APPLICATION FOR GRANTS
UNDER THE
National Resource Centers and Foreign Language and Area Studies Fellowships
CFDA # 84.015A
PR/Award # P015A180080
Grants.gov Tracking#: GRANT12659420

Closing Date: Jun 25, 2018
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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

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<th><em>2. Type of Application:</em></th>
<th><em>If Revision, select appropriate letter(s):</em></th>
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<td>☐ Preapplication</td>
<td>☐ Continuation</td>
<td>☐ Revision</td>
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<td>☐ Changed/Corrected Application</td>
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**State Use Only:**

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<th>7. State Application Identifier:</th>
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### 8. APPLICANT INFORMATION:

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<tr>
<th><em>a. Legal Name:</em></th>
<th><em>b. Employer/Taxpayer Identification Number (EIN/TIN):</em></th>
<th><em>c. Organizational DUNS:</em></th>
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</thead>
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<tr>
<td>The Trustees of Columbia University in the City of New York</td>
<td>135598093</td>
<td>0491794010000</td>
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<table>
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<th><em>d. Address:</em></th>
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<td>Street1: 615 West 131st Street</td>
</tr>
<tr>
<td>Street2: Room 600 CR1, Mail Code 8725</td>
</tr>
<tr>
<td>City: New York</td>
</tr>
<tr>
<td>County/Parish: New York</td>
</tr>
<tr>
<td>State: NY: New York</td>
</tr>
<tr>
<td>Province:</td>
</tr>
<tr>
<td>Country: USA: UNITED STATES</td>
</tr>
<tr>
<td>Zip / Postal Code: 10027-7922</td>
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<thead>
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<th><em>e. Organizational Unit:</em></th>
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<tr>
<td>Department Name: A&amp;S Middle East Inst (MEI) 411</td>
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<tr>
<td>Division Name:</td>
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<table>
<thead>
<tr>
<th><em>f. Name and contact information of person to be contacted on matters involving this application:</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
</tr>
<tr>
<td>* First Name: Rudina</td>
</tr>
<tr>
<td>Middle Name:</td>
</tr>
<tr>
<td>* Last Name: Odeh-Ramadan</td>
</tr>
<tr>
<td>Suffix:</td>
</tr>
<tr>
<td>Title: Vice President for Research Administration</td>
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**Organizational Affiliation:**

The Trustees of Columbia University in the City of New York

<table>
<thead>
<tr>
<th><em>Telephone Number:</em></th>
<th><em>Fax Number:</em></th>
</tr>
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<tbody>
<tr>
<td>212/854-6851</td>
<td>212/854-2738</td>
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*Email: MS-Grants-Office@columbia.edu*
### Application for Federal Assistance SF-424

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>9. Type of Applicant 1:</td>
<td>Select Applicant Type: <strong>O: Private Institution of Higher Education</strong></td>
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<tr>
<td>Type of Applicant 2:</td>
<td>Select Applicant Type:</td>
</tr>
<tr>
<td>Type of Applicant 3:</td>
<td>Select Applicant Type:</td>
</tr>
<tr>
<td>* Other (specify):</td>
<td></td>
</tr>
<tr>
<td>10. Name of Federal Agency:</td>
<td><strong>Department of Education</strong></td>
</tr>
<tr>
<td>11. Catalog of Federal Domestic Assistance Number:</td>
<td><strong>84.015</strong></td>
</tr>
<tr>
<td>CFDA Title:</td>
<td><strong>National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr</strong></td>
</tr>
<tr>
<td>12. Funding Opportunity Number:</td>
<td><strong>ED-GRANTS-052518-001</strong></td>
</tr>
<tr>
<td>* Title:</td>
<td><strong>Office of Postsecondary Education (OPE): National Resource Centers Program CFDA Number 84.015A</strong></td>
</tr>
<tr>
<td>13. Competition Identification Number:</td>
<td><strong>84-015A2018-1</strong></td>
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<tr>
<td>Title:</td>
<td><strong>National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B</strong></td>
</tr>
<tr>
<td>14. Areas Affected by Project (Cities, Counties, States, etc.):</td>
<td></td>
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<tr>
<td>15. Descriptive Title of Applicant's Project:</td>
<td><strong>Middle East Institute, Columbia University, Title VI Proposal</strong></td>
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</table>

Attach supporting documents as specified in agency instructions.
Application for Federal Assistance SF-424

16. Congressional Districts Of:
  * a. Applicant NY-013
  * b. Program/Project NY-010

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

17. Proposed Project:
  * a. Start Date: 08/15/2018
  * b. End Date: 08/14/2022

18. Estimated Funding ($):
  * a. Federal
  * b. Applicant
  * c. State
  * d. Local
  * e. Other
  * f. Program Income
  * g. TOTAL

  663,029.00

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   ☑ a. This application was made available to the State under the Executive Order 12372 Process for review on
   ☑ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   ☑ c. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)
   ☑ Yes
   ☑ No
   If "Yes", provide explanation and attach

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

   ☑ ** I AGREE

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

Authorized Representative:

Prefix: 
* First Name: Talia
Middle Name: 
* Last Name: Jimenez Ramirez
Suffix: PhD
* Title: Senior Project Officer

* Telephone Number: 212/854-6851 Fax Number: 212/854-2738
* Email: MS-Grants-Office@columbia.edu

* Signature of Authorized Representative: Talia Jimenez Ramirez PhD * Date Signed: 06/22/2018
### SECTION A - BUDGET SUMMARY
#### U.S. DEPARTMENT OF EDUCATION FUNDS

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
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</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>118,750.00</td>
<td>121,450.00</td>
<td>123,439.00</td>
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<td>489,107.00</td>
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<td>2. Fringe Benefits</td>
<td>39,188.00</td>
<td>40,079.00</td>
<td>40,735.00</td>
<td>41,404.00</td>
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<td>3. Travel</td>
<td>14,200.00</td>
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<td>8. Other</td>
<td>74,000.00</td>
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<td>9. Total Direct Costs (lines 1-8)</td>
<td>248,638.00</td>
<td>249,979.00</td>
<td>249,274.00</td>
<td>249,522.00</td>
<td>997,413.00</td>
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<td>10. Indirect Costs*</td>
<td>19,891.00</td>
<td>19,998.00</td>
<td>19,942.00</td>
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<td>11. Training Stipends</td>
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<td>394,500.00</td>
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<td>1,578,000.00</td>
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<td>12. Total Costs (lines 9-11)</td>
<td>663,029.00</td>
<td>664,477.00</td>
<td>663,716.00</td>
<td>663,984.00</td>
<td>2,655,206.00</td>
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*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: 07/01/2018 To: 07/01/2019 (mm/dd/yyyy)
   - Approving Federal agency:  
     - ED  
     - Other (please specify): DHHS
   - The Indirect Cost Rate is 31.00 %.

(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:  
   - Yes  
   - No  
   If yes, you must comply with the requirements of 2 CFR § 200.414(f).

- Project Year 1
- OMB Number: 1894-0008
- Expiration Date: 08/31/2020

Name of Institution/Organization: MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY

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

Tracking Number: GRANT12659420
Funding Opportunity Number: ED-GRANTS-052518-001 Received Date: Jun 22, 2018 04:50:47 PM EDT
### SECTION B - BUDGET SUMMARY

**NON-FEDERAL FUNDS**

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<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
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<th>Project Year 4 (d)</th>
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<th>Total (f)</th>
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<tr>
<td>1. Personnel</td>
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<td>12. Total Costs</td>
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### SECTION C - BUDGET NARRATIVE (see instructions)
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.

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).


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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Filled For Validation

TITLE

Senior Project Officer

APPLICANT ORGANIZATION

Columbia University

DATE SUBMITTED

06/22/2018

Standard Form 424B (Rev. 7-97) Back
1. **Type of Federal Action:**
   - a. contract
   - b. grant
   - c. cooperative agreement
   - d. loan
   - e. loan guarantee
   - f. loan insurance

2. **Status of Federal Action:**
   - a. bid/offer/application
   - b. initial award
   - c. post-award

3. **Report Type:**
   - a. initial filing
   - b. material change

4. **Name and Address of Reporting Entity:**
   - **Prime**
   - **SubAwardee**
   - *Name*
   - The Trustees of Columbia University in the City of New York
   - *Street 1*
   - 615 West 131st Street
   - *Street 2*
   - *City*
   - New York
   - *State*
   - NY
   - *Zip*
   - 10027

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
   - *Name*
   - The Trustees of Columbia University in the City of New York
   - *Street 1*
   - 615 West 131st Street
   - *Street 2*
   - *City*
   - New York
   - *State*
   - NY
   - *Zip*
   - 10027

6. **Federal Department/Agency:**
   - Department of Education

7. **Federal Program Name/Description:**
   - National Resource Centers Program and Foreign Language and Area Studies Fellowships Program
   - CFDA Number, if applicable: 84.015A and B

8. **Federal Action Number, if known:**
   - ED-GRANTS-052518

9. **Award Amount, if known:**
   - $

10. a. **Name and Address of Lobbying Registrant:**
    - *Prefix*
    - N/A
    - *First Name*
    - N/A
    - *Middle Name*
    - N/A
    - *Last Name*
    - Jimenez Ramirez
    - *Suffix*
    - PhD
    - *Street 1*
    - N/A
    - *Street 2*
    - *City*
    - N/A
    - *State*
    - N/A
    - *Zip*
    - N/A

11. **b. Individual Performing Services (including address if different from No. 10a)**
    - *Prefix*
    - N/A
    - *First Name*
    - Talia
    - *Middle Name*
    - N/A
    - *Last Name*
    - Jimenez Ramirez
    - *Suffix*
    - PhD
    - *Street 1*
    - N/A
    - *Street 2*
    - *City*
    - N/A
    - *State*
    - N/A
    - *Zip*
    - N/A

12. **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:** Filled For Validation

**Name:**

**Prefix:** N/A

**First Name:** Talia

**Middle Name:** N/A

**Last Name:** Jimenez Ramirez

**Suffix:** PhD

**Title:** Senior Project Officer

**Telephone No.:** 212-854-6851

**Date:** 06/22/2018

**Printed For Validation**

**Federal Use Only:**

**PR/Award # P015A180080**

**Page e10**
**NOTICE TO ALL APPLICANTS**

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 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 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 and reference the OMB Control Number 1894-0005.
Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide those who feel that they are victims of discrimination with mechanisms for seeking redress.

Also consistent with this commitment, Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status, partnership status, military status, or any other applicable legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs and functions.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements or written materials that are relevant and appropriately related to course subject matter or academic debate.

This policy governs the conduct of all Columbia University students, faculty, staff and visitors that occurs on the University’s campuses or in connection with University-sponsored programs. This policy also governs conduct by Columbia University students, faculty, staff and visitors that creates, contributes to, or continues a hostile work, educational, or living environment for a member or members of the University community.

Columbia University’s Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: http://eoaa.columbia.edu/
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

The Trustees of Columbia University in the City of New York

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  * First Name: Talia  Middle Name: 

* Last Name: Jimenez Ramirez  Suffix: PhD

* Title: Senior Project Officer

* SIGNATURE: Filled For Validation  * DATE: 06/22/2018
1. Project Director:

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

Dr.    Brinkley    Messick

Address:

Street1: Middle East Institute, 606 w. 122nd St. Suite 301
Street2: Suite 301
City: New York
County: NEW YORK
State: NY: New York
Zip Code: 10027
Country: USA: UNITED STATES

Phone Number (give area code)    Fax Number (give area code)
2128542201

Email Address: bmm23@columbia.edu

2. Novice Applicant:

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

□ Yes  □ No  □ Not applicable to this program

3. Human Subjects Research:

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

□ Yes  □ No

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

□ Yes  Provide Exemption(s) #:

□ No  Provide Assurance #, if available:

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

ABSTRACT

Columbia University (CU) has made major new commitments to its very strong Middle East (ME) program, building on existing faculty strengths, and opening up new opportunities for faculty and students to examine transnational connections, develop Islamic studies, and deepen specialist expertise on the region. Founded in 1954, the Middle East Institute (MEI) uses Title VI funding to support and coordinate these developments, linking faculty, students, and thriving programs across the university, and also covering gaps, encouraging new initiatives, and providing broad outreach, while ensuring that a diversity of views is represented, rigorous research informs the lectures, workshops, and events, academic freedom and free speech are protected, and debate is civil and open (Absolute Priority #1). Columbia addresses a unique public in the City of New York, and it remains the epicenter of university-based scholarship, programming and debate on Israel and Palestine.

In the past four years, the institute has assumed responsibility for and enhanced the interdisciplinary MA Program in Islamic Studies (ISMA), harnessed the university’s field leadership by launching an interregional Center for the Study of Muslim Societies (CSMS), created three innovative collaborative series with institutes and professional schools (on translation, immigration and climate change), significantly upgraded its institute staff, and augmented the scale and professionalism of its outreach activities. (See www.mei.columbia.edu)

In the same period, the university recruited outstanding new faculty, endowing 4 new positions (including 3 chairs). Columbia has one of the largest ME faculties of any university, with 110 full-time appointments, including 45 Professors, 7 Associate Professors, 15 Assistant Professors in tenure track positions as well as 6 lecturers, and 14 language lecturers. In addition, there are 17 adjuncts, with most teaching long term. Nearly 8,500 students took ME area studies courses in 2014-18, and, in the same period, over 2,500 students took ME language courses. In 2017-18, there were a total of 76 area-focused PhD students in 8 academic departments.

To provide resources for a better understanding of the Middle East, our research libraries house ME research collections of close to 500,000 titles, and in 2017-18 allocated $348,285 for collecting Middle East materials. Library resources include unique film collections and on-line research tools and MEI faculty and librarians are committed to creating an informed public.

To increase our impact, the MEI has set three goals over the next four years:

(1) Building Teacher Capacity and increasing participation in K-14 teacher and language instructor training (Absolute Priority #2) We will further develop our NYCDOE accredited PD courses for classroom teachers, including intensive summer institutes. We also seek to strengthen our long-time partnership with Teachers College (TC) (Competitive Preference Priority #2) and to encourage more TC students to study the diversity of the ME by supporting TC graduate students research on the ME with summer funding, collaborating on conferences, engaging Columbia faculty in advising interested TC students on ME course selection and research opportunities, and developing and supporting a new introductory course on the ME for social studies teachers at TC. We will continue to collaborate with the Global Language Project (GLP) to provide professional pedagogical training for Arabic language teachers.
(2) Strengthen ME area studies and language capacity at Minority Serving Institutions (MSI) and 2-year colleges (Competitive Preference Priority #1) by intensifying our partnership with LaGuardia Community College to raise the profile of and institutionalize ME studies. We will provide support for area studies instruction through guest lectures and the development of new courses, co-sponsor a yearly film festival and increase Arabic language instruction capacity, in cooperation with NaTakallam, a non-profit organization that pairs refugees as Arabic conversation partners. We also will expand our involvement with other MSI in NYC, such as Hunter College and continue to award one Summer FLAS grant per year to a qualified student of Arabic at Hunter.

(3) Increasing participation of professional school students in area studies and in the study of priority ME languages by covering disciplinary and regional gaps through continued support for area studies course offerings on the modern Middle East of special interest to students in the professional schools such as SIPA (Iran, the Gulf, Afghanistan, Turkey, and Security Studies); supporting our long-standing series of public lectures and conferences on contemporary ME politics; providing language faculty with continued training and funding to develop innovative teaching resources; and supporting initiatives that bolster language practice outside of the classroom (language maintenance courses/language tables/film screenings/cultural events).

We address Absolute Priorities and Competitive Preference Priorities through our program goals laid out above. Absolute Priority #1 (Diverse Perspectives and Wide Range of Views in Funded Activities) is addressed in the required format Part III ("Description …") of this proposal.

As regards the FLAS program, we are requesting a total of 11 AY FLAS awards and 9 Summer Awards in order to respond to the demand from qualified candidates. FLAS fellowships will be awarded using USED guidelines, taking into account both merit and financial need. We evaluate applicants on the basis of merit as indicated by previous academic performance, potential contribution to their field or career, and national need in particular fields and careers. Applicants for intermediate or advanced training are given preference over beginners, except for second ME language acquisition. Competitive Preference Priority #1 will be applied to the merit-based list to prioritize those candidates who meet the need-based criteria. As with the current grant cycle, one summer FLAS award will be set aside for a qualified student from Hunter College (an MSI) for the study of Arabic. 100% of our FLAS awards are for Less Commonly Taught Languages, Arabic, Hebrew, Persian, Turkish and Armenian (Competitive Preference Priority #2).
* Mandatory Project Narrative File Filename: Part II C List of Acronyms.pdf

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

Add Mandatory Project Narrative File  Delete Mandatory Project Narrative File  View Mandatory Project Narrative File

Add Optional Project Narrative File  Delete Optional Project Narrative File  View Optional Project Narrative File
### PART II/C: List of Acronyms

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<tr>
<th>Acronym</th>
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<td>Budget Information (Form 524A)</td>
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Middle East Institute at Columbia University  
National Resource Centers and Foreign Language and Area Studies Fellowships Programs
A. Program Planning and Budget

A.1 Program Planning and Institutional Goals. Three institutional goals guide the initiatives for which we seek funding for the next four years: (1) **Teacher Capacity Building and increased participation in, and impact of, K-14 teacher and language instructor training.** We seek to (a) further develop our New York City Department of Education (NYCDOE) accredited Professional Development (PD) courses for classroom teachers, including intensive summer institutes and short workshops. Our PD courses build on Columbia’s strengths, faculty interests and Middle East Institute (MEI) programming. In 2019 we will run a spring workshop on “Muslim Diasporas” and a summer institute on “Teaching Arabic Literature in Translation” in partnership with the Arabic Department. With a more active and professional outreach program in place, we are requesting grant funds to allow us to upgrade our outreach staff position in order to retain and attract the most qualified candidates (Budget A1.2). We seek to (b) further strengthen our long-time partnership with Teachers College at Columbia University (TC) and to encourage more TC students to study the diversity of the Middle East (ME) by (i) supporting TC graduate students research on the ME with summer funding; (ii) collaborating on conferences with TC: an Anthropology and Education conference is planned for October 2018 (Budget H3); (iii) engaging Columbia faculty in advising interested TC students on ME course selection and research opportunities, and (iv) developing and supporting the new introductory course on the ME for social studies teachers at TC (Budget A2.4). We will also (c) continue to collaborate with Global Language...
Project (GLP) to provide professional pedagogical training for Arabic language teachers (Budget H2; Letter of Support from GLP: Part IV, Appendix D).

(2) **Strengthening ME area studies and language capacity at Minority Serving Institutions (MSI) and 2 year colleges** by intensifying our partnership with LaGuardia Community College for a broad collaboration to raise the profile of and institutionalize ME Studies by (a) pairing qualified Columbia University (CU) graduate students with LaGuardia faculty to co-teach existing courses and collaborate on the development of new courses on ME history, cinema, and literature (Budget H5); (b) partnering with the LaGuardia Arabic Department to increase capacity and offer enhanced Arabic conversation practice for students through *NaTakallam*, a non-profit organization that pairs Syrian and Iraqi refugees as conversation partners with students studying Arabic (Budget H4); (c) stimulating student and public interest in the ME and its diversity by co-sponsoring the New York Forum of Amazigh Film at LaGuardia and using the festival as a platform for scholarly interchanges between LaGuardia and Columbia faculty and students working on the Maghreb region (Budget H6); (d) encourage student and public interest in the ME by providing CU affiliates as guest speakers at LaGuardia on topics related to the region (Budget H7). We will expand our involvement with other MSI in NYC, such as Hunter College, by (e) opening select CU faculty initiatives, such as the Ifriqiyya Colloquium and the Shari’a and Islamic History workshops to City University of New York (CUNY) college faculty; and (f) maintain our collaboration with Hunter College’s Arabic program by continuing to ear-mark one of our summer FLAS fellowships for an eligible Hunter College student (Letter of Support from Hunter College and LaGuardia Community College: Part IV, Appendix D).

(3) **Increase participation of professional school students in area studies and in the study of priority ME languages** by (a) covering disciplinary gaps through continued support for area studies course offerings on the modern ME (including courses on Iran, the
Gulf, Afghanistan, and Turkey), which are of special interest to students in professional schools and undergraduates; (b) sponsoring lecture series and conferences on current topics, such as (i) the MENA Forum, a visiting lecture series with policy makers from the region; (ii) the annual School of International and Public Affairs (SIPA) based Migration symposium as part of MEI’s new In Motion series; (iii) the new In Change programming on the environment and climate, a collaboration with Graduate School of Architecture, Planning and Preservation (GSAPP) and (iv) MEI’s new Peninsular Lecture Series featuring academics from the Gulf (Budget F1) (c) providing our language faculty with continued professional development opportunities, as well as funding to develop teaching resources (Budget I1&I2); and (d) continuing to support initiatives that bolster language practice outside of the classroom, including (i) lectures in Hebrew, (ii) language maintenance courses and (iii) language tables, as well as (iv) foreign language film screenings (budgetI3).

A.2. Development Plan. Funds representing 11.2% of the 2018-22 budget request will strengthen and expand our teacher training capacity and K-12 outreach programs and further strengthen Columbia’s ability to train teachers who are knowledgeable about the ME; 17% of our request will be allocated to expenditures that strengthen our collaboration with MSIs. 9% of our budget request will support area studies instruction and 9.3% of our requested budget will provide support to language programs at CU and LaGuardia. Workshops, conferences, public lectures as well as cultural events, representing 6% of NRC funded activities, will improve the breadth, depth, and quality of student training in Middle East studies. Institute administration costs, including personnel and evaluation costs are 40.2% of our request. Absolute priority activities and competitive priority activities constitute 28% of our overall NRC request.
A.3. **Costs.** The costs of the proposed activities are substantial yet reasonable and are leveraged with university and other funds wherever possible. In 2018, we will host a 2-day conference on Arabic Literature in its Afro-Asian Contexts using $5,000 of USED funds, with the remaining $10,000 budget coming from the department of Comparative Literature, Institute for Comparative Literature and Society (ICLS), Middle East, South Asian and African Studies Department (MESAAS) and University Seminars. Costs for *In Change* will be shared with the Amman Global Center and GSAPP. The Ifriqiyya Colloquium is jointly funded by the departments of Anthropology, MESAAS and the MEI. *In Translation* is spearheaded by the MEI but will also be funded by ICLS, the Heyman Center, and the School of the Arts. The *New Works* book launch series is a collaboration between MEI and other units and academic departments. The bulk of the costs related to training tri-state area Arabic language instructors is carried by GLP who organize and staff the events. The $25,000 on average per grant year we are requesting for adjunct salaries to teach needed courses on the region represents 2% of what Columbia spends directly for ME area studies alone.

A.4. **Long-Term Impact.** A regular yearly course on the ME for current and soon to be social studies teachers will increase the number of qualified teachers in US schools teaching about the Middle East. The funds allocated for the training of new and current area Arabic language instructors teaching in K-14 schools, as well as our collaboration with MSIs, will build much-needed capacity, widening the pool of qualified Arabic language teachers, and expanding the pool of students with ME knowledge in our region. Robust public affairs programming, as well as funds provided to the language department for enhanced teaching resources will enhance the quality of the training and attract more students into the field at an earlier stage of their studies. Continued funding and expansion of curricular offerings for the professional
schools, in conjunction with increased study-abroad opportunities and internships will increase the number of students with regional experience and advanced language proficiency.

B. Quality of Staff Resources

B.1. Faculty. CU’s ME faculty are highly productive and nationally visible, with firm links not only to national and international scholarly networks, but also to the disciplinary departments in which they are appointed. Of the MEI faculty who hold full-time professorial appointments or lectureships and typically devote 75-100% of their university effort to the ME region, we have 70 full-time appointments, including 21 Professors, 6 Associate Professors, 9 Assistant Professors in tenure track positions as well as 4 lecturers, and 15 language lecturers. In addition, there are 10 adjuncts most of whom have been teaching long term, as well as 3 to 5 visiting faculty each year. Substantive faculty strengths are detailed in Section F.1&2 and in Appendix A.

CU’s commitment to excellence ensures that it recruits only the most highly qualified faculty for its programs. All full-time faculty are chosen in a rigorous search process; positions are advertised nationally and internationally. Tenure requires excellence in teaching, university and professional service, and national recognition as a published scholar. Committees on Instruction scrutinize courses, and students are asked to evaluate faculty teaching. All faculty expect to be called upon to advise students, write letters of recommendation, and supervise special projects, along with formal classroom activities. The university offers strong support in faculty development, granting tenured faculty a semester of paid leave (or a year at half pay) every 3.5 years. Assistant professors are granted a similar leave during their first five years of teaching. CU supports research and travel through yearly allocations (Table 2) and faculty have also been very successful in securing additional funds to support travel or research residence in the region. Virtually all of the core faculty can be
expected to spend time in the ME over any given four-year period. We request funds to assist regional travel by our regular adjunct faculty for whom travel funds are not available (Budget C2).

B.2. MEI Staff and Structure. Brinkley Messick, Professor of Anthropology and MESAAS, has directed the MEI since 2015. His courses and scholarship focus on the anthropology of law, legal history, written culture, and the circulation and interpretation of Islamic law. He is a co-founder of the Center for Palestine Studies (CPS) (2010), the Sharī’a Workshop (2015), and the new Center for the Study of Muslim Societies (CSMS) (2018). His *Sharī’a Scripts* (2018) is a work of historical anthropology focused on Islamic Law. The MEI’s Associate Director, Astrid Benedek, was hired in December 2003 and holds an MA from SIPA and a BA in ME and African Studies from Georgetown University. She previously spent 15 years in the not-for-profit sector managing international education programs for the Open Society Institute. Helen Malko, the Program Manager for the CPS, oversees its programming and outreach. She holds a PhD in Archaeology and Anthropology from Stony Brook University and an MA in Archaeology of the Ancient Near East from Baghdad University.

The MEI has significantly upgraded its professional staff in the last four years. Kathryn Spellman Poots, hired in 2017 to upgrade advising and core course instruction in the institute’s MA program, is Visiting Associate Professor of Islamic Studies and Academic Program Director at the MEI. Dahlia El Zein, our part-time MEI Outreach Coordinator since 2016, holds an MA in Arab Studies from Georgetown University. MEI Administrator Simone Rutkowitz holds an MA in Near Eastern Studies from New York University, and continues to volunteer with the International Refugee Assistance Project. A SIPA-funded student assists the Associate Director with our public lectures and other events. The MEI operates with an
Executive Committee consisting of senior faculty representing ME faculty across academic departments in the social sciences and humanities.

