor, 1989-2002; Chair, 2007-2010; Assistant Professor, Rice University, 1984-1988; Visiting Professor, Venice International University, 2010, EDUCO, Paris, 1999-2000, 2005-2006, 2011-2012

**Overseas experience:** France, Italy

**Languages:** French (native/bilingual proficiency), Italian (professional proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Advanced Seminar in Medieval and Renaissance Studies / Travel Narratives in the Mediterranean (FRENCH 590S)

**Dissertations or theses supervised in the past 5 years:** 1

**Specialization:** Travel writing in France, Turkey, and Europe

**Recent publications:** *French Travel Writing in the Ottoman Empire: Marseilles to Constantinople, 1650-1700* (Routledge, 2015); "Constantinople: The Telling and the Taking," *L'Esprit createur* 53(4): 124-138, 2013; "Jean Thevenot, the Levant and the Travel Narrative." *Dix-Septieme Siecle* 258(1):55-64, 2013; "Le voyageur, les eunuques et le sérail: l'oculaire par procuration," *Litteratures classiques* 82(3):1-73, 2013

**Distinctions:** Florence Gould Foundation, Funding for the 2014 Conference of the North American Society for Seventeenth-Century French Literature

## ABDESLAM MAGHRAOUI

**Title:** Associate Professor of the Practice in Political Science, Duke, 2008-present, non-tenured

**Education:** Ph.D., Political Science, Princeton, 1991

**Academic experience:** Lecturer, Princeton University, 2002-2004

**Overseas experience:** Education and research in Morocco, France, Egypt, Gulf countries

**Languages:** Arabic (native/bilingual proficiency), French (native /bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 100%.

**Relevant courses taught:** Politics and Popular Culture (POLSCI 89S); Introduction to Middle East Politics (POLSCI 322); The Arab Spring Revolutions (POLSCI 222); U.S. Policy in the Middle East (POLSCI 352S); Senior Seminar: War & Ethics Across Cultures (POLSCI 497S); Senior Seminar: Authoritarian Institutions in the Middle East (POLSCI 497S); Peace, Security, and Conflict Seminar: Networks in the Middle East (POLSCI390S).

**Specialization:** Middle East politics; social movements; authoritarian politics, social norms; social networks; religion and politics.

**Recent publications:** Co-editor with Stephen King, *The Lure of Authoritarian Stability: The Maghreb after the Arab Spring* (Indiana University Press, under review); "The Stabilizing Effect of Instability in Authoritarian Regimes," *Orient* 56(2):30-41, 2015; *Liberalism without Democracy: Nationhood and Citizenship in Egypt, 1922-1936* (Duke University Press, 2006)

**Distinctions:** H.F. Guggenheim Foundation Research Grant, 2017-2018; Bass Connections Project, Duke, 2017-2018; The Josiah Charles Trent Foundation Grant, Duke, 2017; co-founder, Muslim Inclusion Committee, Chapel Hill, 2015-2017

## LAURIE McINTOSH

**Title:** Assistant Professor of Cultural Anthropology, Duke, 2010-present, tenure-track

**Education:** Ph.D., Anthropology, Harvard University, 2009

**Academic experience:** Visiting Research Scholar, Princeton Institute for International and Regional Studies (PIIRS), 2016-2017; Postdoctoral Fellow and Visiting Lecturer, Princeton University, 2009-2010

**Overseas experience:** Europe, Canada

**Languages:** Norwegian (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Global Migration and Ethics (CULANTH 216S); Culture & Politics in Contemp. Europe: Citizenship, Migration and National Belonging (CULANTH 265)

**Specialization:** Immigration and issues of gender, citizenship, multiculturalism, and race; immigration in Norway/Europe; asylum seekers in Southern Europe; public policy

**Recent publications:** "Impossible Presence: Race, Nation and the Cultural Politics of 'Being Norwegian,'" *Ethnic and Racial Studies* 38(2):309-325, 2015; "Before and After: Terror, Extremism and the Not-So-New Norway," *African and Black Diaspora: An International Journal* 7(1):70-80, 2014

## ELLEN MCLARNEY

**Title:** Associate Professor, Asian and Middle Eastern Studies, Duke, 2016-present, tenured

**Education:** Ph.D., Islamic Studies, Arabic Language and Culture, Columbia University, 2004

**Academic experience:** Assistant Professor, Duke, 2007-2015; Stanford Humanities Fellow, 2005-2007

**Overseas experience:** Research in Egypt, Jerusalem, Morocco, Tunisia

**Languages:** Arabic (native/bilingual proficiency), Spanish (native/bilingual proficiency), French (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Egypt: Mother of the World (AMES 225); The Arab Spring Revolutions (AMES 229); Islamic Awakening: Revival and Reform (AMES 325); Literary Islam (AMES 328S); Islamic Media (AMES 329S); Revolution: The Arab World (AMES 429); Human Rights in Islam (AMES 450S)

**Specialization:** Arabic language, culture, and literature; modern Islamic thought; feminist theologies

**Recent publications:** *Soft Force: Women in Egypt's Islamic Awakening* (Princeton University Press, 2015); "Reviving Qasim Amin, Redeeming Women's Liberation," in Jens Hannsen and Max Weiss, editors, *Arabic Thought Against the Authoritarian Age* (Oxford University Press, 2018), pp. 262-284; "Freedom, Justice, and the Power of *Adab*," *International Journal of Middle Eastern Studies* 48(1):25-46, 2016; "Women's Rights and Equality: Egyptian Constitutional Law," in Fatima Sadiqi, editor, *Women's Rights in North Africa* (Palgrave Macmillan, 2016), pp. 109-126

**Dissertations or theses supervised in the past 5 years:** 8

**Distinctions:** Fulbright Scholarship, 2018

## ADAM MESTYAN

**Title:** Assistant Professor of History, Duke, 2016-present, tenure-track

**Education:** Ph.D., History, Central European University

**Overseas experience:** Research in Egypt, Germany, Jordan, Lebanon, Turkey

**Languages:** Literary Arabic (native/bilingual proficiency), Turkish (professional proficiency), Ottoman Turkish (professional proficiency), French (professional proficiency), German (professional proficiency), Persian (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 80%

**Relevant courses taught:** Modern Middle East (HIST 214); Jihad in Global History (HIST 359)

**Specialization:** Social and cultural history of the Arab nation states, especially modern Egypt.

**Recent Publications:** *Arab Patriotism: The Ideology and Culture of Power in Late Ottoman Egypt* (Princeton University Press, 2017); "Domestic Sovereignty, A'yan Developmentalism, and Global Microhistory in Modern Egypt," *Comparative Studies in Society and History* 60(2):415-445, 2018; "Upgrade? Power and Sound during Ramadan and 'Id al-Fitr in the Nineteenth-Century Ottoman Arab Provinces," *Comparative Studies of South Asia, Africa, and the Middle East* 37(2):262-279, 2017; "Affairisme dynastique et dandysme au Caire vers 1900," with Mercedes Volait, *Annales Islamologiques* 50:55-106, 2016; "'I Have To Disguise Myself': Orientalism, Gyula Germanus, and Pilgrimage as Cultural Capital, 1935-1965," in Umar Ryad, editor, *The Hajj and Europe in the Age of Empire* (Brill, 2016), pp. 217-239; "Ignác Goldziher's Report on the Books Brought from the Orient for the Hungarian Academy of Sciences," *Journal of Semitic Studies* 60(2):443-480, 2015

**Distinctions:** Associate Editor, *British Journal of Middle Eastern Studies*, 2012-2016

## NEGAR MOTTAHEDEH

**Title:** Associate Professor of Literature, Duke, 2009-present, tenured

**Education:** Ph.D., Comparative Studies in Discourse & Society, University of Minnesota, 1998

**Academic experience:** Assistant Professor, Duke, 2002-2009; Assistant Professor, Ohio Wesleyan University, 1999-2001

**Overseas experience:** Canada, Israel, Lebanon, Norway, United Arab Emirates

**Languages:** French (native/bilingual proficiency), Norwegian Bokmal and Nynorsk (native/bilingual proficiency), Modern Persian (native/bilingual proficiency), Arabic (professional proficiency), German (professional proficiency), Spanish (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Social Movements (LIT 320S); Third World Cinema (LIT 613S); Theories of the Image (LIT 612S); Hashtags, Memes and Digital Tribes (LIT 302S)

**Specialization:** *Comparative World Cinemas, Social movements and Social Media, Middle Eastern Studies*

**Recent publications:** *#iranelection: Hashtag Solidarity and the Transformation of Online Life* (Stanford University Press, 2015); "Crude Extractions: The Voice in Iranian Cinema," in Tom Whittaker and Sarah Wright, editors, *Locating the Voice in Film* (Oxford University Press, 2017), pp. 227-242; *After Oil*, with Imre Szeman and Mike O'Driscoll (Petrocultures Research Group, 2016); "Le Vent Nous Portera: Of Lovers Possessed, Times Entangled, and Bodies Carried Away," *Asian Cinema* 27(2):177-188, 2016; editor, *'Abdu'l-Baha's Journey West: The Course of Human Solidarity* (Palgrave Macmillan, 2013)

**Number of dissertations or thesis committees supervised in past five years:** 19

**Distinctions:** Duke Signature Course Award, "Hashtags, Memes & Digital Tribes," 2016; *Washington Post* Middle East Book Award for *#iranelection*, 2015; board member, *Anthropology of the Contemporary Middle East and Central Eurasia*, 2012-present

## DAVID NEED

**Title:** Visiting Instructor in Religion, Duke, 2006-present, non-tenured

**Education:** Ph.D., History of Religions, University of Virginia, 2004

**Academic experience:** Instructor in Philosophy and Religion, North Carolina State University, 1997-2003; Lecturer in Religious Studies, James Madison University, 1994

**Overseas experience:** India

**Languages:** French (professional proficiency), Sanskrit (professional proficiency), Tibetan (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Poetry, Desire and Religion (RELI 275S)

**Specialization:** Poetry, imagination, language, and religion; intersections between modern and contemporary poetry and the world's religions

**Recent publications:** *Songs In-Between the Day / Offshore St. Mark - Two Suites* (Three Count Pour Press, 2015); "Undertone Static Wash for 'mu' fortieth and forty-second part and Song of the Andoumboulou 62," *Talisman: A Journal of Contemporary Poetry and Poetics* 43, 2015; "Folding Time: On the 'Gnostic' Effects of Irruption and Loss in the Work of H.D., Philip K. Dick, Allen Ginsberg, and Alice Notley," *Talisman* 41, 2013; "Adjacency and the Politics of Everyday Practice: Fanny Howe's Lives of a Spirit," *Spoke* 1, 2013; "Spontaneity, Immediacy, and Difference: Philosophy, Being in Time, and Creativity in the Aesthetics of Jack Kerouac, Charles Olson, and John Cage," in Sharin Elkholy, editor, *The Philosophy of the Beats* (University Press of Kentucky, 2012), pp. 195-210

## TIMOTHY WARD NICHOLS

**Title:** Visiting Associate Professor of the Practice, Sanford School of Public Policy, Duke, 2013-present, non-tenured

**Education:** MBA, North Carolina State University, 2010; M.A., University of South Florida, 2000

**Academic experience:** Adjunct Professor, 2010-2013

**Overseas experience:** Afghanistan, East Africa, Iraq

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** National Security Decision Making (PUBPOL 505S); Intelligence for National Security (PUBPOL 507S); Special Topics in Security, Peace and Conflict (POLSCI 390-3)

**Specialization:** National security, homeland security, counterterrorism policy, ethics.

**Distinctions:** Regional Affairs Officer, East Africa; Bronze Star (x2); Defense Meritorious Service Medal (x3)

## MELVIN PETERS

**Title:** Professor of Religion, Duke, 2004-present, tenured

**Education:** Ph.D., Religion, University of Toronto, 1975

**Academic experience:** Associate Professor, Duke, 1983-2004; Associate Professor, Cleveland State University, 1976-1983; Visiting Associate Professor, Oberlin College, 1982; Assistant Professor, Atlantic Union College, 1975-1976

**Languages:** Hebrew (native/bilingual proficiency), Biblical Hebrew (professional proficiency), Greek (native/bilingual proficiency), Coptic (professional proficiency), Syriac/Aramaic (professional proficiency), French (professional proficiency), German (professional proficiency)

**Relevant courses taught:** Old Testament/Hebrew Bible (RELI 145); Religion and Race (RELI 276S); Prophecy and Prophets (RELI 709); Rapid Reading of Hebrew (RELI 399.1)

**Percent of time dedicated to Middle East studies:** 33%

**Specialization:** Hebrew Bible; Biblical languages (Hebrew; Greek; Coptic)

**Recent publications:** Editor, *XIV Congress of the International Organization for Septuagint and Cognate Studies, Helsinki, 2010* (Society of Biblical Literature, 2013); "Revisiting the Rock: Tsur as a Translation of Elohim in Deuteronomy and Beyond," in Johann Cook and Hermann-Josef Stipp, editors, *Text-Critical and Hermeneutical Studies in the Septuagint* (Brill, 2012), pp. 35-51; "Translating a Translation: Some Final Reflections on the Production of the New English Translation of Greek Deuteronomy," in Robert J. V. Hiebert, editor, *Translation Is Required: The Septuagint in Retrospect and Prospect* (Society of Biblical Literature, 2010), pp. 119-134

**Dissertations or theses supervised in past five years:** 3

**Distinctions:** Series Editor, Society of Biblical Literature Septuagint and Cognate Studies Monographs, 1999-present; Advisory Board Member, *TC* (Textual Criticism), 1996-present

## SHELLI PLESSER

**Title:** Instructor in Hebrew, Duke, 1999-present, untenured

**Education:** M.A., History, Boston University, 1991

**Academic experience:** ESL Instructor, Rehovot, Israel, 1995-1996; Instructor, Modern Hebrew, Yale University, 1991-1993

**Overseas experience:** Israel, United Kingdom

**Languages:** Hebrew (native/bilingual proficiency), Yiddish (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Elementary through Advanced Modern Hebrew (HEBR 101-306)

**Specialization:** The communicative performance of languages; language development; Language acquisition

**Distinctions:** Acting Hebrew Program coordinator at Duke; Hebrew materials adviser to Duke University Library; headed Hebrew Table, Freeman Center for Jewish Life, Duke

## LINCOLN PRATSON

**Title:** Gendell Family Professor of Energy and Environment, Nicholas School of the Environment, Duke, 2017-present, tenured

**Education:** Ph.D., Marine Geology and Geophysics, Columbia University, 1993

**Academic experience:** Assistant Professor to Professor, Duke, 1998-2017; Visiting Scientist, NATO Undersea Research Centre, 2004-2005; Adjunct Associate Research Scientist, Lamont-Doherty Earth Observatory, 1996-2000

**Overseas experience:** Canada, France, Germany, Italy, New Zealand, Russia, United Kingdom

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Energy & Environment (ENV 330); World Trade in Energy Resources (ENV 590)

**Specialization:** Energy systems; carbon capture & storage; water use in power generation; energy resource supplies, demand & environmental impacts; sedimentary geology & stratigraphy.

**Recent publications:** “Response to Comment on “Effects of Environmental Temperature Change on the Efficiency of Coal- and Natural Gas-Fired Power Plants,” with Candice L. Henry, *Environmental Science & Technology* 51(9):5345-5346, 2017; “Effects of Environmental Temperature Change on the Efficiency of Coal- and Natural Gas-Fired Power Plants,” with Candice L. Henry, *Environmental Science & Technology* 50(17):9764-9772, 2016; “Global Rate and Distribution of H<sub>2</sub> Gas Produced by Serpentinization within Oceanic Lithosphere,” with Stacey L. Worman et al., *Geophysical Research Letters* 43(12): 6435-6443, 2016; “Residential Solar PV Systems in the Carolinas: Opportunities and Outcome,” with Bandar Jubran Alqahtani et al., *Environmental Science & Technology* 50(4): 2082-2091, 2016

**Dissertations or theses supervised in the past 5 years:** 6

**Distinctions:** Research grant, “A Global Value Chain Analysis of Food Security and Food Staples for Major Energy-Exporting Nations,” with Gary Gereffi, U.S. Army Research, Development & Engineering Command, 2012-2015; Bass Fellowship, Duke, 2011-2016, awarded for excellence in teaching and research; Aldo Leopold Leadership Fellow, 2011-2012; Rockefeller Foundation grant, Duke Center on Globalization, Governance & Competitiveness

## JEN'NAN READ

**Title:** Professor of Sociology and Global Health, Duke, 2018-present, tenured

**Education:** Ph.D., Sociology, Univ. of Texas at Austin, 2001

**Academic experience:** Associate Professor of Sociology and Global Health, Duke, 2008-2018; Adjunct Associate Professor of Healthcare Policy and Research, Weill Cornell Medical College-Qatar, 2014-2015; Assistant to Associate Professor, University of California, Irvine, 2003-2008

**Overseas experience:** Research and teaching in Qatar

**Languages:** Arabic (native/bilingual proficiency); French (professional proficiency)

**Percent of time dedicated to Middle East studies:** 10%

**Relevant courses taught:** Muslims in the West: Middle East Diasporas (SOCIO 177); Social Determinants of U.S. Health Disparities (SOCIO 361); Gender and Health (SOCIO 227S)

**Specialization:** Arab and Muslim integration; gender and ethnic inequality; social determinants of health

**Recent publications:** "Region of Origin Diversity in Immigrant Health: Moving beyond the Mexican Case," with Megan M. Reynolds and Alla Chernenko, *Social Science & Medicine* 166:102-109, 2016; "Islamic Schools in the United States and England: Implications for Integration and Social Cohesion," with Serena Hussain, *Social Compass* 62(4):556-569, 2016; "Effectiveness of the Middle East Respiratory Syndrome-Coronavirus Protocol in Enhancing the Function of an Emergency Department in Qatar," with S. Varughese et al., *European Journal of Emergency Medicine* 22(5):316-320, 2015; "Gender, Religious Identity, and Civic Engagement among Arab Muslims in the United States," *Sociology of Religion* 76(1):30-48, 2015

**Distinctions:** Secretary/Treasurer, American Sociological Association, 2016-2019; Associate Editor, *American Sociological Review*, 2009-2012

## MEREDITH RIEDEL

**Title:** Assistant Professor of History of Christianity, Duke Divinity School, 2012-present, tenure-track

**Education:** D.Phil., Byzantine History, University of Oxford, 2010

**Academic experience:** Assistant Professor of History, Wheaton College, 2011-2012; Syriac Research Fellow, Oriental Institute, University of Oxford, 2010-2011

**Overseas experience:** United Kingdom

**Languages:** Classical Syriac (professional proficiency), Byzantine/Koine Greek (professional proficiency), Biblical Hebrew (professional proficiency); Aramaic (professional proficiency); Medieval Latin (professional proficiency); Classical Arabic (professional proficiency)

**Percent of time dedicated to Middle East studies:** 75%

**Relevant courses taught:** History of the Crusades (CHURHST 763); Byzantium and Islam (CHURHST 818); Becoming Divine (CHURHST 764); History and Theology of Byzantine Iconography (CHURHST 920)

**Specialization:** Byzantium and Islam; War, politics and religion in medieval Byzantine empire; Orthodox Christian interactions with Islam, Latin Christianity

**Recent publications:** *Unexpected Emperor: How Leo VI Transformed Byzantine Law, Faith and War* (Cambridge University Press, forthcoming in 2018); "Demonic Prophecy as Byzantine Imperial Propaganda," *Fides et Historia* 49(1):11-23, 2017; "Biblical Echoes in Two Byzantine Military Speeches," *Byzantine and Modern Greek Studies* 40(2):207-222, 2016; "Nikephoros II Phokas and Orthodox Military Martyrdom," *Journal of Medieval Religious Cultures* 41(2):121-47, 2015

**Dissertations or theses supervised in the past 5 years:** 4

## OMID SAFI

**Title:** Professor of Asian and Middle East Studies and William and Bettye Martin Musham Director for Islamic Studies, Duke, 2014-present, tenured

**Education:** Ph.D., Religion, Duke University, 2000

**Academic experience:** Associate Professor to Professor, UNC, 2006-2014; Assistant to Associate Professor, Colgate University, 1999-2006

**Overseas experience:** Research in Iran, Morocco, Turkey

**Languages:** Persian (native/bilingual proficiency), Arabic (professional proficiency)

**Percent of time dedicated to Middle East studies:** 80%

**Relevant courses taught:** History and Culture of Iran (AMES 223), Islamic Mysticism (AMES 373), Rumi (AMES 321), Islamic Civilizations (AMES 503)

**Specialization:** Rumi, Islamic mysticism, Persian literature, reform movements in Iran, medieval Iranian history and politics

**Recent publications:** *Radical Love: Teachings from the Islamic Mystical Tradition* (Yale University Press, 2018); co-editor with Juliane Hammer, *The Cambridge Companion to American Islam* (Cambridge University Press, 2013); co-editor with James Heft and Reuben Firestone, *Learned Ignorance: Abrahamic Religions and Pluralism* (Oxford University Press, 2011); *Memories of Muhammad: Why the Prophet Matters* (HarperOne, 2009)

**Distinctions/Honors/Awards:** Teacher workshop grants, Qatar Foundation International, 2017-2018; ARCUS Foundation grant for project on “Sexual Orientation/Gender Identity in Islamic Primary Sources,” 2016-2018; J. Carlyle Sitterson Freshman Teaching Award, Professor of the Year, UNC, 2010; Carnegie Scholar, 2007-2008

## DAVID SCHANZER

**Title:** Associate Professor of the Practice and Director, Triangle Center of Terrorism and Homeland Security, Sanford School of Public Policy, Duke, 2005-present, non-tenured

**Education:** J.D., cum laude, Harvard Law School, 1989

**Overseas experience:** Duke in the Arab World Program, Morocco, 2017

**Percent of time dedicated to Middle East studies:** 50%

**Relevant courses taught:** Religion, Security and Global Citizenship in the Arab World (PUBPOL 339A); 9/11, Islam & the Modern Middle East (PUBPOL 190FS); 9/11: Causes, Response, & Strategy (PUBPOL 544), also offered as MOOC through Coursera (Fall 2013); Counterterrorism Law & Policy (PUBPOL 245.1)

**Specialization:** Counterterrorism policy and strategy, national security and defense, homeland security, privacy and civil liberties, Middle East policy

**Recent publications:** “Terrorism as Tactic,” in Michael Stohl, et al., editors, *Constructions of Terrorism* (University of California Press, 2017), pp. 38-52; “The Challenge and Promise of Using Community Policing Strategies to Prevent Violent Extremism,” with Charles Kurzman et al., Triangle Center on Terrorism and Homeland Security, 2016; “Promising Practices for Using Community Policing Strategies to Prevent Violent Extremism,” with Elizabeth Miller and Jessica Toliver, Police Executive Research Forum and Triangle Center on Terrorism and Homeland Security, 2016; “No Easy Day: Government Roadblocks and the Unsolvable Problem of Political Violence,” *Terrorism and Political Violence* 26(4):596-600, 2014

**Distinctions:** Duke University Alumni Faculty Fellow, 2016-2018; research grants from the National Institute of Justice, 2007-2009, 2013-2015, 2014-2016

## SUZANNE SHANAHAN

**Title:** Nannerl O. Keohane Director of the Kenan Institute for Ethics and Associate Research Professor in Sociology, Duke, 2009-present, non-tenured

**Education:** Ph.D., Sociology, Stanford University, 1996

**Academic experience:** Assistant Professor, Duke, 1997-2008

**Overseas experience:** Research and teaching in Egypt, Ireland, Jordan, Lebanon, Nepal

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Refugees, Rights and Resettlement (Ethics 199FS); Field Ethics (Ethics 290S); Duke Immerse: Uprooted/Rerouted

**Specialization:** Refugee settlement in Jordan; comparing the effects of immigration on racial violence in the United States and Europe; ethical crisis across business, higher education, military and religious organizations

**Recent publications:** “Prisoners and Paupers: The Impact of Group Threat on Incarceration in Nineteenth Century American Cities,” with Susan Olzak, *American Sociological Review* 79(3):392-411, 2014

**Distinctions:** Director, Refugee Resettlement Project, Duke, 2010-present; DukeEngage Program Leader, Responding to the Global Refugee Crisis, 2017; Bass Connections Citizenship Lab: Civic Participation of Refugee Youth in Durham, Duke, 2015-2016; Bass Connections Project on Displacement, Resettlement and Global Mental Health, Duke, 2013-2014; Dean’s Distinguished Service Award, Duke, 2009; Robert B. Cox Distinguished Teaching Award, Duke, 2005

## DAVID SIEGEL

**Title:** Associate Professor of Political Science, Duke, 2013-present, tenured

**Education:** Ph.D., Political Economics, Graduate School of Business, Stanford University, 2006

**Academic experience:** Associate to Associate Professor, Florida State University, 2006-2013

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Introduction to Terrorism (POLSCI 232), Political Economy of Terrorism (POLSCI 658S)

**Specialization:** Collective action and the problem of aggregation; political violence and terrorism; social networks; elections and electoral institutions; identity formation; computational modeling; game theory; positive political theory.