B.3. Nondiscriminatory Employment Practices. Diversity, inclusion, and equity lie at the heart of the CU experience, as evidenced by multiple initiatives. Pursuant to Section 427 of General Education Provisions Act (GEPA), CU’s non-discriminatory employment policies require rigorous attention to the recruitment of people belonging to traditionally underrepresented groups. At CU, 26% of the faculty and 37% of the professional staff are racial and/or ethnic minorities, while women represent 40% of the faculty and 57% of the professional staff. Of CU’s 20 schools and colleges, women head 10, including most of its professional schools. A Vice Provost for Diversity Initiatives position was established in 2004 to support the recruitment and retention of women and minority faculty members, based on a private donation of $15 million in 2005 and a $30 million Presidential award in 2012. With the University’s recent commitment of $100M, the total investment in faculty diversity support stands at $185M. The University-wide Faculty Diversity Initiative supports faculty recruitments, junior faculty career success, pipeline programs, and programming intended to enhance the climate of inclusiveness, among other initiatives. CU maintains many formal and informal connections with the diverse society and economy of NYC.

C. Impact and Evaluation

C.1. / C.2. Impact, Activities that Address National Need and Generating Information for the Public. The data in Table 1 shows that our activities in the past 4 years have trained a large number of foreign language specialists in Arabic, Persian and Turkish, as well the number of specialists who graduate with a significant number of ME area studies courses. Placement data suggests that a meaningful percentage of our graduates pursue employment in government. Details on Columbia’s programs for facilitating undergraduates and graduates
entering careers in government are described in detail in the “Statement on Promoting Areas of National Need” and in Section H.3 on career advising. As stated earlier, MEI’s emphasis in the coming grant cycle will be to continue to reach beyond our own campus and work with a number of MSIs and 2-year colleges to introduce or enhance ME course offerings, develop student interest and build institutional capacity and to extend our teacher training activities in order to incorporate knowledge about the ME into the K-12 curriculum, resulting in an increase in the quantity and quality of specialists ready to pursue employment in areas of national need.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Impact</th>
<th>Output Indices</th>
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<tbody>
<tr>
<td>Language Instruction</td>
<td>Increased ME language expertise in the U.S.</td>
<td>2514 students enrolled in ME languages 48 students took Language Maintenance Tutorials in ME languages</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>Increased awareness and knowledge of ME among college-trained Americans</td>
<td>5,976 undergraduates enrolled in area studies courses 155 MESAAS majors 416 students graduate w/15 or more ME credits 35 students/year in dual-degree program with Sciences Po focus on the ME</td>
</tr>
<tr>
<td>Graduates</td>
<td>Increased number of ME specialists prepared for academia, government, and the professions</td>
<td>76 PhD students working on ME in 7 departments in 2017-18 2,381 graduate students enrolled in area studies courses 268 MA graduates w/15 or more ME credits, 33% of those are SIPA students, 47 PhDs awarded</td>
</tr>
<tr>
<td>FLAS Fellowship</td>
<td>Increase in students pursuing advanced ME language proficiency</td>
<td>28 AY FLAS, 44 Summer FLAS awarded 45% studying at Advanced Level, 35% at Intermediate Level</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>Enhanced experience for American students in the ME</td>
<td>200 undergraduate students studying in ME, 14 approved programs 327 students in the past 2 years approved for travel to region for study abroad, internships, research and shortterm visits Funding for language study, research and other projects funded through MEI and IIJS grants, as well as CU Presidential Fellowships Columbia Experience Abroad program provides internship in region for undergraduates</td>
</tr>
<tr>
<td>Grants for Research &amp; Conferences</td>
<td>Facilitate dissertation research in the ME and professional development opportunities for PhD candidates</td>
<td>64 PhD students funded in summer 2018 for research in region Over 60 papers at conferences, with over $35,000 in conference travel funds by depts. and $3000 by MEI.</td>
</tr>
</tbody>
</table>
| Curriculum & Staff Development | Career Placement | ME studies graduates placed in a variety of positions in education, government, NGO sector, and business | 12% SIPA 2017 graduates work for US federal and local government  
16% of undergraduates working in education, 8% in government and military |
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<tr>
<td>New Course Development</td>
<td>Building a curriculum to meet the training needs and attract more students</td>
<td>138 area studies courses in 2017-18, 34 of them new MEI funded courses on region to cover curricular gaps</td>
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</table>
| Staff Development | Building Staff capacity to meet the teaching and research needs on the ME at Columbia | 3 new chairs and 1 visiting position established  
4 junior faculty tenured, 12% increase in area faculty salaries |
| Faculty Research | Furthering and dissemination knowledge about the ME | 126 Books, 12 edited books, 283 Articles  
$997,000 in research funds |
| Library Resources | Increasing access to the ME collection for the university, region and nation. | 58 visiting scholars in ME provided access to library  
www.virtualMElibrary, 20,000 hits/month  
AMIR (Open Access ME resources), 1,000 subscribers |
| Online Resources | Providing comprehensive resources for collaboration, research, news, opportunities, events, and publications | Gulf 2000, 1,800 experts sharing information on Persian Gulf  
Columbia on YouTube, TCs “ITunes” site  
CIAO website, 45,000 hits/month  
MEI subscriber list, 2300 |
| Post-secondary conferences & events | Increase exposure to expertise on ME for students, faculty and community; engage with ME specialists worldwide; | Total events: 142, w/average attendance ~27, total attendance 8,500; 72 events on current affairs, covering region (Iran, Iraq, North Africa, Israel, Palestine, the Gulf, Levant)  
25% jointly with regional institutes, 38% with other units of the university, |
| K-12 | Exposing K-12 pupils in NY region to ME  
Training teachers to integrate ME into the K-12 curriculum  
Developing and providing materials for K-12 teachers and students | 460 teachers reached through professional development workshops, collectively teaching over 13,000 students/year  
$2000 worth of books and materials provided to teachers |
| Outreach to postsecondary institutions, general public, schools and media | Media, Business, General Public | Increasing exposure of general public to ME-related knowledge and information | 40 to 60% of audience for MEI public events are members of general public; over 90 media appearance, 40 interviews or op-ed pieces/year by ME faculty |

C.3. **Equal Access.** As pursuant to Section 427 of GEPA, CU and MEI in particular are committed to equal access and treatment of students and program participants. CU employment policies and admissions policies expressly prohibit discrimination and actively encourage increased minority participation in the academic mission of the university. Within
the Ivy League, Columbia College has the highest percentage of minority students enrolled. Since Columbia College shares courses with Barnard, approximately two-thirds of the undergraduate population is female. The School of General Studies (GS) hosts a number of programs to encourage increased minority student participation in international affairs and area studies programs, including the Global Scholar Program which brings students from Hostos Community College in the Bronx to GS and then to SIPA, and the Yellow Ribbon program which attracts veterans to Columbia (112 enrolled this year). Quite a few of these veterans have spent time in the ME and Afghanistan and are interested in building upon this experience by studying the languages, history and culture of the region.

All events, competitions, courses, and projects operate in accordance with Columbia’s strict guidelines on affirmative action (see GEPA). Redesigned walkways and building entrances, new ramps and elevators make the campus more accessible to wheelchair-bound people. Elevators refurbished with Braille control panels and equipped with audible floor indicators have improved facilities for the blind. Restrooms in many buildings, including Knox Hall where many ME classes are taught, are now wheelchair accessible. Free “reporter” services are provided for deaf students. The MEI is also working with the university’s ethnicity coding project, which collects data for the federal government’s IPEDS program, to specifically monitor participation rates of minority students and students with disabilities in all ME related programs.

C.4 Evaluation Plan. The external evaluation of the MEI will be conducted by the Center for Evaluation & Education Policy (CEEP), an internationally and nationally recognized external evaluator. CEEP’s content-diverse portfolio of projects includes extensive experience conducting external evaluations of programs funded by the U.S. Department of Education (ED), the U.S. Department of State, National Science Foundation and NATO; and providing
evaluation technical assistance for the Office of Management and Budget, and the Office of Innovation and Improvement (ED).

More specifically, CEEP has extensive prior experience providing technical assistance and developing and implementing external evaluations of National Resource Centers and Area Studies programs. CEEP has served as an external evaluator and/or provided technical assistance for twenty NRCs and Area Studies Programs across four universities (Indiana University, Georgetown, Harvard and Columbia). The CEEP Project Director for this evaluation (Dr. Ruddy) has served as an Advisory Board member to the USDOE postsecondary office providing consultation on a survey administered to students who have completed FLAS programs.

CEEP’s prior experience working with Title VI funded centers across the past twelve years, and with MEI during the 2014-18 grant application, will provide a strong foundation for the proposed external and internal evaluation. The results will allow the MEI to continue to efficiently and effectively use the evaluation results to both improve the quality of ongoing activities and to measure impact.

C.5 Evaluation Components. The external evaluation conducted by CEEP will be complemented by ongoing internal evaluation. Both the internal and external evaluation will include comprehensive formative and summative evaluation of center activities and NRC collaborative efforts. The evaluation specifically focuses on measuring the extent to which the MEI successfully meets the GPRA measures and the three established goals (corresponding to the Title VI priorities): Teacher Capacity Building: increase participation in, and impact of, K-16 teacher and language instructor training; Strengthening ME and Regional Studies at Minority Serving Institutions and two year colleges; and Increase
participation of professional schools students in area studies and in study of priority ME languages at Columbia.

As evidenced in the table below, CEEP worked closely and collaboratively with MEI to develop meaningful and specific goals and performance measures; and to develop project-specific, and quantifiable, outcome indicators to assess progress towards goals. Similar information plus corresponding activities are included in Appendix C on the required Performance Measure Form (PMF). However, the table below also indicates the types and sources of data, and the frequency of data collection.

<table>
<thead>
<tr>
<th>Project Goal #1: Teacher Capacity Building: increase participation in, and impact of, K-16 teacher and language instructor training (AP2 and CPP 2)</th>
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<tbody>
<tr>
<td><strong>Performance Measures</strong></td>
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| Increase K-16 teachers’ knowledge and use of Middle East content and language pedagogy by 10% annually | • Number of K-16 teachers and instructors participating in workshops  
• Number of contact hours  
• Number of teachers earning PD credit  
• Percentage of participating K-16 teachers who report increased knowledge of the Middle East as a result of workshops  
• Percentage of participating K-14 teachers who report using /workshop content in their teaching  
• Number of conferences and workshops held with TC’s Anthropology Department | Annual  
Annual  
Annual  
Year 2 & 4  
Year 2 & 4  
Annual | Grantee/program records  
Grantee/program records  
Grantee/program records  
CEEP Outreach Survey  
CEEP Outreach Survey  
Grantee/program records |
| Increase production of qualified language instructors for NYC region school systems by 20% through collaboration with GLP by the end of the grant period | • Number of K-16 teachers and instructors participating in workshops | Annual | Grantee/program records |
| Increase curricular offerings on ME by introducing a new course at Teachers College for pre-service and in- | • Number of semester-long course on ME in the Social Studies Department at TC | Year 1 | Grantee/program records |
### Project Goal #2: Strengthening ME and Regional Studies at Minority Serving Institutions and two year colleges (CPP 1)

<table>
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<tr>
<th>Performance Measures</th>
<th>Indicators</th>
<th>Timeline</th>
<th>Method</th>
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<tr>
<td></td>
<td>Increase numbers of faculty who offer courses and number of students at partnering MSIs graduating with Middle East area studies coursework by 10% annually</td>
<td>Year 1 Annual</td>
<td>Institutional records MSI Registrar</td>
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<tr>
<td></td>
<td>• Partnership agreement</td>
<td>Annual</td>
<td>MSI Registrar</td>
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<tr>
<td></td>
<td>• Number of faculty at partnering MSIs who offer courses with ME area studies content</td>
<td>Year 2 &amp; 4</td>
<td>CEEP Outreach Survey</td>
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<tr>
<td></td>
<td>• Number of students at partnering MSIs enrolled in courses with ME area studies content</td>
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<td></td>
<td>• Percentage of participating MSI faculty and who report increased interest and use of ME area studies content and resources as a result of participation</td>
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<td></td>
<td>Increase MSI faculty and student interest and use of Middle East area studies content and resources by 15% annually</td>
<td>Annual</td>
<td>Grantee/program records</td>
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<td></td>
<td>• Number of public programs</td>
<td>Annual</td>
<td>Grantee/program records</td>
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<tr>
<td></td>
<td>• Number of CU guest speakers in-classroom and public lectures at La Guardia introducing ME studies</td>
<td>Annual</td>
<td>Grantee/program records</td>
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<tr>
<td></td>
<td>• Number of CU initiatives available to MSI college faculty</td>
<td>Annual</td>
<td>Grantee/program records</td>
</tr>
<tr>
<td></td>
<td>• Number of MSI college faculty participants</td>
<td>Annual</td>
<td>Grantee/program records</td>
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<tr>
<td></td>
<td>Increase opportunities for MSI students’ studying Arabic comprehension and speaking skills by 25% by the end of the grant period</td>
<td>Annual</td>
<td>Grantee/program records</td>
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<td></td>
<td>• Number of one-on-one conversation practice sessions</td>
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### Project Goal #3: Increase participation of professional school students in area studies and in study of priority ME languages at Columbia LCTLs

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Indicators</th>
<th>Timeline</th>
<th>Method</th>
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<tr>
<td></td>
<td>Increase the number of Professional School students with exposure to knowledge about law, media and international affairs by 15% by the end of the grant period</td>
<td>Annual</td>
<td>Grantee/program records</td>
</tr>
<tr>
<td></td>
<td>• Number of events held</td>
<td>Annual</td>
<td>Grantee/program records</td>
</tr>
<tr>
<td></td>
<td>• Number of participants at events</td>
<td>Annual</td>
<td></td>
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<td></td>
<td>Increase the number of students taking one or more semester of “Language Maintenance Tutorials” through the LRC by 10% by the end of the grant period</td>
<td>Annual</td>
<td>Grantee/program records</td>
</tr>
<tr>
<td></td>
<td>• Number of students taking one or more semester of “Language Maintenance Tutorials” in Arabic, Hebrew, Turkish and Persian</td>
<td>Annual</td>
<td></td>
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<tr>
<td>Increase the number of students participating /attending informal language learning events by 20% by the end of the grant period</td>
<td>Number of students participating in language tables</td>
<td>Annual</td>
<td>Grantee/program records</td>
</tr>
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</table>

C.6 Evaluation Timeline. Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. **Formative Evaluation:** The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that program goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in years 1-2. **Summative Evaluation:** Evaluation in years 3-4 will primarily analyze the outcomes of the MEI activities/programs. For example, CEEP will measure the extent to which MEI has impacted students, faculty, and the community. To accomplish this, CEEP will follow up with former participants, including those from K-12 schools, community colleges, businesses and the media. An online “Outreach Survey” will be administered to determine the extent to which the MEI has impacted participants’ teaching, career, research, studies, and language use in Years 2 and 4. A “Grand Survey”, will be administered to all academic program affiliates of the center including current undergraduate and graduate students, alumni, and FLAS recipients, with a focus on MEI’s MA Program in Years 2 and 4. The survey will determine the impact MEI has had on their current/future studies and careers. Additionally, MEI can use the data gathered on this survey to report on its participants’ current status, employment, and use of cultural knowledge/language in their current studies/employment.
C. 7 Previous Evaluations. In AY 2016-17, the MEI and the ME program at Columbia underwent a multistage major review mandated by the Columbia University’s Academic Review Committee (ARC). Starting with a detailed formal Self-Study prepared by the Institute, the review proper was initiated by the multiple-day visit to campus of an External Review Committee, composed of distinguished scholars in the field of ME Studies (from Harvard, American University in Beirut (AUB) and UC Davis), who conducted interviews with MEI faculty, including the Director and the Executive Committee; with the relevant deans; and with students, undergraduate and graduate. Their External Review Committee Report was submitted to the university ARC Committee, and to the delegated committee of CU faculty, who conducted another series of interviews and data collection, and issued an encompassing final report. The process concluded with a letter from and a meeting with the academic deans.

The final ARC Report found that “MEI has maintained its strong commitment to its traditional mission and has fulfilled the obligations stipulated by the Title VI grant… The public events are well attended, the program with Teachers College is well established and the collaboration with La Guardia Community College seems promising.” The report closely examined the workings of the new Islamic Studies MA (ISMA) and made valuable recommendations, which we have followed, such as hiring a faculty advisor and introducing a dedicated introductory course.

In addition, the work and programs of the MEI are regularly reviewed and evaluated by its governing bodies. The Executive and Administrative Committees have helped introduce improvements to the program, making sure that the MEI’s activities achieve their intended goals and contribute to the strengthening of ME studies at Columbia. The executive faculty committee was deeply involved in reviewing our plans for the new direction of the ISMA, a program the MEI took over in late 2014. It has also spearheaded the creation of the
new Center for the Study of Islamic Societies (CSMS) and validated our close collaboration with other area institutes to break down the artificial barriers between regions, including in particular South Asia and Africa, regions neighboring the ME that share with it cultural, religious, and social characteristics, as well as a shared colonial past and post-colonial present.

D. Commitment to the Subject Area

D.1 Columbia’s Strengths. CU has a long and distinguished history in the academic study of world cultures. The university’s professional schools have trained scores of individuals who have been leading figures in world affairs. With the opening of nine Global Centers in the past ten years, including three in our region (Amman, Istanbul, and as of this year, Tunis) the university has further extended and deepened its international engagement. The Global Centers supplement CU’s curriculum with international programming, including study abroad and internship opportunities, as well as course offerings; facilitate research opportunities for CU students and faculty on globally relevant, interdisciplinary topics; and provide a point of ongoing engagement for international alumni. Columbia’s ability to expand and deepen its global focus is due in no small measure to its existing strengths in area studies, in particular ME studies. CU continues to be one of the leading American academic institutions in research, outreach, and the range and depth of its course offerings in Middle Eastern languages and literatures, history, the social sciences, and international affairs. Adding to professorships in Modern Arab Studies, Israel and Jewish Studies, and the Social Sciences established in the past decade, the university has established several new endowed positions: the Richard W. Bulliet Chair of Islamic History; the Maan Z. Madina Visiting Scholar
position in MESAAS; the Moinian Professorship in Pre-modern Middle Eastern Cultures and Civilizations at affiliated Barnard College; and the Sakıp Sabancı chair in Turkish Studies.

The MEI engages not only with faculty and students from some twenty-five academic departments, disciplines and schools but also with an impressive set of specialized centers. As a comprehensive institute, the MEI utilizes NRC resources in directly funding programming, co-sponsoring events, providing administrative support, and sharing faculty participation with a range of other campus units, which are of two types. The first type focuses on analytic themes or projects, such as “public religion” (Institute for Religion, Culture and Public Life, IRCPL), “Muslim societies” (the new CSMS), “women and gender” (Institute for Research on Women, Gender and Sexuality, IRWGS), “social difference” (Center for the Study of Social Difference, CSSD), and “international affairs” (SIPA). The second type are affiliate units of the MEI that provide specialized expertise within the institute’s regional purview: Iran (Center for Iranian Studies, CIS), Turkey (the new Sakıp Sabancı Center for Turkish Studies), Central Asia (Harriman Institute), Islamic Africa (Ifriqiyya Colloquium), Israel (Institute for Israel and Jewish Studies, IIJS), and Palestine (CPS). Crosscutting the distinct interests of these specialized units is the key role that the MEI plays in administering FLAS language fellowships to affiliated students who specialize on the ME.

Among the MEI’s new initiatives, CSMS is conceived of as an umbrella for faculty collaborations in cutting-edge research, integrated programming and innovative teaching across the related fields of research on Islam and Muslim societies. The center capitalizes on some 30 scholars in over ten departments, who are leaders in research and teaching on Islam and the Muslim world, and on established projects, such as MEI’s innovative Sharīʿa Workshop (Budget G.a). Three new MEI programming initiatives, (1) In Motion: Mobility Studies; (2) In Translation: Theory and Practice; and (3) In Change: On Regional
Environments (Budget F1c; F1d; F1e) draw on collaborations with GSAPP, School of the Arts and SIPA.

In the past decade, the recruitment of dynamic senior and junior faculty in political science, modern political history, religion, Islamic law, the history of science in the Arab world, Arabic and Hebrew literature, and Mediterranean studies, enhanced by the creation of two recent faculty positions in Indo-Persian history and literature, religion, and Islamic philosophy and the tenuring of junior faculty have further strengthened the ME program across departments. Columbia’s ME program continues to attract talented PhD candidates as well as MA and undergraduate students, particularly those interested in the contemporary period. In 2017-18, the institutional support for the 76 PhD students working on the ME amounted to $26,498,160.00 in tuition, stipends, and fees, and $266,000.00 in summer research funds. Support for area and language faculty salaries grew by over 12%, from $10,413,170.00 in 2014 to $11,668,674.00 in 2018. The MEI’s director, Brinkley Messick, a senior Anthropology professor, and its faculty committee, have successfully advocated for the continued expansion and strengthening of ME studies, in particular for the creation of focused academic centers such as CSMS. The MEI is housed in a building with MESAAS, the South Asian Institute (SAI) and the Institute for African Studies (IAS). With classrooms and seminar rooms used primarily by the 3 regional institutes and the department that houses a majority of the ME faculty, the building is a hub for students interested in our region and allows for closer cooperation among the institutes and with MESAAS. Among the innovative projects that bring affiliated faculty together is the Journal of Comparative Studies of South Asia, Africa and the Middle East (CSSAAME), edited at CU since 2012.

MEI has been administered by the Arts & Sciences (A&S) since 2009, connecting it more closely with CU’s core mission in the training of undergraduates, including the expanding Global Core Curriculum. MEI continues to collaborate with SIPA, where it was
previously housed, ensuring coverage of ME courses of interest to international affairs students. The MEI’s ability to strategically use its Title VI grant funds to pay for adjunct salaries ensures that needed courses on the Gulf, Iran, Turkey, as well as offerings on ME security, are available at SIPA and through the A&S departments, with the university committed to cost-sharing. As of fall 2014, MEI assumed responsibility for the interdisciplinary ISMA, adding a new Faculty Advisor, a dedicated core course and increased faculty participation.

The university’s direct funding for the MEI’s operations, while fairly modest, is a stable and solid source of income. University cost sharing for new staff for the ISMA has allowed us to hire the MA Faculty Advisor. Likewise, the university’s commitment to match donor funding now permits us to offer a yearlong post-doctoral fellowship for emerging academics working on Palestine. Gifts from MEI’s advisory board members and other donors provide crucial funding for established and new programs and help fill in gaps when no other funds are available. The university provides the MEI free office space and reduced-cost access to lecture/conference facilities across campus. CU continues to enhance support of ME library collections, with the annual allocation for the purchase of ME monographs rising from a healthy $319,000 in 2014 to $348,285 in 2018.

| Table 2: Columbia’s financial commitment to Middle East programs ($/year) for 2017-18 |
|-----------------------------------------------|------------------|------------------|
| Area faculty salaries                        | $10,547,624      | Operation of the MEI* | $139,0000 |
| Language faculty salaries                    | $1,121,050       | Fellowships (incl. summer) | $2,416,040 |
| Library staff salaries                       | $555,517         | Library acquisitions | $348,285 |
| Total salaries                               | $12,224,491      | Salary research/travel alloc. | $989,000 |
| Amman, Istanbul, Tunis Global Center operations | $2,250,000       | Non-salary total | $5,143,325 |
| **TOTAL:**                                  | **$ 19,617,816** |                  |        |

*does not include use of office space and facilities or student support provided free of cost to MEI

We continue to foster connections with institutions and scholars in the ME, in part through memberships, with American Institute for Yemeni Studies (AIYS), American
Research Institute in Turkey (ARIT), American Institute for Maghrib Studies (AIMS), Center for Arabic Studies Abroad (CASA), and by hosting visiting faculty and researchers from the region at the MEI and in various departments and centers. The MEI welcomed a series of Carnegie Centennial Fellows and hosts the annual Arcapita Visiting Professor in Modern Arab Studies and the Mahdi Fellow in Shi‘i Studies. An anticipated international partnership with the Institute for the Study of Muslim Civilizations at Aga Khan University in London (AKU-ISMС) will result in new exchanges and collaborations between students and faculty.

E. Strength of Library

E.1. Collections. Columbia University Libraries (CUL) has a long history of collecting materials from and about the ME and Islam. Our research collections support the network of departments, centers, institutes and programs that host and foster research and learning on the ME and Islam. Our ME collections serve both multidisciplinary and specialized scholarly interests in the ME at CU and reflect the University’s mission to “support research and teaching on global issues… to create academic relationships with many countries and regions… and to convey the products of its efforts to the world.” Outstanding in their deep and comprehensive coverage of Arabic, Persian and Turkish cultures and languages, and their relevance to current research and public debate about the ME, the collections also display a unique commitment to documenting languages and cultures on the fringe of the mainstream ME, e.g. Armenian, Assyrian, Kurdish, and Maltese, among others. The collections include materials from and about the region and individual countries, in major Western languages as well as in the many languages of the area. Geographical coverage ranges from Morocco to Afghanistan and from Turkey to the Sudan; chronological coverage extends from the third millennium BCE to the present; and subject matter spans virtually all disciplines in the humanities and the social sciences. Blanket order contracts with vendors (and our participation in the Library of Congress ME Cooperative Acquisitions Program) cover almost
all ME countries and document underrepresented minorities in the ME. Special attention is also given to materials about and from ME diaspora communities in Europe and the US, and about Islam and Islamic groups in Africa, Europe, the US, and Asia. The number of monographs in the ME collections approaches half a million titles (including 130,664 titles for Arabic, 51,431 titles for Hebrew, 46,829 titles for our outstanding Turkish collection, and 23,961 titles for Persian). Subscriptions to serials and periodicals from and about the ME currently number over 1,300. Licensed electronic resources with dedicated ME and Islamic Studies content include the Brill Publisher’s suite of Islamic reference sources, Index Islamicus, the ME and Central Asian Studies database, Oxford Islamic Studies Online, Oxford Bibliographies in Islamic Studies, Confidential Print, Cambridge Histories Online and KotobArabia collection of e-books. Recent acquisitions include Early Arabic Printed Books from the British Library collection with close to 5000 e-books in Islamic Studies, Oxford Handbooks online, Foreign Office files for the ME, 1971-1981, Confidential U.S. State Department central files, LexiQamus Ottoman Turkish online database and NovoVerus Arabic OCR Software in the Digital Humanities Center. Most of the newly acquired electronic resources are exclusively held by CUL in New York metropolitan area. These resources are complemented by a growing number of general electronic resources that have substantial ME-related content, e.g. ISI Emerging Markets and Factiva news, government, business and financial/economic information, the Foreign Broadcast Information Service Daily Reports, 1941-1996, and the MideastWire (news translations from regional sources). While most major newspapers from the region are now available online the library also provides access to news through airmail subscriptions to daily print ME newspapers. The libraries’ media center houses a growing and heavily consulted collection of audiovisual materials from and about the ME. It currently holds over 1,300 documentary and feature films in ME languages, some of which are unique holdings in North American libraries. Our
Rare Book and Manuscript Library house numerous important Judaic, Hebrew and Islamic manuscripts (Arabic, Persian and Turkish).

CUL take seriously their public role and so contribute to the creation and dissemination of valuable information about the region to a diverse public. CUL hosts the Virtual Library for the ME. It is organized by region, country, and subject, and currently contains annotated links to selected free Internet resources. The librarian is a co-founder of AMIR MidEast, a web-based publication (over 800,000 views) that distributes information on Open Access resources in ME and Islamic Studies.

E.2. Support for Acquisitions and Staff. CUL allocated $348,285 in FY 2017-18 for collecting ME materials. Additional funds from gifts and endowments are available for the acquisition of materials to support Armenian, Ancient Near East, and Israeli and Jewish Studies. These expenditures do not include funds expended by other library units for materials in English and Western European languages from and about the region (e.g. the Avery Architectural and Fine Arts Library, the Music Library, the Burke Theological Library). Significant expenditures from general library funds were made for some electronic books, databases and journals. CUL spends approximately $555,517 per year on salaries for staff directly associated with selecting, acquiring, processing, and preserving ME materials, and for research support services. This includes support for a full-time ME and Islamic Studies Librarian and a Librarian for Jewish Studies.

The MEI Librarian, Peter Magierski, has an MA in ME Studies from New York University and an MLIS from Rutgers University and is an active member of the ME Librarians Association. He coordinates the development of the collections and works with faculty to support research and teaching about the ME at the University and beyond. He is
responsible for reference consultations, library instruction sessions, targeting faculty, students, ME scholars and professionals at CU, and in the broader research community.

E.3. Collaboration and Resource Sharing. The University participates in various inter-institutional cooperative endeavors on the local, national and international level. In February 2017 the Rare Book & Manuscript Library and Group for Experimental Methods in the Humanities organized with a group of graduate students a MEI-cosponsored conference “Rediscovering Words and Worlds: Arabic Script Collections at Columbia University.” The conference featured discussion panels with scholars from peer institutions as well as hands-on workshops in paleography and cataloging. The most exciting development of the past year was the launching of the Shared Collection Service, developed in partnership with Princeton University Library and The New York Public Library (NYPL). The initiative made available over seven million items from NYPL and Princeton University Library for request in CU’s CLIO catalog. CU faculty, students, and staff can request direct delivery of these items to campus. In this context CU collaborates with Princeton and Harvard colleagues to analyze and evaluate their own collections in order to reduce unnecessary duplication and free up funds for acquisition of unique materials. Another exciting recent development is the partnership with University of Pennsylvania, Free Library of Philadelphia, the Haverford College, and Bryn Mawr College to digitize 576 Islamic manuscripts that have previously been largely invisible to scholars. The project called Manuscripts of the Muslim World is supported by a Digitizing Hidden Collections grant from the Council on Library and Information Resources (CLIR). This collaboration will result in high resolution images and catalog records for several major East Coast collections of Islamic manuscripts including unique CU holdings. Digitized manuscripts will be made available online as Open Access and will allow previously unknown and underutilized works to reach the widest possible
audience. CU contributes many unique titles to the ongoing Arabic Collections Online (ACO) digitization project. ACO is a collaboration of New York University, Princeton, Cornell, CU, American University in Cairo, American University of Beirut and UAE National Archives which has managed to date to publish close to 9,000 digitized public domain books in Arabic.

Within the NYC area, the Libraries have strong ties with the NYPL and NYU Library. CU and NYU have reciprocal access agreements and collaborate on North Africa collection development policy. The Manhattan Research Library Initiative (MaRLI) enables CU and NYU doctoral students, faculty, and librarians and NYPL researchers to borrow materials from all three institutions. CUL is also a member of a variety of regional consortia, including the North East Research Library Consortium, the North East ME Libraries Consortium, and the NY State Library Consortium. Nationally, the University is an active member of OCLC and SHARES, which provides on-site reading and interlibrary loan privileges to patrons of member libraries. Membership in the Center for Research Libraries and its ME Studies-specific group, the ME Materials Project (MEMP), provides access via interlibrary loan to rich collections of foreign newspapers, specialized, rare, or unusually expensive materials. To share more widely its collections, CU was a founding member of Borrow Direct, which provides expedited access to circulating books held at Brown, CU, Cornell, Dartmouth, Harvard, MIT, Princeton, U Chicago, U Pennsylvania, and Yale. CUL is also a member of Ivy Plus Libraries, a partnership of 13 leading academic research libraries, which promotes building collective collections as well as teaching, research, and public missions of the respective institutions and the global scholarly community. CUL works closely with CU’s Digital Scholarship Center, which engages in outreach, education, and advocacy to ensure that the scholarly work produced at CU has a global reach and accelerates the pace of research across disciplines. The Center is actively developing and promoting Academic Commons, a digital repository of open access scholarship. Academic Commons allow
faculty, students, and staff of CU and its affiliate institutions to deposit the results of their scholarship online. The Libraries is an active partner in promoting and providing venues for lectures, presentations and gatherings of faculty and guests from MEI and MESAAS.

F. Quality of Non-Language Instructional Program

F.1&2. Depth and Breadth. In 2017-18, the university offered 138 courses with significant ME content distributed across 21 departments at CU and Barnard, as well as through the graduate professional schools of Journalism, SIPA, and TC. Of these courses, 37 were new. Offerings were balanced between humanities and social sciences.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Name</th>
<th>Professor</th>
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<tr>
<td>Architecture</td>
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<tr>
<td>Art History</td>
<td>The Arts of Islam</td>
<td>A. Shalem</td>
</tr>
<tr>
<td>History</td>
<td>US-ME Relations</td>
<td>P. Chamberlain</td>
</tr>
<tr>
<td>International Affairs</td>
<td>Democratization in the Arab World</td>
<td>S. Masri</td>
</tr>
<tr>
<td>International Affairs</td>
<td>Environmental History of Israel</td>
<td>D. Rabinowitz</td>
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<tr>
<td>Islamic Studies</td>
<td>Foundation to Islamic Studies</td>
<td>K. Poots</td>
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<tr>
<td>MESAAS</td>
<td>Arabic Literature as World Literature</td>
<td>S. Bin Tyeer</td>
</tr>
<tr>
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<td>Arabs, Jews and Arab Jews</td>
<td>G. Hochberg</td>
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<td>H. Rashid</td>
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<tr>
<td>Religion/UTS</td>
<td>Islamophobia</td>
<td>J. Lamptey</td>
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</tbody>
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*Partial list – see Appendix B for comprehensive list

Introductory courses on the region for undergraduates (Section H.1) are among the most popular offerings. Major Topics in the Civilizations of the Middle East and India, Islamic Civilization, and Contemporary Islamic Civilization each draw close to 100 students. The basic Core Curriculum course, Contemporary Civilization, includes study of the Quran. Each year a member of the ME program faculty offers a pedagogical seminar session devoted to teaching the 50 instructors and preceptors in this course how to present the Quran for student discussion. The Anthropology Department teaches popular undergraduate courses such as Muslim Societies, Arabia Imagined, Women and Gender Politics in the Muslim World that cross regional borders and count towards the “Global Core” requirement. Since 2013, the
themed sections on women’s studies and on human rights in University Writing (required for first-year students) have used a basic segment on the ME.

A post-disciplinary and interregional department, MESAAS now also includes Africa, and is unique in this respect. Its faculty are pioneering an interdisciplinary approach to regional studies focused on both textual studies and social and political theory, with courses on topics ranging from Islamic science and Islamic Law, to colonialism and the history and politics of the ME, as well as courses on cinema and literature. Department members are trained in anthropology, history, philology, political science, and sociology in addition to those teaching literature and languages. The department has been strengthened in the last decade by the hiring of Timothy Mitchell, an eminent social scientist, as well as Wael Hallaq, a senior Islamic Law scholar, reinforcing our resources in this important field. Two recent hires, Assistant Professor Sarah Bin Tyeer in Arabic Literature and Gil Hochberg, the Ransford Professor for Hebrew and Comparative Literature have added needed courses and new perspectives. The most recent recruit, Elaine van Dalen, works on Greek and Arab medicine and science. A number of senior faculty (Khalidi, Mamdani, Messick, Anidjar) hold joint appointments in MESAAS and in their home departments. At Barnard’s Asian and ME Cultures Department, Hisham Matar, the Libyan-British writer, winner of the 2017 Pulitzer prize for fiction, teaches courses on global literature. The Art History Department has two full professors who focus on our region, Avinoam Shalem, a historian of Islamic Art, and Zainab Bahrani (Ancient Near Eastern Art and Archeology). French has three faculty members working on issues relating to our region. Madeleine Dobie and Emmanuelle Saada both focus on France’s former empire and North Africa in particular. A preeminent expert on Islamic Philosophy, Souleymane Bachir Diagne, is jointly appointed in Philosophy and French. With two senior socio-cultural anthropologists, Lila Abu-Lughod (Gender, Egypt) and Brinkley Messick (Islamic Law, Yemen); Naor Ben Yehoyada, a new hire working on
Mediterranean societies; and two recently tenured professors in Barnard’s Anthropology Department, Brian Larkin and Nadia Abu El-Haj, CU has one of the largest concentrations of ME anthropologists in the nation. The Religion faculty with expertise in Islam and ME Judaism has doubled in the past six years: joining Peter Awn (the senior professor of Islam) and Gil Anidjar, who focuses on Jews and Arabs, Political Theology, and Race and Religion, are recently tenured Najam Haider and Hussein Rashid, who teach courses on all aspects of Islam, including Islamic Law and Shi’ism, Katherine Ewing, who focuses on Turkish and South Asian Muslims in the diaspora, and Clémence Boulouque who works on Jewish thought and mysticism with a focus on the Sefardi world. The Religion Department also has three senior faculty in Jewish Studies. At Union Theological Seminary (UTS), a CU affiliate, Jerusha Lampetey teaches courses on Islamic religious thought and interreligious engagement. In History, Tunç Şen who covers the late Ottoman period, Marwa Elshakry, a historian of science who specializes in the ME, Manan Ahmed, who focuses on Muslim intellectual history, and Paul Chamberlin, a historian of US international relations with the ME, complement the History Department’s three senior faculty members (Van de Mieroop, Bulliet, Khalidi). We hope that the new Sabancı Professor in Turkish Studies will join the department shortly. In Political Science, Daniel Corstange works on ethnic politics in the ME and Lisa Anderson (former President of AUC and Dean Emeritus of SIPA) teaches courses on regime change and democratization in the ME and North Africa. There are two Barnard-based political scientists: Alexander Cooley, who works on state formation in Central Asia and the Caucasus, and Kimberly Marten, whose courses on political violence, weak states and non-state actors include large sections on countries in the ME. Two new hires, Pier Mattia Tommasino (Italian) and Seth Kimmel (Latin American and Iberian Cultures) work on the relations between Southern Europe and the Muslim World, and another new hire, Alessandra Ciucci (Music), is an ethnomusicologist focusing on North African music.
A significant number of faculty, both at SIPA and in the A&S departments, are strong on contemporary politics, with tremendous geographic range. Former member of the National Security Council staff and Iran expert Gary Sick brings to the classroom years of first-hand experience with US foreign policy in the region. Courses on international security issues (Gentry, Gottlieb, Betts, Weinberger), energy (Bininachvili), and human rights and conflict resolution (Barkan) focus in large part on the ME. The expanse of territory encompassing the Arabian Peninsula, the Persian Gulf, Iran, Afghanistan, Turkey and Central Asia is exceptionally well covered, with SIPA and A&S faculty providing expertise on Arabia (Messick), the Persian Gulf (Sick and Potter), on Turkey (Tunç), on modern Iran (Sick, Potter, Dabashi, and Akhavi), on Afghanistan and Pakistan (Zaidi, Potter, Mukhopadhyay, Marten), and on Central Asia (Sestanovich, Kendirbai, and Cooley). Israeli history, politics and society are covered by Ynon Cohen (Sociology), Michael Stanislawski (History) and Israeli culture, film and literature by Gil Hochberg (MESAAS). Rashid Khalidi and Paul Chamberlin (History), Timothy Mitchell and Joseph Massad (MESAAS), teach courses that focus on the modern history, gender, political economy, international relations, politics and culture of the region. Mahmood Mamdani (Anthropology, MESAAS, SIPA) teaches courses on Islam, state violence, and international relations.

Visiting Professorships in ME Studies and Israel Studies have added 2-3 courses yearly to the ME offerings. Recent courses include Jerusalem, the Sacred Imaginary and Worldly City (2017) and Conflicts in Israeli Politics (2018). A long-established Visiting Professorship in Armenian Studies allows for a semester-long hire in this field. The Quaid-i-Azam Visiting Professorship adds coverage on Pakistan and Afghanistan.

MEI is a cosponsor of the MENA Forum, which brings awareness to contemporary issues in the region among the SIPA community, and fosters graduate student engagement with relevant faculty and policy professionals (Budget F1a). In fall 2018, MEI also will
cosponsor the annual symposium of SIPA’s Migration Working Group (MWG) as part of the institute’s *In Motion* series on migration, displacement and belonging (Budget F1e).

Among the other professional schools at CU, GSAPP, has become a hub for ME experts and projects on the region. Dean Andraos, Nora Akawi, Hiba Bou Akar and adjunct faculty offer programming on architecture, design, and urbanism in the ME not found elsewhere. Fostering dialogue and cooperation, GSAPP offered workshops at the Columbia Global Center (CGC) in Amman that brought faculty and students from the US, Israel and the UAE to develop proposals for new forms of public space. In 2018, MEI will collaborate with GSAPP on *In Change: On Regional Environments* (budget F1d). Faculty at the Graduate School of Journalism, including Dean Steve Coll, publish extensively on the ME and national security issues. TC’s International and Comparative Education program (now International and Transcultural Studies) was established in 1899 making it the oldest such graduate program in the US. Offering courses on ME education and fostering strong connections to the region are hallmarks of the institution. Two current TC faculty members, Amina Tawasil (women’s Islamic education) and Amra Sabic-El-Rayess (Salafism and radicalization) focus on topics involving the region. Thea Renda Abu El-Haj (Education, Barnard) works on Muslim and Arab American youth. In the past four years, TC offered *Education in the ME* through a visiting lecturer, Elizabeth Buckner (partly funded by Title VI), as well as *Teaching ME History*, a course specifically targeted to social studies teachers.

F.3. **Interdisciplinarity.** The undergraduate Core Curriculum is explicitly interdisciplinary. MESAAS is designed at both undergraduate and graduate levels to provide perspectives on the ME that cross disciplines, with its faculty drawn from history, sociology, anthropology, political science, and comparative literature. Many MESAAS courses are cross-listed with ICLS and co-taught with faculty from other departments. Anthropology faculty members
teach courses that draw on other fields: women and gender studies (Abu-Lughod), media studies (Larkin), science studies (Abu El-Haj), history and law (Messick). The new survey course for ISMA at MEI, “Foundation to Islamic Studies and Muslim Societies,” is organized around weekly lectures by CU faculty from various academic departments. Within professional schools, SIPA offers more than 15 interdisciplinary courses in which students can develop case studies on the ME or make it the primary focus of seminar research, including courses such as Lisa Anderson’s “Authoritarianism.”

The MEI offers a setting in which specialists and students with diverse disciplinary interests meet to debate issues and are exposed to diverse ideas and perspectives while working in close partnerships with regional institutes and university-based centers and institutes. CSMS and IRCPL bring together scholars and students in religion, anthropology, history, political science, etc., to sustain multi-disciplinary analyses that address the rapidly changing role of religion in culture and political life. The Ifriqiyya Colloquium joins scholars of the ME and Africa in interdisciplinary inquiry on Islamic Africa (budget G.a).

This grant cycle, we will open select CU initiatives, such as the Ifriqiyya Colloquium and our faculty workshops to colleagues from the CUNY colleges as part of our outreach to these institutions.

F.4. Pedagogy and Resources. PhD students in the A&S are offered teaching fellowships as an integral part of their professional development. The Graduate School of Arts & Science (GSAS) Center for Teaching and Learning’s Teaching Development Program (TDP) allows doctoral students to cultivate, document, and reflect on teaching development across the arc of their graduate school career. The Foundational Track introduces graduate students to fundamental concepts and practices in student-centered learning, deepening the experience of TAships by connecting early instructional experience to proven and sustainable pedagogical
practices. The Advanced Track puts emphasis on transferable professional skills that are cultivated through teaching practices, which culminates in the development of a digital teaching portfolio containing evidence of inquiry-based teaching development. The Center provides numerous resources for teaching fellows including workshops on course design, credentialing in teaching and pedagogy, and individual consultations to discuss pedagogical methods.

G. Quality of Language Instructional Program

G.1. Language Instruction. MESAAS has a robust language program including Arabic, Hebrew, Persian, both Modern and Ottoman Turkish, as well as Armenian, with a faculty of 15 full-time lecturers. The Arabic program is one of the largest in the country. Large enrollment undergraduate courses such as “Introduction to Islamic Civilization,” as well as popular survey courses such as “History of the Modern Middle East” (164 enrolled in Fall 2018) have helped maintain steady language enrollments (Table 4) constituting 65% to 75% of most language classes.

<table>
<thead>
<tr>
<th>Language</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
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<tbody>
<tr>
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<td>285</td>
<td>315</td>
<td>298</td>
<td>328</td>
<td>291</td>
<td>296</td>
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<td>74</td>
<td>82</td>
<td>69</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>ARMENIAN</td>
<td>4</td>
<td>4</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>HEBREW</td>
<td>121</td>
<td>155</td>
<td>147</td>
<td>153</td>
<td>141</td>
<td>143</td>
<td>172</td>
<td>129</td>
</tr>
<tr>
<td>PERSIAN</td>
<td>102</td>
<td>77</td>
<td>90</td>
<td>93</td>
<td>96</td>
<td>68</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>TURKISH – MODERN</td>
<td>34</td>
<td>35</td>
<td>45</td>
<td>52</td>
<td>61</td>
<td>38</td>
<td>46</td>
<td>18</td>
</tr>
<tr>
<td>TURKISH – OTTOMAN</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>694</td>
<td>628</td>
<td>676</td>
<td>695</td>
<td>725</td>
<td>619</td>
<td>617</td>
<td>553</td>
</tr>
</tbody>
</table>

In the past 4 years, enrollments in Arabic have reached a very healthy plateau with an average of 300 students enrolled, while Hebrew have been rising steadily, Persian enrollments remain robust and Turkish enrollments have fluctuated in recent years (Table 4). A second section of elementary Persian was added in 2017 to accommodate student demand. Credit points for Arabic, Turkish and Hebrew courses were raised seven years ago from 4 to
5 credits (in line with languages such as Chinese, Japanese and Russian). The increased contact hours allow for additional material and greater opportunity for in-depth study. New technologies are used extensively in the classroom and are available to students outside of it. Classes are held in “smart” classrooms found throughout the university, including Knox Hall where most of our language classes are taught. The LRC offers cutting-edge learning spaces and tools for enhanced teaching and learning, including Collaborative Learning Space (CLS), ideal for student collaboration, team and project-based learning activities, and conversation groups, as well as Computer-Assisted Language Learning (CALL) spaces with computer terminals that support multi-language input (including non-Western characters) for international word processing. MESAAS and MEI jointly run weekly “Language Circles” for Arabic and Persian with activities such as viewing and discussing films from the region. A Turkish Circle will be added in fall 2018. Supervised by graduate students who are native speakers, the circles expose students to cultural knowledge and allow them to practice their language skills outside the context of the classroom (Budget I3b; I3c, I3d, I3e). The Language Resource Center (LRC) offers semester-long Language Maintenance Tutorials (LMTs) that allow students with previous language knowledge to maintain and expand their language skills, emphasizing spoken language (Budget I3a). The program is especially important for professional school students who may not always be able to incorporate CU language courses into their course load.

G.2. Armenian. CU is one of the few universities to offer the study of Armenian, which is taught at the elementary and intermediate levels, including an intensive intermediate course designed for heritage speakers. The advanced level is offered as an independent study. While making use of existing textbooks, largely grammar based, the courses are also designed to reflect current developments in language pedagogy. Material created by the instructor is task-
based, promotes communication in real-life situations, makes use of authentic reading materials like short stories, newspapers articles, short films, and online broadcasts. The program also strives to reflect the current merge between Diaspora communities and the Republic of Armenia by introducing material in both Western and Eastern Armenian.

G.3. Arabic. MESAAS’s Arabic language program, directed by Dr. Taoufik Ben Amor, is staffed by 7 full time instructors, as well as 1 Teaching Fellow, and 6 graders, all native speakers. Modern Standard Arabic (MSA) is taught as a living language to a diverse body of students with a wide range of academic and professional needs and courses aim to develop all five skills, listening, speaking, reading, writing and culture. With the ACTFL Proficiency Guidelines as a model, the program uses performance-based standards not only to test its students but also to design and review all its courses to ensure that students achieve needed competencies. Four of the seven instructors are certified Oral Proficiency Interview (OPI) testers. New teaching and assessment tools are shared through an online Teachers Resource website. The Alif Baa and Al-Kitaab I, II, and III textbooks are used in Elementary, Intermediate and Advanced Arabic along with vocabulary expansion and grammar sheets developed by the instructors, and supplementary material drawn from media, modern and classical primary sources. The program offers courses at four levels and graduate reading seminars. A total of 5 Elementary sections, 4 Intermediate, and 1 Advanced/Third Year section are offered. Off-sequence courses were introduced so that students can start their study in either the fall or the spring semester. The department offers “Arabic for Heritage Speakers,” one of the first in the US, which combines the curriculum of First and Second Year MSA. In fall 2018, we will offer “Spoken Arabic I and II” for students who have completed two years of MSA. The course will begin with Levantine and rotate dialects as needed. Fourth-year Arabic includes 4 courses: “Modern Arabic I &II,” “Advanced Grammar
Review,” and “Classical Arabic I and II.” The department has specialist courses based on Arabic sources, including “Contemporary Islamic Thought” (Hallaq) and “Arabic Literary Tradition” (Al-Musawi). These are taught in a mixture of English and Arabic, with students reading in Arabic. A course on MSA teaching pedagogy is under development to respond to the needs of MESAAS graduate students who go on to teach Arabic. MESAAS offers three intensive summer programs, one in New York and two abroad. The program in Amman, Jordan, significantly expanded since its inception in 2010, offers intensive Arabic courses through the 4th year level, and Levantine/Jordanian Arabic. The MENA Arabic summer program, launched in 2014, combines the study of MSA in Amman with the study of North African culture and history in Paris and offers darija, the dialect of North Africa. The Arabic faculty have been active in developing materials: Shahid, a website housing a series of special videos supports, expands students’ listening comprehension, reinforces vocabulary and introduces students to the culture, history and politics of the region. A teaching manual for heritage speakers was developed, with plans to make it available for wider dissemination (budget I1). A 77-lesson grammar series, hosted on YouTube, is now in the program.

G.4. Hebrew. The teaching of Hebrew has been significantly restructured in the past four years. The Hebrew program, directed by Dr. Naama Harel, who is assisted by two other full-time lecturers, offers Elementary, Intermediate, and Advanced Hebrew classes, a Hebrew course for Heritage speakers, and a Readings in Hebrew Texts, developing reading, writing and verbal skills and cultural awareness. As students progress they build vocabulary, learn complex grammatical, morphological and syntactic structures and read authentic texts. Increasing the number of points, from 4 to 5 credits, allows the program to bring students to an advanced level more quickly. Several content courses are offered, beginning in third-year, allowing students to advance their skills and broaden their understanding of Israeli culture.
and society through various thematic prisms. One of the third-level courses, on offer since fall 2015, examines Israeli cultural representations of biblical narratives. Using a variety of sources – literature, visual arts, popular music, television shows and films – the course examines how biblical themes are evoked in contemporary contexts. Another course, on offer since spring 2016, focuses on Israeli cinema. The study of films, coupled with readings, provides insight into the social, historical and aesthetic concerns of Israeli cinema. Since 2015-16, two Advanced Plus courses have been on offer: Readings in Hebrew Texts classes are designed to give students extensive exposure to Hebrew literary works of prose, poetry and drama that represent diverse voices within Israeli society and critically engage conflicts and complexity from multiple viewpoints. In the coming grant cycle, MEI will sponsor Hebrew language programming to complement the current offerings. Moshe Sakal, an Israeli author, will participate in two MEI sponsored events in fall 2018, a book talk in Hebrew, co-sponsored by the IIJS, and a conversation with his English language translator, as part of MEI’s In Translation series (Budget F1c).

G.5. Persian. Dr. Saeed Honarmand, directs the Persian language program, assisted by a fulltime lecturer, Dr. Michelle Quay. Three levels of instruction are offered (with two elementary and intermediate sections) and a fourth-year course will be offered for the first time in fall 2018. The program trains students in all aspects of Persian and utilizes a variety of primary sources. Āmuzesh-e Fārsi: Elementary Level and Āmuzesh-e Fārsi: Intermediate Level textbooks and associated multimedia components are used in first three years of instruction. The curriculum also draws on authentic texts from news outlets, social media, literature and film to foster a deep cultural awareness while developing students’ reading, writing, oral and aural skills. Grammar and elementary conversation and reading skills are introduced in the first year. These skills are further developed in the second year, with an
emphasis on reading comprehension, writing, conversational skills, grammar and syntax, and standard Persian vocabulary acquisition, in preparation for reading and comprehension of advanced literary texts. The third year focuses on culturally specific idioms, expressions, and more advanced Persian texts. Grammatical structures are explicated as necessary. The fourth year is designed to further expand vocabulary, enhance reading comprehension and engage students in a comprehensive and critical study of classical and modern literary texts.

G.6. **Turkish.** Under the direction of Dr. Zuleyha Colak since 2010, the Turkish program at CU has served as one of the pilot sites for the implementation of the Deep Approach to Turkish Teaching and Learning (DATTL) program, pioneered by a group of researchers at the University of Wisconsin. ACTFL standards have been integrated with the Deep Approach pedagogy over the past 4 years. From their first semester of their study of Turkish, students are considered curriculum builders and are given opportunities to pursue real life projects and make oral presentations. Working with authentic materials such as newspapers, Turkish films, TV series, and songs, the program teaches language by emphasizing culture. Teaching modules developed through the DATTL program are available for downloading for instructors and students. Students have shown remarkable progress in proficiency in the 5 language learning skills. Assessments using the ACTFL OPI conducted by the program’s instructors have shown that by the end of the year, the majority of the students in Elementary Turkish reach the “intermediate low” level and those who complete Intermediate Turkish reach the “advanced” level on the ACTFL scale. Students who complete Advanced Turkish, taught as a research seminar, usually achieve the “superior” level on the ACTFL scale. Most students enrolled in the CU Turkish program spend at least one summer studying Turkish abroad.
G.7. Performance-Based Instruction and Proficiency Testing. To ensure functional language acquisition by students, all classes are currently taught using performance-based instruction that conforms to established national standards. Training in proficiency testing and performance-based pedagogy is required of all full-time language instructors. A two-day introductory training for new instructors is provided by the LRC, which also works with instructors on producing performance-based materials and developing other teaching resources.