**Recent publications:** “Pink Slips From the Underground: Changes in Terror Leadership,” with Margaret Foster, *International Studies Quarterly*, forthcoming; “Analyzing Computational Models,” *American Journal of Political Science*, forthcoming; “Identity, Repression, and the Threat of Ethnic Conflict in a Strong State,” with Christine S. Mele, *Journal of Theoretical Politics* 29(4):578-598, 2017; “Democratic Institutions and Political Networks,” in Jennifer Nicoll Victor et al, editors, *Oxford Handbook of Political Networks* (Oxford University Press, 2017), pp. 817-832; “Coordination and Security: How Mobile Communications Affect Insurgency,” with Jacob Shapiro, *Journal of Peace Research* 52(3):312-322, 2015; “Religious Participation, Social Conservatism, and Human Development,” with Ben Gaskins and Matt Golder, *The Journal of Politics* 75(4):1125-1141, 2013; *A Mathematics Course for Political and Social Research*, with Will H. Moore (Princeton University Press, 2013)

**Dissertations or theses supervised in the past 5 years:** 5

**Distinctions:** National Science Foundation funding for Workshops on Behavioral Models of Politics, 2015-2016 and 2016-2017

## REBECCA STEIN

**Title:** Nicholas J. and Theresa M. Leonardy Associate Professor of Cultural Anthropology, Duke, 2013-present, tenured

**Education:** Ph.D., Anthropology, Stanford University, 1999

**Academic experience:** Assistant to Associate Professor, Duke, 2003-2013; Assistant Professor, University of Minnesota, 2002-2003; Lowenstein Visiting Professor in Law and Jurisprudence, Amherst College, 2001-2002

**Overseas experience:** Research in Israel, West Bank, Jordan, Sinai

**Languages:** Hebrew (native/bilingual proficiency), French (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100 %

**Relevant courses taught:** Representing the Middle East (CULANTH 132); Palestine, Israel, and the Arab-Israeli Conflict (CULANTH 155); Middle East in Popular Culture (CULANTH 417S); Cultures of New Media (CULANTH 434S); Anthropology of Space (CULANTH 191BS); Culture, Power, History (CULANTH 525S); Media and Anthropology (CULANTH 890S)

**Specialization:** Middle East and Israel studies; space, place, and culture; postcolonial theory; popular culture and new media; cultural and social theory

**Recent publications:** *Digital Militarism: Israel's Occupation in the Social Media Age*, with Adi Kuntsman (Stanford University Press, 2015); "GoPro Occupation: Networked Cameras, Israeli Military Rule, and the Digital Promise," *Current Anthropology* 58(S15):S56-S64, 2017; "#StolenHomes: Israeli Tourism and/as Military Occupation in Historical Perspective," *American Quarterly* 68(3):545-555, 2016; "Dispossession Reconsidered: Israel, Nakba, Things." *Ethnologie Francaise* 45(2):309-320, 2015

**Distinctions:** Bass Distinguished Chair, Duke, 2013

## MUSTAFA TUNA

**Title:** Associate Professor of Slavic and Eurasian Studies, Duke, 2017-present, tenured

**Education:** Ph.D., History, Princeton University, 2009

**Academic experience:** Assistant Professor, Duke, 2009-2017; Instructor, Kazan State University, Tatarstan, Russian Federation, 2001-2002

**Overseas experience:** Education and research in Turkey; research in Egypt, Russia, Tatarstan

**Languages:** Turkish (native/bilingual proficiency), Russian (professional proficiency), Tatar (professional proficiency), Uzbek (professional proficiency), Arabic (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant courses taught:** Turkey: Muslim and Modern (SES 179FCS); Journey to Eurasia (SES184S); Islam in Central Eurasia (SES185)

**Specialization:** Turkic and Muslim peoples of the Russian Empire, the Soviet Union, the late Ottoman Empire, and the Republic of Turkey; Islam

**Recent publications:** *Imperial Russia's Muslims: Islam, Empire and European Modernity, 1788-1914* (Cambridge University Press, 2015); "The Missing Turkish Revolution: Comparing Village-Level Change and Continuity in Republican Turkey and Soviet Central Asia, 1920-1950," *International Journal of Middle East Studies* 50(1): 22-43, 2018; "At the Vanguard of Contemporary Muslim Thought: Reading Said Nursi into the Islamic Tradition," *Journal of Islamic Studies*, 28(3) 311-40, 2017; "'Pillars of the Nation': The Making of a Russian Muslim Intelligentsia and the Origins of Jadidism," *Kritika: Explorations in Russian & Eurasian History* 18(2): 257-281, 2017

**Distinctions:** Andrew M. Mellon Assistant Professorship, Duke, 2013-2016

## AVNER VENGOSH

**Title:** Professor of Earth and Ocean Sciences, Nicholas School of the Environment, Duke, 2010-present, tenured

**Education:** Ph.D., Environmental Geochemistry, Australian National University, 1990

**Academic experience:** Associate Professor, Duke, 2005-2010; Visiting Professor, Stanford University, 2004-2005

**Overseas experience:** Education and research in Israel; research in Turkey, West Bank, Gaza, Jordan, Morocco, Ethiopia, Jordan

**Languages:** Hebrew (native/bilingual proficiency), English (professional proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** International Water Resources (ENV/EOS 527); The Israeli Experience: Environment, Science, Technology and Innovation (ENERGY 406)

**Specialization:** Water resources in the MENA region

**Dissertations or theses supervised in the past 5 years:** 10

**Recent publications:** “Radium Isotope Response to Aquifer Storage and Recovery in a Sandstone Aquifer,” with David S. Vinson et al., *Applied Geochemistry* 91:54-63, 2018; “The Origin of Geothermal Waters in Morocco,” with Lhoussaine Bouchaou et al., *Applied Geochemistry* 84:244-253, 2017; “Elucidating the Sources and Mechanisms of Groundwater Salinization in the Ziz Basin of Southeastern Morocco,” with Zineb Lgourna et al., *Environmental Earth Sciences* 73(1):77-93, 2015

## ERIKA WEINTHAL

**Title:** Lee Hill Snowdon Professor of Environmental Policy, Nicholas School of the Environment, Duke, 2014-present, tenured

**Education:** Ph.D., Political Science, Columbia Univ., 1998

**Academic experience:** Associate Professor, Duke, 2005-2014; Tel Aviv University, 1998-2005

**Overseas experience:** Central Asia, Middle East and Eastern Mediterranean

**Languages:** Hebrew (professional proficiency), Russian (professional proficiency), German (professional proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Environment and Conflict: The Role of the Environment in Conflict and Peacebuilding (ENVIRON 216S); Global Environmental Politics (ENVIRON 826); Refugee Camp Security (ENVIRON 190FS); Israel-Palestine Comparative Perspectives (ENVIRON 147)

**Specialization:** Global environmental politics and natural resource policies with a particular emphasis on water and energy; water politics in conflict regions (including the Middle East)

**Recent publications:** “Targeting Environmental Infrastructures: International Law and Infrastructural Wars in the Middle East and North Africa,” with Jeannie L. Sowers and Neda Zawahri, *Security Dialogue* 48(5):410-430, 2017; “Securitizing Water, Climate, and Migration in Israel, Jordan, and Syria,” with Neda Zawahri and Jeannie L. Sowers, *International Environmental Agreements* 15(3):293-307, 2015; “The World Bank and Negotiating the Red Sea and Dead Sea Water Conveyance Project,” *Global Environmental Politics* 14(4):55-74, 2014; co-editor with Jessica J. Troell and Mikiyasu Nakayama, *Water and Post-Conflict Peacebuilding* (Routledge, 2014)

**Dissertations or theses supervised in the past 5 years:** 10

**Distinctions:** Women Peacebuilders for Water Award, 2017; research grant, Gerda Henkel Stiftung, “Targeting Environmental Infrastructures: Water, Energy, and Civilians in the New Middle Eastern Wars,” 2017-2019

## ANNABEL WHARTON

**Title:** William B. Hamilton Professor of Art History, Duke, 2004-present, tenured

**Education:** Ph.D., Courtauld Institute, University of London, 1975

**Academic experience:** Assistant Professor to Professor, Duke, 1979-2004; Assistant Professor, Oberlin College, 1975-1979, Visiting Professor, Yale School of Architecture, 2014

**Overseas experience:** Egypt, Israel, Palestine, Syria, Turkey

**Percent of time dedicated to Middle East studies:** 25%

**Relevant courses taught:** Jerusalem (ARTHIST 713S); Pilgrimage and Tourism (VMS 336)

**Specialization:** Tourism in Jerusalem, early Christian and Byzantine art and architecture, modern architecture

**Recent publications:** *Architectural Agents: The Delusional, Abusive, Addictive Lives of Buildings* (University of Minnesota Press, 2015); "Relics, Protestants, Things," *Material Religion* 10(4):412-430, 2014; "The Istanbul Hilton, 1951-2014: Modernity and Its Demise," in Meltem Gürel, editor, *Mid-Century Modernism in Turkey* (Routledge, 2016), pp. 141-163; "Jerusalem's Zions," *Material Religion: The Journal of Objects, Art and Belief* 9 (2013): 218 - 42; *Selling Jerusalem: Relics, Replicas, Themeparks* (University of Chicago Press, 2006)

**Distinctions:** Faculty member/creator of the Duke-UNC Architectural History Consortium, 2012

## GIOVANNI ZANALDA

**Current Titles:** Director, Duke Center for International & Global Studies, 2015-present, non-tenured

**Education:** Ph.D., Economics, Johns Hopkins University, 2008

**Academic experience:** Assistant to Associate Research Professor, Social Science Research Institute, Duke, 2009-present

**Overseas experience:** Various European, African, Latin American, and Asian countries

**Languages:** Italian (native/bilingual proficiency), French (professional proficiency), and Spanish (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 10%

**Relevant courses taught:** Emerging Markets: Finance, Trade, Institutions and the World Economy (ECON 379); Financial Crises (ECON 305); The International Economy, 1850-to Present (ECON 304/HIS 316); Globalization and History (HIS 201/PUBPOL 236)

**Specialization:** Economic and financial history, emerging markets, international economy, history of globalization

**Recent publications:** "The Cost of Empires: Antonio Serra and the Debate on the Causes and Solutions of Economic Crises in the Viceroyalty of Naples in the Seventeenth Century," in Rosario Patalano and Sophus A. Reinert, editors, *Antonio Serra and the Economics of Good Government* (Palgrave-MacMillan, 2017), pp. 38-62; "History of Financial Crises" in James D. Wright, editor, *International Encyclopedia of Social and Behavioral Sciences*, 2<sup>nd</sup> edition (Elsevier, 2015), pp. 183-190

**Dissertations or theses supervised in the past 5 years:** 5

**Distinctions:** Consultant in the Office of the Vice President for Development Economics, World Bank; Italian Delegation at the OECD (Financial Unit); teaching and research in various European, Asian, and African countries

## UNC FACULTY

### FOUAD ABD-EL-KHALICK

**Title:** Dean of the School of Education, 2016-present, tenured

**Education:** Ph.D., Science Education, Oregon State University, 1998

**Academic experience:** Grayce Wicall Gauthier Professor of Education, University of Illinois at Urbana-Champaign, 2014-2016; Assistant Professor through head of Department of Curriculum and Instruction, College of Education, University of Illinois at Urbana-Champaign, 2000-2015

**Overseas experience:** Education through college in Lebanon; distinguished research associate, Faculty of Education, University of Johannesburg, South Africa, 2016-2017

**Languages:** Arabic (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 10%

**Specialization:** Education, Arabic-speaking students in the classroom

**Recent Publications:** “Attitudes Toward Science Among Grades 3 Through 12 Arab Students in Qatar: Findings from a Cross-Sectional National Study,” with Ziad Said, Ryan Summers, and Shuai Wang,” *International Journal of Science Education* 38(4):621-643, 2016; “Development and Large-Scale Validation of an Instrument to Assess Arabic-Speaking Students’ Attitudes Toward Science,” with Ryan Summers, Ziad Said, Shuai Wang, and Michael Culbertson, *International Journal of Science Education* 37(16):2637-2663, 2015

**Distinctions:** National Science Foundation grant, Engineering Education and Workforce Development, 2015-2016; Entrepreneurial Excellence: Social Venture Award, Champaign County (Illinois) Economic Development Corporation, 2014

### SHAHLA ADEL

**Title:** Teaching Assistant Professor of Persian, Department of Asian Studies, 2011-present, non-tenured

**Education:** Ph.D., Foreign Language Education, University of Texas at Austin, 2010

**Academic experience:** Visiting Professor of the Practice, Duke University, 2017-present

**Overseas experience:** Education through college in Iran

**Languages:** Persian (native/bilingual proficiency)

**Pedagogy training:** Doctorate in Foreign Language Education, University of Texas at Austin, with a concentration in Persian Studies; Oral Proficiency Assessment (OPI) Certification

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Elementary to Advanced Persian (PRSN 101-306); Introduction to Iranian Culture (ASIA 122); Introduction to Iranian Cinema (ASIA 224)

**Specialization:** Persian language instruction, Iranian cultures, Cultures and Languages across the Curriculum, technology in the foreign language classroom

**Recent Publications and Presentations:** “Language Learning Strategies of Heritage Learners of Persian and Arabic,” presentation, American Council on the Teaching of Foreign Languages conference, 2017; “Teaching Culture in the Persian as a Foreign Language Classroom,” in Behrad Aghaei and Mohammed Mehdi Khorrami, editors, *A Persian Mosaic: Essays on Persian Language, Literature and Film* (Ibex Publishers, 2015), pp. 159-203

**Distinctions:** Hybrid Course Design Fellowship, Duke University, 2018; Asian Language Course Development Grant, UNC, 2017; Merrill Fund for Faculty Excellence, UNC, 2014

## DEBASHIS AIKAT

**Title:** Associate Professor of Media and Journalism, 2000-present, tenured

**Education:** Ph.D., Mass Communication and Journalism, Ohio University, 1995

**Academic experience:** Assistant Professor and Media Futurist, UNC, 1995-2000

**Overseas experience:** Education through M.A. in India; fellowship to study political culture in the United Kingdom, France, and Germany; worked in India with international news agencies

**Languages:** Bengali (native/bilingual proficiency), Hindi (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 10%

**Relevant Courses Taught:** The Global Impact of New Communication Technologies (JOMC 713)

**Specialization:** The social and political role and impact of communication technologies in developed and developing nations; mass communication in India, Pakistan, Bangladesh and other South Asian nations

**Recent Publications:** “Race Matters: Verbal and Visual News Narratives of the Exploited and the Oppressed,” in R. W. Davis and A. Patterson-Masuka, editors, *Intercultural Communication for Global Engagement* (Kendall Hunt Publishing, 2017), pp. 154-177; “Big Data Dilemmas: The Theory and Practice of Ethical Big Data Mining for Socio-economic Development,” in M. Khosrow-Pour, editor, *Human Rights and Ethics: Concepts, Methodologies, Tools, and Applications* (Information Resources Management Association, 2015), pp. 10-34

**Distinctions:** Association for Education in Journalism and Mass Communication (AEJMC) grant, 2017; AEJMC-Scripps Howard Researcher of the Year, 2014-2015

## ASHLEY ANDERSON

**Title:** Carolina Postdoctoral Fellow in Political Science (becoming Assistant Professor of Political Science, July 2018), tenure-track

**Education:** Ph.D., Government, Harvard University, 2016

**Academic experience:** Carolina Postdoctoral Fellow, 2016-2018; Teaching Fellow, Harvard University, 2011-2015

**Overseas experience:** Fieldwork in Tunisia and Morocco

**Language:** French (professional proficiency), Arabic (professional proficiency)

**Percent of time dedicated to Middle East studies:** 75%-100%

**Specialization:** Comparative politics, authoritarian regimes, Middle Eastern political development, contentious politics

**Relevant Courses Taught:** Introduction to Comparative Politics (POLI 130)

**Recent Publications and Presentations:** “‘Where Do We Go From Here?’: Islamist Electoral Trajectories in Liberalized Regimes,” presentation, American Political Science Association Annual Conference, 2017; “The Revolution Will Not Be Tweeted: Adding Collective Actors to Collective Outcomes in the ‘Arab Spring’,” presentation, Project on Middle East Political Science Conference, 2015; “The 2014 Tunisian Election- More than a Secular Islamist Divide,” *Centerpiece* 29(1):6-7, 2014

**Distinctions:** Certificate of Distinction in Teaching, Harvard University, 2015; Weatherhead Center for International Affairs Research Grant, 2014; Project on Middle East Political Science Teaching, Research and Education Grant, 2012

## GLAIRE ANDERSON

**Title:** Associate Professor of Art History, 2012-present, tenured

**Education:** Ph.D., History, Theory & Criticism of Architecture, Massachusetts Institute of Technology, 2005

**Academic experience:** Assistant Professor of Islamic Art History, UNC, 2006-2012; Visiting Lecturer in Islamic Art, Brandeis University, 2005-2006

**Overseas Experience:** Conferences and research in Europe

**Languages:** Classical Arabic (limited working proficiency), Spanish (professional proficiency)

**Percent of time dedicated to Middle East studies:** 25%-50%

**Relevant Courses Taught:** Introduction to Art and Architecture of Islamic Lands (ARTH 154); Cities and Society in the Medieval Islamic Lands (ARTH 450); Islamic Palaces, Gardens & Court Culture (ARTH 458); Art & Society in Medieval Islamic Spain & North Africa (ARTH 561)

**Specialization:** Early Islamic art and architecture, gender and Islamic arts, urbanism

**Recent Publications:** *The Aghlabids and Their Neighbors: Art and Material Culture in Ninth-Century North Africa*, co-editor with Corisande Fenwick and Mariam Rosser-Owen (Brill, 2017); "Great Ladies and Noble Daughters: Ivories and Women in the Umayyad Court at Córdoba," with Mariam Rosser-Owen in Amy Landau, editor, *Pearls on a String: Art in the Age of Great Islamic Empires* (University of Washington Press, 2015), pp. 28-51

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** Senior Faculty Research Fellowship, UNC, 2016; Eleanor Tufts Book Award, American Society of Hispanic Art Historical Studies, 2015; Associated Scholar for "Erasing the East-West Divide," Global Architectural History Teaching Collaborative Grant, 2014-2015; Edilia and Francois de Montequin Senior Fellowship, 2014

## LORRAINE ARAGON

**Title:** Adjunct Associate Professor of Anthropology, 2003-present, non-tenured

**Education:** Ph.D., Anthropology, University of Illinois, 1992

**Academic experience:** Assistant/Associate Professor of Anthropology, Eastern Carolina University, 1996-2002

**Overseas experience:** Fieldwork in Indonesia since 1984; comparative work in Timor Leste (East Timor), Thailand, Cambodia, Malaysia, Philippines, and Singapore; additional travel to Japan, Hong Kong, India, Mexico, and Bolivia

**Languages:** French (limited working proficiency), Indonesian (professional proficiency), Latin (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Literature and Society in Southeast Asia (ASIA 151); Culture and Power in Southeast Asia (ASIA 429); Anthropology and Religion (RELI 142); Popular Culture in Modern Southeast Asia (ASIA 252)

**Specialization:** Anthropology of religion, arts production, ethnic minorities and state relations

**Recent Publications:** "Who Owns the World? Recognizing the Repressed Small Gods of Southeast Asia," in Michael Ostling, editor, *Fairies, Demons, and Nature Spirits* (Palgrave Macmillan, 2018) pp. 277-299; "Law Versus Lore: Copyright and Conflicting Claims about Culture and Property in Indonesia," *Anthropology Today* 30(5):15-19, 2014

**Dissertations and Theses Supervised in Past 5 Years:** 1

**Distinctions:** American Council of Learned Societies Fellowship, 2016-2017; National Humanities Center Fellowship, 2010-2011

## BENJAMIN ARBUCKLE

**Title:** Associate Professor of Anthropology, 2016-present, tenured

**Education:** Ph.D., Anthropology, Harvard University, 2006

**Academic Experience:** Assistant Professor of Anthropology, UNC, 2013-2016; Assistant Professor of Anthropology, Baylor University, 2007-2013

**Overseas Experience:** Assistant Director of Çadır Höyük Archaeological Research Project, Turkey, 2009-present; Zooarchaeology fieldwork in Turkey