H. Quality of Curriculum Design

H.1. Undergraduate Instruction. CU is renowned for its undergraduate “Core Curriculum,” which includes a rigorous area studies component. All undergraduates must take at least two courses to fulfill the “Global Core” requirement, which asks students to engage directly with the variety of civilizations and the diversity of world traditions, and ME courses are popular ways to fulfill this requirement. Undergraduate interest in the ME is greatly enhanced by these requirements, and students pursue additional coursework in related fields. Enrollments continue to be robust in both language and non-language offerings on the region (Table 5).

<table>
<thead>
<tr>
<th>Table 5: Enrollments in ME Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduates</strong></td>
</tr>
<tr>
<td>Area Studies</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Our ME majors are found in the MESAAS department and are expected to develop two closely related skills. The first is linguistic expertise: a minimum of two years of course work (16-20 credits) in one language is required, and further work (including intensive summer language study) is greatly encouraged, with the aim of learning how to study a cultural field through its own texts. Students begin their work with an introductory course on the region.
(Contemporary Islamic Civilization) followed by a small-group seminar course (Major Texts ME) in which they explore selected classic texts of the region. An additional 5 courses and a capstone seminar in their senior year complete the major requirement. A senior thesis, while not required, enables a student to be considered for departmental honors. In addition to MESAAS majors, we also track students in other departments who take a minimum of 12 credits of ME classes, including language (Table 6).

<table>
<thead>
<tr>
<th>Degrees</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA MESAAS majors</td>
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<td>29</td>
<td>33</td>
<td>85</td>
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<td>416</td>
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<td>33</td>
<td>36</td>
<td>32</td>
<td></td>
<td>155</td>
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<tr>
<td>MA MESAAS majors</td>
<td>42</td>
<td>50</td>
<td>56</td>
<td>62</td>
<td>58</td>
<td>268</td>
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<tr>
<td></td>
<td>14</td>
<td>10</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>69</td>
</tr>
<tr>
<td>PhD</td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>47</td>
</tr>
</tbody>
</table>

Undergraduates at the School of General Studies have the option of enrolling in the dual degree program with Sciences Po, now in its eighth year, allowing them to spend their first 2 years in France at one of the specialized area campuses. In 2017-2018, 35 GS students were enrolled in the program at the Sciences Po campus in Menton, where the curriculum focuses specifically on the ME.

H.2. Graduate Training. Graduate training relating to the ME occurs mainly through the GSAS and in SIPA. GSAS departments that recognize the ME as a special area of study are Anthropology, History, Political Science, and MESAAS. Religion recognizes Islam as a specific area of graduate concentration. Graduate students in Sociology, Ethnomusicology, Art History, Comparative Literature, French, and at TC and Mailman School of Public Heath have also produced dissertations focused on the ME. Requirements for dissertation defense stipulate that two members of every 5-member defense committee be from outside the
sponsoring department. Consequently, students working on the region typically work extensively with ME specialists from departments other than their own. There are currently 76 PhD students working on topics related to the ME: 25 in MESAAS, 9 in Anthropology, 3 in Political Science, 16 in History, 7 in Religion, 1 in Ethnomusicology, 3 in French, 7 in Art History, and 5 at TC. Students interested in gaining a competence in ME affairs before joining the work force or going on to another graduate degree normally enroll in MA programs in A&S departments, with the majority found in MESAAS (14 MAs in 2018), but also in Anthropology, Religion and International History. The MESAAS MA program requires 30 credits of non-language courses, proficiency at the intermediate level of one regional language, and a thesis. Students interested in the study of the larger Islamic world can enroll in the MEI’s interdisciplinary ISMA (Section D.1). The Masters of International Affairs (MIA) program at SIPA allows students to pursue a “specialization” in ME (17 students in 2018) and requires foreign language competency; those in the ME specialization study Arabic or one of the other ME languages. Law, Business and Journalism students enrolled in dual-degree programs with SIPA have the opportunity to focus on language and area studies courses, as do Journalism students who pursue a dual degree with Religion. Many of these dual degree candidates specialize in the ME. CU has expanded its dual degree programs for graduates (as well as undergraduates) with Sciences Po in France which offers a large number of courses on the modern ME as well as advanced Arabic at its graduate and undergraduate campuses (Section H.1). In 2017-18, 13 SIPA students spent their 1st year studying in Paris at Sciences Po in the Dual Degree Program, many of them focusing on the ME and studying Arabic. Teachers College (TC), one of the leading graduate schools of education in the U.S., which offers courses on the ME and the Muslim world, has a regular cohort of graduate students pursuing academic or professional careers in this field.
Academic and Career Advising. Advising takes place at the level of each student’s school and within departments at the undergraduate and graduate levels. Professors are designated as Director of Undergraduate Studies (DUS) and Director of Graduate Studies (DGS) and each student also chooses an individual advisor from among the faculty in the field. Advisors provide counsel and information about course selection, outside funding opportunities, theoretical development, language training, and job search strategies and opportunities. The university’s Center for Career Education (CCE) helps students assemble dossiers for prospective employers or graduate and professional programs. SIPA maintains its own Office of Career Services (OCS), advising students on job placement and internships, including placements in ME-related jobs. Both of these offices sponsor recruiting events for employers, including government agencies seeking students with regional expertise.

The MEI begins each semester with an orientation for SIPA students who are interested in the ME and continues to advise them throughout their time at SIPA. The Institute holds information sessions for graduate and undergraduate students on summer internships and language programs and serves as a clearinghouse for job information specific to the region. The MEI also spends significant time advising students interested in applying for the FLAS fellowship, ensuring that the requirements of the program are well understood.

Research/Study Abroad

<table>
<thead>
<tr>
<th></th>
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<td>0</td>
<td>1</td>
<td>3</td>
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</tr>
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<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
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<td>0</td>
<td>14</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Turkey</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UAE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
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<td>54</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>
The university has made “global studies” a central part of its mission and is funding various initiatives to increase the range of international experiences available to undergraduates in research, work, or study abroad. Study abroad opportunities for undergraduates are coordinated through the Office for Global Programs (OGP) as well as Barnard College’s Office of International Programs. For our region, there are 14 approved junior year study-abroad programs during the summer and AY in addition to CU’s own programs in Amman the Intensive Arabic Summer Language Program and the ME and North African Studies program in Amman and Paris. CU students have been very successful in obtaining Critical Language Study (CLS) fellowships to study Arabic, Turkish, and Persian in the region (11 scholarships in the past 4 years). The availability of summer FLAS awards for undergraduates, the Presidential Global Fellowship for rising sophomores and the new De Bary Summer Fellowship have allowed talented undergraduates to spend time abroad for summer research and language acquisition. Political instability in recent years and related State Department travel restrictions have reduced the number of students spending time abroad and have shifted student travel from some destinations such as Egypt to destinations, like Morocco and Oman. Nevertheless, there is still great interest and demand from students for pursuing overseas experiences in our region, such that the number of qualified Summer FLAS applicants greatly exceeds the number of fellowships we have to offer. For the past 10 years, MEI funding has helped undergraduates pursue summer research projects and unpaid internships in the region (~ 3-5 awards per year). Students going to Israel for short term study projects, internships, and volunteer positions have been funded by the Institute for Israel and Jewish Studies (~ 20 awards annually). Working with the Global Centers and CU alumni associations in over 10 countries, OGP and CCE have created the new Columbia Experience Overseas (CEO) program, which offers high quality internship experiences in a diverse array of industries. Students have interned in Amman and Istanbul, as well as a number of Gulf
countries. The CU office which monitors undergraduate travel abroad reports that there were 327 students approved in the past 2 years for travel to the following ME countries: Jordan, Israel, Egypt, Algeria, Tunisia, Saudi Arabia, Lebanon, Turkey, Oman, and Morocco to pursue study abroad, summer language study, internships and other short-term opportunities.

SIPA requires students to pursue a semester long internship and many students specializing in ME choose to fulfill this requirement during the summer, interning at organizations in the ME. Most doctoral students spend between one and two years abroad conducting dissertation research in the ME with departmental or external funding. In 2018, 47 PhD students received $266,000 in funding from CU for summer travel and research in the region. Graduate students in all departments are also extraordinarily successful in raising dissertation research funds from the Social Science Research Council, the Fulbright program, the National Science Foundation, the Wenner Gren Foundation, and others.

I. Outreach Activities

I.1. Elementary and Secondary Schools. MEI reaches out to schools and teachers in a variety of ways: through our professional development workshops for teachers, our strong collaborations with community colleges, our ongoing partnership with Teachers College, and our dedicated website with ME-specific educator resources for the classroom. The MEI augmented the professionalism of its Outreach program. In 2016 we hired a dedicated, but part-time Outreach Coordinator, Dahlia El Zein, who holds an MA in Arab Studies from Georgetown University and came with valuable teaching experience. Our major outreach vehicle is a series of PD courses for NYC teachers, which have been upgraded to meet the standards and needs of educators using the K-12 NY State Global Studies Curriculum (Table 8). The majority of our workshop participants are high school teachers, but elementary, middle school, and two-year college instructors also attend. The courses are organized as one
or two day-long workshops featuring faculty from CU, TC, advanced CU doctoral candidates, and full-time faculty from other universities. This summer (2018) we are offering two courses: “Decentering the State: Refugees, Migration and Displacement” and “Collecting Muslim Oral Histories,” both accredited by the NYC DOE for PD credit. Both courses are content-driven and discuss how to bring relevant ME material into curricula. Educational materials, including primary sources, are provided and implementation methods discussed.

Over the past four years, 460 K-12 teachers from NYC public and private schools, who collectively teach over 13,000 students per year, have attended our PD courses.

Our fruitful partnerships with TC and the Global Language Project (GLP) allow us to reach a wide audience. TC is uniquely positioned to extend MEI’s outreach activities. Its extensive contacts with schools, administrators and the educational research community are a starting point for developing strong audiences in education—from teachers to policy makers—who can best guide us in serving the K-12 needs for ME outreach. During the 2015-2017 AYs we placed ME expert Dr. Elizabeth Buckner at TC to teach courses related to the ME. We also partnered with the TC social studies education program to jointly offer PD courses for teachers. TC faculty member Dr. Amina Tawasil will offer one this summer (2018). In fall 2018, we will provide funding for a new ME introduction course at TC, mainly for pre-service and in-service teachers enrolled in the social studies education MA program (budget A2.4).

GLP is an NYC based nonprofit that supports world-language learning through “best-in-class” curricula and innovative teacher development thus enabling students, particularly those in underserved communities, to develop language proficiency for further education and to enter the global workforce. MEI has partnered with GLP for the past five years to support K-16 Arabic language educators throughout the tri-state area and hosts two of its core programs, the New York Arabic Teachers Council (NYATC) and summer STARTALK
teacher training program at the MEI. NYATC provides a forum for Arabic teachers to network, collaborate, and innovative approaches to teaching with the goal of strengthening and professionalizing the field. Over the last four years, GLP has held 12 full-day NYATC professional development conferences in partnership with MEI. 25 to 40 teachers attended each session, from over 100 schools throughout the tri-state area, including K-12 schools, both public and private, and post-secondary institutions. Additionally, each summer, in collaboration with GLP, MEI has hosted the intensive 2-week long STARTALK teacher training program for Arabic, Mandarin, and Korean teachers, with 96 teachers participating over the past four years (budget G2). Our website – shared during our PD workshops – is a curated space for teachers, faculty, and school staff to explore resource that has drawn over 300 unique visitors over the past several years.

### Table 8: Prof. Development Courses 2014-2018

<table>
<thead>
<tr>
<th>Semester &amp; Attendance</th>
<th>Course Title</th>
<th>Partners</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 2014: 21 K-12 teachers; 1 two-year college instruc.</td>
<td>NYATC: Setting Yourself Up for a Successful Year</td>
<td>GLP</td>
<td>(1) CU FT Fac; (1) Other Univ FT Fac</td>
</tr>
<tr>
<td>S &amp; Su 2015: 53 K-12 teachers, 3 two-year college instruc.</td>
<td>Citizenship &amp; Nationality in Israel/Palestine; STARTALK Teacher Training Program: Highly Effective Teacher by Design I</td>
<td>CU Law School; GLP</td>
<td>(1) CU FT Fac; (2) Other Univ FT Fac; (1) ABD CU</td>
</tr>
<tr>
<td>F 2015: 33 K-12 teachers</td>
<td>NYATC Fall Conference</td>
<td>GLP</td>
<td>(2) Other Univ FT Fac</td>
</tr>
<tr>
<td>S &amp; Su 2016: 54 K-12 teachers, 2 two-year college instruc.</td>
<td>NYATC Winter &amp; Spring Conference; STARTALK Teacher Training Program: Highly Effective Teacher by Design II</td>
<td>GLP</td>
<td>(2) CU FT Fac; (4) Other Univ FT Fac</td>
</tr>
<tr>
<td>F 2016: 28 K-12 teachers, 1 two-year college instr.</td>
<td>NYATC: Fall 2016 Conference, “Beyond the Classroom Walls”</td>
<td>GLP</td>
<td>(2) Other Univ FT Fac</td>
</tr>
<tr>
<td>S &amp; Su 2017: 109 K-12 teachers, 3 two-year college instruc, 2 TC PhD</td>
<td>NYATC S &amp; Su 2016 Conference, “Beyond the Classroom Walls”; STARTALK Teacher Training Program: Highly Effective Teacher by Design III; Citizenship &amp; Nationality in Israel Palestine; Reconfiguring Representations of the MENA and South Asia</td>
<td>GLP; TC; SAI</td>
<td>(3) CU FT Fac; (1) TC FT Fac; (5) Other Univ FT Fac; (1) ABD CU; (1) ABD TC</td>
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<tr>
<td>F 2017: 28 K-12 teachers, 2 two-year college instrs</td>
<td>NYATC Fall 2017 Conference: “Topics that Touch Hearts and Minds”</td>
<td>GLP</td>
<td>(1) CU FT Fac; (2) Other Univ FT Fac</td>
</tr>
<tr>
<td>S &amp; Su 2018: 134 K-12 teachers; 4 two-year college instruc.</td>
<td>NYATC S2018 Conference; STARTALK Teacher Training Program: Highly Effective Teacher by Design IV; Decentering the State: Refugees, Migration and Displacement; Collecting Muslim Oral Histories</td>
<td>GLP; TC; SAI</td>
<td>(4) CU FT Fac; (3) TC FT Fac; (8) Other Univ FT FAC</td>
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</table>
MEI will continue to offer PD courses during the AY (budget G1) and maintain its close collaboration with GLP for Arabic teacher language training (Section A.1).

I.2. Postsecondary Institutions. CU’s principal vehicles for outreach to faculty at other universities and colleges in the NY metropolitan area are the Columbia University Seminars, five of which focus specifically on the ME. There are specialist seminars devoted to Iranian, Arabic, Jewish and Israeli, and Ottoman and Turkish studies. These provide one of the city’s premiere venues for academics in these fields to meet on a regular basis. The “Middle East Seminar,” run by Gary Sick, focuses on the modern ME and brings together policy makers, journalists, and other professionals with scholars from NY area universities on a monthly basis. The CUL grant scholars in the NY area and adjoining region, including members of the University Seminars and Visiting Scholars, access to its collections. Faculty from the CUNY system, in particular, have benefitted from this access and we seek to facilitate this process and expand the numbers of faculty from Title III and V schools who have access to the library system and the ME librarian, especially about the many free and licensed online resources in ME and Islamic Studies.

Over the past four years, as part of our Title VI mandate to reach out directly to post-secondary institutions in the NY region, in particular those receiving Title V and III support, we have developed a strong partnership with LaGuardia Community College, a 2-year college in the CUNY system (Letter of Support from LaGuardia Community College: Part IV, Appendix D). CU faculty and outreach staff have conducted seminars for the LaGuardia’s International Studies faculty on teaching about Israel/Palestine and gender in the ME.
doctoral students have offered guest lectures in LaGuardia classrooms on topics ranging from “Islamic Jurisprudence” to “Islam in Java.” MEI also co-sponsored the annual New York Forum for Amazigh Film, hosted at LaGuardia in April 2018. Over 500 students and faculty attended the three-day event of films, music, food, and discussions, with faculty designing specific assignments for the students to complete following their attendance. We plan to support the festival for the next four years as it underscores the diversity of the region and highlights the culture and history of an underrepresented non-Arab indigenous minority group (budget G6). We propose to intensify our partnership with LaGuardia Community College in a wider-ranging collaboration to raise the profile of and institutionalize ME Studies.

I.3. Business, Media, and the General Public. The MEI organizes and promotes conferences, lectures and cultural events for the general public covering a broad range of topics. Over the past 4 years, we sponsored 142 events (reaching more than 8,500 people). Advertised through our e-newsletter (~1600 subscribers), posters and flyers, the CU online events calendar, the MEI website (http://www.mei.columbia.edu/) and Facebook, the programs draw a public from within and outside CU. We use our e-newsletter to publicize events, research and language opportunities, and job and internship listings both local and international, providing an invaluable service to our public.

| Table 9: MEI Events, September 2014-May 2018 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                | Total Events    | Total Attendees | CU Lecturer     | Non-CU Lecturer | International Lecturers | Cosponsor w/ NRC | Cosponsor w/ other units | Mixed Panels/ Conference |
| #               | 142             | 8500            | 7               | 104             | 72               | 25%             | 38%             | 30              |
| Country        | Gen ME          | Iran            | Iraq            | Israel/Palestine | Turkey/Ottoman Empire | Gulf           | Egypt           | Syria, Jordan, Lebanon | North Africa | Other |
| #               | 50              | 20              | 4              | 19              | 15               | 5              | 9               | 9               | 13              | 10          |
| Event Type     | Films           | Academic        | Current Affairs/Politics | Literature | Cultural Events | Information Session |
| #               | 5              | 51              | 72              | 9              | 5               | 8              |
Our faculty are called on for their expertise by local, national, and international media. Former MEI director Rashid Khalid and Professors Sick, Dabashi and Franke alone have given more than 70 interviews to the media over the past 36 months and contributed 40 or more articles/op-ed pieces to a variety of printed and online outlets. Sick’s *Gulf / 2000* blog surveys articles and commentary on Iran and is a valuable resource for relations in the Gulf. In addition to the electronic resources available through CUL (Section E.1) there are other important online resources aimed at both non-scholarly and academic audiences. In 2014, Web-CSSAAME was launched, providing open access to original articles linked to this important, CU-edited journal on the Middle East, South Asia, and Africa. CPS regularly posts videos of its major events on its website, and live-streams its most prominent programs. Other resources available to non-CU affiliates are the recently launched CU on YouTube channel (Section F.3) as well as CIAO (Columbia International Affairs Online), an Internet-based, full-text resource that offers journal articles, reports, studies, conference proceedings, books and works in progress for all areas of international affairs.

### J. FLAS Awardee Selection Procedures

**J.1. Advertisement.** The Institute solicits applications from across Columbia’s undergraduate and graduate schools, including its professional schools. The competition is advertised through admissions and financial aid offices, departments, faculty, and directly to students. The MEI website describes FLAS and links with the university’s main FLAS pages, which feature an outline of the program, a list of eligible languages and world areas, instructions, announced priorities, and an on-line application. MEI posts flyers and ME faculty make classroom announcements. Listserv messages reach faculty and students across the
university. In the coming grant cycle, we are committed to open up the Summer FLAS competition to qualified students from the CUNY schools we have partnered with. We will work with faculty and administrators to advertise this opportunity and advise CUNY students on the process.

J.2 Schedule. Early November: the FLAS competition is announced. Late January: the online application site is opened and the selection committee is formed. Mid-February: Deadline for application submission. Mid-March: Committee meets and draws up a ranked list of candidates and alternates and following committee meeting successful candidates are informed of award. Candidates have 10 days to accept or decline. Alternate candidates are notified immediately as awards are declined.

J.3 Application. Application are submitted via an on-line application site. Applicants provide information on education and language training as well as a personal statement describing academic and professional goals and the role of the target language in achieving them. Applicants provide transcripts, a recommendation from an area studies faculty member and an evaluation from a language instructor. As with the current grant cycle, applicants will be advised to file the FAFSA form to meet the competitive preference.

J.4. Criteria for Selection. In the current cycle, need-based criteria were added to the FLAS deliberations with Columbia Admissions Offices providing the Estimated Family Income (EFI) based on the FAFSA. The Committee will review the applications based on the selection criteria (below) to identify suitable candidates. The Committee will prioritize award to fellows from a list of candidates who meet both merit and need-based criteria.
Selection Committee: The FLAS Selection Committee includes faculty from the humanities, social sciences, professional schools, and language programs.

Selection Criteria: MEI administers FLAS using USED guidelines and priorities. We evaluate applicants on the basis of merit as indicated by previous academic performance, potential contribution to their field or career, and national need in particular fields and careers. Applicants for intermediate or advanced training are given preference over beginners, except for second ME language acquisition. Each committee member reads and reviews all applicant files and rates them according to academic merit. Ratings will be aggregated to select an initial list of meritorious candidates. The competitive priority criteria outlined above will be applied to the merit-based list to prioritize those candidates who meet the need-based criteria.

We regularly receive three times as many applicants as there are awards available for the academic year and for the summer. We regularly receive three times as many highly qualified applicants as there are awards available for the academic year and for the summer. In particular, we receive applications from students admitted to study at our graduate and professional schools and who, in the absence of FLAS funding, very often decide that they cannot afford to attend Columbia. We request 9 graduate and 2 undergraduate academic year fellowships, and 9 summer fellowships for each of the four grant years. The summer competition will be open to both undergraduate and graduate students. As with the current grant cycle, one summer FLAS award will be set aside for a qualified student from Hunter College for the study of Arabic.

We therefore request 9 graduate and 2 undergraduate academic year fellowships, and 9 summer fellowships for each of the four grant years. The summer competition will be open to both undergraduate and graduate students. As with the current grant cycle, one summer
FLAS award will be set aside for a qualified student from Hunter College for the study of Arabic.

K. Competitive Preference Priorities

| NRC: Absolute Priority 1 — Diverse Perspectives and Wide Range of Views in Funded Activities | • Ensuring that speakers, visitors and other programming represent diverse viewpoints.  
  • Encouraging research, teaching and debate across disciplines, topics and analytic perspectives  
  • Enabling balanced and multi-faceted outreach to teachers and language instructors  
  • See “Part III, Description” attached to grant proposal |
|---|---|
| NRC: Absolute Priority 2 — Teacher Training | • Pre-service courses on ME at Teachers College  
  • MEI teacher professional development workshops and new summer institutes on ME area studies  
  • Arabic Teaching: materials and workshops for Arabic Teachers (K-14) through GLP professional development network |
| NRC: Competitive Preference Priority 1: Sustained collaboration with MSIs and/or 2 year Colleges | • CU graduate students co-teaching and developing new ME courses at LaGuardia Community College  
  • CU graduate students and faculty as guest lecturers at LaGuardia Community College  
  • Support for major film festival and educational panels at LaGuardia  
  • Scholarly interchanges between LaGuardia and Columbia faculty and students working on the Maghreb region  
  • Offer enhanced Arabic conversation practice for LaGuardia students through NaTakallam,  
  • One Summer FLAS award earmarked for qualified student from Hunter College Arabic Program  
  • Expanded access for faculty from Title III and V schools to CU library system including the many free and licensed online resources in ME and Islamic Studies |
| NRC: Competitive Preference Priority 2 — Schools of education | • Enhancing long-term working relation with Teachers College (Columbia University)  
  • New course on the ME for social studies teachers at Teachers College  
  • Summer grants for TC students for research in the ME region  
  • CU faculty to help advise TC students working on ME  
  • Co-sponsorship for TC conferences on the ME |
| FLAS Preference Priority 1: Fellowship award preference to students with financial need | • FLAS awards will give competitive preference to qualified applicants who file FAFSA to demonstrate financial need  
  • One Yearly Summer FLAS award ear-marked for student of Arabic at MSI |
| FLAS Preference Priority 2: 25% or more academic year FLAS fellowships in U.S. DoE LCTLs | • 100% of FLAS awards made in LCTL (Arabic, Hebrew, Turkish, Persian) |
Other Attachment File(s)

* Mandatory Other Attachment Filename: APPENDIX A CVs and Position Descriptions.pdf

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Mandatory Other Attachment  Delete Mandatory Other Attachment  View Mandatory Other Attachment

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## PART IV – APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

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**Notes:**
- *H* indicates faculty hired starting in the 2018-19 academic year
- All language competency is expressed in a 1-5 scale, where 1 is elementary proficiency and 5 native or bilingual proficiency.
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<td>Marten, Kimberly</td>
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<td>Tawasili, Amina</td>
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<td>Tommasino, Pier Mattia</td>
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<td>Zaidi, Syed Akbar</td>
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**Other Project Personnel**

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<td>Ruddy, Anne-Maree</td>
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<td>Rutkowitz, Simone</td>
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<td>Spellman Poots, Kathryn</td>
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</tr>
</tbody>
</table>
Name: Ouijdane Absi  
Title: Lecturer in Arabic  
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured  
Education: 2003, M.A., English, Sorbonne  
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy  
Academic Experience: 2008-present, Lecturer, Columbia University; 2005-08, Lecturer, James Madison University  
Language Competence (scale of 1-5): French: 5, Arabic: 5, Spanish: 2, Italian: 2  
Overseas Experience: France, Jordan, Morocco  
Area Courses Taught: 3  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: N/A  
U.S. Government Fellowships Received: N/A  
Recent Publications: N/A

Name: Nadia Abu El-Haj  
Title: Professor  
Department and Tenure Status: Anthropology; tenured  
Education: Ph.D., Duke University, 1995; B.A., Bryn Mawr College, 1984  
Academic Experience: 2011-present, Professor, Barnard College, Columbia University; 2007-2011, Associate Professor, Barnard College, Columbia University; 2003-04, Associate Director, Middle East Institute, Columbia University; 2002-07, Assistant Professor, Department of Anthropology, Barnard College, Columbia University; 1997-2002, Assistant Professor, Department of Anthropology, The University of Chicago  
Language Competence (scale of 1-5): Hebrew: 4; Arabic: 4; French: 4  
Area Courses Taught: 3  
Research Specialization: Israel/Palestine, Jewish diaspora, science, colonialism, nationalism, identity politics, race  
Time Spent on Teaching/Research Related to the Middle East: 75%  
Theses Supervised in Past 5 Years: 13  
U.S. Government Fellowships Received: Fulbright-Hayes, 1991-92; Fulbright, 1991-92, declined  
Name: Thea Renda Abu El-Haj
Title: Associate Professor
Department and Tenure Status: Education, Barnard College. Tenured
Academic Experience: 2010-17, Associate Professor, Graduate School of Education, Rutgers University, NJ; 2004-2010, Assistant Professor, Graduate School of Education, Rutgers University, NJ; 2003-2004, Visiting Assistant Professor, Swarthmore College, PA
Language Competence (scale of 1-5): Arabic: 3; French: 3
Overseas Experience: Research in the Lebanese conflict zone; Professional development for UNRWA teachers
Research Specialization: citizenship and education; globalization, transnational migration; Muslim immigrant communities in the US; Lebanese and Syrian refugee children attending public schools in Lebanon.
Time Spent on Teaching/Research Related to Middle East: Research 90%, Teaching 10%
Theses Supervised in Past 5 Years: 4
U.S. Government Fellowships Received: CASA (1985-86)
Distinctions: American Educational Studies Association Book Critics Award, 2016