**Percent of time dedicated to Middle East studies:** 75%-100%

**Relevant Courses Taught:** Humans and Animals (ANTH 65); Prehistory of Southwest Asia and Egypt (ANTH 233)

**Specialization:** Near Eastern archaeology with an emphasis on Turkey, zooarchaeology, origins and development of agriculture and pastoralism, provisioning and social complexity

**Recent Publications:** “Subsistence and Beyond: Animals in Neolithic Anatolia,” with Joris Peters and Nadja Pöllath, in Nezir Basgelen, Peter Kuniholm, and Mehmet Ozdogan, editors, *Neolithic in Turkey* (Arkeoloji ve Sanat Yayınları, 2015), pp. 135-203; “Large Game Depression and the Process of Animal Domestication in the Near East,” in Pernille Bangsgaard, Rachael Dann, and Susanne Kerner, editors, *Climate and Ancient Societies* (Museum Tusulanum Press, 2015), pp. 215-243; “Early Pig Management in the Zagros Flanks: Reanalysis of the Fauna from Neolithic Jarmo, Northern Iraq,” with Max Price, *International Journal of Osteoarchaeology* 25(4):441-453, 2015

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** National Science Foundation Award, 2014-2016; Best Paper Award, International Digital Curation Conference, 2014

## YAAKOV ARIEL

**Title:** Professor of Religious Studies, 2005-present, tenured

**Education:** Ph.D., The Divinity School, University of Chicago, 1986

**Academic experience:** Associate Professor of Religious Studies, UNC, 2000-2005; Assistant Professor, UNC, 1994-2000; Hebrew University of Jerusalem, Post-Doctoral Fellow/Lecturer, 1986-1994

**Overseas experience:** Education through college in Israel, instructor at the Hebrew University of Jerusalem, Israel

**Languages:** Hebrew (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Introduction to the History of Christian Traditions (RELI 161); Introduction to New Religious Movements (RELI 242), Religion and the Counter Culture (RELI 542)

**Specialization:** Jewish-Christian relations, Judaism and Christianity in the modern world, new religious movements, Christianity and the Holy Land

**Recent Publications:** “A Source of Legitimacy: Evangelical Christians and Jews,” in David Wertheim, editor, *The Jew as Legitimation* (Palgrave-Macmillan, 2017), pp. 195-221; “Biblical Narratives, Messianic Hopes and Religious Radicalism: Jewish Fundamentalism in Our Time,” *Interdisciplinary Journal for Religion and Transformation in Contemporary Society* 2(2):185-200, 2016

**Dissertations and Theses Supervised in Past 5 Years:** 6

**Distinctions:** Fellowship, Institute for Advanced Studies, Goethe University, Frankfurt am Main, 2013; Coolidge Fellowship, Crosscurrents and Union Theological Seminary, New York, 2011

## CEMIL AYDIN

**Title:** Professor of History, 2017-present, tenured

**Education:** Ph.D., History and Middle Eastern Studies, Harvard University, 2002

**Academic experience:** Associate Professor of History, UNC, 2012-2017; Associate Professor of History, George Mason University, 2009-2011; Associate Professor of History, University of North Carolina at Charlotte, 2004-2009; Post-Doctoral Fellow in Near Eastern Studies, Princeton University, 2007-2008

**Overseas experience:** Education through college in Turkey; work in Turkey, Germany, Japan

**Languages:** Arabic (professional proficiency), Turkish (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 50%-75%

**Relevant Courses Taught:** History of Muslim Societies (HIST 139); Comparative Empires in the Modern World (HIS 349); Empires, Nations, and Revolutions, 1750-1919 (HIST 460); Global Intellectual History of Muslim Societies (HIST 890)

**Specialization:** Intellectual and international history of Muslim societies

**Recent Publications:** *The Idea of the Muslim World: A Global Intellectual History* (Harvard University Press, 2017); “Modern Muslim Cosmopolitanism Between the Logics of Race and Empire” in Dina Gusejnova, editor, *Cosmopolitanism in Conflict* (Palgrave Macmillan, 2018), pp. 113-145; “‘The Muslim World’ Question during the Interwar Era Global Imaginary, 1924-1945,” *New Global Studies* 10(3):345-372; “Imperial Paradoxes: A Caliphate for Subaltern Muslims,” *ReOrient* 1(2):171-191, 2016; “The Emergence of Transnational Muslim Thought, 1774–1914,” in Jens Hanssen and Max Weiss, editors, *Arabic Thought beyond the Liberal Age* (Cambridge University Press, 2016), pp. 121-141

**Dissertations and Theses Supervised in Past 5 Years:** 3

**Distinctions:** Outreach grant, National Endowment for the Humanities, 2009-2011

## FARIDA BADR

**Title:** Teaching Assistant Professor in Arabic, Department of Asian Studies, 2010-present, non-tenured

**Education:** M.A., Teaching Arabic as a Foreign Language, American University in Cairo, 2009

**Academic experience:** Lecturer of Arabic Language and Culture, Middlebury College, 2012; Lecturer of Arabic Language and Culture, Monterey Institute of International Studies, 2011

**Overseas experience:** Education through college in Egypt, lecturer at the American university in Cairo, teacher in Egyptian public schools

**Languages:** Arabic (native/bilingual proficiency)

**Pedagogy training:** Oral Proficiency Assessment (OPI) Certification; American Council on the Teaching of Foreign Languages annual conference, 2013-2017; masters degree in teaching Arabic as a foreign language

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Elementary to Advanced Arabic (ARAB 101-306); Egyptian and Levantine Dialects (ARAB 223)

**Specialization:** Arabic language instruction

**Recent Publications and Presentations:** “A Proposed Curriculum Approach to Develop an Arabic Cultural Dimension to Learning the Arabic Language for Non-Native Speakers,” International Journal of Arts and Sciences Conference, Freiburg, Germany, 2015

**Distinctions:** Course development grant, UNC, 2016; Language Pedagogy Grant, UNC, 2014; Certificate, American Council on the Teaching of Foreign Languages, 2014

## NAVIN BAPAT

**Title:** Associate Professor of Political Science, 2012-present, tenured

**Education:** Ph.D., Political Science, Rice University, 2004

**Academic experience:** Assistant Professor of Political Science, UNC, 2007-2012; Assistant Professor of Political Science, Pennsylvania State University, 2004-2007

**Overseas experience:** Europe, Canada

**Languages:** Spanish (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Seminar on Terrorism (POLI 444); Africa and International Conflict (POLI 452); National and International Security (PWAD 350)

**Specialization:** Applied game theory; statistical analysis; political conflict; insurgency, terrorism, interstate conflict; economic conflict; state building; bargaining

**Recent Publications:** “Economic Sanctions and the Dynamics of Terrorist Campaigns,” with Elena V. McLean et al., *Conflict Management and Peace Science* 35(4):378-401; “Bargaining with Insurgencies in the Shadow of Infighting,” with Rebecca H. Best, *Journal of Global Security Studies* 3(1):23-37, 2018; “Economic Sanctions, Transnational Terrorism, and the Incentive to Misrepresent,” with Luis De la Calle et al., *The Journal of Politics* 78(1):249-264, 2016; “Terrorism, Dynamic Commitment Problems, and Military Conflict,” with Sean Zeigler, *American Journal of Political Science* 60(2):337-351, 2016; “The Escalation of Terrorism: Micro-level Violence and Interstate Conflict,” *International Interactions* 40(4):568-578, 2014

**Dissertations and Theses Supervised in Past 5 Years:** 6

**Distinctions:** Grant from the University of Texas at Dallas, 2010; John Gardner Award for Best Dissertation in the Social Sciences, Rice University, 2004

## FADI BARDAWIL

**Title:** Assistant Professor of Asian Studies, 2014-present, tenure-track

**Education:** Ph.D., Anthropology, Columbia University, 2010

**Academic experience:** Postdoctoral Fellow, University of Chicago, 2011-2014; Postdoctoral Fellow, Freie Universitat, Berlin, Germany, 2010-2011; Instructor, American University of Beirut, Lebanon, 2006-2007

**Overseas experience:** Education, research, and teaching experience in Lebanon

**Languages:** Arabic (native/bilingual proficiency), French (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 75%-100%

**Relevant Courses Taught:** Introduction to Arab Cultures (ARAB 150); Visions of Emancipation in Modernist Arab Thought (ARAB 321); Global Perspectives on Arab Cultures (ARAB 462); Critical Genealogies of the Middle East (ASIA 785)

**Specialization:** Traditions of intellectual inquiry, public criticism, and modalities of political engagement of Arab intellectuals, both at home and in the diaspora

**Recent Publications:** “Sideline Ideology: Arab Theory in the Metropole and Periphery, circa 1977,” in Jens Hanssen and Max Weiss, editors, *Arabic Thought against the Authoritarian Age: Towards an Intellectual History of the Present* (Cambridge University Press, 2018), pp. 163-180; “Dreams of a Dual Birth: Socialist Lebanon’s World and Ours,” *Boundary 2* 43(3):313-335, 2016

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** Visiting Fellow, The Committee on Globalization and Social Change, City University of New York, 2018; Member, School of Social Science, Institute for Advanced Studies, Princeton, NJ, 2016-2017

## RICHARD BILSBORROW

**Title:** Research Professor of Biostatistics, 1973-present, tenured

**Education:** Ph.D., Economics, University of Michigan, 1968

**Academic experience:** Economist-Demographer, International Program of Laboratories for Population Statistics, UNC, 1973-1984; Assistant Professor of Economics, New York University, 1968-1971

**Overseas experience:** Research and consultancy in Jordan, Egypt, Lebanon, Morocco, Algeria, Palestine, and Syria

**Languages:** French (elementary proficiency), Portuguese (elementary proficiency), Spanish (professional proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Demographic Techniques I (BIOS 670)

**Specialization:** Demography, population health, internal and international migration, economic development, reproductive health

**Recent Publications:** “Concepts, Definitions and Data Collection Approaches,” in Michael White, editor, *Handbook of Migration and Population Distribution* (Springer, 2016), pp. 109-156; *Mediterranean Household International Migration Survey (MED-HIMS)*, with Samir Farid, Tarek Abou Chabake, Giambattista Cantisani, and Ingrid Ivin (European Commission, 2015); *Sampling Plans for MED-HIMS Surveys* (European Commission, 2014)

**Dissertations and Theses Supervised in Past 5 Years:** 10

**Distinctions:** Consultant to the World Bank on International Migration on Eastern Europe, Middle East, Africa, 2010-present; Fellow, Carolina Population Center, 1997-present

## EMILY BURRILL

**Title:** Associate Professor of Women’s and Gender Studies, 2016-present, tenured

**Education:** Ph.D., History, Stanford, 2007

**Academic experience:** Director, African Studies Center, UNC, 2017-present; Assistant Professor of Women’s and Gender Studies, UNC, 2008-2016; Assistant Professor, Department of History, University of Kentucky, 2007-2008

**Overseas experience:** Education at L’Université Cheikh Anta Diop, Dakar, Senegal

**Languages:** Bamana (limited working proficiency), French (native/bilingual proficiency), Wolof (professional proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Women and the Law in Africa and the Middle East (WMST 313); African Gender History (WMST 337); Gender and Imperialism (WMST 583); Women and Gender in African History (HIST 535)

**Specialization:** Modern African history, legal and gender history, Muslim societies and French colonial rule, global histories of women’s rights, women and the law in Africa and the Middle East

**Recent Publications:** *States of Marriage: Gender, Justice, and Rights in Colonial Mali* (Ohio University Press, 2015); “Historicizing Social Justice and the Longue Durée of Forced Marriage in Africa,” in Annie Bunting, editor, *Marriage by Force? Contestation Over Consent and Coercion in Africa* (Ohio University Press, 2016), pp. 313-322

**Dissertations and Theses Supervised in Past 5 Years:** 7

**Distinctions:** Academic Leadership Fellow, Institute for the Arts and Humanities, 2018-2019; Carolina Women’s Center Faculty Scholar-in Residence, UNC, 2012

## JOHN CALDWELL

**Title:** Teaching Assistant Professor of Hindi-Urdu, Department of Asian Studies, 2006-present, non-tenured

**Education:** M.A., Musicology, UNC, 2015

**Academic experience:** Placement Coordinator for South Asia section, Department of Asian Studies, UNC, 2009-present; Outreach Coordinator, North Carolina Center for South Asia Studies, 1996-2009

**Overseas experience:** Annual research/teaching trips to India, Pakistan, 1992-present

**Languages:** French (limited working proficiency), Hindi (native/bilingual proficiency), Russian (limited working proficiency), Urdu (native/bilingual proficiency)

**Pedagogy Training:** Project manager, *Darvazah: A Door into Urdu*, Department of Education grant, 2005-2010; member, South Asian Language Teachers Association

**Percent of time dedicated to Middle East studies:** 50%

**Relevant Courses Taught:** Music of South Asia (ASIA 164), Elementary to Advanced Hindi-Urdu (HNUR 101-306); Introduction to Urdu Script (HNUR 221); Health and Medicine in South Asia (ASIA 411)

**Specialization:** Comparative musicology; South Asia's performing arts, culture, music, film, and literature; language pedagogy

**Recent Publications:** "The Musical Language of Indian Film Song in the 1940s," MA thesis, UNC Department of Music, 2015; "The Movie Mujrā: the Trope of the Courtesan in Urdu-Hindi Film," *Southeast Review of Asian Studies* 32:120-128, 2010

**Distinctions:** Fulbright Nehru Student Research Scholarship, 2017; Jim and Judy Cox Asia Initiative Award for Southeast Asia, 2015; Center for International Business, Education and Research (CIBER), Business grant, 2010-2014

## CORI DAUBER

**Title:** Professor of Communication, 2014-present, tenured

**Education:** Ph.D., Communication Studies, Northwestern, 1988

**Academic experience:** Associate Professor of Communication, UNC, 1995-2014; Research Fellow, Triangle Institute for Security Studies, 2004-present; Visiting Research Professor, Strategic Studies Institute, United States Army War College, 2011-2012

**Overseas experience:** United Arab Emirates, United Kingdom, Canada

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** War and Culture (COMM 574); Terrorism and Political Violence (COMM 355)

**Specialization:** Visual propaganda strategies of terrorist groups

**Recent Publications:** "ISIS and the Hollywood Visual Style," with Mark Robinson, *Jihadology* July 6, 2015; *Visual Propaganda and Extremism in the Online Environment*, co-editor with Carol Winkler (Strategic Studies Institute, United States Army War College, 2014); *YouTube War: Fighting in a World of Cameras in Every Cell Phone, Photoshop on Every Computer* (United States Army War College Press, 2010)

**Dissertations and Theses Supervised in Past 5 Years:** 5

**Distinctions:** Countering Violent Extremism grant, United States Department of Homeland Security, 2017; Humanities and Performing Arts Faculty Grant, UNC, 2008-2009; Chapman Family Faculty Fellow, UNC, 2005

## IBRAHIM DUQUM

**Title:** Clinical Associate Professor of Prosthodontics, 2008-present, tenured

**Education:** M.S., Prosthodontics, UNC, 2008; D.D.S., Dentistry, University of Jordan, 1997

**Academic experience:** Director of the New Educational eXperiences and Technology (NEXT) Center, UNC, 2008-present

**Overseas experience:** Education and work in Jordan

**Languages:** Arabic (native/bilingual proficiency), French (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 50%-75%

**Relevant Courses Taught:** Pre-doctoral third year and fourth year clinics, graduate prosthodontic clinic

**Specialization:** Prosthodontics, implant esthetic and digital dentistry

**Recent Publications:** “CAD/CAM Custom Abutments for Esthetic Anterior Implant-Supported Restoration: Materials and Design,” with Ingeborg J. De Kok and Lauren H. Katz, *Current Oral Health Reports* 5(2):121-126, 2018; “Accuracy Evaluation of Intra-Oral Optical Impression: A Clinical Study Using a Reference Appliance,” with Mohammad Atieh, Andre Ritter, Ching-Chang Ko, *Journal of Prosthetic Dentistry* 118(3):400-405, 2017

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** International College of Dentists Fellow, 2017

## BART EHRMAN

**Title:** James A. Gray Distinguished Professor of Religious Studies, 2003-present, tenured

**Education:** Ph.D., Princeton Theological Seminary, 1985

**Academic experience:** Adjunct Professor, Duke University, 2000-present; Professor, UNC, 1999-2003; Department Chair, 2000-2006; Associate Professor, UNC, 1994-1999; Assistant Professor 1988-1994

**Overseas experience:** Research/teaching in Israel

**Languages:** Coptic (limited working proficiency), French (professional proficiency), German (professional proficiency), Greek (professional proficiency), Hebrew (elementary proficiency), Latin (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Jesus in Scholarship and Film (RELI 070); Introduction to New Testament Literature (RELI 104); Greek New Testament (RELI 409); Early Christian History and Literature (RELI 707)

**Specialization:** New Testament studies, Early Christianity

**Recent Publications:** *The Triumph of Christianity: How a Forbidden Religion Swept the World* (Simon and Schuster, 2018); *Jesus Before the Gospels: How the Earliest Christians Remembered, Changed, and Invented Their Stories of the Savior* (HarperCollins, 2016); *The Apostolic Fathers: Epistle of Barnabas* (Harvard University Press, 2014); *How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee* (HarperOne, 2014); *The Other Gospels: Accounts of Jesus from Outside the New Testament*, with Zlatko Pleše (Oxford University Press, 2014)

**Dissertations and Theses Supervised in Past 5 Years:** 6

**Distinctions:** Religious Liberty Award, American Humanist Association, 2011; Co-Editor-in-Chief, *Vigiliae Christianae: A Review of Early Christian Life and Language*, 2007-present; Area Editor (Christianity), *Encyclopedia of Ancient History*, Wiley-Blackwell, 2007-present; Associate Editor, *Journal of Early Christian Studies*, 2006-present; Co-Editor, New Testament Tools, Studies, and Documents, Brill monograph series, 1993-present

## DORIA EL KERDANY

**Title:** Teaching Assistant Professor in Arabic, Department of Asian Studies, 2014-present, non-tenured

**Education:** M.A., Teaching Arabic as a Foreign Language, American University in Cairo, 2007

**Academic experience:** Arabic Language Coordinator, UNC, 2014-present; Adjunct Faculty in Arabic, American University in Cairo, 2005-2009

**Overseas experience:** Education through college in Egypt; worked in England, Germany, Austria, Greece, Syria, Yemen, Lebanon, Switzerland, and India

**Languages:** Arabic (native/bilingual proficiency), French (limiting working proficiency)

**Pedagogy:** Master's in Teaching Arabic as a Foreign Language, American University in Cairo; Oral Proficiency Assessment workshop, 2014; International Symposium on Internationalizing the Arabic Language, Cairo University, 2014; conference on "Assessment Methods and Challenges in Teaching Second Languages," Brigham-Young University, 2010

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Elementary to Advanced Arabic (ARAB 101-306); Readings in Arabic (ARAB 407-408); Arabic Grammar and Composition (ARAB 300)

**Specialization:** Egyptian colloquial Arabic; Arabic instruction

**Recent Publications:** *Stories of Cats* (Dar El Thaqaafa El Gadidah Publishing House, 2015); *Rimal Na'emah* (Dar El Thaqaafa El Gadidah Publishing House, 2011)

**Distinctions:** Arabic cultural activities and events organizer, 2009-present

## MICHAEL FIGUEROA

**Title:** Assistant Professor of Music, 2014-present, tenure-track

**Education:** Ph.D., Ethnomusicology, University of Chicago, 2014

**Overseas experience:** Conducted research in Morocco, Senegal, and Israel

**Languages:** Arabic (elementary proficiency), French (elementary proficiency), German (elementary proficiency), Hebrew (limited working proficiency), Spanish (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 50%-75%

**Relevant Courses Taught:** Music and Culture: Music and Globalization in the Middle East (MUSC 286); Music and Culture: Music in the Worlds of Islam (MUSC 286); Music and Politics (MUSC 291); Hearing the Israeli-Palestinian Conflict (MUSC 390H); Seminar in Ethnomusicology: Music and Historiography in Israel/Palestine (MUSC 970)

**Specialization:** Music and political consciousness in Middle Eastern and African American contexts, musical interpretation and performance

**Recent Publications:** "Aesthetics of Ambivalence: Dan Almagor and Rock Ideology in Israeli Musical Theatre," *Ethnomusicology Forum* 25(3):261-282, 2016; "Sound and Imagined Border Transgressions in Israel/Palestine," *AJS Perspectives* (Association for Jewish Studies), Spring/Summer 2016, pp. 44-45.