Name: Lila Abu-Lughod
Title: Joseph L. Buttenwieser Professor of Social Science
Department and Tenure Status: Anthropology; tenured
Education: Ph.D., Harvard University, 1984; M.A., Harvard University, 1978; B.A., Carleton College, 1974
Academic Experience: 2000-present, Professor of Anthropology and Women’s Studies, Columbia University; 2012-15, Director, Middle East Institute; 2004-07, Director, Institute for Research on Women and Gender; 1991-99, Associate Professor of Anthropology and Middle Eastern Studies, New York University; 1990-91, Assistant Professor of Religion, Princeton University; 1983-87, Assistant Professor of Sociology-Anthropology, Williams College
Language Competence (scale of 1-5): Arabic: 4; French: 2
Overseas Experience: Egypt, Palestine, Jordan, travel to Lebanon, Tunisia, Morocco, Syria
Area Courses Taught: 6
Research Specialization: Anthropology of the Middle East; expressive culture and media; gender and women’s rights; ethnography; memory; Egypt; Palestine
Time Spent on Teaching/Research Related to Middle East: 80%
Theses Supervised in Past 5 Years: 5
U.S. Government Fellowships Received: National Endowment for the Humanities; FLAS; Fulbright
Distinctions: Lenfest Distinguished Faculty Award, Columbia University, 2008; American Ethnological Society Senior Book Prize for Dramas of Nationhood, 2007; Outstanding Senior Scholar Award, Middle East Section, American Anthropological Association, 2007
Name: May Ahmar
Title: Lecturer in Arabic
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured
Education: PhD, Linguistics (expected), Graduate Center, City University of New York; M.A., Arabic Linguistics, American University of Beirut; B.A., Arabic Literature, Language and Linguistics, American University of Beirut
Language Pedagogy Training: Yearly 2 day-long department-wide training on best practices in language pedagogy
Academic Experience: 2006-present, Lecturer in Arabic, Columbia University; 2004-2006, Instructor of Arabic, Economic and Social Commission for Western Asia, United Nations, Lebanon; Summer 2004 and 2002, Instructor of Arabic, Arabic Language School-Intensive Program, Middlebury College, Vermont; Summer 2003 and 2001, Instructor of Arabic, Center of Arabic and Middle Eastern Studies, American University of Beirut, Lebanon; 2000-2006, Instructor of Arabic, Regional External Programs-Extension Programs, American University of Beirut
Language Competence (scale of 1-5): Arabic: 5, French: 4, English: 4
Overseas Experience: Lebanon, Jordan, Egypt
Area Courses Taught: 6
Research Specialization: Linguistics, sociolinguistics, syntax, Heritage Speakers, and rhetoric
Time Spent on Teaching/Research Related to the Middle East: 100%
Theses Supervised in Past 5 Years: 2
U.S. Government Fellowships Received: N/A
Recent Publications: Editor, 501 Arabic Verbs by Dr. Raymond Scheidlin (Barron’s, 2007); A Translator’s Guide to Election Terminology, English-Arabic (NDI, 2005); Editor, The Name of Lebanon Through 4000 Years by Dr. A. Khoury-Harb (Lebanese Heritage Foundation Publications, 2003)

Name: Manan Ahmed
Title: Assistant Professor of Islamic History
Department and Tenure Status: History; tenure-track
Education: BS, Punjab University, 1991; BA, Miami University, 1997; PhD, University of Chicago, 2008
Academic Experience: 2013–present, Acting Director, Center for International History, Columbia; 2012–present, Assistant Professor, History Department, Columbia; 2009-2012, Junior Professor, Institut für Islamwissenschaft, Freie Universität, Berlin; 2009, Associate Director, South Asia Language Resource Center, University of Chicago; 2005-2009, Assistant Director, Academic Computing (Humanities), University of Chicago
Overseas Experience: Germany, Pakistan
Language(s): Urdu: 5, Persian: 4, Arabic: 3, Sindhi: 3, Hindi: 3, German: 3, French: 2, Bangla: 1
Percentage of Time spent on research and teaching on Middle East: 25%
Courses taught: 5
Research and Teaching Specialization: History of Islam in South Asia; Intellectual History of South Asia; Digital Humanities
Theses Supervised in past five years: MA (5), PhD (7)
Distinctions: Research grant, Zukunftsfhilologie: Revisiting the Canons of Textual Scholarship, Forum Transregionale Studien and Freie Universität.
Name: Sonia Ahsan  
**Title:** Lecturer  
**Department and Tenure Status:** Anthropology, non-tenured  
**Education:** PhD, Columbia University, 2015  
**Work Experience:** Teaching Fellow, Columbia University  
**Language Competence (scale of 1-5):** English (5); Pashto (5); Persian (5); Urdu (5).  
**Overseas Experience:** Afghanistan; Pakistan  
**Area Courses Taught:** 2  
**Research Specialization:** Anthropology; Gender; South Asia; Middle East; Central Asia  
**Time spent on teaching/research related to the Middle East:** 100%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government fellowships received:** FLAS  

Name: Hisham Aidi  
**Title:** Lecturer  
**Department and Tenure Status:** International and Public Affairs; non-tenured  
**Education:** Ph.D., Political Science, Columbia University  
**Academic Experience:** 2007-present, Lecturer, Columbia University; 2017-2018, Scholar-in-Residence, Schomburg Center for Research in Black Culture; 2004-11, Fellow, Center for Contemporary Black History, Columbia University; 2004-05, Postdoctoral Fellow, David C. Driskell Center for Study of Africa and Its Diaspora, University of Maryland  
**Language Competence (scale of 1-5):** Arabic: 5, French: 5, Spanish: 5  
**Overseas Experience:** Research in Brazil, Egypt, France, Mexico, Morocco  
**Area Courses Taught:** 4  
**Research Specialization:** Globalization of Islam, Social Movements, Race, Diasporas  
**Time Spent on Teaching/Research Related to the Middle East:** 25%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Distinctions:** Ford Foundation & Mellon Foundation Grant (NYPL), 2017-18; American Book Award, 2015; Hip-Hop Scholar of the Year, 2015; Open Society/Soros Foundation Global Fellow grant to study political mobilization of Muslim youth in Europe and America, 2011-12; Carnegie Scholar Award, 2008-09
Name: Nora Akawi
Title: Director of Studio-X Amman, Adjunct Assistant Professor
Department and Tenure Status: Graduate School of Architecture, Planning and Preservation (GSAPP)
Academic Experience: 2012 - ongoing: Director of Studio-X Amman (Columbia GSAPP / Columbia Global Centers | Amman); 2014 - ongoing: Adjunct Assistant Professor (Columbia GSAPP)
Language Competence (scale of 1-5): Arabic: 5, English: 5, French: 4, Hebrew: 4, Spanish: 3
Overseas Experience: Director of Studio-X Amman at Columbia Global Center | Amman since September 2012
Area Courses Taught: 6
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 1
U.S. Government Fellowships Received: None
Recent Publications:
Architecture and Representation: The Arab City

Name: Shahrough Akhavi
Title: Adjunct Professor
Department and Tenure Status: Political Science; non-tenured
Education: B.A., Brown University, 1962; M.A., Harvard University, 1964; Ph.D., Columbia University, 1969
Academic Experience: University of California, Davis, 1970-1973; University of South Carolina, 1973-2011; Columbia University, 2011-present
Language Competence (scale of 1-5): Persian: 5, Arabic: 4, French: 4, Russian: 3
Area Courses Taught: n/a
Research Specialization: Comparative Politics, Political Theory
Time spent on teaching/research related to the Middle East: 65%
Theses Supervised in Past 5 Years: 4
U.S. Government Fellowships Received: n/a
Distinctions: n/a
Name: Muhsin Al-Musawi
Title: Professor
Department and Tenure Status: Middle Eastern, South Asian and African Studies; tenured
Education: Ph.D., Comparative Literature with Distinction, Dalhousie University, 1978; M.A., Dalhousie University, 1975; B.A., Baghdad University, 1966
Academic Experience: 2000-present, Professor, Columbia University; 1998-present, Professor of Arabic Studies, American University of Sharjah; 1993-2000, Affiliate Professor, Temple University; 1991-92, Professor, Faculty of Arts, University of Tunis; 1988-90, Professor, Amman University; 1979-88, Professor, Baghdad University
Language Competence (scale 1-5): Arabic: 5, German: 3
Overseas Experience: Iraq, Yemen, Jordan, Tunisia
Area Courses Taught: 11
Research Specialization: Arabic Literature and Comparative Studies
Time Spent on Teaching/Research Related to Middle East: 85%
Theses Supervised in Past 5 Years: 5
U.S. Government Fellowships Received: Fulbright Scholar Grant, 2018 in Tunis; Fulbright Visiting Scholar Grant, 2001-02; Fulbright Scholar Grant as Affiliate Professor, Temple University, 1997
Distinctions: outstanding academic title for 2010; Owais Award in Literary Criticism, 2002.

Name: Lisa Anderson
Title: Special Lecturer and Dean Emerita, James T. Shotwell Professor Emerita
Department and Tenure Status: School of International and Public Affairs, tenured
Education: Ph.D., Political Science, Columbia University, 1981; Certificate, Middle East Institute, Columbia University, 1976; M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University, 1974; A.B., Sarah Lawrence College, 1972
Academic Experience: Sarah Lawrence College: Visiting Instructor in International Relations, 1975-76; Harvard University: Assistant Professor of Government, 1984-86; Assistant Professor of Government and Social Studies, 1981-84; Director of Student Programs, Center for International Affairs, 1982-84; Columbia University: James T. Shotwell Professor of International Relations, 2001-10; Dean, School of International and Public Affairs, 1997-07; Professor and Chair, Department of Political Science 1994-97; Director, Middle East Institute, 1990-93; Associate Professor, Department of Political Science, 1986-94; The American University in Cairo: President, 2011-16; Provost and Professor of Political Science, 2008-11; NYU-Abu Dhabi: Senior Research Fellow, Fall 2016
Language Competence (scale of 1-5): Arabic: 4
Overseas Experience: Egypt
Area Courses Taught: 2
Research Specialization: Politics in the Middle East and North Africa
Time Spent on Teaching/Research Related to Middle East: 90%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: National Endowment for the Humanities Fellowship, 1993-94
Name: Amale Andraos  
Title: Dean  
Department and Tenure Status: Graduate School of Architecture, Planning and Preservation; tenured  
Academic Experience: 2011-present, Professor of Architecture, Graduate School of Architecture, Planning and Preservation; 2006-11, Adjunct Professor, Princeton University School of Architecture; 2005-06, Design Critic in Architecture, Harvard Graduate School of Design; 2004-05, Visiting Critic, Princeton University School of Architecture; 2004-05, Visiting Critic, American University in Beirut.  
Language Competence (scale of 1-5): Arabic: 5, French: 5  
Overseas Experience: Lebanon, Saudi Arabia, France, Netherlands  
Area Courses Taught: 1  
Research Specialization: The Arab city, urban and natural environments  
Time Spent on Teaching/Research Related to Middle East: 80%  
Theses Supervised in Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Recent Publications: Architecture and Representation: The Arab City (2016), Columbia GSAPP Books on Architecture; Above the Pavement, the Farm! Architecture and Agriculture at PF1 (2010), Princeton Architectural Press; 49 Cities (2009), Storefront for Art and Architecture  

Name: Gil Anidjar  
Title: Professor  
Department and Tenure Status: Religion, Middle Eastern, South Asian and African Studies; tenured  
Education: Ph.D., University of California at Berkeley; M.A., Graduate Theological Union, Berkeley; B.A., Hebrew University, Jewish Thought and Jewish History  
Academic Experience: 2013-present, Professor, Columbia University; Spring 2016, Distinguished Visitor, Center for Middle Eastern Studies, UC Berkeley; 2013-2014, Visiting Professor, Faculty for Media and Communication, University Singidunum, Belgrade, Serbia; 2007-2013, Associate Professor, Columbia University; 1999-2007, Assistant Professor, Columbia University; 1998-1999, Assistant Professor, Williams College  
Language Competence (scale of 1-5): French: 5, Hebrew: 5, Arabic: 2, German: 2  
Overseas Experience: Israel  
Area Courses Taught: 6  
Research Specialization: Comparative Literature and Religion, Arab/Jewish Relations, Hebrew and Jewish Literatures and Cultural Studies, Post-colonialism, Politics and Religion  
Time Spent on Teaching/Research Related to Middle East: 50%  
Theses Supervised in Past 5 Years: 5  
U.S. Government Fellowships Received: FLAS  
Distinctions: 2016, Lenfest Distinguished Faculty Award, Columbia University; 2003, Honorable Mention, Harry Levin Prize for Best Book in Comparative Literary History published between 1999-2002 (American Comparative Literature Association)
Name: Mohsen Ashtiany  
Title: Research Scholar  
Department and Tenure Status: Center for Iranian Studies; non-tenured  
Education: MA (Hons.) in English literature and Medieval History with distinction, St. Andrews; Graduate research in Classical Persian and Comparative Literature, Oxford.  
Academic Experience: Oxford; UCLA; Manchester; Harvard; Princeton; Associate Editor at the Encyclopædia Iranica, Member of the Board of Editors, A History of Persian Literature series published by I.B.Tauris for Center for Iranian Studies  
Language Competence (scale of 1-5): English: 5, Persian: 5, French: 4, Arabic: 2  
Overseas Experience: Fellow of The Stockholm Collegium of World Literary History  
Area Courses Taught: 2  
Research Specialization: Persian Literature and Literary History.  
Time spent on editing/research related to the Middle East: 100%  
Theses Supervised in Past 5 Years: 2  
U.S. Government fellowships received: NEH Grant for the Beyhaqi translation (see below).  

Name: Peter Awn  
Title: Professor of Islamic Religion and Comparative Religion  
Department and Tenure Status: Religion; tenured  
Education: Ph.D., Harvard University, Islamic Religion, and Comparative Religion, 1978; M.Div., Woodstock College; B.A., Fordham University, Philosophy  
Academic Experience: Professor of Islamic Religion and Comparative Religion  
Language Competence (scale of 1-5): Arabic: 5; Persian: 5; French: 5; German: 5; Latin: 3; Greek: 3; Sanskrit: 3  
Overseas Experience: Lebanon, Centre Religieueux d’Etudes Arabes; India; Tunisia; Egypt; Iran  
Area Courses Taught: 1  
Research Specialization: Islam  
Time Spent on Teaching/Research Related to Middle East: 25%  
Theses Supervised in Past 5 Years: 6  
U.S. Government Fellowships Received: Fulbright; NDFL  
Distinctions: American Council of Learned Societies Book Award, 1983
Name: Zainab Bahrani
**Title:** Edith Porada Professor of Ancient Near Eastern Art and Archaeology

**Department and Tenure Status:** Art History and Archeology; tenured

**Education:** Ph.D., New York University, Institute of Fine Arts, 1989

**Academic Experience:** Columbia University; Oriental Institute, University of Vienna, Austria

**Language Competence (scale of 1-5):** Arabic: 5; Italian: 4; German: 4; Dutch: 3; French: 3; Akkadian Cuneiform: 3

**Overseas Experience:** Dissertation on archeological site in southern Iraq; fieldwork and excavations in Iraq and Syria; lectures in Egypt; taught at Oriental Institute, University of Vienna, Austria, curated an exhibition in Istanbul. Current Fieldwork Project: Mapping Mesopotamian Monuments (in Iraq and Turkey). Begun 2012.

**Area Courses Taught:** 3

**Research Specialization:** Babylonian and Assyrian art, art and archaeology of ancient Iran, issues of Cultural Heritage and Preservation, Gender and Post-colonial theory for Art History and Archaeology

**Time Spent on Teaching/Research Related to Middle East:** 75%

**Theses Supervised in Past 5 Years:** 18

**U.S. Government Fellowships Received:** N/A


**Distinctions:** Lionel Trilling Book Prize for the Infinite Image, 2015; Elected Slade Professor of Fine Arts, University of Oxford, UK, 2010, James Henry Breasted Book Prize, 2009; Lenfest Distinguished Columbia Faculty Prize for excellence in teaching, 2008.

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Name: Elazar Barkan

**Title:** Professor of International and Public Affairs

**Department and Tenure Status:** School of International and Public Affairs; tenured

**Education:** PhD in Comparative European History, Brandeis University, 1988; BA, Tel Aviv University, 1980

**Academic Experience:** 2006-09, Co-Director, Center for the Study of Human Rights, Columbia University; 2005-06, Visiting Professor, SIPA, Columbia University; 2001-06, Professor, Claremont Graduate University; 1994-2002, 2004-05, Chair, Cultural Studies Department; 1996-2002, Director, Institute for the Study and Preservation of Local Cultures; 1997-98, Visiting Professor, Tel-Aviv University; 1993-2001, Associate Professor, Claremont Graduate University; 1992-95, Director, Humanities Center, Claremont Graduate School; 1991-93, Assistant Professor, Claremont Graduate School; 1990, Lecturer, UCLA; 1989-91, Instructor, California Institute of Technology; 1987-88, Postdoctoral Research Associate, Harvard University; 1987-89, Lecturer, Harvard University

**Language Competence (scale of 1-5):** Hebrew: 5

**Overseas Experience:** Israel, France, Germany, Netherlands, Bosnia, Croatia, Italy, Turkey, Cyprus, Denmark

**Area Courses Taught:** 5

**Research Specialization:** Human rights; refugees; the politics of history and conflict transformation; post-conflict societies; cultural property

**Time spent teaching/research related to the Middle East:** 75%

**Theses Supervised in the Past 5 Years:** n/a

**U.S. Government Fellowships Received:** n/a

**Recent Publications:** “Memories of Violence: Micro and Macro History and the Challenges to Peacebuilding in Colombia and Northern Ireland,” Irish Political Studies, 2016; Choreography of Sacred Spaces: State, Religion and Conflict Resolution (with Karen Barkey, Columbia University Press, 2014); No Return, No Refuge: Rites and Rights in Minority Repatriation (with Howard Adelman, Columbia University Press 2011)

**Distinctions:** Columbia President’s Global Innovation Fund (PGIF) Faculty Grant Awards, 2016-2018
Name: Taoufik Ben-Amor
Title: Gordon Gray Jr. Senior Lecturer in Arabic Studies
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured
Education: Ph.D., University of Tunis, 1991; B.A., University of Tunis, 1985
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy
Academic Experience: 2007-present, Director, Arabic Program, Columbia University; 1992-2007, Senior Lecturer in Arabic, Columbia University; 1993-97, Adjunct Professor of Arabic, The New School for Social Research; 1993-94, Adjunct Associate Professor of Arabic, Brooklyn College, CUNY; 1989-92, Assistant Professor, University of Tunis
Language Competence (scale of 1-5): Arabic: 5; English: 5; French: 5; Italian: 4; Spanish: 3; German: 3
Overseas Experience: Tunisia, Morocco, Lebanon, Egypt, Syria, Jordan, France
Area Courses Taught: 3
Research Specialization: Arabic language and linguistics; Arab music; music in Sufism
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 5
U.S. Government Fellowships Received: N/A

Name: Naor Ben-Yehoyada
Title: Assistant Professor
Department and Tenure Status: Anthropology, untenured
Education: PhD, Harvard University, 2011; MA, Tel Aviv University, 2005
Academic Experience: Research Fellow (Visiting Assistant Professor, Harvard Anthropology 2011-2012; Gonville & Caius College, Cambridge 2012-2026; Scholar Harvard Academy for International and Area Studies 2013-2015
Language Competence (scale of 1-5): Hebrew: 5; Italian: 5; French: 4; Arabic: 4
Overseas Experience: research in Tunisia, Italy, Israel-Palestine
Area Courses Taught: 1
Research Specialization: Social anthropology, maritime history, political ecology
Time Spent on Teaching/Research Related to Middle East: 50%
Theses Supervised in Past 5 Years: 2
U.S. Government Fellowships Received:
Name: Nehama Rezler Bersohn  
Title: Lecturer in Hebrew Language  
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured  
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy  
Language Competence (scale of 1-5): Hebrew: 5, Yiddish: 4, German: 3, French: 3  
Overseas Experience: Israel (teaching Hebrew and Jewish history to immigrant soldiers in the Israeli Army)  
Area Courses Taught: 3  
Research Specialization: The Role of Superpowers in the Middle East; Israeli Literature  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: N/A  
U.S. Government Fellowships Received: N/A  

Name: Rym Bettaieb  
Title: Lecturer in Arabic  
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured  
Education: Ph.D. in English Language and Literature, Drew University, 2013; M.Phil. Drew University, 2007; M.A. with Honors, English, College of Staten Island, City University of New York, 1999; B.A., English, Université des Lettres et des Sciences Humaines, La Manouba, Tunis  
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy  
Academic Experience: 2007-present, Lecturer in Arabic, Department of Middle East, South Asian, and African Studies, Columbia University, New York; 2006-2007, Arabic Adjunct Professor, Middle East Studies Program, Drew University; 2005-2006, English Adjunct Professor, Drew University, Madison, New Jersey; 2001- 2005, Arabic Adjunct Professor, New School University, New York; 1998-2004, English & French Adjunct Professor and Tutor, College of Staten Island, CUNY.  
Language Competence (scale of 1-5): English: 5, Arabic: 5, French: 5, Italian: 3, Spanish: 3  
Overseas Experience: Native Tunisian, travel in the region  
Area Courses Taught: 5  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: N/A  
U.S. Government Fellowships Received: N/A  
Name: Richard Betts  
Title: Arnold A. Saltzman Professor of War and Peace Studies; Director, Saltzman Institute of War and Peace Studies; Director, International Security Policy Program, School of International and Public Affairs  
Department and Tenure Status: Political Science; tenured  
Education: Ph.D., Harvard University, 1975; M.A., Harvard University, 1971; B.A., Harvard University, 1969  
Academic Experience: 1990-present, Professor, Columbia University; 2000-present, Adjunct Senior Fellow, Council on Foreign Relations; 1988-90, Lecturer, Johns Hopkins University; 1985-88, Visiting Professor, Harvard University; 1971-75, Teaching Fellow, Harvard University  
Language Competence (scale of 1-5): n/a  
Overseas Experience: n/a  
Area Courses Taught: 2  
Research Specialization: National security  
Time Spent on Teaching/Research Related to the Middle East: 25%  
Theses Supervised in Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Distinctions: General James H. Doolittle Award, Massachusetts Institute of Technology, 2012; ISSS Distinguished Scholar Award, International Studies Association, 2005

Name: Sarah R. bin Tyeer  
Title: Assistant Professor  
Department and Tenure Status: Middle Eastern, South Asian and African Studies, non-tenured  
Education: PhD, School of Oriental and African Studies, University of London  
Academic Experience: Senior Teaching Fellow at SOAS (University of London), Andrew W. Mellon Post-doctoral Fellow at the American University in Beirut  
Language Competence (scale of 1-5): Arabic: 5  
Overseas Experience: United Kingdom, Egypt, Lebanon, Spain  
Area Courses Taught: 3  
Research Specialization: The Qur’an, Arabic and Comparative Literature  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Recent Publications: n/a  
Distinctions: n/a
Name: Albert Bininachvili
Title: Lecturer in Political Science
Department and Tenure Status: School of International and Public Affairs; non-tenured
Education: Ph.D., International Relations, Institute of Oriental Studies, Moscow, 1986; M.A., Middle East History, Institute of Asian and African Studies, Moscow State University, 1979
Academic Experience: 1990-present, Lecturer in Political Science, Columbia University; 1996-present, Founding Director, Caucasus and Central Asia Program, Bologna University; 1988-1990, Assistant Professor of Islamic Studies, Milan Catholic University; 1979-1984, Research Fellow, Institute of Oriental Studies, Moscow
Language Competence (scale of 1-5): Farsi: 5; Russian: 5; Azeri: 5; Italian: 5; Turkish: 3; Arabic: 2
Overseas Experience: Central Asia, Iran, Russia, Italy

Name: Hiba Bou Akar
Title: Assistant Professor of Architecture, Planning, and Preservation
Department and Tenure Status: Graduate School of Architecture, Planning, and Preservation; tenure-track
Language Competence (scale of 1-5): Arabic: 5; English: 5; French: 2
Overseas Experience: Research in Beirut, Lebanon since 2004; Worked/Researched in Dubai, UAE; Vientiane, Laos; Beijing, China

Recent Publications:
Distinctions: n/a
Name: Clémence Boulouque
Title: Carl and Bernice Witten Assistant Professor of Israel and Jewish Studies
Department and Tenure Status: Religion Department, Tenure track
Education: Ph.D, New York University, 2014; Master of International Affairs, Columbia University; 2002; Licence Art History, Honors, Paris 1 Sorbonne University, 2001; DEA (post MA degree), Literature, Honors, Paris 7 University, 2000; MBA, ESSEC Business School, France, 1999; BA, Sciences Po (Institute of Political Studies), Paris, 1997
Academic Experience: 2015-present, Assistant Professor, Columbia University.
Language Competence (scale of 1-5): French: 5; German: 4; Italian: 4; Hebrew: 4; Russian: 3; Spanish: 3; Portuguese: 3; Arabic: 2
Overseas Experience: Producer and journalist, France; reports in Eastern Europe, the Mideast, Afghanistan
Area Courses Taught: n/a
Research Specialization: Jewish Mysticism and philosophy, Sephardic and Mediterranean history
Time Spent on Teaching/Research Related to Middle East: 25%
Theses Supervised in Past 5 Years: 1
U.S. Government Fellowships Received: n/a
Distinctions: Provost Grant for Junior Faculty Who Contribute to the Diversity Goals of the University, Fall 2017; Lenfest Fellowship, Columbia University, 2016; Chevalier de l’Ordre des Arts et Lettres (Knight of the Order of Arts and Letters - French Government), 2016