**Dissertations and Theses Supervised in Past 5 Years:** 5

**Distinctions:** Research Travel Grant, UNC, 2017; Howard Mayer Brown Fellowship, American Musicological Society, 2012

## EMMA FLATT

**Title:** Assistant Professor of History, 2012-present, tenure-track

**Education:** Ph.D., History, University of London, 2009

**Academic experience:** Assistant Professor of History, Nanyang Technological University, Singapore, 2009-2011; Past & Present Postdoctoral Fellow, Institute of Historical Research, University of London, 2008-2009

**Overseas experience:** Taught at Nanyang Technological University in Singapore, education through college in the United Kingdom

**Languages:** Hindi (elementary proficiency), Italian (professional proficiency), Persian (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 25%-50%

**Relevant Courses Taught:** South Asia until 1750 (HIST 135); Gender in South Asia (HIST 292); Kama Sutra: Love, Sex and Politics in Early India (HIST 398); The Mughal World: 1526-1707 (HIST 490)

**Specialization:** Histories and practices in the courtly societies of the Indo-Islamicate Deccani Sultanates of South India

**Recent Publications:** "Practicing Friendship: Epistolary Constructions of Social Intimacy in the Bahmani Sultanate," *Studies in History* 33(1):61-81, 2017; "Spices, Smells and Spells: The Use of Olfactory Substances in the Conjuring of Spirits," *South Asian Studies* 32(1):3-21, 2016

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** Irene Scoloudi Fellowship, Institute for Historical Research, London, 2008-2009

## JENNIFER GATES-FOSTER

**Title:** Assistant Professor of Classical Archaeology, 2013-present, tenure-track

**Education:** Ph.D., Classical Art and Archaeology, University of Michigan, Ann Arbor, 2005

**Academic experience:** Research Fellow, Center for Hellenic Studies, Harvard University, 2011-2012; Assistant Professor, University of Texas at Austin, 2007-2013

**Overseas experience:** Research and fieldwork in Israel, Egypt, United Kingdom, and Syria; Finley Research Fellow, Darwin College, Cambridge, 2005-2007

**Languages:** Arabic (limited working proficiency), French (professional proficiency), German (professional proficiency), Greek (professional proficiency), Latin (professional proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Archaeology of Ancient Egypt (CLAR 242); The Greeks in Egypt (CLAR 910)

**Specialization:** Art and archaeology of the Near East

**Recent Publications:** "Objective Alterity: Import Consumption in the Ports of Roman Egypt" in Susan Alcock et al., editors, *Beyond Boundaries: Connecting Visual Cultures in the Provinces of Ancient Rome* (Getty Museum Press, 2015) pp. 222-231; "Achaemenids, Royal Power, and Persian Ethnicity," in Jeremy McInerney, editor, *A Companion to Ethnicity in the Ancient Mediterranean* (Wiley-Blackwell, 2014), pp. 175-193; "The Granary C123 Sealings from Karanis," in T.G. Wilfong, editor, *Karanis Revealed: Discovering the Past and Present of a Michigan Excavation in Egypt* (Kelsey Museum, 2014), pp. 143-148

**Dissertations and Theses Supervised in Past 5 Years:** 9

**Distinctions:** Tanner Award for Excellence in Undergraduate Teaching, 2017; Faculty Fellow, Institute for the Arts and Humanities, UNC, 2016-2017; Harris Grant, American Schools of Oriental Research, 2016-2017

## PERVIN BANU GÖKARIKSEL

**Title:** Associate Professor of Geography, 2011-present, tenured

**Education:** Ph.D., Cultural Geography, University of Washington, Seattle, 2003

**Academic experience:** Assistant Professor, UNC, 2005-2011

**Overseas experience:** Education and research in Turkey

**Languages:** Turkish (native/bilingual proficiency); Indonesian (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 75%-100%

**Relevant Courses Taught:** Gender, Space and Politics in the Middle East (ASIA 447); Transnational Muslims (INTS 448)

**Specialization:** Modernity and transnational economic and cultural formations in Muslim cities and societies; gender and feminism; Muslim fashions

**Recent Publications:** “Thinking Women, Feminism, and Muslim Identity through Bodies and Space in Turkey,” *Journal of Middle East Women’s Studies* 14(1):116-123, 2018; “Devout Muslim Masculinities: the Moral Geographies and Everyday Practices of Being Men in Turkey,” with Anna J. Secor, *Gender, Place & Culture* 24(3):381-402, 2017; “The Post-Islamist Problematic: Questions of Religion and Difference in Everyday Life,” with Anna Secor, *Social & Cultural Geography* 18(5):645-664; “Islam on the Catwalk: Marketing Veiling-Fashion in Turkey,” with Anna J. Secor, in Stanley D. Brunn, editor, *The Changing World Religion Map* (Springer, Dordrecht, 2015), pp. 2581-2595

**Dissertations and Theses Supervised in Past 5 Years:** 5

**Distinctions:** Co-editor, *Journal of Middle East Women’s Studies*, 2014-2018; Enhancing Diversity Award, American Association of Geographers, 2018; Chapman Family Teaching Award in Undergraduate Teaching, UNC, 2017

## JULIANE HAMMER

**Title:** Kenan Rifai Scholar of Islamic Studies, Associate Professor of Religious Studies, 2011-present, tenured

**Education:** Ph.D., Islamic Studies, Humboldt University, Berlin, 2001

**Academic experience:** Assistant Professor, UNC, 2011-2013

**Overseas experience:** Education through college in Germany; research in Turkey, Europe

**Languages:** Arabic (professional proficiency); German (native/bilingual proficiency); Persian (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 25%-50%

**Relevant Courses Taught:** Reintroducing Islam (RELI 064); Women/Gender/Islam (RELI 185); Introduction to American Islam (RELI 248); Muhammad and the Qur'an (RELI 289); Modern Muslims and the Qur'an (RELI 385); Modern Muslim Literatures (RELI 480); Marriage and Sexuality in Islam (RELI 485); African American Islam (RELI 580)

**Specialization:** American Muslims, gender and sexuality in Islam, Sufism

**Recent Publications:** “Gender Matters: Normativity, Positionality, and the Politics of Islamic Studies,” *The Muslim World* 106(4):655-670, 2016; “To Work for Change: Normativity, Feminism, and Islam,” *Journal of the American Academy of Religion*, 84(1):98-112, 2016; “Negotiating Marriage, Feminism, and (Islamic) Law in American Muslim Efforts against Domestic Violence,” in Marie Failing, Elizabeth Schiltz, and Susan J. Stabile, editors, *Feminism, Law, and Religion* (Routledge Press, 2016), pp. 237-256

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** Co-Chair, Study of Islam Section, American Academy of Religion, 2013-present; Institute for Arts and Humanities Fellowship, UNC, 2016

## DILSHAD JAFF

**Title:** Adjunct Assistant Professor of Maternal and Child Health, Program Coordinator for Solutions to Complex Emergencies, 2015-present, non-tenured

**Education:** M.P.H., Public Health, UNC, 2015; M.D., Medicine/Surgery, College of Medicine, Al-Mustansiriya University, Iraq, 2000

**Overseas Experience:** More than 17 years' experience in complex humanitarian crises in conflict zones in the Middle East, working with the International Committee of the Red Cross

**Languages:** Kurdish (native/bilingual proficiency), Arabic (native/bilingual proficiency), Persian (limited working proficiency), English (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 50%

**Specialization:** Public health and complex humanitarian emergencies

**Recent Publications:** "A Public Health Initiative to Address Road Traffic Accidents in the Kurdistan Region of Iraq," *World Family Medicine/Middle East Journal of Family Medicine* 16(2):280-28, 2018; "The Hookah Epidemic: Emerging Public Health Threat in the Kurdish Region of Iraq," with Anant Kumar, *Journal of Health Systems* 2(1):16-18, 2016; "Q Fever: A Neglected Disease in the Middle East," with Peyton Wilson, *Journal of Health Systems* 2(2):12-14, 2016

**Distinctions:** Numerous official expressions of thanks from the Iraqi Ministry of Health; Rotary International Peace Fellow, 2013-2015; Paul Harris Fellow, 2013

## ALAN KAUFFMAN

**Title:** Teaching Assistant Professor of Arabic, Department of Asian Studies, 2014-present, non-tenured

**Education:** M.A., Teaching Arabic as a Foreign Language, University of Texas at Austin, 2013; Defense Language Institute, 2001-2002

**Academic experience:** Arabic instructor, Wright State University, 2014; Visiting Assistant Professor of Arabic, Denison University, 2013; Teaching Assistant, University of Texas at Austin, 2010-2012; Arabic instructor, Coastal Carolina Community College, 2007-2008

**Overseas experience:** Arabic Flagship Fellowship, Damascus, Syria, 2011; Marine Corps service in the Middle East

**Languages:** Arabic (native/bilingual proficiency)

**Pedagogy training:** Master's in Teaching Arabic as a Foreign Language, University of Texas at Austin; ACTFL OPI Assessment Workshop, UNC, 2014

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Elementary to Advanced Arabic (ARAB 101-306); Languages Across the Curriculum: The Language of Refugeeism (ARAB 308)

**Specialization:** Arabic language, pedagogical development, Arabic culture

**Recent Publications and Presentations:** "Experiential Learning Through Refugee Outreach," presentation, Arabic Teachers Council Webinar, New York, 2017; contributing editor, *Al-Kitaab fii Ta'allum al-'Arabiyya, Part 2*, 3rd ed. (Georgetown University Press, 2013)

**Distinctions:** Faculty Advisor for INJAZ refugee outreach group; Letter of Appreciation from Commanding Officer, 2nd Radio Battalion, Camp Lejeune, 2017

## JOSEPH LAM

**Title:** Assistant Professor of Religious Studies, 2014-present, tenure-track

**Education:** Ph.D., Near Eastern Languages and Civilizations, University of Chicago, 2012

**Academic experience:** Lecturer in Religious Studies, UNC, 2011-2014; Associate Lecturer, University of Wisconsin-Madison, 2010-2011

**Overseas experience:** Research in France

**Languages:** Arabic (limited working proficiency), Cantonese (native/bilingual proficiency), French (limited working proficiency), German (limited working proficiency), Hebrew (professional proficiency)

**Percent of time dedicated to Middle East studies:** 75%-100%

**Relevant Courses Taught:** History and Culture of Ancient Israel (RELI 109); Culture of the Ancient Near East (RELI 117); Classical Hebrew I: A Linguistic Introduction to the Hebrew Bible (RELI 211); Myths and Epics of the Ancient Near East (RELI 502); Jewish Studies Capstone (JWST 697)

**Specialization:** Hebrew Bible in its ancient Near Eastern context, Hebrew and Semitic languages, ritual and cult in the Ancient Near East

**Recent Publications:** *Patterns of Sin in the Hebrew Bible: Metaphor, Culture, and the Making of a Religious Concept* (Oxford University Press, 2016); "The Concept of Sin in the Hebrew Bible," *Religion Compass* 12(3-4), 2018; "Standard/Classical Biblical Hebrew," with Dennis Pardee, in W. Randall Garr and Steven Fassberg (editors), *A Handbook of Biblical Hebrew*, 2 vols., (Eisenbrauns, 2016), pp. I:1-18, II:1-4; "Psalm 2 and the Disinheritance of Earthly Rulers: New Light from the Ugaritic Legal Text RS 94.2168," *Vetus Testamentum* 64:34-46, 2014

**Distinctions:** Shufro Research Fellowship, Albright Institute of Archaeological Research, 2017; Schwab Academic Excellence Award, Institute for the Arts and Humanities, UNC, 2017

## DAVID LAMBERT

**Title:** Associate Professor of Religious Studies, 2016-present, tenured

**Education:** Ph.D., Near Eastern Languages and Civilizations, Harvard University, 2004

**Academic experience:** Assistant Professor, UNC, 2010-2016; Assistant Professor, University of Texas at Austin, 2009-2010; Visiting Assistant Professor, Emory University, 2007-2008; Post-Doctoral Fellow, Yale University, 2004-2007

**Overseas experience:** Research in Israel

**Language:** Hebrew (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 75%

**Relevant Courses Taught:** Introduction to the Hebrew Bible/Old Testament (RELI 103); The Bible and its Translation (RELI 525); The Formation of the Hebrew Canon (RELI 602)

**Specialization:** Hebrew Bible and its history of interpretation, History of Jewish thought, Late Second Temple Judaism, Rabbinic Judaism

**Recent Publications:** *How Repentance Became Biblical: Judaism, Christianity, and the Interpretation of Scripture* (Oxford University Press, 2016); "How the 'Torah of Moses' Became Revelation: An Early, Apocalyptic Theory of Pentateuchal Origins," *Journal for the Study of Judaism* 47(1):22-54, 2016; "Refreshing Philology: James Barr, Supersessionism, and the State of Biblical Words," *Biblical Interpretation* 24(3):332-356, 2016; "The Book of Job in Ritual Perspective," *Journal of Biblical Literature* 134(3):557-575, 2015

**Distinctions:** Fellowship, Institute for Advanced Studies, Jerusalem, 2017-2018; American Academy of Religion Award for Excellence in the Study of Religion, 2016; Peter Thacher Grauer Fellow, 2010-2014

## JODI MAGNESS

**Title:** Kenan Distinguished Professor for Teaching Excellence in Early Judaism, Department of Religious Studies, 2003-present, tenured

**Education:** Ph.D., Classical Archaeology, University of Pennsylvania, 1989

**Academic experience:** Associate Professor, Tufts University, 1992-2002

**Overseas experience:** Over 20 excavations in Israel; co-directed excavations at Yotvata, Israel, 2003-2007; director of excavations at Huqoq in Galilee, 2011-present

**Languages:** Classical Arabic (limited working proficiency), French (professional proficiency), German (professional proficiency), Greek (professional proficiency), Hebrew (native/bilingual proficiency), Latin (limited working proficiency), Spanish (professional proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Archaeology of Qumran and the Dead Sea Scrolls (RELI 63); Introduction to Early Judaism (RELI 106); Ancient Synagogues (512)

**Specialization:** Classical and Near Eastern archaeology; Early Judaism

**Recent Publications:** *The 2003-2007 Excavations in the Late Roman Fort at Yotvata*, with Gwyn Davies (Eisenbrauns, 2015); "Recovering Josephus: Mason's History of the Jewish War and the Siege of Masada," with Gwyn Davies, *Scripta Classica Israelica* 36:55-65, 2017; "Were Sacrifices Offered at Qumran? The Animal Bone Deposits Reconsidered," *Journal of Ancient Judaism* 7(1): 5-34, 2016; *The Archaeology of the Holy Land from the Destruction of Solomon's Temple to the Muslim Conquest* (Cambridge University Press, 2012)

**Dissertations and Theses Supervised in Past 5 Years:** 3

**Distinctions:** President, Archaeological Institute of America, 2017-2019; National Endowment for the Humanities Public Scholar Award, 2017-2018

## EVYATAR MARIENBERG

**Title:** Associate Professor of Religious Studies, 2009-present, tenured

**Education:** Ph.D., History, Ecole des Hautes Etudes en Sciences Sociales, Paris, 2002

**Academic experience:** E.J. and Sara Evans Scholar of Jewish History and Culture, UNC 2009-2014; Assistant Professor, Jewish Theological Seminary of America, 2007-2009; Postdoctoral Fellow and Lecturer, Tel Aviv University, 2003-2006

**Overseas experience:** Education in France, Germany, and Israel

**Languages:** French (native/bilingual proficiency), Hebrew (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 25%-50%

**Relevant Courses Taught:** Traditional Jewish Texts (RELI 108); Introduction to Contemporary Catholicism (RELI 162); Sexuality in Jewish Tradition (RELI 450)

**Specialization:** Rabbinic Judaism, Jewish law, Contemporary Catholicism

**Recent Publications:** *Ambivalent Embrace: Jewish Upward Mobility in Postwar America*, with Rachel Kranson (UNC Press, 2017); "Death, Resurrection, Sacraments, and Myths: Religion Around Sting," in Peter Iver Kaufman and Kristin M. S. Bezio, editors, *Cultural Icons and Cultural Leadership* (Edward Elgar Publishing, 2017), pp. 167-185; "Jews, Jesus, and Menstrual Blood," *Transversal* 14:1-10, 2016; "Female Fertility in Talmudic Literature" (Hebrew), *Hebrew Union College Annual* 86-87:47-94, 2015-2016

**Dissertations and Theses Supervised in Past 5 Years:** 4

**Distinctions:** Center for European Studies Course Development Grant, UNC, 2018; University Research Council Grant, UNC, 2015; Frankel Center for Judaic Studies, University of Michigan, 2014

## TIMOTHY MARR

**Title:** Bowman and Gordon Gray Distinguished Term Associate Professor of American Studies, 2000-present, tenured

**Education:** Ph.D., American Studies, Yale University, 1998

**Academic experience:** Visiting Professor, University of the Philippines, 2013

**Overseas experience:** Fulbright Lecturer in Cyprus, 2007; teaching experience in Pakistan and Australia

**Languages:** French (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Muslim American Literatures and Cultures (AMST 252)

**Specialization:** Islam in America, Muslim Philippines

**Recent Publications:** "Islam and Transnationalism," in Yogita Goyal, editor, *The Cambridge Companion to Transnational American Literature* (Cambridge University Press, 2017), pp. 251-268; "Translocal Somalia: Women's Migratory Testimonies," *College Literature* 44(4):505-514, 2017; "The American Zouave: Mania and Mystique," *Military Images* 34(4): 22-30, 2016; "Diasporic Intelligences in the American Philippine Empire: The Transnational Career of Dr. Najeeb Mitry Saleeby," *Mashriq & Mahjar: Journal of Middle East and North African Migration Studies* 2(1):78-106, 2015; *The Cultural Roots of American Islamicism* (Cambridge University Press, 2006)

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** Faculty Fellowship Program Director, Institute for Arts and Humanities, UNC, 2018-present; Director, National Endowment for the Humanities Summer Institute for Teachers, New Bedford, Massachusetts, 2017-2018; Fellow, National Humanities Center, 2013-2014

## JOANNA MASELKO

**Title:** Associate Professor of Epidemiology, 2016-present, tenured

**Education:** Ph.D., Social Epidemiology, Harvard University, 2004

**Academic experience:** Assistant Professor, Duke University Global Health Institute, 2009-2016; Associate Director of Research Center, Center for Spirituality, Theology and Health, Duke University, 2009; Assistant Professor, Temple University, 2006-2009

**Overseas experience:** Current SHARE CHILD study in Pakistan, research in Sri Lanka

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Social Determinants of Global Health (EPID 799)

**Specialization:** Environmental factors in socioemotional development in children, intergenerational transmission of risk, religious engagement and health, global mental health

**Recent Publications:** "Socioeconomic Status Indicators and Common Mental Disorders: Evidence From a Study of Perinatal Depression in Pakistan," with Lisa Bates et al., *SSM-Population Health* 4:1-9, 2018; "Child Mental Health and Maternal Depression History in Pakistan," with Siham Sikander et al., *Social Psychiatry and Psychiatric Epidemiology* 51(1):49-62, 2016; "The Effectiveness of the Peer Delivered Thinking Healthy Plus (THPP+) Programme for Maternal Depression and Child Socio-Emotional Development in Pakistan," with Elizabeth L. Turner et al., *Trials* 17(1):e442, 2016; "Effect of an Early Perinatal Depression Intervention on Long-term Child Development Outcomes," with Siham Sikander et al., *Lancet Psychiatry* 2(7):609-617, 2015.

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** National Institutes of Health grant for SHARE CHILD study, Pakistan, 2014-present

## LEENA NYLANDER-FRENCH

**Title:** Professor of Environmental Science and Engineering, 2008-present, tenured

**Education:** Ph.D., Occupational and Environmental Health, Royal Institute of Technology, Sweden, 1994

**Academic experience:** Program Director of Occupational Exposure Science Program, North Carolina Occupational Safety and Health Education and Research Center, UNC, 2012-present; Industrial Hygiene Program Director, UNC, 2002-2012; Associate Professor, UNC, 2002-2007

**Overseas experience:** Education in Finland and Sweden

**Languages:** Finnish (native/bilingual proficiency), German (limited working proficiency), Swedish (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 10%

**Relevant Courses Taught:** Health and Ecological Effects of Environmental Agents (ENVR 430); Biological Monitoring in Exposure Assessment (ENVR 770)

**Specialization:** Occupational health, biological monitoring

**Recent Publications:** “Effective Message Elements for Disclosures About Chemicals in Cigarette Smoke,” with Dannielle E. Kelley, Marcella H. Boynton, Seth M. Noar, Jennifer C. Morgan, Jennifer R. Mendel, Kurt M. Ribisl, Irina Stepanov, and Noel T. Brewer, *Nicotine & Tobacco Research*, 2017

**Dissertations and Theses Supervised in Past 5 Years:** 8

**Distinctions:** Committee Member, International Agency for Research on Cancer, World Health Organization, 2017-present; Center for Disease Control grant, 2014-2017

## JOHN PICKLES

**Title:** Earl N. Phillips Distinguished Professor of Geography, 2001-present, tenured

**Education:** Ph.D., Geography, Pennsylvania State University, 1983; Ph.D., University of Natal, South Africa

**Academic experience:** Chair, Department of Geography, UNC, 2007-2013; Professor of Geography, University of Kentucky, 1990-2001

**Overseas experience:** International Geographical Union UN Year of Global Understanding Scientific Standing Committee member, 2011- present; Visiting scholar at universities in the United Kingdom and Slovakia

**Languages:** Bulgarian (limited working proficiency), German (limited working proficiency), Italian (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 10%

**Relevant Courses Taught:** Global Issues in a Changing World (GEOG 77); Geographies of Economic Change (GEOG 160)

**Specialization:** Political economy and development studies, cultural and social theory, continental philosophy

**Recent Publications:** “Turkishization of a Chinese Apparel Firm: Fast Fashion, Regionalization, and the Shift from Global Supplier to New End Markets,” in Shengjun Zhu and Canfei He, co-editors, *Geographical Dynamics and Firm Spatial Strategy in China* (Springer-Verlag, 2017) pp. 97-118

**Dissertations and Theses Supervised in Past 5 Years:** 7

**Distinctions:** Distinguished Visiting Fellow, Queen Mary University of London, 2013-2014; Nadácia VÚB Distinguished Visiting Professor, University of Bratislava, Slovakia, 2013-2014

## ZLATKO PLESE

**Title:** Associate Professor of Religious Studies, 2005-present, tenured

**Education:** Ph.D., Zagreb University, Croatia, 1996; Ph.D., Classics, Yale University, 1996

**Academic experience:** Visiting Professor, University of Zagreb, 2007-present; Assistant Professor, UNC, 1999-2005, Lector, Yale University, 1997-1998

**Overseas experience:** Research in Croatia, Germany, Austria, Holland, France, Italy

**Percent of time dedicated to Middle East studies:** 10%-25%

**Languages:** Bulgarian (limited working proficiency), Coptic (professional proficiency), French (professional proficiency), Greek (professional proficiency), Latin (professional proficiency), Russian (professional proficiency)

**Relevant Courses Taught:** Varieties of Early Christianity (RELI 209); Gnosticism (RELI 217); Early Christian History and Literature/Coptic (RELI 707)

**Specialization:** Early Christianity, intellectual history of the Greco-Roman world, Coptic language and literature

**Recent Publications:** “Dualism in the Hermetic Writings,” *Chôra* 13:261-278, 2015 ; “Gnosis, Gnosticism III. Greco-Roman Antiquity,” in Christine Helmer, Steven McKenzie, Thomas Romer, Jens Schroter, Bary Walfish, and Eric Ziolkowski, editors, *The Encyclopedia of the Bible and Its Reception* (De Gruyter, 2015), pp. 10:345-348; *The Other Gospels: Accounts of Jesus from Outside the New Testament*, with Bart Ehrman (Oxford University Press, 2014); “

**Dissertations and Theses Supervised in Past 5 Years:** 4

**Distinctions:** Field Chair for New Testament and Early Christian Studies, Society for Jewish and Biblical Studies in Central Europe, 2007-present

## ANDREW REYNOLDS

**Title:** Professor of Political Science, 2016-present, tenured

**Education:** Ph.D., Political Science, University of California-San Diego, 1996

**Academic experience:** Chair, Curriculum in Global Studies, UNC, 2009-2014; Assistant to Associate Professor, UNC, 2001-2016

**Overseas experience:** Consultant on issues of electoral and constitutional design in Egypt, Iraq, Jordan, Lebanon, Libya, Sudan, Syria, Tunisia, and Yemen; college education in South Africa and the United Kingdom

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** African Politics and Society (AAAD 431); Political Change and Modernization (POLI 131)

**Specialization:** Democratization and electoral politics in the Middle East and North Africa, electoral systems, ethnic conflict, political theory of representation, LGBT Politics

**Recent Publications:** *The Arab Spring: Pathways of Repression and Reform*, with Jason Brownlee and Tarek E. Masoud (Oxford University Press, 2015); “From Dynamic Events to Deep Causes: Outcomes and Explanations of the Arab Spring,” with Jason Brownlee and Tarek E. Masoud, *Middle East Law and Governance* 7(1):3-15, 2015; “Institutions as Causes and Effects: North African Electoral Systems During the Arab Spring,” with John M. Carey and Tarek Masoud, *HKS Working Paper No. RWP16-042*, 2015

**Dissertations and Theses Supervised in Past 5 Years:** 6

**Distinctions:** Tanner Award for Excellence in Undergraduate Teaching, UNC, 2013; LGBTQ Representation and Rights Research Initiative, 2012-2017

## MICHELE RIVKIN-FISH

**Title:** Associate Professor of Anthropology, 2006-present, tenured

**Education:** Ph.D., Anthropology, Princeton University, 1997

**Academic experience:** Associate Professor of Anthropology, University of Kentucky, 2005-2006; Assistant Professor of Anthropology, University of Kentucky, 1998-2005

**Overseas experience:** Research in Israel; affiliated faculty, Ben Gurion University of the Negev, Israel, 2012-2013

**Languages:** Hebrew (professional proficiency), Russian (native/bilingual proficiency), Spanish (elementary proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Relevant Courses Taught:** Comparative Healing Systems (ANTH 147); Medicine, Politics, and Justice (ANTH 470), Moral Economies of Medicine (ANTH 898)

**Specialization:** Medical anthropology, Post-Soviet Studies, gender, health development

**Recent Publications:** *Understanding Health Inequalities and Justice: New Conversations Across the Disciplines*, co-editor with Mara Buchbinder and Rebecca Walker (UNC Press, 2016); "Medical Anthropology," in John Jackson, editor, *Oxford Bibliographies in Anthropology* (Oxford University Press, 2014)

**Dissertations and Theses Supervised in Past 5 Years:** 5

**Distinctions:** Acting Director, Carolina Center for Jewish Studies, UNC, 2017-2018; Fulbright Specialist, The Open University, Israel, 2017; U.S.-Russia Peer-to-Peer Dialogue Program (US Embassy, Russia), 2016-2017; Carolina Women's Center Faculty Scholar, 2016-2017

## IQBAL SEVEA

**Title:** Associate Professor of History, 2012-present, tenured

**Education:** Ph.D., History, University of Oxford, 2007

**Academic experience:** Assistant Professor and Head of the Contemporary Islam Programme, S. Rajaratnam School of International Studies, Nanyang Technological University, Singapore, 2008-2011

**Overseas experience:** Education and teaching in Singapore

**Languages:** Hindi (native/bilingual proficiency), Indonesian (professional proficiency), Malay (native/bilingual proficiency), Panjabi, Western (native/bilingual proficiency), Urdu (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 10%-25%

**Specialization:** The socio-cultural, political and intellectual histories of modern South Asia, history of modern Islam

**Relevant Courses Taught:** Muhammad to Malcolm X: Islam, Politics, Race and Gender (HIST 137); Engaging Islam: Islamic Thought and Practice in Modern and Contemporary South Asia (HIST 390); Islam in Modern and Contemporary South Asia (HIST 393)

**Recent Publications:** "The Saints Who Walk: Walking, Piety and Technologies of Circulation in Modern South Asia," in Chad Bryant, Arthur Burns, and Paul Readman, editors, *Walking Histories, 1800-1914* (Palgrave Macmillan, 2016), pp. 243-264; "'Kharaak Kita Oi!': Masculinity, Caste, and Gender in Punjabi Films," *BioScope* 5(2):129-140, 2014; *The Political Philosophy of Muhammad Iqbal: Islam and Nationalism in Late Colonial India* (Cambridge University Press, 2012)

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** Founding member of the Falak Sufi Memorial Prize Committee

## KHALID SHAHU

**Title:** Teaching Assistant Professor in Arabic, Department of Asian Studies, 2012-present, non-tenured

**Education:** M.A., Arab-Hispanic Linguistics, Mohamed V University, Rabat, Morocco; Ph.D., Hispanic & Luso-Brazilian Literatures & Languages, Graduate Center, City University of New York, 2014

**Academic experience:** Lecturer of Arabic, North Carolina Central University, 2008-2009; Lecturer of Arabic and Spanish languages and cultures, Durham Technical Community College, 2008-2009; Arabic instructor, Brooklyn College, 2003-2006

**Overseas experience:** Education through college in Morocco

**Languages:** Arabic (native/bilingual proficiency), French (native/bilingual proficiency), Spanish (professional proficiency)

**Pedagogy:** Masters/doctoral training in sociolinguistics; OPI Assessment Training, 2014

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Elementary to Advanced Arabic (ARAB 101-306)

**Specialization:** Arabic language instruction, Arab culture

**Recent Publications:** "The Status of English in Language Policy Models Proposed for the Moroccan Multilingual Context," *Arab World English Journal, ASELS Annual Conference Proceedings*, December 2016, pp. 20-31

**Dissertations and Theses Supervised in Past 5 Years:** 1

**Distinctions:** Arabic Language Placement Test Coordinator and Co-Founder of the Arabic Club, UNC, 2012-2017; Merrill Fund for Faculty Excellence, UNC, 2014; Global Studies Initiatives Awards, UNC, 2014

## YARON SHEMER

**Title:** Levine/Sklut Fellow in Jewish Studies and Associate Professor of Asian Studies; 2008-present, tenured

**Education:** Ph.D., Radio/Television/Film, University of Texas at Austin, 2005

**Academic experience:** Senior Lecturer, University of Texas at Austin, 2002-2008

**Overseas experience:** Education through college in Israel, research in Israel, Jordan, Palestine, Poland

**Languages:** Arabic (limited working proficiency), Hebrew (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 50%-75%

**Relevant Courses Taught:** Arab Jews: Culture, Community, and Co-existence (ASIA 357); The Cinemas of the Middle East and North Africa (ASIA 435); Language, Exile, and Homeland in Zionist Thoughts and Practice (HEBR 436)

**Specialization:** Middle Eastern cinema, ethnicity and representation, Modern Hebrew

**Recent Publications:** "Thematics and Hermeneutics in Four Recently Published Books on Middle Eastern/Arab Cinema," *Review of Middle East Studies* 50(1):58-66, 2016; "From Chahine's Alexandria... Why to Salata Baladi and Jews of Egypt: Rethinking Egyptian Jews' Cosmopolitanism, Belonging, and Nostalgia in Cinema," *Middle East Journal of Culture and Communication*, 7(3):351-375, 2014; *Identity, Place, and Subversion in Contemporary Mizrahi Cinema in Israel* (University of Michigan Press, 2013)

**Dissertations and Theses Supervised in Past 5 Years:** 4

**Distinctions:** Academic Excellence Award, Institute for the Arts and Humanities, UNC, 2016; National Endowment for the Humanities International and Area Studies Fellowship, 2013-2014

## SARAH SHIELDS

**Title:** Professor of History, 2011-present, tenured

**Education:** Ph.D., History, University of Chicago, 1986

**Academic experience:** Assistant to Associate Professor, UNC, 1993-2011; Director, First Year Seminar Program, 2000-2003

**Overseas experience:** Research throughout Middle East, and Europe

**Languages:** Arabic (elementary proficiency), French (professional proficiency), Turkish (professional proficiency)

**Percent of time dedicated to Middle East studies:** 50%-75%

**Relevant Courses Taught:** Introduction to Islamic Civilization (HIST 138); Later Islamic Civilization and the Modern Muslim World (HIST 139); Water in the Middle East (HIST 273); Modern Middle East (HIST 276)

**Specialization:** Nationalism in the Middle East, Islamic civilization, Middle East history, economic and social history of the Ottoman Arab provinces

**Recent Publications:** “Manufacturing Collective Identities: Contesting Territories in the Interwar Middle East: Antioch,” in Fatma Müge Göçek, editor, *Contested Spaces in Contemporary Turkey: Politics of the Urban, Secular, Legal and Environmental* (Tauris, 2017); “Forced Migration as Nation-Building: The League of Nations, Minority Protection, and the Greek-Turkish Population Exchange,” *Journal of the History of International Law* 18(1):120-145, 2016; *Fezzes in the River: Identity Politics and European Diplomacy in the Middle East on the Eve of World War II* (Oxford University Press, 2011)

**Dissertations and Theses Supervised in Past 5 Years:** 3

**Distinctions:** Large Course Redesign Grant, UNC Center for Faculty Excellence, 2017; Bowman and Gordon Gray Distinguished Term Professorship, 2010-2015; Rockefeller Foundation Bellagio Center Residency, 2014

## HANNA SPRINTZIK

**Title:** Teaching Assistant Professor of Hebrew, Department of Asian Studies, 2011-present, non-tenured

**Education:** M.A., Education, Arizona State University, 2008

**Academic experience:** Upper Division Foreign Language Instructor, Jess Schwartz Jewish Community High School, Phoenix, Arizona, 2008-2009

**Overseas experience:** Education in Israel

**Languages:** Hebrew (native/bilingual proficiency), Spanish (native/bilingual proficiency)

**Pedagogy training:** National Association of Professors of Hebrew Conference, 2017; OPI Interview Certification Workshop, American Council on Teaching of Foreign Languages, 2014

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Israeli Popular Culture (ASIA 53); Elementary to Advanced Modern Hebrew (HEBR 101-306)

**Specialization:** Israeli popular culture, Modern Hebrew, teaching effectiveness, cultural instruction, teacher education

**Recent Publications and Presentations:** “Do Extra Curricular Activities Matter?” presentation, International Conference on Hebrew Language, Literature and Culture, New York University, 2017; “Talking, Chatting, or Corresponding in Hebrew: The Communicative Approach in Advanced Modern Hebrew Courses,” presentation, International Conference on Hebrew Language, Literature and Culture, Ben Gurion University, 2014

**Distinctions:** Faculty Research and Travel Grant, Carolina Center for Jewish Studies, 2016

## SARA SMITH

**Title:** Associate Professor of Geography, 2015-present, tenured

**Education:** Ph.D., Geography, University of Arizona, 2009

**Academic experience:** Assistant Professor of Geography, UNC, 2009-2015

**Overseas experience:** Research throughout South Asia since 1999

**Percent of time dedicated to Middle East studies:** <10%

**Relevant Courses Taught:** Special Topics: Political and Cultural Geographies of South Asia (GEOG 399); Seminar in Social Geography, “Bodies, Territory, Violence” (GEOG 814)

**Specialization:** Political, cultural, and feminist geography

**Recent Publications:** “Decolonising the Classroom,” with Patricia Parker and Jean Dennison, *Tijdschrift voor Genderstudies* 20(3): 233-247, 2017; “Politics, Pleasure, and Difference in the Intimate City: Himalayan Students Remake the Future,” *Cultural Geographies* 24(4):573-588, 2017; “Race, Biopolitics, and the Future: Introduction to the Special Session,” with Pavithra Vasudevan, *Environment and Planning D: Society and Space* 35:210-221, 2017; “Territory, Bodies and Borders,” with Nathan W. Swanson and Banu Gökarıksel, *Area* 48(3):258-261, 2016; “Intimacy and Angst in the Field,” *Gender, Place, and Culture* 23(1):134-146, 2016; “Intimate Territories and the Experimental Subject in the Leh District of India’s Jammu and Kashmir State,” *Ethnos* 79(1):41-62.

**Dissertations and Theses Supervised in Past 5 Years:** 3

**Distinctions:** Institute for the Arts and Humanities Academic Excellence Award, UNC, 2016; National Science Foundation Geography and Spatial Science Program Grant, 2016; Social Science Research Council Book Fellowship, 2012

## EREN TASAR

**Title:** Associate Professor of History, 2013-present, tenured

**Education:** Ph.D., History, Harvard, 2010

**Academic experience:** Assistant Professor, Department of History, Indiana University-Purdue University Indianapolis, 2012-2013; Faculty Fellow, Department of History, Washington University in St. Louis, 2011-2012; Lecturer and Postdoctoral Fellow, Harvard University, 2010-2011

**Overseas experience:** Research in Turkey and Uzbekistan

**Languages:** Russian (native/bilingual proficiency), Tajiki (limited working proficiency), Turkish (native/bilingual proficiency), Uzbek (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 50%-75%

**Relevant Courses Taught:** Islam in Russia (HIST 483); 9/11 in World History (HIST 511)

**Specialization:** Central Asia, Islam, religion and politics, social history

**Recent Publications:** *Soviet and Muslim: The Institutionalization of Islam in Central Asia, 1943-1991* (Oxford University Press, 2017); “Unregistered: Gray Spaces in the Soviet Regulation of Islam,” in Pauline Jones, editor, *Islam, Society, and Politics in Central Asia* (University of Pittsburgh Press, 2017), pp. 127-150; “The Official Madrasas of Soviet Uzbekistan,” *Journal of the Economic and Social History of the Orient* 59:265-302, 2016

**Dissertations and Theses Supervised in Past 5 Years:** 6

**Distinctions:** Course Development Grant, UNC, 2016; American Council of Learned Societies New Faculty Fellow, 2011-2012

## AFROZ TAJ

**Title:** Associate Professor of Asian Studies, 2006-present, tenured

**Education:** Ph.D., Indian Languages and Literatures, Jawaharlal Nehru University, 1996

**Academic experience:** Associate Professor, Department of Foreign Languages and Literatures, North Carolina State University, 2004-2006; Assistant Professor, Department of Foreign Languages and Literatures, North Carolina State University, 1995-2004

**Overseas experience:** Education in India through college, research in India

**Languages:** Braj Bhasha (native/bilingual proficiency), Hindi (native/bilingual proficiency), Panjabi, Eastern and Western (limited working proficiency), Sanskrit (limited working proficiency), Urdu (native/bilingual proficiency)

**Pedagogy training:** Doctorate in Indian languages from Jawaharlal Nehru University; Member, South Asian Language Teachers Association, 1997-present

**Percent of time dedicated to Middle East studies:** 50%

**Relevant Courses Taught:** Bollywood Cinema (ASIA 231); Advanced Hindi-Urdu II (HNUR 306); Sex and Social Justice in South Asia (HNUR 409)

**Specialization:** South Asian media, with emphasis on the film industry and television

**Recent Publications:** "Race in Bollywood: Dalits/Adivasis/Afro-Americans in Indian Cinema," in Saroj Kumar Mahananda, editor, *Dalit Literature: Reading Resistance*. (Sangharsh Publication, 2013), pp. 19-36; *Darvazah: A Door Into Urdu: Web-Mounted Elementary Urdu Language Course* (U.S. Department of Education, IEPS, 2009)

**Dissertations and Theses Supervised in Past 5 Years:** 2

**Distinctions:** Award for service to Urdu, West Bengal Urdu Academy, Kolkata, India, 2017; Carolina Performing Arts Curatorial Fellowship, 2013-2015; host of "Geet Bazaar," weekly two-hour South Asian music radio program, WKNC 88.1 FM, 2001-present; founding member and trustee, N.C. Urdu Majlis Literary Society, 1996-present

## DALE WHITTINGTON

**Title:** Professor of Environmental Science and Engineering, 1981-present, tenured

**Education:** Ph.D., Interdisciplinary Ph.D. Program in Business, Engineering, and Public Affairs, University of Texas at Austin, 1980

**Academic experience:** Visiting Professor, Manchester Business School, United Kingdom, 2012-2013; Honorary Visiting Professor, Gothenburg University, Sweden, 2012-2013

**Overseas experience:** Research across Africa, including design of municipal water tariffs

**Percent of time dedicated to Middle East studies:** <10%

**Relevant Courses Taught:** Water and Sanitation Planning and Policy in Lesser Developed Countries (PLAN 685)

**Specialization:** Water and sanitation planning in developing countries, environmental economics

**Recent Publications:** "Infrastructure Development and the Economics of Cooperation in the Eastern Nile," with Marc Jeuland and Wu Xun, *Water International* 42(2):121-141, 2017; "Ancient Instincts: Implications for Water Policy in the 21<sup>st</sup> Century," *Water Economics and Policy* 2(2), 2016; "Water Resources Planning Under Climate Change: Assessing the Robustness of Real Options for the Blue Nile," with Marc Jeuland, *Water Resources Research* 50(3):2086-2107, 2014

**Dissertations and Theses Supervised in Past 5 Years:** 7

**Distinctions:** Chair, Environment for Development Network, Department of Economics, Gothenburg, Sweden, 2014-present; Technical Committee, Global Water Partnership, Stockholm, 2010-2015; Member of World Bank's Nile Advisory Group, 1997-2011

## ZEYNEP TUFEKCI

**Title:** Associate Professor of Information and Library Science, 2011-present, tenured

**Education:** Ph.D., Information Technology, University of Texas at Austin, 2004

**Academic experience:** Faculty Associate, Berkman Center for Internet and Society, Harvard University, 2012-present; Fellow, Center for Information Technology and Policy, Princeton University, 2012-2013

**Overseas experience:** Education and research in Turkey

**Languages:** Turkish (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 25%

**Relevant Courses Taught:** Social Movements and New Media (INLS 89); Social Media and Society (INLS 690)

**Specialization:** Social impacts of technology, privacy and surveillance, inequality, research methods, complex systems

**Recent Publications:** *Twitter and Tear Gas: The Power and Fragility of Networked Protest* (Yale University Press, 2017); "As the Pirates Become CEOs: The Closing of the Open Internet," *Daedalus* 145(1):65-78, 2016; "Social Movements and Governments in the Digital Age: Evaluating a Complex Landscape," *Journal of International Affairs* 68(1):1-18, 2014; "The Medium and the Movement: Digital Tools, Social Movement Politics, and the End of the Free Rider Problem," *Policy & Internet* 6(2):202-208, 2014

**Dissertations and Theses Supervised in Past 5 Years:** 4

**Distinctions:** Andrew Carnegie Fellow, 2015-2016; Public Sociology Award, American Sociological Association, 2014; National Science Foundation grant, 2010-2015; *New York Times* contributing op-ed columnist, 2015-present

## CLAUDIA YAGHOobi

**Title:** Roshan Institute Assistant Professor in Persian Studies, Department of Asian Studies, 2016-present, tenure-track

**Education:** Ph.D., Comparative Literature, University of California at Santa Barbara, 2013

**Academic experience:** Assistant Professor of International Literature, Georgia College and State University, 2013-2016

**Overseas experience:** Education through master's degree in Iran

**Languages:** Armenian (native/bilingual proficiency), Persian (native/bilingual proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Relevant Courses Taught:** Iranian Post-1979 Cinema (ASIA 124); Iranian Prison Literature (ASIA 258); Middle Eastern Women Writers (ASIA 390); Gender and Sexuality in Middle Eastern Literature (ASIA 490)

**Specialization:** Middle Eastern and Persian literature, gender and sexuality studies

**Recent Publications:** *Subjectivity in 'Attār, Persian Sufism, and European Mysticism*. (Purdue University Press, 2017); co-editor with Nasrin Rahimieh, "Iranian Minority Literary Women," special issue of *International Journal of Persian Literature*, forthcoming; "Yusuf's Queer Beauty in Persian Cultural Productions," *The Comparatist Journal* 40(1):245-266, 2016; "Socially Peripheral, Symbolically Central: Sima in Behrouz Afkhami's Shokaran," *Asian Cinema Journal* 27(2):151-163, 2016; "Sexual Trauma and Spiritual Experience: Rabi'a al-'A'dawiyya and Margery Kempe," *Persian Literary Studies Journal* 3(4) 73-92, 2014

**Distinctions:** Conference organization grant, New York University Abu Dhabi Institute, 2015; Faculty Research Grant, Georgia College and State University, 2015; The Hammed Shahdian Critical Feminist Award, The Iranian's Women's Studies Foundation, 2014

## NADIA YAQUB

**Title:** Associate Professor of Asian Studies, 2006-present, tenured

**Education:** Ph.D., Near Eastern Studies, University of California at Berkeley, 1999

**Academic experience:** Chair, Department of Asian Studies, UNC, 2014-present; Assistant Professor, UNC, 2000-2006

**Overseas experience:** Research in Palestine, Israel, Lebanon, and Jordan

**Languages:** Arabic (native/bilingual proficiency); French (professional proficiency); German (limited working proficiency)

**Percent of time dedicated to Middle East studies:** 100%

**Specialization:** Arab literature, gender studies, Palestinian visual culture

**Relevant Courses Taught:** Arabic Literature Through the Ages (ARAB 151); Women and Leadership in the Arab World (ARAB 350); Borders and Walls in the Arab World (ARAB 377); Imagining Palestine (ARAB 452)

**Recent Publications:** *Palestinian Cinema in the Days of Revolution* (University of Texas Press, forthcoming in 2018); *Bad Girls of the Arab World*, co-editor with Rula Quawas (University of Texas Press, 2017); "Teaching with Film and Photography in Introductory Middle East Courses," *Review of Middle East Studies* 51(1):50-54, 2017; "Working with Grassroots Digital Humanities Projects: The Case of the Tal al-Za`tar Facebook Groups," in Elias Muhanna, editor, *The Digital Humanities and Islamic & Middle East Studies* (De Gruyter, 2016), pp. 103-116; "The Afterlives of Violent Images: Reading Photographs from the Tal al-Za`tar Refugee Camp on Facebook," *Middle East Journal of Culture and Communication* 8(2-3): 327-354, 2015

**Distinctions:** Associate Editor for Film and Theater, *Review of Middle East Studies*, 2015-2019; Editorial Member of the *Journal of Middle East Women's Studies*, 2014-2018; Institute for the Arts and Humanities Faculty Fellow, UNC, 2016; Kenan Senior Scholar, UNC, 2015

## KARIN YEATTS

**Title:** Clinical Associate Professor of Epidemiology, 2002-present, tenured

**Education:** Ph.D., Epidemiology, UNC, 1997

**Academic experience:** Research Assistant Professor, UNC Institute for Public Health, 2004-present; Research Faculty at the Center for Environmental Medicine in the School of Medicine, UNC, 2003-present

**Overseas experience:** Research on indoor air, health, and nutrition, United Arab Emirates

**Percent of time dedicated to Middle East studies:** 10%-25%

**Specialization:** Air pollution, climate change-related health effects, respiratory disease

**Recent Publications:** "Hazard Assessment of United Arab Emirates (UAE) Incense Smoke," with Rebecca Cohen and Kenneth Sexton, *Science of the Total Environment* 458:176-186, 2013; "High Proportion of 6-18 Year Old Children and Adolescents in the United Arab Emirates are not Meeting Dietary Recommendations," with Habiba Ali et al., *Nutritional Research*, 33(6):447-56, 2013; "Conducting Environmental Health Research in the Arabian Middle East: Lessons Learned and Opportunities," with Fatma Al-Maskari et al., *Environmental Health Perspectives* 120(5):632-636, 2012; "Indoor Air Pollutants and Health in the United Arab Emirates," with Fatma Al-Maskari et al., *Environmental Health Perspectives* 120(5):687-694, 2012

**Dissertations and Theses Supervised in Past 5 Years:** 6

**Distinctions:** National Institute of Environmental Health Sciences grant, 2014-2019; National Institutes of Health grant, 2013-2015; Carolinas Integrated Sciences and Assessments grant, 2012-2014; Environmental Protection Agency grant, 2013-2015

**Duke-UNC Consortium for Middle East Studies**

**Appendix 2. Position Descriptions**

Urdu Language/Script Instructor, Duke. This position involves the design and instruction of a partial-credit course meeting 75 minutes per week, in order to familiarize students with the Urdu language and script, in conjunction with Duke's Hindi language program. The instructor will (i) possess a masters or doctoral degree in Urdu language, literature, or cultural studies, or a related field; (ii) be proficient in Urdu and English; and (iii) be capable of teaching Urdu language and script. Salary for this position is based on one-half of one course in a six-course teaching load for a teaching assistant professor who teaches a comparable course at UNC.