Name: Brian Boyd
Title: Director of Museum Anthropology
Department and Tenure Status: Anthropology; non-tenured
Academic Experience: Present: Columbia University; 1997-2006: Lecturer, University of Wales, Lampeter; 1995-1997: Postdoctoral Research Fellow, Corpus Christi College, University of Cambridge
Language Competence (scale of 1-5): Arabic (2); French (4)
Overseas Experience: Palestine/Israel: main archaeological/anthropological research area
Area Courses Taught: 2
Research Specializations: Archaeology, politics & practice (Palestine & wider southwest Asia); Museum Anthropology (Palestine); Human-Animal Studies (global).
Time Spent on Teaching/Research Related to Middle East: 80%
Theses Supervised in Past 5 Years: 3
U.S. Government Fellowships Received: n/a
Distinctions: 2015: Columbia University President’s Global Initiative Fund Award for “Building Community Anthropology across the Jordan Valley”. Collaborative project with Co-Director Dr. Hamed Salem (Birzeit University) & the Palestine Ministry for Antiquities & Tourism.
Name: Richard W. Bulliet  
Title: Professor Emeritus  
Department and Tenure Status: History; tenured  
Education: Ph.D., M.A., and B.A., Harvard University  
Language Competence (scale of 1-5): Persian: 5, Arabic: 3, French: 3, German: 5  
Overseas Experience: Uzbekistan, Kyrgyzstan, Russia, Egypt, Lebanon, Jordan, Syria, Iraq, Iran, Turkey, Saudi Arabia, Kuwait, Bahrain, Oman, United Arab Emirates, Pakistan, Lebanon, Morocco, Algeria, Tunisia, Afghanistan, Greece  
Research Area Courses Taught: n/a  
Research Specialization: Islam, Social History, History of Technology, World History, History of human-animal relations  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: 3  
U.S. Government Fellowships Received: NDFL 1962-1965; Fulbright-Hayes 1965-66  
Recent Publications: Cotton, Climate, and Camels in Early Islamic Iran (New York: Columbia UP, 2009); Hunters, Herders, and Hamburgers (New York: Columbia UP, 2005); The Case for Islamo-Christian Civilization (New York: Columbia UP, 2004)

Name: Elisheva Carlebach  
Title: Salo Wittmayer Baron Professor of Jewish History, Culture, and Society  
Department and Tenure Status: History; tenured  
Academic Experience: 2008-present, Professor, Columbia University; 2000-2008, Professor of History, Queens College, CUNY; 1996-2008, Doctoral Faculty, Ph.D. Program in History, CUNY Graduate School; 1993-2000, Associate Professor, Department of History, Queens College; Spring 1996-present, Adjunct Professor, Bernard Revel Graduate School, Yeshiva University; 1987-92, Assistant Professor, Department of History, Queens College; 1977-87, Adjunct lectureships at Stern College, Yeshiva University, Touro College, and Columbia University  
Language Competence (scale 1-5): Hebrew (medieval and modern): 5  
Overseas Experience: N/A  
Research Area Courses Taught: 3  
Research Specialization: Cultural, intellectual, and religious history of the Jews in Early Modern Europe.  
Time Spent on Teaching/Research Related to Middle East: 25%  
Theses Supervised in Past 5 Years: 4  
U.S. Government Fellowships Received: NEH (2003-04, 1990-91)  
Recent Publications: Palaces of Time: Jewish Calendar and Culture in Early Modern Europe (Harvard U.P., 2011); Divided Souls: Converts from Judaism in Early Modern Germany, 1550-1750 (Yale UP, 2001)
Name: Zeynep Çelik
Title: Adjunct Professor
Department and Tenure Status: History
Education: PhD, University of California, Berkeley; M.Arch, Rice University, B.Arch, Istanbul Technical University
Academic Experience: Distinguished Professor at New Jersey Institute of Technology and Rutgers University
Language Competence (scale of 1-5): Turkish/Ottoman: 5; French: 5; Italian: 3
Overseas Experience: Bosporus University, Istanbul; École d’Architecture et d’Urbanisme, Tunis; École des Hautes Études en Sciences Sociales, Paris
Area Courses Taught: 1
Research Specialization: Urban and Architectural History, Visual Culture
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 1 at Columbia, 5 at Rutgers
U.S. Government Fellowships Received: NEH, COARC
Distinctions: Koç Award (Turkey), Sarton Medal (Gent University), Honorary Doctorate (Bosphorus University), Guggenheim Fellow, ACLS Fellow

Name: Paul Thomas Chamberlin
Title: Associate Professor
Department and Tenure Status: History
Education: Ohio State University, PhD
Academic Experience:
Language Competence (scale of 1-5): Arabic: 3
Overseas Experience: Egypt, Lebanon, Syria
Area Courses Taught: 1
Research Specialization: International History, Cold War, US Foreign Relations
Time Spent on Teaching/Research Related to Middle East: 50%
Theses Supervised in Past 5 Years: 2
U.S. Government Fellowships Received: FLAS, 2004-2007
Distinctions: n/a
Name: Alessandra Ciucci
Title: Assistant Professor of Music
Department and Tenure Status: Music, untenured
Education: Columbia University (BA), CUNY Graduate Center (PhD)
Language Competence (scale of 1-5): Italian: 5; French: 4; Moroccan Arabic: 3
Overseas Experience: Studied for two years in Paris (Paris X University) and carried out fieldwork in Morocco since 2000
Area Courses Taught: 3
Research Specialization: Music of Morocco, North Africa, the Mediterranean, music and gender, sung poetry, popular music in North Africa, and music and migration
Time Spent on Teaching/Research Related to Middle East: 90%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: J. William Fulbright Foreign Scholarship Grant for Dissertation Research (Morocco, 2001); American Institute for Maghrib Studies Grant (2001); Andrew W. Mellon Foundation Post-Doctoral Rome Prize in Modern Italian Studies (2018-19)
Distinctions: Hettleman Summer Fellow (2017)

Name: Yinon Cohen
Title: Yosef H. Yerushalmi Professor of Israel and Jewish Studies
Department and Tenure Status: Sociology; tenured
Education: Ph.D., Sociology, SUNY at Stony Brook, 1982; M.A., Sociology, SUNY at Stony Brook, 1980; B.A., Hebrew University of Jerusalem, 1978
Academic Experience: 2007-present, Yerushalmi Professor of Israel and Jewish Studies, Columbia University; 2011-2014, Chair, Department of Sociology, Columbia University; 1985-06, Lecturer to Professor, Departments of Sociology and Labor Studies, Tel Aviv U; 2001-02, Visiting Fellow, Office of Population Research, Princeton University; 1996-97, Visiting Scholar, Russell Sage Foundation, New York; 1992-95, Chair, Department of Labor Studies, Tel Aviv University
Language Competence (scale of 1-5): English: 5, Hebrew: 5
Overseas Experience: Israel
Area Courses Taught: 2
Time Spent on Teaching/Research Related to Middle East: 70%
Theses Supervised in Past 5 Years: 3
U.S. Government Fellowships Received: 2014, Binational Science Foundation (BSF) Project Grant
Name: Ihsan Colak
Title: Lecturer
Department and Tenure Status: Middle Eastern, South Asian and African Studies, non tenured
Education: 2010, Ph.D., Indiana University
Language Pedagogy Training: Yearly 2 day-long department-wide training on best practices in language pedagogy
Academic Experience: Lecturer, Columbia University, 2011-Present; Assistant Professor, Suleyman Shah University, Istanbul, 2013-2015; Lecturer, New School, 2012-2013
Language Competence (scale of 1-5): Turkish and Ottoman (5); Azerbaijani (5); Uzbek, Tatar, Turkmen, Gagauz (3); Kazakh, Kirgiz (2); Russian, German, Arabic (2)
Overseas Experience: Suleyman Shah University, Istanbul, Turkey 2013-2015; ISAM, Islamic Research Institute, Istanbul, Turkey, Summer 2012
Area Courses Taught: 2
Research Specialization: Islam and modernization, Russian Muslims, Turkic World
Time spent on teaching/research related to the Middle East: 90%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Distinctions: n/a

Name: Zuleyha Colak
Title: Coordinator & Lecturer of Turkish Language Program
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured
Education: BA, Istanbul University, Istanbul, 1994-98; MA, Marmara University, Istanbul, 1998-2000; MA, Indiana University, Bloomington, 2002-04; PhD, Indiana University, Bloomington
Language Pedagogy Training: Yearly 2 day-long department-wide training on best practices in language pedagogy
Academic Experience: 2004-Present, Certified Proficiency Tester for Turkish, American Council of Teaching on Foreign Languages; 2010-Present, Middle East and Asian Languages and Cultures, Lecturer, Columbia University; 2005-2010, ILES/ALL, Teaching Specialist, University of Minnesota; 2009, Mentor, American Council of Teaching Foreign Languages; 2008-2009, External Reviewer, Defense Language Institute; 2002-2005, Associate Instructor of Turkish, Indiana University
Language Competence (scale of 1-5): Turkish: 5, Ottoman: 5, English: 5, Arabic: 4, Persian: 4, Chagatai: 4, German: 4
Overseas Experience: Extensive research and presentations in Turkey
Area Courses Taught: 7
Research Specialization: Language Pedagogy, Deep Approach to Turkish, Sufi Literature, Turkish Literature and its sources, Sufi approaches, Islam and Women
Time spent on teaching/research related to the Middle East: 100%
Theses Supervised in Past 5 Years: 5
U.S. Government fellowships received: N/A
Name: Steve Coll
Title: Henry R. Luce Professor of Journalism; Dean, School of Journalism
Department and Tenure Status: School of Journalism; tenured
Education: B.A., Occidental College, 1980
Academic Experience: 2012-present, Professor and Dean, Columbia University; 2007-12, President, New America Foundation; 1985-2005, Reporter, Foreign Correspondent, and Managing Editor, Washington Post
Language Competence (scale of 1-5): n/a
Overseas Experience: Extensive international travel and research, especially in Pakistan, India, and Sierra Leone
Area Courses Taught: 3
Research Specialization: National security; foreign intelligence
Time Spent on Teaching/Research Related to the Middle East: 25%
Theses Supervised in Past 5 Years: 14
U.S. Government Fellowships Received: n/a
Distinctions: Recipient of two Pulitzer Prize Awards, two Overseas Press Club Awards, a PEN American Center John Kenneth Galbraith Award, an Arthur Ross Book Award, a Livingston Award, a Robert F. Kennedy Journalism Award, a Financial Times and Goldman Sachs Business Book of the Year Award, the Lionel Gelber Prize, and the Arab American Institute’s Anthony Shadid Award for Excellence in Journalism; Elected to the Pulitzer Prize Board, 2012

Name: Alexander Cooley
Title: Professor; Deputy Director of Social Science Programming, Harriman Institute
Department and Tenure Status: Political Science, Barnard College; tenured
Education: Ph.D., Columbia University, 1999; M.Phil., Columbia University, 1998; M.A., Columbia University, 1995; B.A., Swarthmore College, 1994
Academic Experience: 2011-present, Professor, Barnard College; 2008-11, Associate Professor, Barnard College; 2001-08, Assistant Professor, Barnard College; 1999-2001, Visiting Assistant Professor, Johns Hopkins University
Language Competence (scale of 1-5): Modern Greek: 5, Russian: 4, French: 3, Spanish: 3
Overseas Experience: Kyrgyzstan, Kazakhstan, Georgia, Turkmenistan, Romania, Turkey, China, Korea, Greece, Germany, Italy, Spain, Portugal, Belgium, United Kingdom
Area Courses Taught: 4
Research Specializations: External Actors and Regional Relations in Eurasia and Central Asia; International Sovereignty and Limited Sovereignty
Time Spent on Teaching/Research Related to Middle East: 75%
Theses Supervised in Past 5 Years: 10
U.S. Government Fellowships Received: National Science Foundation, 2006-07; Department of State Freedom Support Educational Partnerships Program with Eurasia, 2004-05
Distinctions: Student Choice Speaker, Ohio State University, Center for Slavic and East European Studies, 2014; Tow Professor for Distinguished Scholars and Practitioners, Barnard College, 2011-13; Open Societies Foundations Global Fellow, 2009-10
Name: Daniel Corstange
Title: Assistant Professor
Department and Tenure Status: Political Science; tenure track
Education: Ph.D., University of Michigan, 2008; Advanced Arabic Certificate, Center for Arabic Study Abroad, 2004; B.A., Northwestern, 2000
Academic Experience: 2012-present, Assistant Professor, Columbia University; 2016-2017, Campbell National Fellow, Hoover Institution, Stanford University; 2008-12, Assistant Professor, University of Maryland; 2008, Visiting Fellow, University of Notre Dame
Language Competence (scale of 1-5): Arabic: 5
Overseas Experience: Language Training in Egypt, Field Research in Jordan, Lebanon, Morocco, and Yemen
Area Courses Taught: 4
Research Specialization: Comparative Politics, Methodology
Time Spent on Teaching/Research Related to the Middle East: teaching 10%, research 95%
Theses Supervised in Past 5 Years: 2
U.S. Government Fellowships Received: FLAS Multi-Year, 2001; Fulbright-Hays Research Fellowship, 2004
Distinctions: W. Glenn Campbell and Rita Ricardo-Campbell National Fellowship, Hoover Institution, Stanford University, 2016-2017; President’s Global Innovation Fund, 2013; Excellence in Teaching Award, 2011; Midwest Political Science Association Best Paper in International Relations Award, 2011.

Name: Hamid Dabashi
Title: Hagop Kevorkian Professor of Iranian Studies and Comparative Literature
Department and Tenure Status: Middle Eastern, South Asian and African Studies; tenured
Education: Ph.D., University of Pennsylvania, 1984; M.A., University of Pennsylvania; B.A., Tehran University
Academic Experience: 2002-present, Professor, Columbia University; 1993–2002, Associate Professor, Columbia University; 1991-93, Assistant Professor, Columbia University; 1990-91, Visiting Professor, Columbia University; 1989-90, Visiting Professor, New York University; 1988-89, Post-doctoral Fellow, Harvard University; 1986-88, Research Fellow, University of Pennsylvania; 1987-88, Visiting Lecturer, University of Texas at Austin; 1984-86, Lecturer, University of Pennsylvania.
Language Competence (scale of 1-5): Persian: 5; Arabic: 5; German: 3; French: 3
Overseas Experience: Iran, Turkey, Syria, Lebanon, Egypt, Morocco
Area Courses Taught: 6
Research Specialization: Sociology of Islam; Post-colonialism
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 20
U.S. Government Fellowships Received: n/a
Name: Elton Daniel  
Title: Professor and Director  
Department and Tenure Status: Center for Iranian Studies Studies; tenured  
Education: A.B., History and English, University of North Carolina at Chapel Hill, 1970; Ph.D., History, University of Texas at Austin, 1979  
Academic Experience: 2017-present, Director, Center for Iranian Studies; 2017-present, Editor-in-Chief, Encyclopedia Iranica; 1997-2001, Senior Research Scholar and Associate Editor, Encyclopedia Iranica, Columbia University; 1994-95, Visiting Professor, Oxford University; 1988, Visiting Professor, American University in Cairo; 1981-2011, Professor of Middle Eastern and Islamic History, University of Hawaii at Manoa; 1980-81, Visiting Professor, University of Chicago; 1976, Visiting Professor, University of Pennsylvania.  
Language Competence (scale of 1-5): Persian: 5; Arabic: 4; French: 4; Turkish: 2  
Overseas Experience: Research and teaching in the Syria, Egypt, Turkey, Iran and UK  
Area Courses Taught: n/a  
Research Specialization: history of early Islamic Iran, Islamic historiography in Persian and Arabic, and Persian travel literature of the Qajar period.  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Recent Publications: The Political and Social History of Khurasan under Abbasid Rule (1979), A Shi’ite Pilgrimage to Mecca (1990), Qajar Society and Culture (2002), Culture and Customs of Iran (2006), and The History of Iran (2nd ed., 2012)  
Distinctions: n/a  

Name: Janine Di Giovanni  
Title: Adjunct Professor of International and Public Affairs  
Department and Tenure Status: School of International and Public Affairs, non-tenured  
Education: MA in International Relations, The Fletcher School of Law and Diplomacy, Full Scholarship at Tufts University, 2016; MA in European Languages and Literature, Queen Mary College, University of London, 1987; MFA in Writing, University of Iowa, 1986; BA in Literature, Journalism and a minor in International Relations, University of Maine, 1983  
Language Competence: French (4), Italian (3), French (3), Farsi (2), Arabic (2)  
Overseas Experience: Field experience and reporting in Syria, Yemen, Libya, Tunisia, Egypt, Algeria, Israel, Gaza, West Bank, Jordan, Lebanon, Morocco, Afghanistan, Iraq, the Gulf, Central Asia, Balkans, and Africa.  
Area Courses Taught: 1  
Research Specialization: Human Rights; Foreign Policy and Diplomacy  
Time Spent on Teaching/Research Related to Middle East: 50%  
Theses Supervised in Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Distinctions: Best American Travel Writing Essay Selection, 2014; Shortlisted for Amnesty International Magazine Award for Syria, 2013 & 2014; Twice Recipient of Nation Institute Investigation Grant, 2012; Memoir of the Year, Spears Book Award UK, 2001; Amnesty International for Chechnya, 2000; UK Foreign Correspondent of the Year for Chechnya, 2000; National Magazine Award for Kosovo, 2000
Name: Souleymane Bachir Diagne  
Title: Professor  
Department and Tenure Status: French and Romance Philology, Philosophy; tenured  
Education: PhD, Sorbonne, 1988; Agrégation in Philosophy, École Normale Supérieure, 1978; BA, Sorbonne, 1977  
Academic Experience: 2008-present, Professor, Columbia University; 2002-07, Professor, Northwestern University; 1982-02, Professor, Cheikh Anta Diop University, Senegal  
Language Competence (scale of 1-5): French: 5, Wolof: 5  
Overseas Experience: Senegal, France, and many Francophone African countries  
Area Courses Taught: 2  
Research Specialization: Philosophy and Sufism in the Islamic world, African philosophy and literature, twentieth century French philosophy  
Time Spent on Teaching/Research Related to Middle East: 50%  
Theses Supervised in Past 5 Years: 5  
U.S. Government Fellowships Received: n/a  
Distinctions: Dagnan-Bouveret prize by the French Academy of Moral and Political Sciences, 2011; Edouard Glissant Prize from Paris 8 University and the Institut du Tout monde for 2011; Lenfest Distinguished Faculty Award by Columbia University for the year 2015; Frantz Fanon Lifetime Achievement Prize by the Caribbean Philosophical Association for 2018.

Name: Mamadou Diouf  
Title: Leitner Family Professor of African Studies and History  
Department and Tenure Status: Middle Eastern, South Asian and African Studies; tenured  
Education: Ph.D., Université de Paris I Panthéon-Sorbonne, 1981; M.Phil, Université de Paris VII Jussieu, 1978; M.Phil, Université de Paris I Panthéon-Sorbonne, 1977; M.A., Université de Paris I Panthéon-Sorbonne, 1976; B.A. Université de Paris VI Sorbonne.  
Academic Experience: 2007-present, Professor, Columbia University; 2000-07, Professor, University of Michigan, Ann Arbor; 1999-2000, Visiting Professor, University of Michigan; 1984-92, Associate Professor, University Cheikh Anta Diop, Dakar, Senegal; 1981-83, Assistant Professor, University Cheikh Anta Diop, Dakar, Senegal.  
Language Competence: French: 5; Wolof: 5  
Overseas Experience: Senegal, France  
Area Courses Taught: 2  
Research Specialization: Urban, political, social and intellectual history in colonial and postcolonial Africa  
Time Spent on Teaching/Research Related to Middle East: 70%  
Theses Supervised in Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Distinctions: n/a
Name: Madeleine Dobie  
**Title:** Associate Professor  
**Department and Tenure Status:** French, Institute for Comparative Literature and Society; tenured  
**Education:** Ph.D., Yale, 1995; B.A., Oxford, 1988  
**Academic Experience:** Spring 2011, Visiting professor, Columbia Global Center-Europe (exchanges with Sciences-Po and EHESS); Spring 2009, Visiting Professor, Princeton University; 2002-present, Associate Professor of French, Columbia University; 2000-2002, Associate Professor, Tulane University; 1994-2000, Assistant Professor, Tulane University  
**Language Competence (scale of 1-5):** French: 5, German: 3, Spanish: 3, Arabic: 2  
**Overseas Experience:** Study and research in France, Algeria, Morocco  
**Area Courses Taught:**  
**Time Spent on Teaching/Research Related to Middle East:** 75%  
**Theses Supervised in Past 5 Years** (theses relevant to Middle East studies): 5 Ph.D.s., 6 MAs  
**U.S. Government Fellowships Received:** 2005, National Humanities Center Fellowship; 2001 National Endowment for the Humanities Summer Research Stipend  
**Distinctions:** 2015-16, Columbia University Public Voices Fellow; 2013 President’s Global Innovation Fund Award to launch Middle East/North Africa Studies Program in Amman and Paris.

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Name: Nabila El-Bassel  
**Title:** Willma and Albert Musher Professor of Social Work  
**Department and Tenure Status:** School of Social Work (tenured)  
**Education:** 1980, B.S.W., Tel Aviv University, Tel Aviv, Israel; 1983, M.S.W., Hebrew University School of Social Work, Jerusalem, Israel; 1989, Ph.D. DSW Columbia University School of Social Work, New York  
**Language Competence (scale of 1-5):** Hebrew: 5; Arabic: 5  
**Overseas Experience:** Central Asia, Jordan, Israel  
**Area Courses Taught:** n/a  
**Research Specialization:** Addiction, HIV, gender-based violence and migration in the US and globally  
**Time Spent on Teaching/Research Related to Middle East:** 25%  
**Theses Supervised in Past 5 Years:** 4  
**U.S. Government Fellowships Received:** Several NIDA and NIMH grants  
**Distinctions:** Member National Academy of Medicine, McArthur Fellow
Name: Wafaa El-Sadr
Title: University Professor of Epidemiology and Medicine
Department and Tenure Status: Epidemiology and Medicine (tenured)
Education: MD, MPH, MPA
Academic Experience: Professor at Columbia University
Language Competence (scale of 1-5): Arabic (5), Spanish (2)
Overseas Experience: Middle East, Sub-Saharan Africa, Asia
Area Courses Taught: n/a
Research Specialization: Public health, infectious diseases, maternal and child health
Time Spent on Teaching/Research Related to Middle East: 25%
Theses Supervised in Past 5 Years: 2
U.S. Government Fellowships Received: T32 training grant (PI), T37 training grant (PI)
Distinctions: Member National Academy of Medicine, McArthur Fellow

Name: Marwa Elshakry
Title: Associate Professor
Department and Tenure Status: History Department; tenure-track
Education: Ph.D., Princeton University, 2003; M.A., Princeton University, 1997; B.A., Rutgers University, 1995
Academic Experience: 2009-present, Associate Professor, Columbia University; 2004-2009, Assistant Professor, Harvard University
Language Competence (scale of 1-5): Modern Standard Arabic: 5, Egyptian Colloquial Arabic: 5, French: 3
Overseas Experience: Lived in Egypt for 5 years (attended part of high school and college there); travel regularly to Eastern and Southern Mediterranean (Egypt; Lebanon and Syria; Greece) for research
Area Courses Taught: 2
Research Specialization: History of science, technology, and medicine in the modern Middle East
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 4
U.S. Government Fellowships Received: 2006-07, Fulbright Scholars Award [declined], 2006-07, Harvard University, Center for Middle Eastern Studies, Department of Education Conference Grant
Distinctions: Joy Foundation Fellow, Harvard University, 2006-07; Carnegie Scholars Award, 2006
Name: Yasser Elsheshtawy  
Title: Adjunct Professor  
Department and Tenure Status: GSAPP, non-tenured  
Education: PhD  
Academic Experience: 2017-present, Adjunct Professor, Columbia University; 2017, Visiting Professor, Université Paris Sorbonne; 1997-2017, Associate Professor, United Arab Emirates University  
Language Competence (scale of 1-5): English (5), German (4), Arabic (5)  
Overseas Experience: United Arab Emirates, Egypt  
Area Courses Taught: 1  
Research Specialization: Architecture, Urbanism, Urban Studies  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: N/A  
U.S. Government Fellowships Received: N/A  
Distinctions: Appointed as curator for the UAE National Pavilion at the 2016 Venice Architecture Biennale

Name: Catherine Evtuhov  
Title: Professor  
Department and Tenure Status: History, tenured  
Education: PhD, University of California, Berkeley, 1991; MA, University of California, Berkeley, 1985; DEA (equivalent to MA) Institut d’Etudes Politiques, Paris, 1983; AB, Harvard University, 1981  
Academic Experience: 2016-present, Professor, History, Columbia University; 2016-present, International Scientific Advisor, National Research University, Higher School of Economics, St. Petersburg; 2012-2016, Professor, History, Georgetown University; 2012-2013, Visiting Professor, History, Boğaziçi University, Istanbul; 1997-2012, Associate Professor, History, Georgetown University; 1992-1997, Assistant Professor, History, Georgetown University; 1991-1992, Visiting Scholar, Hoover Institution, Stanford University  
Language Competence (scale of 1-5): English: 5, Russian: 5, French: 5, German: 5, Spanish: 5, Turkish: 4,  
Overseas Experience: France, England, Germany, Russia, Poland, Sweden, Finland, Turkey, and Chile.  
Area Courses Taught: 2  
Research Specialization: History of Russian thought in European context, material culture and local history, and the history of the Black Sea region and Russian-Ottoman relations  
Time Spent on Teaching/Research Related to Middle East: 25%  
Theses Supervised in Past 5 Years: 15  
U.S. Government Fellowships Received: Fulbright Scholar Grant, Boğaziçi University, Istanbul, 2012-13.  
Distinctions: July 2017, Rachel Carson Center Fellowship, with David Moon and Julia Lajus; 2012-2013, Fulbright Teaching Scholarship, History Department, Boğaziçi University, Istanbul; 2012, Georgetown University Initiative for the Environment Grant for the international collaborative project, “Russian Environmental History”; 2012, Wayne S. Vucinich Prize, ASEEES, for Portrait of a Russian Province.
Name: Katherine Pratt Ewing
Title: Professor; M.A. Coordinator, South Asia Institute
Department and Tenure Status: Religion; non-tenured
Education: Ph.D., University of Chicago, 1980; M.A., Boston University, 1973; B.A., Tufts University, 1971
Academic Experience: 2016-present, Director, Institute for Religion, Culture, and Public Life, Columbia University; 2011-present, Professor, Columbia University; 2010-11, Professor, University of Wisconsin, Madison; 2008-10, Professor, Duke University; 1998-2001, Director, South Asia Center, Duke University
Overseas Experience: Germany, India, Netherlands, Pakistan, Turkey, Morocco, Senegal and Mauritania
Language Competence (scale of 1-5): Urdu: 3, French: 3, Hindi: 2, Turksh: 2, German: 2
Time Spent on Research/Teaching Related to the Middle East: 25%
Area Courses Taught: Anthropology of religion; Islam and Islamization; religious movements; ethnicity and migration; gender and sexuality; cultural and social theory
Theses Supervised in Past 5 Years: M.A.: 25, Ph.D.: 5
Distinctions: President’s Global Initiative Fund, Columbia University, 2017-19; Columbia University Arts and Sciences Catalyst Grant, 2017; Global Religion Research Initiative, CSRS, Notre Dame University, 2018-19; Warf Research Fund, University of Wisconsin, 2010-11; Isaac Manasseh Meyer Fellowship, National University of Singapore, 2008.