Turkish Language Facilitator, Duke/UNC. This position will be held by a graduate student with native-level fluency in Turkish, who will assist the hybrid in-person/on-line courses taught by the Consortium's Turkish language instructor. The facilitator will rotate each week between UNC and Duke and will be present in the opposite classroom from the language instructor. The facilitator will advise students with class and homework assignments, pronunciation, and administrative duties related to class. The facilitator will receive a lump sum payment of \$4,000 plus fringe per year, commensurate with comparable language facilitator positions at Duke and UNC.

Persian Language Facilitator, Duke/UNC. This position will be held by a graduate student with native-level fluency in Persian, who will assist the hybrid in-person/on-line courses taught by the Consortium's Persian language instructor. The facilitator will rotate each week between UNC

and Duke and will be present in the opposite classroom from the language instructor. The facilitator will advise students with class and homework assignments, pronunciation, and administrative duties related to class. The facilitator will receive a lump sum payment of \$4,000 plus fringe per year, commensurate with comparable language facilitator positions at Duke and UNC.

Tenure-track Faculty Position in Arts & Cultures of Iran, UNC. This position involves a tenure-track assistant professorship in the UNC College of Arts and Sciences with expertise on the arts and cultures of Iran. Candidates will exhibit excellent potential for research, teaching, and program building that includes community outreach and campus organization of Iranian and Persian Studies activities. Candidates will have earned a doctorate in a field related to the arts and cultures of Iran by the start of the appointment. The teaching load is four courses per academic year. Salary is commensurate with assistant professorships in similar fields at UNC.

Arts-Oriented Middle East Focus Course, Duke. This position involves teaching one course a year to Duke undergraduates as part of the Duke Focus program on the Middle East, in which 20-30 first-year students apply to live together and take courses from an interdisciplinary cluster of seminars on a single theme. Field trips, travel, community service, and research are incorporated into the learning experience. The course will center on the arts of the Middle East, with specific themes to be coordinated with other Duke Focus instructors. The instructor is expected to hold a doctorate or other terminal degree in an arts-oriented discipline, or extensive professional experience in the arts equivalent to Duke's professors of the practice. Salary is commensurate with other Duke Focus instructor positions.

**Duke-UNC Consortium for Middle East Studies**

**Appendix 3. Course List**

<b>Duke University</b>											
<b>Course Number</b>	<b>Course Title</b>	<b>Instructor</b>	<b>Term</b>	<b>Credits</b>	<b>Middle East Content</b>	<b>2016 - 2017</b>		<b>2017 - 2018</b>		<b>2018-2019</b>	<b>Cross-listing</b>
						<b>UG</b>	<b>Grad</b>	<b>UG</b>	<b>Grad</b>		
<b>Language Courses</b>											
<b>Arabic</b>											
ARAB 101	Elementary Arabic I	Lo, Ben Tarif	Fall, Spring	3	100%	46	8	52	6	x	
ARAB 102	Elementary Arabic II	Lo, Ben Tarif	Fall, Spring	3	100%	41	4	45	3	x	
ARAB 203	Intermediate Arabic I	Ben Tarif, Boumaaza	Fall	3	100%	34	2	35	3	x	
ARAB 204	Intermediate Arabic II	Ben Tarif, Abdi Vall	Spring	3	100%	13	3	18	3	x	
ARAB 281	Media Arabic	Ben Tarif	Fall	3	100%	5	1			x	
ARAB 304	Advanced Levantine Arabic	Ben Tarif	Fall	3	100%	16	2			x	
ARAB 305	Advanced Arabic I	Houssami	Fall	3	100%	2	1	5		x	
ARAB 306	Advanced Arabic II	Houssami	Spring	3	100%	2	1	5		x	
ARAB 328	Literary Islam	McLarney	Fall	3	100%	3				x	AMES 328
ARAB 407	Issues in Arabic Language and Literature I	Houssami	Fall, Spring	3	100%	3		6	2	x	
ARAB 408	Issues in Arabic Language and Literature II	Houssami	Fall, Spring	3	100%	2		3		x	
ARAB 610	Qur'anic Arabic	Lo	Spring	3	100%			2	1	x	
<b>Hebrew</b>											
HEBR 101	Elementary Modern Hebrew I	Plesser	Fall	3	100%	10		17		x	JEWISHST 101

HEBR 102	Elementary Modern Hebrew II	Plesser	Spring	3	100%	7		12		x	JEWISHST 102
HEBR 203	Intermediate Modern Hebrew I	Plesser	Fall	3	100%	2		5		x	JEWISHST 203
HEBR 204	Intermediate Mod Hebrew II	Plesser	Spring	3	100%	6		5		x	JEWISHST 204
HEBR 305	Advanced Modern Hebrew I	Plesser	Fall, Spring	3	100%	7		8		x	JEWISHST 305
HEBR 407	Issues in Modern Hebrew	Ginsburg	Spring	3	100%	1				x	
<b>Persian</b>											
PRSN 101	Elementary Persian I	Naeymi-Rad, Adel	Fall	3	100%	3		4		x	
PRSN 102	Elementary Persian II	Adel	Spring	3	100%	2		3		x	
PRSN 203	Intermediate Persian I	Naeymi- Rad	Fall	3	100%	4		2		x	
PRSN 305	Advanced Persian I	Naeymi- Rad	Fall	3	100%			1		x	
<b>Turkish</b>											
TURK 101	Elementary Turkish I	Havlioglu	Fall	3	100%	3	1	4		x	
TURK 102	Elementary Turkish II	Havlioglu	Spring	3	100%	3	1	4		x	
TURK 203	Intermediate Turkish I	Havlioglu	Fall	3	100%	4		2		x	
TURK 204	Intermediate Turkish II	Havlioglu	Spring	3	100%	2		1		x	
TURK 301	Contemporary Turkish Composition and Readings I	Göknaar	Fall	3	100%	3		5	2	x	
TURK 302	Contemporary Turkish Composition and Readings II	Göknaar	Spring	3	100%			1	1	x	

Area Studies Courses											
Asian and Middle Eastern Studies											
AMES 184	Gendering War in the Middle East	Cooke	Fall	3	100%	12				x	
AMES 190	Special Topics: Banality of Evil Discourses	Ragin	Spring	3	100%			4		x	
AMES 204	Documenting Palestine	Kalow	Fall	3	100%			5		x	
AMES 208	Geopolitics and Culture	Gökнар	Fall	3	100%	17		15		x	
AMES 218	The Middle East through Film	Kipervaser	Spring	3	100%	30	1	24	1	x	AMI 272, CULANTH/273, POLSCI 273, VMS 273, DOCST 274
AMES 219	Civil Society and Civil Engagement in the Arab World	Lo	Spring	3	100%	5				x	
AMES 220	From al-Qaeda to ISIS	Lo	Fall	3	100%	18				x	
AMES 222	Syrian and Iraq Revolutions	Shakhly	Fall	3	100%	15	1	19		x	
AMES 223	History and Culture of Iran	Safi	Fall	3	100%	15				x	
AMES 240	Documenting Palestine	Kalow	Fall	3	100%			5		x	
AMES 270	Voices in Global Health: Arabic	Houssami	Spring	3	100%			5		x	GLHLTH 270
AMES 295	Black Muslims	McLarney	Spring	3	50%	9					AAAS 295, GSF 296, ICS 222,

											RELIGION 295
AMES 304	Africa and Arabia	Lo	Fall	3	50%			11		x	
AMES 319	Andalusia	McLarney	Spring	3	50%	12				x	
AMES 320	Refugee Lives: Violence, Culture and Identity	Houssami- Kalow	Spring	3	100%	17	1	22		x	DOCST 321
AMES 321	Rumi: Mysticism and Culture	Safi	Spring	3	100%	3	8			x	
AMES 322	Mystical Literature	Shakhly	Spring	3	100%			26		x	
AMES 328	Literary Islam	McLarney	Fall	3	100%	3				x	RELIGION 326
AMES 349	Hinduism and Judaism	Brettler, Prasad	Spring	3	50%			2		x	
AMES 373	Islamic Mysticism: Perso-Indian (Eastern) Traditions	Kadivar, Safi	Fall	3	100%	7		4		x	RELIGION 373
AMES 375	Middle East and Latin America	McLarney	Fall	3	100%	4	1			x	
AMES 380	Transnational Muslims	Gökarıksel	Summer	1	100%			10		x	CULANTH 382
AMES 381	Politics and Culture in Europe & Middle East	Göknar	Summer	1	100%			10		x	PUBPOL 386
AMES 440	Games and Culture: Politics, Pleasure and Pedagogy	Ginsburg, Ching	Fall, Spring	3	25%	17		16	2	x	CULANTH 440, ICS 440, LIT 440, POLSCI 440
AMES 479	Critical Interventions in Middle East Studies and Policy	Göknar	Spring	3	100%			9		x	HIST 417, ICS 408, LIT 417, PUBPOL 417
AMES 503	Asian & Middle Eastern Studies	Safi	Spring	3	100%		1			x	

Duke-UNC Consortium for Middle East Studies, Appendix 3. Course List, Page 4

AMES 620	Critical Genealogies of Middle East Studies	Hasso, Gökнар	Fall	3	100%		1		1	x	UNC ASIA 785
AMES 720	Middle East Practicum	DeGeorges, Kurzman	Spring	1	100%				1	x	UNC SOCI 950.6
<b>Church History</b>											
CHURHST	Byzantium and Islam	Riedel	Spring	3	100%			7		x	
<b>Cultural Anthropology</b>											
CULANTH 148	Israel/Palestine	Stein, Weinthal	Fall	3	100%			31		x	AMES 244, ENVIRON 147, JEWISHST 148, POLSCI 159, PUBPOL 178
CULANTH 434	Cultures of New Media	Stein	Spring	3	100%			16		x	AMES 425, ICS 432, LIT 412, VMS 412
<b>Economics</b>											
ECON 306	Economic History of the Islamic Middle East	Kuran	Spring	3	100%	34	1			x	POLSCI 351
<b>Gender and Sexuality Studies</b>											
GSF 503	Gender and Sexuality in the Middle East	Hasso	Fall	3	100%			2	1	x	ICS 503, AMES 527
<b>History</b>											
HISTORY 205	Health and Healing in Africa	Ewald	Fall, Spring	3	25%	3		3		x	
HISTORY 209	Islam in Asia	Tuna	Fall	3	100%			5		x	RELIGION 378

HISTORY 214	The Modern Middle East	Mestyán	Fall	3	100%	13		36		x	AMES 227
HISTORY 239	Turkey: Muslim and Modern	Tuna	Fall, Spring	3	100%	4		6		x	AMES 279, SES 279
HISTORY 251	Jewish History, 1492 to the Present	Hacohen	Spring	3	25%			14		x	
HISTORY 359	Radical Islam (2017); Violent Jihad in the 20 <sup>th</sup> Century (2018)	Mestyán	Spring	3	100%	16		39		x	AMES 359, ICS 361, POLSCI 382, PUBPOL 359
<b>Literature</b>											
LIT 320	Social Movements/ Social Media	Mottahedeh	Fall	3	25%	6		2		x	
LIT 302	Hashtags, Memes, Digital Tribes	Mottahedeh	Fall	3	25%	39		18		x	AMI 308, GSF 320, ISS 302, VMS 349
<b>Political Science</b>											
POLSCI 322	Introduction to Middle East Politics	Maghraoui	Fall	3	100%	32				x	
POLSCI 352	U.S. Policy in the Middle East	Maghraoui	Spring	3	100%	16				x	
<b>Public Policy</b>											
PUBPOL 190	9/11 and its Aftermath	Schanzer	Fall	3	100%			7		x	
PUBPOL 339	Religious Citizenship	Schanzer, Lo	Summer	3	50%	12		11		x	AMES 326, ICS 362, POLSCI 395,
PUBPOL 506	Politics of U.S. Foreign Policy	Jentleson	Fall, Spring	3	25%	11	2	2	2	x	
PUBPOL 562	American Grand Strategy	Feaver, Jentleson	Fall	3	25%	7	3	6	4	x	

Religious Studies											
RELIGION 219	Muslim Women Across the Ages	Hassan	Fall	3	100%			15		x	AMES 224, CULANTH 224, GSE 209, HISTORY 225, ICS 365
RELIGION 287	Religion and Science	Kadivar	Spring	3	100%			36		x	ETHICS 287, NEUROSCI 237
RELIGION 370	Understanding the Qur'an	Kadivar	Spring	3	100%			19		x	AMES 126
RELIGION 375	Islamic Civilizations I	Hassan	Spring	3	100%	14		6		x	AMES 122, CULANTH 256, HISTORY 210, MEDREN 268
RELIGION 377	Religion & Politics in Post-Revolutionary Iran	Kadivar	Fall	3	100%			4	1	x	AMES 288
RELIGION 384	Islam in the Americas	Hassan	Fall	3	25%	18				x	AAAS274, AMES 230, HISTORY 351
RELIGION 946	Comparative Medieval Philosophy	Kadivar	Fall	3	25%				6	x	
RELIGION 999	Special Readings	Hassan, Brettler	Fall	3	100%		4			x	

**University of North Carolina at Chapel Hill**

**Language Courses**

**Arabic**

ARAB 101	Elementary Arabic I	Shahu	Fall, Summer	4	100%	97	12	76	9	x	
ARAB 102	Elementary Arabic II	Badr	Spring	4	100%	54	8	57	7	x	
ARAB 151	Arabic Literature	Yaqub	Fall	3	100%	29				x	
ARAB 203	Intermediate Arabic I	Elkerdany	Fall	4	100%	60	4	41	4	x	
ARAB 204	Intermediate Arabic II	Shahu	Spring	4	100%	31	3	30	3	x	
ARAB 300	Arabic Grammar & Composition	Badr	Spring	3	100%	8		11	2	x	
ARAB 305	Advanced Arabic I	Kauffman	Fall	3	100%	32	4	23	3	x	
ARAB 306	Advanced Arabic II	Kauffman	Spring	3	100%	26	4	15	3	x	
ARAB 308	Arabic LAC	Kauffman	Fall	1	100%	4		10	3	x	
ARAB 407	Readings in Arabic I	Halabi	Fall	3	100%	2	1	8	3	x	

**Coptic**

RELI 413	Biblical Coptic	Plese	Spring	3	100%			15		x	
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**Hebrew**

HEBR 101	Elementary Modern Hebrew I	Sprintzik	Fall	3	100%	21		23	5	x	JWST 101
HEBR 102	Elementary Modern Hebrew II	Sprintzik	Spring	3	100%	11		16	5	x	JWST 102
HEBR 203	Intermediate Modern Hebrew I	Sprintzik	Fall	3	100%	13		15		x	JWST 203
HEBR 204	Intermediate Mod Hebrew II	Sprintzik	Spring	3	100%	2		5		x	JWST 204
HEBR 305	Advanced Modern Hebrew I	Shemer	Fall	3	100%	4				x	JWST 305
HEBR 306	Advanced Modern Hebrew II	Shemer	Spring	3	100%	4				x	JWST 306

RELI 211	Classical Hebrew I: A Linguistic Introduction to the Hebrew Bible	Lam	Fall	3	100%			19	1	x	JWST 211
RELI 212	Classical Hebrew II: A Linguistic Introduction to the Hebrew Bible	Lam	Fall	3	100%	2	1			x	JWST 212
<b>Hindi-Urdu</b>											
HNUR 101	Elementary Hindi- Urdu I	Caldwell	Fall	4	100%	45	1	29	1	x	
HNUR 102	Elementary Hindi- Urdu II	Abdul Nasir	Spring	4	100%	35		18	1	x	
HNUR 203	Intermediate Hindi- Urdu I	Abdul Nasir	Fall	4	100%	33	2	35	1	x	
HNUR 204	Intermediate Hind- Urdu II	Abdul Nasir	Spring	4	100%	14	1	13	1	x	
HNUR 220	The Hindi Script	Caldwell	Fall	1	100%	16		10		x	
HNUR 221	Intro to Urdu Script	Caldwell	Fall	1	100%	14		7	2	x	
HNUR 305	Advanced Hindi- Urdu I	Caldwell	Fall	3	100%	8		13	2	x	
HNUR 306	Advanced Hindi- Urdu II	Lothspeich	Spring	3	100%	8		11	2	x	
<b>Persian</b>											
PRSN 101	Elementary Persian I	Adel	Fall	3	100%	25		18	3	x	
PRSN 102	Elementary Persian II	Adel	Spring	3	100%	16		11	3	x	
PRSN 203	Intermediate Persian I	Adel	Fall	3	100%	11	1	12	1	x	
PRSN 204	Intermediate Persian II	Adel	Spring	3	100%	4	1	3		x	
PRSN 305	Advanced Persian I	Adel	Fall, Spring	3	100%	2		3		x	
PRSN 306	Advanced Persian II	Adel	Spring	3	100%	2				x	
<b>Turkish</b>											
TURK 101	Elementary Turkish I	Havlioglu	Fall	3	100%	5	2	6	3	x	

TURK 102	Elementary Turkish II	Havlioglu	Spring	3	100%	5	1	5	4	x	
TURK 203	Intermediate Turkish I	Havlioglu	Fall	3	100%	6	1	4		x	
TURK 204	Intermediate Turkish II	Havlioglu	Spring	3	100%	4	1	2		x	
<b>Area Studies Classes</b>											
<b>African Studies</b>											
AAAD 101	Introduction to Africa	Lisanza	Fall, Spring	3	25%	474		378		x	
AAAD 201	The Literature of Africa	Fhunsu	Fall, Spring, Summer	3	25%	60		62		x	
AAAD 212	Africa in the Global System	Nzongola-Ntalaja	Fall	3	25%	29	1	12		x	
<b>American Studies</b>											
AMST 252	Muslim American Literature & Cultures	Marr	Fall	3	100%			24		x	
<b>Art History</b>											
ARTH 154	Introduction to Islamic Art	Zhou	Fall	3	100%			78	2	x	ASIA 154
ARTH 956	Seminar in Islamic Art	Anderson	Spring	3	100%			1	6	x	
<b>Asian Studies</b>											
ARAB 337	Borders and Walls in the Arab World	Yaqub	Fall	3	100%			28	1	x	
ARAB 443	Dissident Voices in Arab Cultures	Halabi	Spring	3	100%	10	1			x	
ARAB 452	Imagining Palestine	Yaqub	Spring	3	100%	21				x	PWAD 452
ASIA 053	Israeli Popular Culture: The Case of Music	Sprintzik	Spring	3	100%	20				x	
ASIA 059	Media Masala: Popular Music, TV, and the Internet in	Taj	Spring	3	50%			22		x	

	Modern India and Pakistan										
ASIA 064	Arab World Photography	Yaqub	Spring	3	100%			22		x	
ASIA 068	Power of Music/Music of Power: Cultural Politics of 20th-Century Arabic Music	Halabi	Spring	3	100%	18				x	
ASIA 089	Wars and Veterans: Iran, Iraq, and Afghanistan	Yaghoobi	Spring	3	100%	17				x	
ASIA 124	Iranian Post-1979 Cinema	Yaghoobi	Fall	3	100%			29		x	
ASIA 136	History of India, Pakistan, and Bangladesh: South Asia since 1750	Sevea	Fall	3	25%	3		8		x	
ASIA 235	Israeli Cinema: Nation, Gender, and Ethnicity	Shemer	Fall	3	100%	11				x	JWST 235, PWAD 235
ASIA 258	Iranian Prison Literature	Yaghoobi	Fall	3	100%			17		x	
ASIA 332	Story of Rama in India	Lothspeich	Spring	3	25%	29				x	
ASIA 357	The Arab-Jews: Culture, Community, and Coexistence	Shemer	Spring	3	100%			13		x	
ASIA 390	Seminar in Asian Studies	Yaghoobi	Spring	3	50%	7				x	
ASIA 425	Beyond Hostilities: Israeli-Palestinian Exchanges and	Shemer	Spring	3	100%	12				x	JWST 425, PWAD 425

	Partnerships in Film, Literature, and Music										
ASIA 435	The Cinemas of the Middle East and North Africa	Shemer	Fall	3	100%	16				x	PWAD 435
ASIA 490	Advanced Topics in Asian Studies	Yaghoobi	Fall, Summer	1	100%	28	1			x	
ASIA 538	Middle East & The West	Aydin	Fall	3	100%			2	3	x	
ASIA 785	Critical Genealogies of Middle East Studies	Halabi, Bardawil	Fall	3	100%		6		5	x	Duke AMES 620
HNUR 407	South Asian Society & Culture	Taj	Fall	3	25%	8				x	
<b>Business</b>											
BUSI 205	Business in Middle East	Flood	Spring	0.5	100%	22				x	
<b>Classical Archeology</b>											
CLAR 120	Ancient Cities	Schueller	Fall, Spring	3	50%	265		286		x	
CLAR 242	Archaeology of Egypt	Gates-Foster	Fall	3	100%			51		x	
<b>Dramatic Arts</b>											
DRAM 475	Costume History: Africa, Asia, and Arabia	Owen	Spring	3	50%	20		12		x	
<b>Geography</b>											
GEOG 447	Gender, Space, and Place in the Middle East	Gökarıksel	Fall	3	100%	19	4			x	ASIA 447, WGST 447
GEOG 448	Transnational Geographies of Muslim Societies	Gökarıksel	Spring	3	100%	10	1			x	