Name: Gil Eyal
Title: Professor
Department and Tenure Status: Sociology; tenured
Education: Ph.D., Sociology, University of California, Los Angeles, 1997; M.A., University of California, Los Angeles, 1992; M.A., Tel-Aviv University, 1991; B.A., Tel-Aviv University, 1989
Academic Experience: 2014-2017, Chair, Department of Sociology, Columbia University; 2006-present, Professor, Columbia University; 2004-2006, Associate Professor with tenure, Columbia University; 2002-2004, Associate Professor without tenure, Columbia University; 1997-2002, Assistant Professor, University of California, Berkeley
Language Competence (scale of 1-5): Hebrew: 5, French: 2, Czech: 2
Overseas Experience: Born and raised in Israel, left at age 26. Visit once a year. Regularly write, research, review and comment on issues pertaining to Israeli society and the Israeli-Palestinian conflict.
Area Courses Taught: n/a
Time Spent on Teaching/Research Related to Middle East: 25%
Theses Supervised in Past 5 Years: 8
U.S. Government Fellowships Received: N.S.F. Sociology Award SES-0719823, 2007-2009
Name: Reem Faraj
Title: Lecturer
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured
Education: M.A., Applied Linguistics, Montclair State University, 2006; B.A., English Language and Literature, Damascus University, 1993
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy; Certificate, Teaching English to Speakers of Other Languages, Montclair State University, 2004
Academic Experience: 2009-present, Lecturer, Arabic, Columbia University; 2011-12, Levantine Arabic Course Editor, Mango Languages; 2008-09, Lecturer, Arabic, Columbia University; 2005-08, English as Second Language Instructor, Passaic County Community College; 2004-08, Instructor, Arabic, Montclair State University
Language Competence (scale of 1-5): Arabic: 5; French: 3
Overseas Experience: Education in Syria; Travel in Egypt, Morocco, Levant
Area Courses Taught: 2
Research Specialization: Arabic-English translation; linguistic annotation of dialect
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a

Name: Katherine Franke
Title: Sulzbacher Professor of Law, Gender, and Sexuality Studies
Department and Tenure Status: Law School; tenured
Academic Experience: Isidor and Seville Sulzbacher Professor of Law, Columbia University School of Law, 2010-present; Professor of Law, Columbia University School of Law, 2000-10; Vice Dean, Columbia University School of Law, 2002-04; Associate Professor of Law, Fordham Law School, 1997–2000; Associate Professor of Law, University of Arizona College of Law, 1995–97
Language Competence (scale of 1-5): n/a
Overseas Experience: Research and teaching in Israel/Palestine
Area Courses Taught: 2
Time Spent on Teaching/Research Related to Middle East: 30%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Distinctions: Guggenheim Foundation Fellow 2011-2012
Name: Samuel G. Freedman  
Title: Professor  
Department and Tenure Status: Graduate School of Journalism; tenured  
Education: B.A., History and Journalism, University of Wisconsin, Madison, 1977  
Language Competence (scale of 1-5): n/a  
Overseas Experience: Reporting and research in Israel, Palestine, People’s Republic of China, Dominican Republic, Ghana, South Africa  
Area Courses Taught: n/a  
Research Specialization: Education, religion, politics  
Time Spent on Teaching/Research Related to the Middle East: 25%  
Theses Supervised in Past 5 Years: 40  
U.S. Government Fellowships Received: n/a  
Distinctions: Presidential Award for Outstanding Teaching, Columbia University, 2012; Won the National Jewish Book Award for Non-Fiction, 2001; Named one of the “Forward Fifty” most important American Jews by weekly Jewish newspaper The Forward, 2000; Named the Nation’s Outstanding Journalism Educator in 1997 by the Society of Professional Journalists, 1997

Name: Charles Freilich  
Title: Adjunct Associate Professor  
Department and Tenure Status: Political Science; non-tenured  
Education: Ph.D., Columbia University, 1992; M.Phil., Columbia University, 1985; M.S., Tel Aviv University, 1983; B.A., Hebrew University of Jerusalem, 1976  
Academic Experience: Present, Adjunct Associate Professor, Columbia University; 2006-present, Senior Fellow, Harvard University; 2006-present, Lecturer, Tel Aviv University; 2000-05, Deputy National Security Advisor for Foreign Affairs, Israeli National Security Council  
Language Competence (scale of 1-5): Hebrew: 5  
Overseas Experience: Israel  
Area Courses Taught: 1  
Research Specialization: Middle East, U.S.-Middle East policy; Israeli national security policy  
Time spent on Teaching/Research Related to the Middle East: 100%  
Theses Supervised in the Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Distinctions: Senior Fellow, Belfer Center of the Harvard Kennedy School
Name: John A. Gentry  
**Title:** Adjunct Associate Professor of International and Public Affairs  
**Department and Tenure Status:** School of International and Public Affairs; non-tenured  
**Education:** Ph.D., Political Science, George Washington University, 2008; ABD, University of North Carolina at Chapel Hill, 1978; B.A., University of North Carolina at Chapel Hill, 1971  
**Academic Experience:** 2016-present, Adjunct Associate Professor of International and Public Affairs, Columbia University; 2015-present, Adjunct Associate Professor, Security Studies Program, Edmund A. Walsh School of Foreign Service, Georgetown University; 2013-15, Faculty member, National Intelligence University; 2013, Adjunct Professor, George Mason University, Department of Public and International Affairs; 2010-13, Adjunct faculty member, National Intelligence University; 2008-2009, Assistant Professor of Irregular Warfare, College of International Security Affairs, National Intelligence University; 1978, Instructor of Economics, North Carolina State University  
**Language Competence (scale of 1-5):** n/a  
**Overseas Experience:** Southeast Asia, Japan, Bornia  
**Area Courses Taught:** 2  
**Research Specialization:** Intelligence, Security Studies, Foreign Policy  
**Time Spent on Teaching/Research Related to Middle East:** 50%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Distinctions:** n/a

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Name: Ari L. Goldman  
**Title:** Professor  
**Department and Tenure Status:** School of Journalism; tenured  
**Education:** M.S., Columbia University Graduate School of Journalism, 1973; non-degree graduate student, Harvard Divinity School, 1986; B.A., Yeshiva University, 1971  
**Academic Experience:** 1993-present, Professor, Columbia University; 2010, Fulbright Senior Specialist, Hadassah College, Jerusalem; 2004, Fellow, Oxford Centre for Hebrew and Jewish Studies; 2002, Visiting Professor, Stern College for Women; 1998, Visiting Fulbright Professor, Hebrew University, Jerusalem  
**Language Competence (scale of 1-5):** Hebrew: 3  
**Overseas Experience:** Education in Israel and United Kingdom  
**Area Courses Taught:** 1  
**Research Specialization:** Religion, politics, education, transportation  
**Time Spent on Teaching/Research Related to Middle East:** 50%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** Fulbrights in 1998 and 2010  
**Distinctions:** Publisher’s Weekly chose The Late Starters Orchestra, Top 10 Music Books, 2014
Name: Illan Gonen
Title: Lecturer in subject
Department and Tenure Status: Middle Eastern, South Asian and African Studies, non-tenured
Education: M.A. in Semitic linguistics; Studying for PhD in Semitic linguistics
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy
Academic Experience: 2012-present, Modern Hebrew Lecturer, Columbia University; 2010-2012, Modern Hebrew Lecturer, Ulpan Bayit, Tel Aviv
Language Competence (scale of 1-5): Hebrew: 5; English: 5; Arabic: 3; French: 3; Spanish: 3
Overseas Experience: Two years teaching all levels of Modern Hebrew in a language immersion school, Ulpan Bayit, in Tel Aviv.
Area Courses Taught: Modern Hebrew
Research Specialization: Semitic linguistics, grammar writing, endangered languages
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: N/A
Distinctions: N/A

Name: Stuart Gottlieb
Title: Adjunct Professor
Department and Tenure Status: School of International and Public Affairs; non-tenured
Education: Ph.D., Columbia University, 1996; B.A., University of Massachusetts, Amherst, 1988
Academic Experience: 2011-present, Interim Spitzer Chair in Political Science, City College of New York; 2003- present, Lecturer, Columbia University; 2003-11, Director of Policy Studies and Lecturer, Yale University
Language Competence (scale of 1-5): n/a
Overseas Experience: Extensive research in Middle East
Area Courses Taught: 3
Research Specialization: American foreign policy, counterterrorism, and international security
Time Spent on Teaching/Research Related to Middle East: 25%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Name: Patricia E. Grieve
Title: Nancy and Jeffrey Marcus Professor in the Humanities
Department and Tenure Status: Department of Spanish and Portuguese; tenured
Education: Ph.D., Romance Language and Literatures, Princeton University, 1983; M.A., Peninsular Spanish Literature, Purdue University, 1977; M.A., Spanish, Universidad de Sevilla, 1975
Academic Experience: 1985-present, Professor, Columbia University; 1989, Visiting Assistant Professor, University of Pennsylvania; 1984-85, Visiting Assistant Professor, Brown University; 1982-1984, Visiting Assistant Professor, Williams College
Language Competence (scale of 1-5): Spanish: 5; Portuguese: 5; French: 3
Overseas Experience: Research and conferences in Europe, Middle East, China, and South America
Area Courses Taught: 3
Research Specialization: Medieval and Early Modern Spanish and comparative literatures, especially Spain, North Africa, France, England, Ottoman Empire
Time Spent on Teaching/Research Related to Middle East: 50%
Theses Supervised in Past 5 Years: 8

Name: Najam Haider
Title: Associate Professor
Department and Tenure Status: Department of Religion at Barnard College/Columbia University; tenured.
Academic Experience: 2017-present, Associate Professor, Barnard College/Columbia University; 2010-17, Assistant Professor, Barnard College/Columbia University; 2009-10, Assistant Professor, Department of Religion, Franklin and Marshall College; 2007-09, Visiting Assistant Professor, Department of Arabic and Islamic Studies, Georgetown University; 2006-07, Adjunct Professor, Department of Theology, Georgetown University; Spring 2006, Adjunct Professor, Department of Middle East Studies, New York University
Language Competence (scale of 1-5): Arabic: 5, Urdu: 4, French: 3, German: 3, Farsi: 2.5
Overseas Experience: Syria, United Kingdom, Yemen; multiple shorter trips to northern, southern, and eastern Africa, Turkey, The Caucasus, and Iran
Area Courses Taught: 10
Research Specialization: Shi‘ism, Islamic Law, Early Islamic History/Historiography, Memory, Communal Identity
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: Fulbright Fellowship 1997-98
Name: Wael B. Hallaq  
**Title:** The Avalon Foundation Professor in the Humanities  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies, Religion; tenured  
**Education:** Ph.D., University of Washington, 1983; M.A., University of Washington, 1979; B.A., Haifa University, 1978  
**Academic Experience:** 2009-present, Professor, Columbia University; 1994-2009, Professor, Institute for Islamic Studies, McGill University; 1985-94, Assistant Professor, Institute for Islamic Studies, McGill University; Visiting professor at the University of Toronto, University of Melbourne, the National University of Singapore, the IAIN of Jakarta and Yogyakarta  
**Language Competence (scale of 1-5):** Arabic: 5, Hebrew: 4, French: 4, German: 3  
**Overseas Experience:** Visiting professor in Australia, Indonesia, Singapore  
**Area Courses Taught:** 4  
**Research Specialization:** Islamic Law, logic, and intellectual history, with special reference to the Muslim Middle East  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 5  
**U.S. Government Fellowships Received:** N/A  

Name: Nathalie Handal  
**Title:** Adjunct Professor  
**Department and Tenure Status:** Comparative Literature; Center for the Study of Ethnicity and Race; non-tenured  
**Education:** M.F.A., Bennington College; M.Phil., University of London  
**Academic Experience:** 2004-present, Professor, Columbia University; 2012-present, Low-Residency M.F.A. Faculty, Sierra Nevada College; 2017-present; Visiting Professor, The American University of Rome; 2017-present, Visiting Professor, Open Arts, New York University; 2017, Visiting Writer, American University, Beirut; 2017, Visiting Professor, John Cabot, Rome; 2016, Visiting Writer, Lebanese American University; 2016, Artist in Residence, Ca’ Foscari University of Venice; 2014, Visiting Professor, Bennington College  
**Language Competence (scale of 1-5):** French: 5; Spanish: 4; Italian: 4; Creole: 4; Arabic: 3; Russian: 2.  
**Overseas Experience:** Education in Europe (France, Spain, Italy, Russia), Latin America, Asia and the Middle East.  
**Area Courses Taught:** 3  
**Research Specialization:** Creative Writing, Diaspora Literature, World Literature—fiction, poetry, nonfiction  
**Time Spent on Teaching/Research Related to the Middle East:** 25%  
**Theses Supervised in Past 5 Years:** n/a  
**U.S. Government Fellowships Received:** n/a  
**Distinctions:** 100 Outstanding Contributors to their Fields—United Nations, 2017; George Ellenbogen Poetry Award / Arab American Book Award 2016; Virginia Faulkner Award for Excellence in Writing, 2015; Shortlisted for the 2015 Poetry East West & DJS Awards; Listed as one of Arabian Business’s Power 500 / The World’s Most Influential 2012, 2013; Gold Medal Independent Publisher Book Award 2011.
Name: Naama Harel
Title: Lecturer
Department and Tenure Status: Middle Eastern, South Asian and African Studies, non-tenured
Education: PhD in Hebrew and Comparative Literature, The University of Haifa
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy
Academic Experience: 2015-present, Lecturer & Coordinator of Hebrew Language Program, Columbia University; 2010-15, Lecturer & Coordinator of Hebrew Language Program, Emory University; 2008-9, Lecturer, Shanghai International Studies University; 2008, Hebrew Language and Literature Lecturer, The Hebrew University of Jerusalem
Language Competence (scale of 1-5): Hebrew (5), English (5), German (3), Yiddish (3)
Overseas Experience: Teaching in Israel, Shanghai; Research in Germany
Area Courses Taught: 3
Research Specialization: Hebrew land Comparative Literature, Human-Animal Studies
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: n/a
Distinctions: n/a

Name: Gil Hochberg
Title: Ransford Professor of Hebrew, Comparative Literature and Middle East Studies
Department and Tenure Status: Middle Eastern, South Asian and African Studies, tenured
Education: Ph.D. in Comparative Literature, University of California, Berkeley, 2002
Academic Experience: 2017-present, Ransford Professor of Hebrew, Comparative Literature and Middle East Studies, Columbia University; 2002-2017, Associate Professor, UCLA
Language Competence (scale of 1-5): French: 4; Arabic: 4; Hebrew: 5
Overseas Experience: Israel
Area Courses Taught: 2
Research Specialization: Hebrew Lit, Palestinian Culture, Comparative Literature, Gender Studies, Visual Studies, Trauma
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: N/A
Recent Publications: “From Sexy Semite and Semitic Ghosts:” Contemporary Art Between Arab and Jew; “Jerusalem We Have a Problem”: Larissa Sansour’s Sci-Fi Trilogy the Impetus of Dystopic Imagination; “Beyond the Jew and the Greek” and “Towards the Jew and the Arab”: A Response to Zahi Zalloua’s; From ‘Cinematic Occupation’ to ‘Cinematic Justice’: Citational Practices in Kamal Aljafari’s ‘Jaffa; “Archival Afterlives in a Conflict Zone: Animating the Past in Jumana Manna’s Cinematic Fables of Pre-1948 Palestine”; “Decolonizing Judaism: Barbarism and the Return to Nativism”
Name: Saeed Honarmand
Title: Lecturer and Coordinator of Persian program
Department and Tenure Status: Middle Eastern, South Asian and African Studies, non-tenured
Education: PhD in Comparative Literature, Comparative Studies and Persian Literature: The Ohio State University; MA, Persian Classical Literature and Folklore: The Ohio State University; BA, Persian Literature: University of Isfahan, Iran.
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy; Teaching Certificate, Persian Language and Literature, Daneshsara Tarbiat Dabir (Isfahan Teacher’s College), Isfahan, Iran.
Academic Experience: 2015–present, Persian Instructor and Coordinator, Columbia University; 2002-2014, Persian Instructor, The Ohio State University; 2008-2011, Director and Instructor, Advanced level: Arabic Persian Turkish Language, Immersion Institute (APTLII), University of Wisconsin–Madison
Language Competence (scale of 1-5): Persian: 5; Arabic: 3; German: 2; Urdu: 3
Overseas Experience: High school teacher, Iran
Area Courses Taught: 3
Research Specialization: On the concept of self in the Persian epics and romances (10th-11th c.)
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 1
U.S. Government Fellowships Received: n/a
Distinctions: n/a

Name: Mohamad Ziad Jamaeddine
Title: Adjunct Assistant Professor
Department and Tenure Status: Graduate School of Architecture, Planning and Preservation (GSAPP)
Education: B. Architecture, American University of Beirut, Lebanon 1995; Masters in Architecture, Graduate School of Design, Harvard University, 1999
Academic Experience: 2014 - ongoing: Adjunct Assistant Professor (Columbia GSAPP)
Language Competence (scale of 1-5): Arabic: 5, English: 5, French: 3
Overseas Experience: Conducts Architecture and Urban Design Studios, Workshops and lectures in Beirut, Amman and Istanbul
Area Courses Taught: 3
Research Specialization: Arab City, the Architecture of the Mosque; Water Infrastructure, Water Justice, and Water Urbanism
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 1
U.S. Government Fellowships Received: None
Distinctions: n/a
Name: Rhoda Kanaaneh
Title: Adjunct Assistant Professor
Department and Tenure Status: Anthropology, non tenured
Education: Ph.D. 1998, Columbia University
Academic Experience: Assistant Professor/Faculty Fellow, NYU, 1999-2001; Assistant Professor, American University, 2002-2005; Adjunct Assistant Professor, Columbia University, 2011, 2012, 2015, 2018.
Language Competence (scale of 1-5): Arabic: 5, Hebrew: 5
Overseas Experience: Multiple book research projects in Israel and West Bank and Gaza
Area Courses Taught: 1
Research Specialization: Militarization, Gender and Sexuality, Asylum
Time Spent on Teaching/Research Related to Middle East: 90%
Theses Supervised in Past 5 Years: 2
U.S. Government Fellowships Received: Fulbright-Hays Doctoral Dissertation Research Award, 1995
Distinctions: other than a number of fellowships, Eileen Basker Memorial Book Prize, Society for Medical Anthropology, for superior research on gender and health, Nov 2002.

Name: Charry Karamanoukian
Title: Lecturer in Armenian
Department and Tenure Status: Middle East, South Asian, and African Studies; non-tenured
Education: A.B.D., French Language and Literature; M.A., French Language and Literature, B.A., Translation
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy
Academic Experience: 2009-present, Lecturer, Columbia University
Language Competence (scale of 1-5): Armenian: 5; French: 5; Arabic 3
Overseas Experience: N/A
Area Courses Taught: 3
Research Specialization: Armenian language teaching
Time Spent on Teaching/Research related to the Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: N/A
Name: Matthew Keegan
Title: Moinian Chair in Pre-Modern Middle Eastern Cultures and Civilizations
Department and Tenure Status: Asian and Middle Eastern Cultures at Barnard College; tenure-track
Education: 2017, PhD in Middle Eastern & Islamic Studies, New York University; 2019, M.Phil. in Oriental Studies, University of Cambridge; 2007, B.A., Williams College
Academic Experience: Starting Fall 2019, Moinian Chair in Pre-Modern Middle Eastern Cultures and Civilizations, Barnard College; 2017-2018, Assistant Professor of Classical Arabic Literature and Islamic Intellectual History, Department of Arabic and Translation Studies, American University of Sharjah; Adjunct Instructor in Religion, St. Francis College, Brooklyn, NY
Language Competence (scale of 1-5): Modern Standard Arabic: 5; Egyptian Colloquial Arabic: 4; Persian: 3; Spanish: 3; French: 2; German: 2
Overseas Experience: Study and research in Morocco, Turkey, Tajikistan, Egypt, UK, and UAE.
Area Courses Taught: N/A
Research Specialization: Classical Arabic literature and Islamic intellectual history
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: FLAS Arabic Language Scholarship (2014 & 2016); Critical Language Scholarship, Persian (2013); Center or Arabic Study Abroad Fellowship (2011-2012)
Distinctions: N/A

Name: Gulnar Kendirbai
Title: Adjunct Assistant Professor
Department and Tenure Status: History; non-tenured
Education: Ph.D., Eotvos-Lorand University in Budapest, 1987; Ph.D., University of Tuebingen in Germany, 2003
Academic Experience: Kazakh Al-Farabi State University; College for Education of Women (Almaty, Kazakhstan); Columbia University
Language Competence (scale of 1-5): Kazakh: 5; Russian: 5; English: 4; German: 4; Chagatai (old Uzbek): 4; Persian: 3; Arabic: 2
Overseas Experience: Ethnographic expeditions in the Central Asian republics of the former SU; academic research conducted in libraries and archives of Germany, France Russia, Uzbekistan, and Kazakhstan
Area Courses Taught: 6
Research Specialization: Russian empire, former Soviet Union, Central Asia, Kazakhstan; colonialism, nationalism, ethnicity, Islam, nomadism, cultural anthropology, Central Asian intellectual history
Time spent on teaching/research related to the Middle East: 40%
Theses Supervised in Past 5 Years: 4
U.S. Government fellowships received: the Fulbright Commission and the American Councils (ACTR/ACCELS)
Recent Publications: Land and People: the Russian colonization of the Kazak steppe, 2002
Distinctions: n/a
Name: Rashid I. Khalidi
Title: Edward Said Professor of Arab Studies
Department and Tenure Status: History and Middle Eastern, South Asian and African Studies; tenured
Education: D.Phil., Oxford University, 1974; B.A., Yale University, 1970
Academic Experience: Lebanese University, American University in Beirut, Georgetown University, Columbia University, University of Chicago
Language Competence (scale of 1-5): Arabic: 5, French: 4
Overseas Experience: Lived for a month or more in Libya, Lebanon, Korea, Egypt, Syria, Saudi Arabia, Palestine/Israel, Britain, France, Spain; traveled extensively in Turkey, Jordan, Algeria, Tunisia, Kuwait, U.A.E., Bahrain, Greece, Spain, Germany, India, Japan
Area Courses Taught: 6
Research Specialization: History of the modern Middle East, nationalism, great power policies
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 9 completed, 10 in course of completion
U.S. Government Fellowships Received: Fulbright Serial Research Grant, 1991-93; AID Damascus research grant, 1989
Distinctions: Award for outstanding contributions to Middle Eastern Studies, World Congress for Middle East Studies, 2018; Lionel Trilling Book Award for Brokers of Deceit, 2014; MEMO Book Award for Brokers of Deceit, 2013; American Academy of the Arts and Sciences Award, 2009; Distinguished Columbia Faculty Award, 2006-07.

Name: Mana Kia
Title: Assistant Professor
Department and Tenure Status: Middle Eastern, South Asian and African Studies; tenure-track
Academic Experience: 2013–present, Assistant Professor, Department of Middle Eastern, South Asian and African Studies
Language(s): Persian: 5, Urdu: 3, Hindi: 2, French: 2, German: 1
Overseas Experience: Germany, India, Iran, Myanmar, UK
Area Courses Taught: 3
Research and Teaching Specialization: social and cultural histories of West, Central and South Asia, 17th-19th centuries; Indo-Persian literary culture and social history; inter-Asian transregional travel and migration, gender and sexuality, and historiographies beyond nationalism.
Time Spent on Teaching/Research Related to the Middle East: 90%
Theses Supervised in past five years: N/A
Distinctions: 2017, Junior Faculty Summer Research Grant, Columbia University; 2016-17, SSRC Transregional Research Junior Scholar Fellowship/ Andrew W. Mellon Foundation; 2016-17, Lenfest Junior Faculty Development Grant; 2016-17, Provost’s Junior Faculty Diversity Grant, Columbia University
Name: Seth Kimmel
Title: Assistant Professor
Department and Tenure Status: Latin American and Iberian Cultures, tenure-track
Education: PhD in Comparative Literature from the University of California, Berkeley
Academic Experience: Postdoctoral fellow in the Mellon Fellowship of Scholars in the Humanities at Stanford University (2010-2012); Assistant professor at Columbia (2012-present)
Language Competence: Spanish: 5; French: 4; Classical and Modern Standard Arabic: 3; Latin: 3; Hebrew: 2
Overseas experience: a total of 1-2 years studying, research, and teaching in Spain; semester of French study in France; summer Arabic study in Syria; summer Hebrew study in Israel; 4 months living and working in Ecuador; extensive travel in Latin America, Europe, and Middle East
Area Courses Taught: 2
Research Specialization: early modern Iberian literature and culture; histories of secularism and religion; history of the book; history of science; Mediterranean studies
Time spent on teaching/research related to the Middle East: 25%
Theses Supervised in the Past 5 Years: N/A
US Government Fellowships Received: Summer FLAS fellowship for Arabic study (2004); Jacob K. Javits Fellowship (2004-2008)
Recent Publications: Parables of Coercion: Conversion and Knowledge at the End of Islamic Spain (Chicago: University of Chicago Press, 2015)
Distinctions: Parables of Coercion won the 2017 American Comparative Literature Association’s Harry Levin Prize for best first book published in the field of Comparative Literature; John Elliott Membership at the Institute for Advanced Study in Princeton, NJ (2018-2019)

Name: Jerusha T. Lamptey
Title: Assistant Professor of Islam and Interreligious Engagement
Department and Tenure Status: Union Theological Seminary, Interreligious Engagement & Theology; non-tenured
Education: Ph.D., Theological and Religious Studies, Georgetown University, 2011; M.A. Theological and Religious Studies, Georgetown University, 2010; M.A., Islamic Studies, Graduate School of Islamic and Social Sciences, 2004; B.A., Anthropology and Religion, The American University, 1997
Academic Experience: 2012–present, Assistant Professor of Islam and Ministry, Union Theological Seminary in the City of New York; 2011–2012, Visiting Professor, Department of Theology, Georgetown University; 2006-2011, Lecturer, Department of Theology, Georgetown University
Language Competence (scale of 1-5): English: 5, French: 4, Arabic: 4, Spanish: 2, Twi: 2
Overseas Experience: Ghana, France, Costa Rica, Canada
Area Courses Taught: 4
Research Specialization: Religious Pluralism, Islamic Theology of Religions, Muslima Theology
Time spent on teaching/research related to the Middle East: 90%
Theses Supervised in Past 5 Years: N/A
U.S. Government fellowships received: Fulbright Scholar 2000-2002
Name: Brian Larkin  
Title: Professor  
Department and Tenure Status: Anthropology, Barnard College; tenured  
Academic Experience: 2015-present, Professor, Barnard College; 1998–2015, Associate Professor, Barnard College; 1998, Adjunct Professor, New York University  
Language Competence (scale of 1-5): Hausa: 2, French: 2  
Overseas Experience: Nigeria, Ghana  
Area Courses Taught: 4  
Research Specialization: Media; urbanization; globalization; Islam; northern Nigeria  
Time Spent on Teaching/Research Related to Middle East: 25%  
Theses Supervised in Past 5 Years: 7  
U.S. Government Fellowships Received: n/a  
Distinctions: Board member of the Society for Cultural Anthropology of the American Anthropological Association

Name: Mahmood Mamdani  
Title: Herbert Lehman Professor of Government  
Department and Tenure Status: Government, Anthropology, Political Science, Middle Eastern, South Asian and African Studies; tenured  
Education: Ph.D., Government, Harvard University, 1974; M.A.L.D., Law and Diplomacy, Fletcher School of Law and Diplomacy, 1969; M.A., Political and Economic Development, Fletcher School of Law and Diplomacy, 1968; B.A., Political Science, University of Pittsburgh, 1967  
Academic Experience: 1999-present, Herbert Lehman Professor of Government, Columbia University; 2010-present, Professor and Executive Director, Makerere Institute of Social Research, Kampala, Uganda; 1999-2004, Director of Institute of African Studies, Columbia University; 1996-99, AC Jordan Professor and Director of Center African Studies, University of Cape Town; 1991-96, Executive Director of Center for Basic Research, Kampala, Uganda; 1980-93, Associate Professor/Senior Lecturer in Political Science, Makerere University, Kampala, Uganda; 1973-79, Senior Lecturer/Lecturer in Political Science/Economy, University of Dar-es-Salaam  
Language Competence (scale of 1-5): Kiswahili: 3, Hindustani: 5, Gujarati: 5, French: 2  
Overseas Experience: Uganda, South Africa, Tanzania, Sweden, Senegal, and others  
Area Courses Taught: 4  
Research Specialization: Government and Anthropology; African Studies  
Time Spent on Teaching/Research Related to Middle East: 25%  
Theses Supervised in Past 5 Years: 7  
U.S. Government Fellowships Received: N/A  
Distinctions: Corresponding Fellow, British Academy, 2017; Chair, Aga Khan Architecture Jury Award, 2012; Distinguished Columbia Faculty Award, 2010-2011; Nominated as Member of Advisory Group of Eminent Persons, UNHCR, 2010; Honorary Doctorate, University of Johannesburg, South Africa, 2010; Honorary Doctorate, Addis Ababa University, Ethiopia, 2010.
Name: Kimberly Marten
Title: Ann Whitney Olin Professor of Political Science
Position/Tenure Status: Political Science, Barnard College; Tenured
Education: Ph.D., Stanford University, 1991; A.B., Harvard University, 1985
Academic Experience: 1997-present, Professor, Barnard College; 1991-97, Assistant Professor, Ohio State University; 1993-94, Visiting Scholar, Harvard University Center for International Affairs; 1990-91, Post-Doctoral Fellow, Stanford University Center for International Security and Cooperation
Language Competence (scale of 1-5): Russian (3)
Overseas Experience: Russia, Japan, Georgia, Kazakhstan, Kyrgyzstan, Turkmenistan, Kosovo, Israel, Palestinian Authority, Afghanistan, South Korea, India, Belgium, Australia, Canada
Area Courses Taught: 3
Time Spent on Teaching/Research Related to Middle East: 25%
Theses Supervised in Past 5 Years: 2 Masters Theses
US Government Fellowships Received: n/a
Distinctions: Member of the International Institute for Strategic Studies, London (2016); Acting Director, Harriman Institute (2012-2013); Life Member, Council on Foreign Relations; Non-Resident Associate Fellow at the Asia Society (2006-2009); Marshall Shulman Prize from the American Association for the Advancement of Slavic Studies for Engaging the Enemy: Organization Theory and Soviet Military Innovation, 1955-1991; Barnard Faculty Representative, U.S. State Department Women in Public Service Project (2011-2012); Recipient of several grants, including from the Smith Richardson Foundation and the Carnegie Corporation of New York.