<b>Global Studies</b>											
GLBL 210	Global Issues and Globalization	Stahl	Fall, Spring	3	25%	784	3	1002	2	x	ANTH 210, GEOG 210, HIST 210, POLI 210
GLBL 487	Social Movements: Rethinking Globalization	Osterweil	Fall	3	25%			19	2	x	
<b>History</b>											
HIST 063	Water in the Middle East	Shields	Spring	3	100%	16				x	
HIST 137	Muhammad to Malcolm X: Islam, Politics, Race, and Gender	Abbas	Spring	3	100%	40		20		x	
HIST 139	History of Muslim Societies since 1500	Siddiqui	Fall	3	100%	86		20		x	ASIA 139
HIST 140	The World Since 1945	Skalski	Fall, Spring, Summer	3	25%	1350	4	1387		x	
HIST 163	Modern Central Asia	Tasar	Spring	3	50%	27		28		x	
HIST 274	History of the Ottoman Empire, 1300-1923	Aydin	Fall	3	100%	26				x	
HIST 276	The Modern Middle East	Demirhan	Fall, Spring, Summer	3	100%	222		179	2	x	ASIA 276
HIST 277	The Conflict over Israel/Palestine	Shields	Summer	3	100%	7				x	ASIA 277, PWAD 277
HIST 312	History of France And Algeria	Owre	Fall	3	50%	23		23		x	
HIST 330	Jesus and the Jews: From the Bible to the Big Screen	Cassen	Spring	3	50%	19		11		x	JWST 330

HIST 331	Sex, Religion, and Violence: Revolutionary Thought in Modern South Asia	Sevea	Spring	3	25%	24		18		x	ASIA 304
HIST 398	The League of Nations and the Middle East	Shields	Fall	3	100%			10		x	
HIST 398.004	Antisemitism: History, Causes, Consequences	Cassen	Fall	3	25%	12				x	
HIST 511	9/11 in World History	Tasar	Fall	3	50%			29	1	x	
HIST 538	The Middle East & The West	Aydin	Fall	3	100%			18	4	x	ASIA 538
<b>Information and Library Science</b>											
INLS 089	Social Movements and Media	Tufekci	Fall, Spring	3	25%	68				x	
<b>Jewish Studies</b>											
JWST 153	From the Bible to Broadway: Jewish History to Modern Times	Cassen	Fall	3	50%	32		22		x	HIST 153
JWST 436	Language, Exile, and Homeland in Zionist Thought and Practice	Shemer	Spring	3	100%			3	2	x	HEBR 436
<b>Music</b>											
MUSC 286	Music as Culture: Music of the Middle East	Figueroa	Fall, Spring, Summer	3	100%	80		96		x	
<b>Peace, War, and Defense</b>											
PWAD 330	Negotiation & Mediation: The Practice of Conflict Management	Tamari	Fall	3	25%	18		18		x	PLCY 330

<b>Political Science</b>											
POLI 190	Comparative Politics in the Middle East	Ketchley, Anderson	Spring	3	100%			17		x	
POLI 444	Seminar on Terrorism	Bapat	Fall, Spring	3	50%	3	12			x	PWAD 444
POLI 490	Protest and Revolution in the Middle East and North Africa	Ketchley	Spring	3	100%			9	1		
POLI 723	Conflict Management: The Practice of Negotiation and Mediation	Tamari	Spring	3	25%		16		18		
<b>Religion</b>											
RELI 103	Introduction to Hebrew Bible	Coussens	Fall, Spring	3	100%	388		21		x	JWST 103
RELI 104	Introduction to the New Testament	Coussens	Fall, Spring	3	100%	289	2	441		x	
RELI 106	Early Judaism	Coussens	Fall, Spring	3	100%	18	1	55		x	
RELI 108	Classic Jewish Texts: From Bible and Dead Sea Scrolls to Kabbalah and Hassidism	Marienberg	Fall	3	100%	36	1	24		x	
RELI 109	History and Culture of Ancient Israel	Rassalle	Spring	3	100%	220				x	
RELI 110	New Testament Archaeology	Magness	Spring	3	100%			257		x	CLAR 110, JWST 110
RELI 165	Mysticism	D'Silva	Spring	3	100%	29		35		x	
RELI 180	Introduction to Islamic Civilization	Mixon	Fall, Spring, Summer	3	100%	263		365		x	ASIA 180

RELI 181	Modern Muslim Societies	Hughes	Spring	3	50%			28		x	ASIA 181
RELI 183	Asian Religions	Mixon	Fall, Spring	3	50%	144		228		x	ASIA 183
RELI 185H	Women/Gender/Islam	Hammer	Spring 2017	3	100%	21				x	
RELI 201	Ancient Biblical Interpretation	Lambert	Summer	3	100%	17				x	
RELI 208	The Birth of Christianity	Erickson	Fall, Spring, Summer	3	100%	23	1	18	1	x	
RELI 209	Varieties of Early Christianity	Drake	Fall	3	100%	220		175		x	
RELI 233	Religion and Violence	Bayne	Fall	3	50%			26		x	
RELI 248H	Introduction to American Islam	Hammer	Fall	3	50%	23				x	
RELI 385	Modern Muslims and the Qur'an	Merriman	Spring	3	100%	20				x	
RELI 485	Gender and Sexuality in Islam	Hammer	Fall	3	100%			18	1	x	
RELI 566	Islamic and Jewish Legal Literature	Marienberg	Spring	3	100%	10				x	
RELI 580	African American Islam	Hammer	Spring	3	25%	10				x	
RELI 581	Sufism	Ernst	Spring	3	100%			9	3	x	ASIA 581
RELI 582	Islam and Islamic Art in South Asia	Ernst	Fall	3	50%	5				x	ASIA 582
RELI 780	Approaches to Islamic Studies	Hammer	Fall	3	100%		9			x	
RELI 881	Islamic Thought	Hammer	Fall	3	100%				9	x	
<b>Sociology</b>											
SOCI 419	Sociology of Islam	Kurzman	Spring	3	100%			14	3	x	
SOCI 950.6	Middle East Practicum	Kurzman, DeGeorges	Spring	1	100%				8	x	Duke AMES 720

<b>Women's and Gender Studies</b>											
WGST 313	Women and the Law in Africa and the Middle East	Burrill	Spring	3	50%			25		x	

**Duke-UNC Consortium for Middle East Studies**

**Appendix 4. Performance Measure Form**

<b>Goal 1. Increase enrollment in cross-campus Persian and Turkish language programs by 25 percent by end of grant cycle</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data/ Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
A. Increase course enrollments in Persian by 25 percent by the end of Year 4	A.1. Offer Persian language courses at the first-, second-, and third-year levels across both campuses	Number of students enrolled	Annual	Office of Registrar (Duke & UNC)	64	68	72	76	80
B. Increase course enrollments in Turkish by 25 percent by the end of Year 4	B.1. Offer Turkish at the first-, second-, and third-year levels across both campuses	Number of students enrolled	Annual	Office of Registrar (Duke & UNC)	47	50	53	56	59

<b>Goal 2. Internationalize the curriculum and increase faculty and student involvement in global issues, activities and dialogue through the implementation of the NC Global Distinction program in at least 22 community colleges over the grant cycle</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data/ Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
A. Increase by 4 the number of community colleges that participate in the NC Global Distinction program over the grant cycle	<p>A1. Develop a joint strategic plan of action with defined timeline, roles and responsibilities to increase the number of community colleges participating in the NC Global Distinction program</p> <p>A2. Recruit new colleges for the NC Global Distinction initiative and convince faculty at the participating colleges to take part in the initiative</p> <p>A3. Help community colleges gain approval from college administrations to join the initiative</p>	Number of community colleges that participate in the NC Global Distinction program	Annual	World View	18	19	20	21	22

Goal 3: Open access to global opportunities for traditionally underserved students									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 20% the number of underserved students <b>applying</b> for global funding opportunities, including FLAS	A1. Conduct information sessions on global funding opportunities to first year and transfer students at New Student and Parent Orientation sessions  A2. Develop social media messaging targeting underserved groups  A3. Survey all incoming students (via Admissions Office) about whether they have a passport and invite those who do not to apply for the Passport to GO! program	Number of underserved students who apply for global funding opportunities	Annual	International and area studies centers	404	424	444	464	485
B. Increase by 10% the number of underserved students <b>receiving</b> global funding opportunities, including FLAS	B1. Conduct application writing workshops targeting underserved students  B2. Provide passports to incoming and transfer students from underserved groups  B3. Organize passport drives on campus with the US Department of State	Number of underserved students who receive global funding	Annual	International and area studies centers	165	169	173	177	182
C. Increase by 10% the number of underserved students <b>enrolling</b> foreign language courses beyond campus requirements.	C1. Support upper level foreign language course offerings and scholarships  C2. Develop marketing materials such as videos and flyers, targeting underserved groups and conduct outreach with campus units that work with underserved students	Number of underserved students who enroll in upper level language courses.	Annual	Duke Office of Assessment, UNC Office of Institutional Research & Assessment	9337	9570	9803	10036	10270
To ensure consistent data collection, we define “underserved” students as students with financial need, first-generation college students, students of color, LGBTQ students, transfer students, male students, and students with disabilities.									

1. University of North Carolina at Chapel Hill
2. Duke University
3. Durham Technical Community College
4. World View
5. UNC-Wilmington School of Education



June 12, 2018

Dear Education and Foreign Language Education Program:

As co-leaders of UNC Global, we extend our highest level of support for the Duke-UNC Consortium for Middle East Studies' application for National Resource Center and Foreign Language and Area Studies grants from the Department of Education (2018-2022). The consortium's application reflects the vital role that Middle East studies plays at UNC-Chapel Hill and Duke and the unique partnership forged by the Carolina Center for the Study of the Middle East and Muslim Civilizations and the Duke University Middle East Studies Center. The consortium's proposed activities further expand the robust study of the Middle East at UNC-Chapel Hill, including seed funding for a new faculty position in the arts and cultures of Iran.

The consortium's application reinforces Carolina's commitment to support elementary, secondary, and community college teachers across North Carolina in their efforts to understand the nuances of the Middle East, by providing tools through which they can bring the region into the classroom and foster understanding. The application also allows for continued collaboration with Durham Technical Community College in the form of Arabic language classes, Middle East culture courses, course and professional development grants for faculty, and library support. It is our hope that Durham Tech students will want to continue their study the Middle East and its languages at UNC-Chapel Hill or another UNC system campus.

The consortium is led by Charles Kurzman, professor of sociology and co-director of the Carolina Center for the Study of Middle East and Muslim Civilizations. Professor Kurzman is an internationally recognized scholar whose work has been supported by the Henry Luce Foundation, the Carnegie Corporation of New York, the National Institute of Justice, the National Science Foundation, and the Mellon Foundation, among others. Professor Kurzman reputation at UNC, Duke, and beyond is built upon his dedication to the Middle East and his desire to spread a better understanding of the region to students, colleagues, teachers, and members of the public. Professor Kurzman will continue to provide strong leadership with this award, as he has done over the past eight years.

I wholeheartedly support this proposal, which seeks to make all citizens of our state better equipped to grapple with a region intertwined with our history, present, and future. Our university stands ready to support the consortium in reaching its goals.

Sincerely,

Ronald P. Strauss  
Executive Vice Provost  
and Chief International Officer

Rudi Colloredo-Mansfeld  
Senior Associate Dean for Social Sciences and Global Programs  
UNC College of Arts and Sciences

June 6, 2018

Cheryl Gibbs  
Acting Senior Director  
International and Foreign Language Education (IFLE)  
Office of Postsecondary Education  
U.S. Department of Education  
Washington, DC 20202

Dear Ms. Gibbs:

I'm writing to express my enthusiastic support of the 2018 Title VI Grant Proposal submitted by the Duke-UNC Consortium for Middle East Studies at the University of North Carolina at Chapel Hill and Duke University ("the Consortium"), which has demonstrated a growing record of significant achievements in the field.

The Consortium's 2018 Title VI Grant Proposal is informed by programming and training based on the experience of eminent faculty and distinguished staff long engaged in the field of Middle East Studies. The Duke-UNC Consortium has been a designated Title VI National Resource Center since 2010 (awarded again in 2014). The Consortium has also consistently received Foreign Language and Area Studies Fellowships during that time. The Consortium's Title VI Grant will be managed by the UNC Carolina Center for the Study of the Middle East and Muslim Civilizations (the lead institution for this and previous grant cycles) and the Duke University Center for Middle East Studies (DUMESC).

Project co-Directors Charles Kurzman (UNC, Sociology) and Erdağ Göknaç (Duke, Asian & Middle East Studies) are well qualified to direct the grant with interdisciplinary vision. Professor Kurzman is co-director of the Carolina Center for the Study of the Middle East and Muslim Civilizations. Professor Göknaç is Associate Professor of Turkish and the founder of Duke's Turkish Studies Program and Duke's Study Abroad programs in Turkey, as well as an eminent scholar of late Ottoman and Turkish literature and culture. Together Professor Kurzman and Professor Göknaç have successfully co-directed the UNC-Duke Consortium since 2015.

Duke University fully supports the 2018 Title VI Grant Proposal as it exemplifies the university's commitment to Middle East Studies; recognizes the importance of the region as facet of undergraduate education and graduate training; supports 59 members of the Consortium faculty with a research focus on the Middle East including the social sciences, humanities and the professional

schools; and acknowledges the Middle East as a field of study relevant to the professional formation of K-12 educators in the state of North Carolina.

Under the auspices of Title VI, the Consortium will continue to execute a vital public service by sharing its intellectual assets and material resources with stakeholders across the state and the nation at large. This includes developing and disseminating new models through which to promote best practices in the realms of pedagogy and professional training. Within the purview of the Title VI mandate, the Consortium is committed to the creation of a community of informed citizens and a cohort of knowledgeable leaders necessary for enlightened public policy. Please accept the university's highest endorsement of this Title VI proposal.

Sincerely,



Michael H. Merson  
Vice President and Vice Provost  
Office of Global Affairs



**DURHAM TECH**

Office of the President

June 4, 2018

To the Interested Reader:

With this letter, I extend Durham Technical Community College's wholehearted endorsement for the University of North Carolina at Chapel Hill's request for continued support for its Area Studies Centers. The University's request for Title VI funding to develop and strengthen international education programs aligns with Durham Tech's vision to empower learners to enrich the local and global communities.

Durham Tech's historical partnership with UNC Chapel Hill has been further strengthened with our collaboration with university's Area Studies Centers. This partnership has enabled Durham Tech to provide our students with the opportunity to become Global Distinctions Scholars by offering a variety of events and activities on a range of global topics. With support from the Area Studies Centers, Durham Tech has hosted nearly two dozen such events in the past two years and has strengthened our library collections, provided faculty development opportunities, and enhanced our curricular offerings to include focus on global issues.

Continued Title VI funding support will enable Durham Tech to further refine our existing curriculum with content focused on **Africa, Asia, Europe, East Europe, Eurasia, Latin America, the Middle East and Russia**, as well as to continue offering courses in area studies. Ongoing support will also enable us to update our library collections as needed to support these endeavors and plan related events on global topics for the campus community.

Durham Tech serves vibrant and diverse communities and it is essential that our students are exposed to and develop an understanding about diverse cultures and nationalities. Our work with UNC Chapel Hill's Area Centers has given us a pathway for creating experiences both inside and outside the classroom to provide that exposure. We highly value the expertise and support from the Area Centers in helping us foster global competence across campus and sincerely hope this work can continue in the future. It is for that reason that we offer our full endorsement for the University's request for continued Title VI support.

Sincerely,

A handwritten signature in blue ink, appearing to read 'W. Ingram'.

William G. Ingram  
President

C: Dr. David Long



DEVELOPING GLOBAL EDUCATORS

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May 25, 2018

Professor Charles Kurzman  
Director, Duke-UNC Consortium for Middle East Studies  
University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599

Dear Professor Kurzman:

UNC World View is a public service program at the University of North Carolina at Chapel Hill that for the past twenty years has provided professional development in global education to K-12 and community college educators throughout the state of North Carolina and beyond. Our goal is to equip educators with global knowledge, best practice, and resources to prepare students to engage in our interconnected and diverse world. I fully support the application of the Duke-UNC Consortium for Middle East Studies for National Resource Center Title VI funding.

Collaborating with the National Resource Centers at UNC Chapel Hill, World View is able to provide high quality programming in specific area studies to K-12 and community college educators. Large-scale symposia and seminars, workshops, global study visits, and on-site professional development offerings allow us to reach thousands of educators per year. With the support of the National Resource Centers we are also able to enhance our North Carolina Global Distinction Program, which is a national model. Presently we have 18 community college partnerships with intentional plans to expand.

A special focus of our work with the National Resource Centers is to provide outreach to underserved areas throughout the state, in both urban and rural communities. Our collaboration with the National Resource Centers will allow World View programs to continue to expand and offer access to high quality professional development to K-12 and community college educators throughout North Carolina.

I fully support the application of Title VI funding for the National Resource Centers and look forward to continue to work with them in the years to come to significantly increase the depth and breadth of professional development in global education for K-12 and community college educators.

Sincerely,

Director, World View



UNIVERSITY of NORTH CAROLINA WILMINGTON

May 10, 2018

Dear Review Committee,

I am writing to express support to continue and expand collaborations with Area Studies Centers at the University of North Carolina at Chapel Hill. Faculty in the Watson College of Education believes that in the age of globalization, an intimate understanding of a foreign culture is both a valuable academic asset and an enriching personal experience. As a leader in education, faculty at UNCW-WCE is dedicated to providing education students with the opportunity to work and study in schools throughout the world, and our curriculum is increasingly infused with international content. Support for faculty to implement these goals is crucial.

Combined funding from our institution and Title VI grants will support our faculty in their effort to embed information about a world region in an existing course or to create a new course. This project supports the development of global scholars within the faculty for the purposes of embedding global concepts in their courses and encouraging them to act as mentors to other faculty. With this funding we plan to identify six global scholars within the faculty of Watson College of Education representing the following continents: **Middle East, Africa, Asia, Europe, East Europe, and Latin America**. The faculty in this project will work together to coordinate their efforts and offer students the opportunity to focus on various parts of the world, comparing and contrasting culture, environments, language, education, politics, and history, while preparing to be teachers in the United States.

In the past three years, our collaborations with UNC-CH have allowed faculty to conduct research abroad, collect authentic teaching materials, and lead study groups for pre-service teachers. Building on our institution's initiatives, this complementary funding has had a remarkable and significant impact on our ability to prepare North Carolina teachers for the globalized classrooms they will be entering. More than 2,000 pre-service and in-service PreK-12 teachers, faculty, and children have been impacted by this important funding.

Sincerely,

Susan Catapano, E.D.

Professor and International Coordinator

EARLY CHILDHOOD, ELEMENTARY, MIDDLE, LITERACY, AND SPECIAL EDUCATION  
DONALD R. WATSON COLLEGE OF EDUCATION

**Duke-UNC Consortium for Middle East Studies**

**Diverse Perspectives and Areas of Need**

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.

The Duke-UNC Consortium for Middle East Studies welcomes all perspectives and views on the Middle East and its relations with other regions of the world, including the United States. Participation in the Consortium's activities is never limited on the basis of these perspectives and views. The Consortium's public events attract participants from North Carolina's military bases, student and community activists, and audiences of all political, ethnic, and religious persuasions. The Consortium's courses also involve the presentation and discussion of multiple perspectives, both within single courses and across the curriculum.

The Consortium takes special efforts to bridge divides within Middle East studies, especially concerning the Israeli-Palestinian conflict. The directors of the Consortium's UNC branch and the Carolina Center for Jewish Studies have ex officio membership on each other's advisory board, and the director of the Duke Center for Jewish Studies has served on the executive committee of the Consortium's Duke branch. The Consortium's courses on Israeli-Palestinian issues take pains to engage multiple perspectives. The Consortium has also partnered with Jewish studies organizations on both campuses on many programs. In addition, the Consortium encourages and supports creative collaborative activities by Muslim and Jewish student groups.

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.

All of the Consortium's activities involve the study of the Middle East, which the Department of Education has identified as an area of national need. The Consortium encourages government service through advertisement and support for student applications for scholarships and other awards that promote public service. In the past four years, these efforts have helped Consortium students win six State Department Critical Language scholarships, among other awards (Narrative Section H1). In addition, the Consortium works with the Duke and UNC offices of career counseling to make information available to students about Middle East-related government careers, as well as careers in education, business, and nonprofit sectors (Narrative Section B1, C5, H2). At the faculty level, the Consortium seeks out and distributes information on government and non-governmental grant opportunities, and puts government agencies, educational institutions, businesses, and nonprofit organizations in contact with Consortium faculty specialists in areas of national need.

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Assistant Director - Office of Research Support
APPLICANT ORGANIZATION Duke University	DATE SUBMITTED June 7, 2018

# DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB

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

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input type="checkbox"/> B a. contract <input 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	<b>2. Status of Federal Action:</b> <input type="checkbox"/> A a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. Report Type:</b> <input type="checkbox"/> A a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input checked="" type="checkbox"/> Subawardee Tier _____, <i>if known:</i>  Duke University Office of Research Support 2200 W Main St., Suite 710 Durham, NC 27705-4677  <b>Congressional District, if known:</b> NC-001	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> The University of North Carolina at Chapel Hill Office of Sponsored Research 104 Airport Drive, Suite 2200, CB 1350 Chapel Hill, NC 27599-1350  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>  Department of Education	<b>7. Federal Program Name/Description:</b>  National Resource Centers Program  CFDA Number, <i>if applicable:</i> 84.015A	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b>  \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u></u> Print Name: <u>Adam J King</u> Title: <u>Assistant Director - Office of Research Support</u> Telephone No.: <u>+1.919.684.3030</u> Date: <u>7 June 2018</u>	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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<b>6. Federal Department/Agency:</b>  Department of Education	<b>7. Federal Program Name/Description:</b>  Foreign Language & Area Studies Fellowships Program  <b>CFDA Number, if applicable:</b> 84.015B	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b>  \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
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<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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## FY 2018 PROFILE FORM

**NATIONAL RESOURCE CENTERS | CFDA 84.015A**  
**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B**  
**(www.Grants.gov Part III/Other Attachments Form)**

**Type of Application (check all that apply)**

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

**Federal Funds Requested**

NRC Request

Year 1: \$270,918 Year 2: \$270,602 Year 3: \$270,892 Year 4: \$270,937

FLAS Request

Year 1: \$354,000 Year 2: \$354,000 Year 3: \$354,000 Year 4: \$354,000

**Type of Applicant**

- Single institution \_\_\_\_\_
- Consortium of institutions
  - Lead University of North Carolina at Chapel Hill
  - Partner 1 Duke University
  - Partner 2 \_\_\_\_\_
  - Partner 3 \_\_\_\_\_

**NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input checked="" type="checkbox"/> MIDDLE EAST          |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Modern Hebrew, Persian/Farsi, Turkish, Urdu

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Duke-UNC Consortium for Middle East Studies**

**Budget Narrative**

**1. Personnel**

**1A. Administrative**

Budget Item	Year 1	Year 2	Year 3	Year 4
Associate Director, UNC	\$34,030	\$35,051	\$36,103	\$37,186
Senior Program Coordinator, Duke	\$28,138	\$28,982	\$29,851	\$30,757
Program Coordinator, Duke	\$21,347	\$21,987	\$22,647	\$23,326
<b>Subtotal:</b>	\$83,515	\$86,020	\$88,601	\$91,259

**Descriptions:**

**Associate Director, UNC:**

Full-time position (Shai Tamari), 50% contribution from Title VI; 3% increase per year.

Goals: Organize events; advise students; manage grants; work with business manager to manage FLAS, travel, and evaluation programs; coordinate with partners at Durham Tech (**NRC Competitive Preference Priority 1**).

**Senior Program Coordinator, Duke:**

Full-time position (Thomas DeGeorges), 50% contribution from Title VI; 3% increase per year.

Goals: Organize events; advise students; manage grants; work with business manager to manage FLAS, travel, and evaluation programs; coordinate with partners at Durham Tech (**NRC Competitive Preference Priority 1**).

**Program Coordinator, Duke:**

Full-time position (Griffin Orlando); 50% contribution from Title VI; 3% increase per year.

Goals: Organize campus events and promote community participation in them; assist with FLAS program and graduate certificate program; assist with evaluation.

<b>1B. Language Instruction</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Urdu Language/Script Instructor, Duke	-	\$8,667	\$8,927	\$9,195
Persian/Turkish Professional Development, Duke/UNC	\$4,000	-	-	-
Hebrew Professional Development, UNC	\$2,000	-	-	-
Persian/Turkish Language Facilitators, Duke/UNC	\$8,000	\$8,000	\$8,000	\$8,000
Languages Across the Curriculum, UNC	\$4,000	\$4,000	\$4,000	\$4,000
Cultures and Languages Across the Curriculum, Duke	\$2,500	\$2,500	\$2,500	\$2,500
Language Pedagogy Training, Duke/UNC/Durham Tech	\$2,500	\$2,500	\$2,500	\$2,500
<b>Subtotal:</b>	<b>\$23,000</b>	<b>\$25,667</b>	<b>\$25,927</b>	<b>\$26,195</b>

**Descriptions:**

**Urdu Language/Script Instructor, Adjunct Faculty Position, Duke:**

New hire. Two courses per year, each credited as one half of one course, based on a six-course teaching load (totaling one sixth of full-time), based on salary of \$52,000, 100% contribution from Title VI, beginning in Year 2; 3% increase per year; budgeted through UNC as an extension of the Department of Asian Studies's ongoing Urdu program (Narrative Sections A4, G1).

**Persian/Turkish Professional Development, Duke/UNC:**

\$2,000 per instructor in Year 1, to support professional development such as conference participation for cross-campus hybrid online/onsite language programs in Persian (based at UNC) and Turkish (based at Duke) (Narrative Sections A4, G1).

**Hebrew Professional Development, UNC:**

\$2,000 in Year 1 to support professional development such as conference participation for Hebrew instructor creating online language program through UNC systemwide "Language Exchange" program (Narrative Section A2).

**Persian/Turkish Language Facilitators, Duke/UNC:**

New hires. \$4,000 per language per year for native-speaker facilitators for second site in cross-campus Persian and Turkish courses, budgeted through UNC, the Consortium's lead institution (Narrative Section C4, G1).

**Languages Across the Curriculum (LAC), UNC:**

One Arabic course (Alan Kauffman) per year at \$5,000 per course, including \$2,000 contribution from the Consortium, and \$2,000 contribution from the Consortium for LAC administration (Robert Anderson), based at the Center for Global Initiatives; additional support is anticipated from other UNC international and area studies centers (Narrative Section G2).

**Cultures and Languages Across the Curriculum (CLAC), Duke:**

One Arabic course (Maha Houssami) per year at \$5,000 per course, including \$2,500 contribution from the Consortium; additional support is anticipated from other Duke international and area studies centers (Narrative Section G2).

**Language Pedagogy Training, Duke/UNC/Durham Tech/UNC systemwide Language Exchange program:**

\$2,500 in subsidies each year for language instructors at Duke, UNC, Durham Tech, and throughout the UNC system's "Language Exchange" program, budgeted through UNC, the Consortium's lead institution (Narrative Section G3).

<b>1C. Area Studies Instruction</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Tenure-track Faculty Position in Arts & Cultures of Iran, UNC	-	\$8,000	\$8,240	\$8,487
Arts-Oriented Middle East Focus Course, Duke	\$3,864	\$3,864	-	-
Course Development Grants, Duke/UNC	\$6,000	\$3,000	-	-
<b>Subtotal:</b>	<b>\$9,864</b>	<b>\$14,864</b>	<b>\$8,240</b>	<b>\$8,487</b>

**Descriptions:**

**Tenure-track Faculty Position in Arts & Cultures of Iran, UNC:**

New hire. Starting salary of \$80,000, 3% increase per year; 10% Title VI contribution, 40% private funding, 50% UNC in Years 2-4; 100% UNC thereafter (Narrative Section A4).

**Arts-Oriented Middle East Focus Course, Duke:**

New hire. \$7,728 per course, one course per year, 50% Consortium contribution, 50% Duke, Years 1 and 2 (Narrative Section A4).

**Course Development Grants, Duke/UNC:**

Four course development grants of \$1,500 each in Year 1, two each at Duke and UNC; two course development grants in Year 2, one each at Duke and UNC, with commitment to teach the course at least twice by the end of Year 4 (Narrative Section A4).

<b>Subtotal: Personnel</b>				
<b>Budget Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
1A. Administrative	\$83,515	\$86,020	\$88,601	\$91,259
1B. Language Instruction	\$23,000	\$25,667	\$25,927	\$16,195
1C. Area Studies Instruction	\$9,864	\$14,864	\$8,240	\$8,487
<b>Subtotal:</b>	<b>\$116,379</b>	<b>\$126,551</b>	<b>\$122,768</b>	<b>\$125,941</b>

<b>2. Benefits</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Associate Director, UNC	\$11,067	\$11,311	\$11,562	\$11,821
Senior Program Coordinator, Duke	\$6,894	\$7,043	\$7,254	\$7,472
Program Coordinator, Duke	\$5,230	\$5,343	\$5,503	\$5,668
Urdu Language/Script Instructor, Duke	-	\$2,775	\$2,838	\$2,902
Persian/Turkish Language Facilitators, Duke/UNC	\$1,657	\$1,657	\$1,657	\$1,657
Languages Across the Curriculum, UNC	\$1,426	\$1,426	\$1,426	\$1,426
Cultures and Languages Across the Curriculum, Duke	\$612	\$608	\$608	\$608
Tenure-track Faculty Position in Arts & Cultures of Iran, UNC	-	\$2,499	\$2,556	\$2,615
Arts-Oriented Middle East Focus Course, Duke	\$947	\$939	-	-
Outreach Coordinator, UNC (Budget Section 8A)	\$9,013	\$9,195	\$9,393	\$9,577
Web Design, UNC (Budget Section 8A)	\$360	\$360	\$360	\$360
Arabic Language Instructor, Durham Tech (Budget Section 8A)	\$153	\$153	\$153	\$153
Middle East Courses, Durham Tech (Budget Section 8A)	\$574	-	\$574	-
World Art/History Courses, Durham Tech (Budget Section 8A)	\$153	\$153	\$153	\$153
<b>Subtotal:</b>	<b>\$38,086</b>	<b>\$43,462</b>	<b>\$44,027</b>	<b>\$44,412</b>
<b>Descriptions:</b>				
<b>Duke faculty and staff positions:</b> Benefits of 24.5% in 2018-2019, 24.3% thereafter.				
<b>UNC faculty and staff positions (including Urdu position and Outreach Coordinator, because positions are based at UNC):</b> Benefits of 23.897% of salary plus \$5,869 annual health insurance, prorated where appropriate (50% time for associate director, outreach coordinator, estimated 4% time for Language Across the Curriculum personnel). Benefits for Urdu position are calculated as part of existing UNC position (health insurance prorated at one-sixth time).				
<b>Durham Tech faculty positions:</b> Benefits of 7.65% of salary for FICA for adjunct faculty positions.				
<b>Language facilitators:</b> UNC graduate student rate of 8.99% plus health insurance of \$324.43 per month per position (two positions x eight months, pro-rated for one-quarter time); no tuition allowed by agency.				
<b>Web design position:</b> UNC undergraduate rate of 8.99%.				

<b>3. Travel</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Competitive Research Travel Grants, Duke/UNC	\$4,000	\$4,000	\$4,000	\$4,000
Administrative Travel, Duke/UNC	\$6,000	\$6,000	\$6,000	\$6,000
Library Travel, Duke/UNC	\$2,500	\$2,500	\$2,500	\$2,500
<b>Subtotal:</b>	\$12,500	\$12,500	\$12,500	\$12,500

**Descriptions:**

**Competitive Research Travel Grants, Duke/UNC:**  
 Small grants totaling \$2,000 per year per campus, to subsidize faculty research, with preference for pilot projects leading to external grant applications (Narrative Section A2).

**Administrative Travel, Duke/UNC:**  
 \$6,000 per year, split between the two campuses, to subsidize travel of Consortium directors and staff to annual meetings of the Middle East Studies Association and potential institutional partners in the Middle East (Narrative Section D1).

**Library Travel, Duke/UNC:**  
 \$2,500 per year for one trip to the Middle East for book-buying, alternating between Duke and UNC, supplemented by funds from the Duke and UNC libraries (Narrative Section E1a).

<b>4. Equipment</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Subtotal:</b>	\$0	\$0	\$0	\$0

**Note:**  
 Not permitted under Title VI regulations.

<b>5. Supplies</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>5A. Library Acquisitions</b>				
Collection Development, Duke/UNC	\$5,000	\$3,000	\$2,000	\$4,000
Bodman Collection, UNC	\$1,000	\$1,000	\$1,000	\$1,000
Durham Tech Library Acquisitions	\$500	\$500	\$500	\$500
<b>5B. Institutional Memberships in National Collaborations</b>				
Institutional Memberships	\$4,000	\$4,000	\$4,000	\$4,000
<b>5C. Office Supplies</b>				
Office Supplies, UNC/Duke	\$1,000	\$200	\$200	\$200
<b>Subtotal:</b>	<b>\$11,500</b>	<b>\$8,700</b>	<b>\$7,700</b>	<b>\$9,700</b>
<b>Descriptions:</b>				
<p><b>Coordinated Library Collection Development, Duke/UNC:</b>            \$3,000 contribution per year from Title VI for Duke library collection development in Year 1, \$2,000 in Year 2, \$1,500 in Year 3, \$2,500 in Year 4; \$2,000 for UNC in Year 1, \$1,000 in Year 2, \$500 in Year 3, and \$1,500 in Year 4 to build vernacular-language and other holdings on the Middle East (Narrative Section E1a).</p>				
<p><b>Bodman Documentary Film Collection, UNC:</b>            \$1,000 contribution per year from Title VI to continue to build the nationally renowned Middle East documentary film collection founded by Ellen-Fairbanks (Taffy) Bodman (Narrative Section E1a).</p>				
<p><b>Durham Tech Library Acquisitions:</b>            \$500 per year to acquire Arabic and Middle East teaching materials (Narrative Section E1b, I1b, NRC Competitive Preference Priority 1).</p>				
<p><b>Institutional Memberships, Duke/UNC.</b>            Consortial membership in the Middle East Studies Association (MESA) and other national associations, in support of collaborations in areas of national need.</p>				
<p><b>Office Supplies.</b>            \$200 per year, budgeted through UNC, for paper, printer cartridges, etc., plus \$800 in Year 1 at Duke for camera to record/stream events.</p>				

<b>6. Contractual</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Subtotal:</b>	\$0	\$0	\$0	\$0
<b>Note:</b> Not permitted under Title VI regulations.				

<b>7. Construction</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Subtotal:</b>	\$0	\$0	\$0	\$0
<b>Note:</b> Not permitted under Title VI regulations.				

<b>8. Other</b>				
<b>8A. Outreach</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Outreach Program Coordinator, Duke/UNC	\$25,436	\$26,199	\$26,985	\$27,795
Outreach Activities, Duke/UNC	\$12,950	\$8,950	\$8,950	\$8,950
World View Programs, Duke/UNC	\$4,000	\$4,000	\$4,000	\$4,000
Web Design, UNC	\$4,000	\$4,000	\$4,000	\$4,000
Durham Tech Collaboration:				
Arabic Language Instructor, Durham Tech	\$2,000	\$2,000	\$2,000	\$2,000
Middle East Courses, Durham Tech	\$7,500	-	\$7,500	-
World Art and History Courses, Durham Tech	\$2,000	\$2,000	\$2,000	\$2,000
Course Development Grants, Durham Tech	\$1,500	\$1,500	-	-
Professional Development Grants, Durham Tech	\$1,500	\$1,500	\$1,500	\$1,500
Course Development Grants, UNC Schools of Education	\$2,000	\$2,000	-	-
<b>Subtotal:</b>	<b>\$62,886</b>	<b>\$52,149</b>	<b>\$56,935</b>	<b>\$50,245</b>
<b>Description:</b>				
<p><b>Outreach Program Coordinator, Duke/UNC:</b> Full-time position (Emma Harver), 50% contribution from Title VI; 3% increase per year. This position is based at UNC, the lead institution for the Consortium in this Title VI cycle, and is responsible for organizing and managing outreach and teacher training for elementary, secondary, and postsecondary instructors, as well as organizing campus events and promoting community participation at them; and assisting with evaluation (Narrative Section I).</p>				
<p><b>Outreach Activities, Duke/UNC:</b> Teacher-training programs organized by the Outreach Coordinator (<b>NRC Absolute Priority 2</b>), including elementary, secondary, and community college instructors (<b>Competitive Preference Priority 1</b>) and teacher education programs (<b>Competitive Preference Priority 2</b>). Anticipated programs include year-long teacher fellows programs (\$4,000 per year), one-day workshops (\$3,000 per year), day-long Mideast in Southeast Teach Study Tour (\$500 per year), participation at statewide teacher conferences (\$350 per year), support for instructor participation in the Southeast Regional Middle East and Islamic Studies Seminar (\$700 per year), "Learning Through Languages" Arabic language high school teaching program (\$200 per year), development of an online course for teachers in conjunction with the National Humanities Center (\$4,000 in Year 1), and support for Middle East "Culture Kit" program (\$200 per year) (Narrative Section I1a, I1b).</p>				
<p><b>World View Programs, Duke/UNC.</b> \$2,000 per year support for Middle East themes at World View's teacher-training programs for elementary, secondary, and community college instructors (<b>NRC Absolute Priority 2</b>), plus \$2,000 per year for World View's "NC Global Distinction" program, supporting incorporation of Middle East content into community college courses (Narrative Section I1a, I1b, <b>Competitive Preference Priority 1</b>).</p>				
<p><b>Web Design, UNC:</b> Student assistant (Jonathan Outlaw), \$16.67 per hour, 240 hours per year, to maintain website and assist with campus events.</p>				
<p><b>Arabic Language Instructor, Adjunct Faculty Position, Durham Tech:</b> \$7,500 per course, including \$2,000 contribution per course from the Consortium, one course per year; additional support is anticipated from other Duke and UNC international and area studies centers (Narrative Section G1, <b>NRC Competitive Preference Priority 1</b>).</p>				
<p><b>Middle East Courses, Adjunct Positions, Durham Tech:</b> Middle East Cultures course, \$7,500 per course; one course per year in Years 1 and 3 (Narrative Section I1b, <b>NRC</b></p>				

**Competitive Preference Priority 1).**

**World Art and History Courses, Adjunct Positions, Durham Tech:**

World art and history courses with Middle East units, \$7,500 per course, two courses per year, \$2,000 contribution from the Consortium, with additional support anticipated from other Duke and UNC international and area studies centers (Narrative Section I1b, **NRC Competitive Preference Priority 1**). Instructors are eligible for course development grants (next budget line).

**Course Development Grants, Durham Tech:**

Three course development grants of \$500 each in Year 1 and three in Year 2 to Durham Tech instructors to add Middle East content, with commitment to teach the revised course at least twice by the end of Year 4 (Narrative Section I1b; **NRC Competitive Priority 1**).

**Professional Development Grants, Durham Tech:**

Three grants of \$500 each in each year to Durham Tech instructors to attend conferences on global teaching and learning (Narrative Section I1b; **NRC Competitive Priority 1**).

**Course Development Grant, UNC Schools of Education:**

Two course development grants of \$1,000 each in Year 1 and two in Year 2, to increase Middle East content in teacher-training courses at Schools of Education throughout the UNC system (Narrative Section I1b, **NRC Absolute Priority 2, NRC Competitive Preference Priority 2**).

**8.B. Events**

<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Annual Middle East Studies Conference, Duke/UNC	\$5,000	\$5,000	\$5,000	\$5,000
Annual Graduate Student Conference, Duke/UNC	\$1,000	\$1,000	\$1,000	\$1,000
Speakers/Events, Duke/UNC	\$4,000	\$4,000	\$4,000	\$4,000
Cross-Regional Collaborations, Duke/UNC	\$1,000	\$1,000	\$1,000	\$1,000
<b>Subtotal:</b>	<b>\$11,000</b>	<b>\$11,000</b>	<b>\$11,000</b>	<b>\$11,000</b>

**Description:**

**Annual Middle East Studies Conference, Duke/UNC.**

\$5,000 per year for visiting speakers and other costs, alternating between Duke (Years 1 and 3) and UNC (Years 2 and 4), in conjunction with anticipated support of approximately \$15,000 per year from other units at Duke and UNC, in continuation of the Consortium's series of high-profile conferences situating Middle East studies in global, interdisciplinary, and cross-regional debates (Narrative Section A2).

**Graduate Student Middle East and Islamic Studies Conference, Duke/UNC.**

\$1,000 contribution per year from Title VI, in conjunction with anticipated support of approximately \$6,000 per year from the UNC Graduate and Professional Student Federation and other sources, alternating between UNC (Years 1 and 3) and Duke (Years 2 and 4), in continuation of Duke/UNC's longstanding conference, a leading forum for graduate student research in this field since 2005 (Narrative Section H3).

**Speakers/Events, Duke/UNC.**

\$2,000 per year for each campus from Title VI, in conjunction with significant anticipated funding from Duke and UNC, contributing to intellectual life on campus and in the community through scholarly and cultural speakers, exhibits, and other public events on Middle East subjects (Narrative Section I1c).

**Cross-Regional Collaborations, Duke/UNC.**

\$500 per year for each campus, to build cross-regional collaboration through joint events with other international and area studies centers at Duke and UNC (Narrative Section I1c).

<b>8.C. Evaluation</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Evaluation, Duke/UNC	\$2,000	\$2,000	\$2,000	\$2,000
<b>Subtotal:</b>	\$2,000	\$2,000	\$2,000	\$2,000
<b>Description:</b>				
<b>Evaluation:</b>				
\$2,000 contribution per year from Title VI, in conjunction with anticipated support of \$17,000 from other Duke and UNC international and area studies centers, to commission evaluation by expert consultants (Narrative Section C4).				

<b>8. Subtotal: Other</b>				
<b>Budget Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
8.A. Outreach	\$62,886	\$52,149	\$56,935	\$50,245
8.B. Events	\$11,000	\$11,000	\$11,000	\$11,000
8.C. Evaluation	\$2,000	\$2,000	\$2,000	\$2,000
<b>Subtotal:</b>	\$75,886	\$65,149	\$69,935	\$63,245

<b>9. Total Direct Costs (NRC)</b>				
<b>Budget Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
1. Personnel	\$116,379	\$126,551	\$122,768	\$125,941
2. Benefits	\$38,086	\$43,462	\$44,027	\$44,412
3. Travel	\$12,500	\$12,500	\$12,500	\$12,500
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies	\$11,500	\$8,700	\$7,700	\$9,700
6. Contractual	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$75,886	\$65,149	\$69,935	\$63,245
<b>Total Direct Costs:</b>	\$254,351	\$256,362	\$256,930	\$255,798

<b>10. Indirect Costs</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Indirect Costs</b>	\$14,716	\$13,355	\$12,412	\$12,979
<b>Note:</b>				
Title VI regulations specify indirect costs of 8 percent on total direct costs, not including the FLAS program (Budget Section 11). For the purposes of this grant, Duke agrees to reduce its indirect cost from its usual federal indirect rate of 60 percent for research and instructional activities and 33 percent for other on-campus sponsored activities, and UNC agrees to reduce its indirect cost from its usual federal indirect rate of 55.5 percent for research, 50 percent for instruction, and 36 percent for other non-clinical on-campus sponsored activities. No indirect costs are charged by UNC on each subaward above the initial \$25,000.				

<b>11. Training Stipends (FLAS)</b>				
<b>Budget Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Academic Year:</b>				
Tuition/Health Insurance, Duke	\$72,000	\$72,000	\$72,000	\$72,000
Stipends, Duke	\$60,000	\$60,000	\$60,000	\$60,000
Tuition/Health Insurance, UNC	\$72,000	\$72,000	\$72,000	\$72,000
Stipends, UNC	\$60,000	\$60,000	\$60,000	\$60,000
<b>Summer:</b>				
Tuition/Health Insurance, Duke	\$30,000	\$30,000	\$30,000	\$30,000
Stipends, Duke	\$15,000	\$15,000	\$15,000	\$15,000
Tuition/Health Insurance, UNC	\$30,000	\$30,000	\$30,000	\$30,000
Stipends, UNC	\$15,000	\$15,000	\$15,000	\$15,000
<b>Subtotal:</b>	<b>\$354,000</b>	<b>\$354,000</b>	<b>\$354,000</b>	<b>\$354,000</b>

<b>12. Total Costs</b>				
<b>Budget Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Total Direct Costs (NRC)	\$254,351	\$256,362	\$256,930	\$255,798
Indirect Costs	\$14,716	\$13,355	\$12,412	\$12,979
Training Stipends (FLAS)	\$354,000	\$354,000	\$354,000	\$354,000
<b>Total Costs:</b>	<b>\$623,067</b>	<b>\$623,717</b>	<b>\$623,342</b>	<b>\$622,777</b>