Name: Joseph A. Massad
Title: Professor
Department and Tenure Status: Middle East, South Asian, and African Studies; tenured
Education: Ph.D., Columbia University, 1998; M.A. and B.A., Political Science, University of New Mexico
Academic Experience: Professor/Associate/Assistant Professor and Instructor, Columbia University; Spring 1998, Visiting Assistant Professor, Pratt Institute, School of Liberal Arts and Science
Language Competence (scale 1-5): Arabic: 5, Spanish: 5, French: 5, Italian: 5; Hebrew: 2
Overseas Experience: Jordan, Egypt
Area Courses Taught: 6
Research Specialization: Post-Colonial Studies; Jordan; theories of nationalism, sexuality, race, and religion, Islam, liberalism
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 5
U.S. Government fellowships received: N/A
Distinctions: N/A
Name: Hisham Matar
Title: Adjunct Associate Professor of Professional Practice
Department and Tenure Status: Comparative Literature, Asia and Middle East Cultures, and English (Barnard); non-tenured
Education: M.A. Design Futures (Architecture), Goldsmiths College, University of London
Academic Experience: 2013-present, Fellow of the Royal Society of Literature; 2011-present, Weiss Foundation International Fellow in Literature and the Arts and Adjunct Associate Professor of Professional Practice in the English Department, Barnard College, New York; 2012, Distinguished Visiting Writer of The Department of English and Comparative Literature at The American University in Cairo, Egypt; 2012, Booker Prize Foundation Fellow at Mansfield College, University of Oxford; 2012, Booker Prize Foundation Fellow at Newcastle University; 2012, Ida Beam Distinguished Visiting Professor, International Writing Program, University of Iowa; 2011, Zell International Writer in Residence at the University of Michigan; 2010, Booker Prize Foundation Fellow at University of East Anglia; 2010, ‘First Story’ Writer-In-Residence; 2008, Mary Amelia Cummins Harvey Visiting Fellow at Girton College, University of Cambridge
Language Competence (scale 1-5): Arabic: 5, French: 4, Italian: 4
Overseas Experience: Libya, Egypt, Italy, UK, France
Area Courses Taught: 2
Research Specialization: Modernism, Romanticism, Literature of Exile, Translation
Time Spent on Teaching/Research Related to Middle East: 50%
Theses Supervised in Past 5 Years: n/a
U.S. Government fellowships received: n/a
Recent Publications: The Return: Fathers, Sons and the Land in Between (Memoir), 2016; Anatomy of a Disappearance (Novel), 2011; In the Country of Men (Novel), 2006

Name: Mark Mazower
Title: Ira D Wallach Professor of History
Department and Tenure Status: History, Professor
Education: PhD, Oxford University, 1988; MA, Johns Hopkins, University, 1983; BA, Oxford University, 1981
Academic Experience: 30 years teaching: Princeton, Sussex, Birkbeck, Columbia
Language Competence (scale of 1-5): Greek 4, French 4, Italian 4.
Overseas Experience: lived in Italy, Greece, France
Area Courses Taught: 1
Research Specialization: modern Greece and post-Ottoman world
Time Spent on Teaching/Research Related to Middle East: 75% (counting Greece)
Theses Supervised in Past 5 Years: 12
U.S. Government fellowships received: n/a
Distinctions: Honorary doctorates from the Universities of London and Athens; Dido Sotiriou Award of the Hellenic Authors Society, 2012; Society of Columbia Graduates Great Teacher Award, 2011; LA Times Book Prize for History, 2009, Duff Cooper Prize, 2005; Wolfson Prize for History, 2001; Adolphe Bentinck Prize, 2001
Name: Brinkley Messick
Title: Professor and Director of the Middle East Institute
Department and Tenure Status: Middle Eastern, South Asian and African Studies, Anthropology; tenured
Academic Experience: 1997-present, Professor, Columbia University; 1993-98, Associate Professor, University of Michigan; 1991-93, University of Michigan, Assistant Professor; 1987-91, Lecturer, Brandeis; 1984-87, Visiting Assistant Professor, University of Massachusetts; 1983-84, Visiting Fellow, Princeton; 1982-83, Research Associate and Lecturer, University of Pennsylvania; 1980-81, Visiting Assistant Professor, Washington University; 1979, Visiting Assistant Professor, Colorado College
Language Competence (scale of 1-5): Literary Arabic: 4, Colloquial Yemeni and Moroccan Arabic: 4, French: 4, Italian: 4
Overseas Experience: summer fellowship in Cairo, five years studying Islamic law in Yemen, three years studying and teaching languages in Morocco
Area Courses Taught: 8
Research Specialization: Writing and reading, considered as cultural and historical phenomena, in Islamic societies in both Arabia and North Africa; legal anthropology and legal history, with specific interests in Islamic law
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 11 dissertation sponsor; 15 committee member
U.S. Government Fellowships Received: Fulbright (CIES) lecturing and research grant, serial, 3 years; National Defense Education Act Title VI, Arabic Fellowship (four years)
Distinctions: 2009, Senior Scholar Award, Middle East Section, American Anthropological Association; 1993, Albert Hourani Book Award, Middle East Studies Association; 1995-96, Guggenheim Fellowship; 1995-96, Michigan Humanities Award; 1995, Henry Russel Award, University of Michigan
Name: Timothy P. Mitchell  
Title: Professor  
Department and Tenure Status: Middle Eastern, South Asian and African Studies, School of International and Public Affairs; tenured  
Education: Ph.D., Princeton University, 1984; B.A., Cambridge University, 1977 (converted to MA 1981)  
Language Competence (scale of 1-5): Arabic: 4, French: 3  
Overseas Experience: Research trips to the Middle East every year for the past thirty years, for periods ranging from two weeks to nine months  
Area Courses Taught: 4  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: 7  
U.S. Government Fellowships Received: National Endowment for the Humanities Fellowship  

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Name: Mahnaz Moazami  
Title: Associate Research Scholar  
Department and Tenure Status: Center for Iranian Studies; non-tenured  
Education: Ph.D., History of Religions, Sorbonne University, School for Advanced Study in Religion Sciences, 1995  
Overseas Experience: Education in France  
Area Courses Taught: 6  
Research Specialization: Zoroastrianism, Old and Middle Iranian Languages, Manichaeism, Sasanian History  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: 3  
U.S. Government Fellowships Received: N/A  
Name: Ellen F. Morris  
Title: Assistant Professor  
Department and Tenure Status: Department of Classics and Ancient Studies; tenure track  
Education: Ph.D., University of Pennsylvania, 2001; B.A., Barnard College  
Academic Experience: 2012-present, Assistant Professor, Barnard College; 2008-12, Clinical Assistant Professor of Egyptology, New York University; 2006-12, Visiting Associate Research Scholar, Columbia University; 2005-06, Lecturer, Columbia University  
Language Competence (scale of 1-5): Middle Egyptian: 5  
Overseas Experience: Extensive excavation and research in Egypt  
Area Courses Taught: 3  
Research Specialization: Imperialism; state formation and the early state; performances of power and sexuality; political fragmentation; landscape theory; the interplay of Egyptian data and anthropological theory  
Time Spent on Teaching/Research Related to Middle East: 25%  
Theses Supervised in Past 5 Years: 3  
U.S. Government Fellowships Received: n/a  
Distinctions: Jane and Morgan Whitney Art History Fellowship at the Metropolitan Museum, 2007-08; Andrew J. Mellon Postdoctoral Research Fellow, University of Michigan, 2002-03

Name: Khatchig Mouradian  
Title: Lecturer in Discipline  
Department and Tenure Status: Middle Eastern, South Asian and African Studies, non-tenured  
Education: PhD in History, Clark University, 2016; Graduate Certificate in Conflict Resolution and Management, UMass Boston, 2012; MA in Clinical Psychology, Haigazian University, Beirut, Lebanon, 2006; BS in Biology, Haigazian University, Beirut, Lebanon, 2000  
Academic Experience: 2018-present, Lecturer, Columbia University; 2017, Nikit and Eleanora Ordjanian Visiting Professor, Columbia University; 2016, Kazan Visiting Assistant Professor, CSU Fresno; 2015-16, Visiting Assistant Professor, Rutgers University; 2013-15, Adjunct professor, Rutgers University  
Language Competence (scale of 1-5): Arabic 5, Armenian 5, English 5, Turkish 4, French 4, Italian 3  
Overseas Experience: Research and teaching in Armenia, Austria, Canada, China, Cyprus, France, Lebanon, Portugal, Syria, Norway, Switzerland, Turkey, the United Arab Emirates  
Area Courses Taught: 2  
Research Specialization: Social history of concentration camps, unarmed resistance,  
Time Spent on Teaching/Research Related to Middle East: 60%  
Theses Supervised in Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Name: Dipali Mukhopadhyay
Title: Assistant Professor
Department and Tenure Status: School of International Affairs; tenure track
Education: Ph.D., Tufts University, 2011; M.A., Law and Diplomacy, Tufts University, 2005; B.A., Political Science, Yale University, 2002
Academic Experience: 2012-present, Assistant Professor, Columbia University; 2012, Non-Resident Fellow, Liechtenstein Institute on Self-Determination, Princeton University; 2011-12, Postdoctoral Fellow, Liechtenstein Institute on Self-Determination, Princeton University
Language Competence (scale of 1-5): French: 3; Persian: 2
Overseas Experience: Research and consulting in Afghanistan
Area Courses Taught: 4
Research Specialization: State formation, violence, and intervention; non-state armed actors; the politics and law of intervention and conflict management
Time Spent on Teaching/Research Related to Middle East: 50%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: U.S. Institute of Peace, Jennings Randolph Dissertation Peace Scholarship, 2008-09; Jacob K. Javits Fellowship, 2003-07
Distinctions: Central Eurasian Studies Society Book Award, shortlisted, 2016; Faculty Grant Award, Columbia University, 2014 and 2015; Outstanding Teaching Award, Columbia University, 2013; Eisenhower Institute, Roberts Fellowship, 2010

Name: Youssef Nouhi
Title: Lecturer
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured
Education: Ph.D. Candidate, Linguistics, University of Southern California; M.S. Candidate, Computational Linguistics, University of Southern California; M.A., Linguistics, University of Southern California, 2003; M.A., Linguistics, University of Ottawa, Canada, 1996
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy
Academic Experience: 2006-present, Lecturer in Arabic, Columbia University; 2001-05, Teaching Assistant in Arabic, University of Southern California; 2004, Arabic Linguist in Information Science Institute (ISI), University of Southern California
Language Competence (scale of 1-5): Arabic: 5; Berber: 5; French: 4
Overseas Experience: Morocco
Area Courses Taught: 2
Research Specialization: Arabic Studies and Linguistics
Time Spent on Teaching/Research Related to the Middle East: 100%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Recent Publications: n/a
Distinctions: Gold Nugget Award for professors rated consistently highest by students on Columbia Underground Listing of Professor Ability (CULPA)
Name: Lawrence G. Potter  
Title: Adjunct Associate Professor  
Department and Tenure Status: School of International and Public Affairs; non-tenured  
Education: Ph.D., Columbia University, 1992; M. Phil, Columbia University, 1981; M.A. School of Oriental and African Studies, Univ. of London, 1971; B.A., Tufts University, 1970  
Academic Experience: 2002-present, Adjunct Associate Professor, Columbia University (Appointments in SIPA and History Department); 1996-2002, Adjunct Assistant Professor, Columbia University; 1997-98, Bryn Mawr College; 1993-95, Visiting Assistant Professor, State University of New York, Stony Brook; 1993-94, Lecturer, Tufts University, 1993-94.  
Language Competence (scale of 1-5): French: 4, Persian: 4, German: 1, Arabic: 1  
Overseas Experience: Taught English in Iran, 1972-76; Visiting Fellow, Georgetown University School of Foreign Service, Doha, Qatar, 2011-12; Extensive travel in the Middle East and South Asia  
Area Courses Taught: 5  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: N/A  
U.S. Government Fellowships Received: N/A  

Name: Michelle Quay  
Title: Lecturer  
Department and Tenure Status: Middle Eastern, South Asian and African Studies; non-tenured  
Education: 2017, Ph.D., Cambridge University; 2013, M.A., University of California, Los Angeles; 2011, B.A., University of Chicago  
Language Pedagogy Training: Required yearly 2 day-long department-wide training on best practices in language pedagogy  
Academic Experience: 2017-present, Lecturer in Persian Language, Columbia University  
Language Competence (scale of 1-5): Farsi: 5; Arabic: 3;  
Overseas Experience: Research in Tajikistan, Morocco, UK  
Area Courses Taught: 2  
Research Specialization: Classical Persian Literature  
Time spent of teaching/research related to the Middle East: 100%  
Theses Supervised in the Past 5 Years: n/a  
U.S. Government Fellowships Received: State Department Critical Language Scholarships (Persian + Arabic), FLAS  
Recent Publications: n/a
Name: Hussein Rashid
Title: Adjunct Professor
Department and Tenure Status: Religion, Barnard College; non-tenured
Education: Ph.D., Harvard University, 2010; M.T.S., Harvard University, 1998; B.A., Columbia University, 1996
Academic Experience: 2016-present, Adjunct Professor, Barnard College, Columbia University; 2011-15, Adjunct Professor, Hofstra University; 2012, Adjunct Professor, Iona College; 2013, Adjunct Professor, SUNY College at Old Westbury; 2012, Adjunct Professor, Fordham University; 2011, Visiting Professor, Virginia Theological Seminary; 2010-11, Visiting Instructor, Reconstructionist Rabbinical College; 2009-10, Special Visiting Instructor, Hofstra University; 2008, Adjunct Professor, Hofstra University; 2000-05, Teaching Fellow, Harvard University
Language Competence (scale of 1-5): Arabic: 2; French: 4; German: 2; Hindi: 4; Persian: 3; Urdu: 3; Tajik: 2; Kutchi: 2; Gujarati: 2.
Overseas Experience:
Area Courses Taught: 3
Research Specialization: Islam in America, Shi’ism, Islamicate literatures, South Asia, Persianate world
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: N/A

Name: Dagmar A. Riedel
Title: Associate Research Scholar
Department and Tenure Status: Center for Iranian Studies; non-tenured
Language Competence (scale of 1-5): Arabic: 4, Persian: 4, Turkish: 2
Area Courses Taught: Workshop on Islamic manuscripts for Masters students in the interdisciplinary MA program of Medieval & Renaissance Studies, Columbia University
Research Specialization: history of the book in Arabic script; Islamic historiography in Arabic and Persian
Time spent on teaching/research related to the Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government fellowships received: N/A
Name: Emmanuelle Saada
Title: Professor
Department and Tenure Status: French and Romance Philology; tenured
Language Competence (scale of 1-5): French: 5, German: 5, Arabic: 3
Overseas Experience: Extensive study and teaching in France,
Area Courses Taught: 3
Research Specialization: Nineteenth and Twentieth Century French Imperialism; Legal Cultures; History of French Social Thought
Time Spent on Teaching/Research Related to the Middle East: teaching 25%, research 75%
Theses Supervised in Past 5 Years: 7
U.S. Government Fellowships Received: n/a
Distinctions: Lenfest Distinguished Faculty Award, 2012; French Voices-Pen American Center Award, 2009; Auguste Pavie Prize, 2008

Name: Amra Sabic-El-Rayess
Title: Associate Professor of Practice in Education Policy and Social Analysis
Department and Tenure Status: Teachers College; tenured
Education: Ph.D., Columbia University, Teachers College, 2012; Masters of International Affairs, Columbia University, School of International and Public Affairs, 2004; B.A. in Economics, Brown University, 2000
Academic Experience: 2017-present, Associate Professor of Practice, Education Policy and Social Analysis, Teachers College; 2016-2017, Assistant Research Professor, Education Policy and Social Analysis, Teachers College; 2014-2016, Adjunct Assistant Professor of Education, International and Transcultural Studies, Teachers College; 2012-2014, Lecturer, International and Transcultural Studies, Teachers College.
Language Competence (scale of 1-5): Bosnian: 5
Overseas Experience: Born and raised in Bosnia and Herzegovina
Area Courses Taught: 1
Research Specialization: Social Mobility, Corruption, Radicalization, Formal and Informal Muslim Education, Social Justice, Elite Formation
Time Spent on Teaching/Research Related to Middle East: 75%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Distinctions: n/a
Name: George Saliba
Title: Professor Emeritus of Arabic and Islamic Science
Department and Tenure Status: Middle Eastern, South Asian and African Studies; tenured
Education: Ph.D., University of California, Berkeley; M.A., University of California, Berkeley; M.A., American University of Beirut, 1965; B.S., American University of Beirut, 1963
Academic Experience: 1978-present, Assistant Professor to Full Professor, Columbia University; 1976-1978, Assistant Professor, New York University; 1974-1976, Post-Doctoral Fellow, Center for Middle East Studies, Harvard University
Language Competence (scale of 1-5): Arabic: 5; French: 4; Persian: 3; German: 3; Spanish: 3; Ottoman: 2
Overseas Experience: Traveled for research purposes to Egypt, Morocco, Syria, Lebanon, Jordan, Kuwait, Saudi Arabia, Turkey, Iran, India, Uzbekistan, and Italy, Spain, France, England, Germany
Area Courses Taught: 2
Time Spent on Teaching/Research Related to Middle East: 100%
Number of Dissertations/Theses Supervised in Past 5 Years: 5
U.S. Government Fellowships Received: Multiple from National Endowment for the Humanities and National Science Foundation
Distinctions: Carnegie Scholars Program, 2009-10; Distinguished Senior Scholar at the Kluge Center of the Library of Congress, 2005-06; History of Astronomy Prize from the Kuwait Foundation for the Advancement of Science, 1996; History of Science Prize, Third World Academy of Science, 1993

Name: Seth Schwartz
Title: Lucius N. Littauer Professor of Classical Jewish Civilization
Department and Tenure Status: History; tenured
Education: Ph.D., Columbia University, 1985; M.A. Columbia University, 1981; B.A., Yeshiva University, 1979
Academic Experience: 2009-present, Professor, Columbia University; 1995-2009, Professor, Jewish Theological Seminary
Language Competence (scale of 1-5): Hebrew: 5, Latin: 5, Greek: 5
Overseas Experience: Research fellowships in Jerusalem
Area Courses Taught: 3
Research Specialization: history of ancient Jews, especially in Hellenistic, Roman, and early Christian environments
Time Spent on Teaching/Research Related to the Middle East: 100%
Theses Supervised in Past 5 Years: 6
U.S. Government Fellowships Received: National Endowment for the Humanities Fellowship, 2006
Distinctions: Fellowship, Center for Advanced Judaic Studies at University of Pennsylvania, 2007-08; Fellowship, Institute for Advanced Studies, Jerusalem, 2002; Guggenheim Fellowship, 1999-2000
Name: A. Tunç Şen
Title: Assistant Professor
Department and Tenure Status: History, tenure-track
Education: PhD (The University of Chicago, 2016, Near Eastern Languages and Civilizations)
Academic Experience: Leiden University (University Lecturer, 2016-2017), Columbia University (Asst. Prof., 2017–)
Language Competence (scale of 1-5): Modern and Ottoman Turkish: 5; Classical Arabic: 3; Persian: 3; Italian: 3
Overseas Experience: Dissertation research in Turkey, Italy, France, England, Hungary, Germany
Area Courses Taught: 2
Research Specialization: Ottoman Studies, History of Science/Knowledge in the Islamic world, Manuscript Studies
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 1
U.S. Government Fellowships Received: N/A
Distinctions: n/a

Name: Stephen R. Sestanovich
Title: Kathryn and Shelby Cullom Davis Professor in the Practice of International Diplomacy
Department and Tenure Status: School of International and Public Affairs; tenured
Education: Ph.D., Political Science, Harvard University, 1978; B.A., Cornell University, 1972
Academic Experience: 2001-present, Professor in Practice, Columbia University; 1979-1980, Visiting Assistant Professor of Political Science, Columbia University; 1978-1980 (on leave, 1979-1980), Assistant Professor of Political Science, Graduate Faculty, The New School for Social Research
Language Competence (scale of 1-5): Russian: 5
Overseas Experience: Central Asia
Area Courses Taught: 3
Research Specialization: Soviet and East European studies, strategic planning and international studies, and foreign policy
Time Spent on Teaching/Research Related to Middle East: 50%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Distinctions: Special Advisor to Secretary of State on New Independent States, 1997-2001
Name: Avinoam Shalem  
Title: Riggio Professor of Art History, Arts of Islam  
Department and Tenure Status: Art History, Archaeology; tenured  
Education: B.A., Tel Aviv University; studying at M.A. level at the Tel Aviv and Munich Universities; Ph.D., Edinburgh University.  
Academic Experience: Tel Aviv, Edinburgh, Bamberg, Heidelberg, Munich, Luzern, New Delhi, Williamstown.  
Language Competence (scale of 1-5): German: 5, Hebrew: 5, Arabic: 4, French: 4, Italian: 3  
Overseas Experience: Teaching Islamic art at the JNU in New Delhi; Fellow at the KHI (Kunsthistorisches Institut) in Florence – Max Planck Institute (running research projects and organizing conferences and summer schools); advisory board Minerva foundation (Max Planck); curating exhibitions in Haus der Kunst in Munich and at the Jewish Museum in Munich.  
Area Courses Taught: 4  
Research Specialization: Arab art in the Mediterranean (circa 700-1500 AD).  
Time spent on teaching/research related to the Middle East: 100%  
Theses Supervised in Past 5 Years: 4; currently supervising 6  
Distinctions: National Board Certification for Professional Teaching Standards, Social Studies/History, Early Adolescence

Name: Hanadi Shatara  
Title: Instructor  
Department and Tenure Status: Arts and Humanities Department at Teachers College, non-tenured  
Education: Currently a doctoral candidate at Teachers College, MSEd in Urban Education from University of Pennsylvania and BA in History from University of California, Berkeley  
Academic Experience: Instructor for the past 2 years at Teachers College, teaching secondary social studies methods, diversity and the social studies, and student teaching seminar courses. Adjunct Professor at Hunter College for 2 years, teaching elementary and secondary social studies methods.  
Language Competence: Palestinian Arabic: 4  
Overseas Experience: various professional development programs in Turkey, China, and Uganda  
Area Courses Taught: n/a  
Research Specialization: Global education, teacher positionality, world history teachers  
Time Spent on Teaching/Research Related to Middle East: 25%  
Theses Supervised in Past 5 Years: n/a  
U.S. Government Fellowships Received: n/a  
Distinctions: National Board Certification for Professional Teaching Standards, Social Studies/History, Early Adolescence
Name: Gary Sick  
Title: Adjunct Professor; Director, Gulf/2000 Project  
Department and Tenure Status: International and Public Affairs; non-tenured  
Education: PhD, Columbia University; MS, George Washington University; BA, University of Kansas  
Academic Experience: University teacher, lecturer for 35 years  
Language Competence (scale of 1-5): French (4), Arabic (1), Italian (3)  
Overseas Experience: Lived & worked in Persian Gulf, Italy, France, Morocco, Egypt  
Area Courses Taught: 1  
Research Specialization: Persian Gulf politics  
Time Spent on Teaching/Research Related to Middle East: 100%  
Theses Supervised in Past 5 Years: on three defense committees  
U.S. Government Fellowships Received: N/A  
Distinctions: Board of Directors, Human Rights Watch, New York (emeritus as of 2005); Founding Chairman, Human Rights Watch/Middle East & North Africa Advisory Committee, (Chair 1991-2006); The Council on Foreign Relations, New York; Alumni Distinguished Achievement Award, University of Kansas, College of Liberal Arts and Sciences, 2005; Outstanding teacher award, based on student evaluations, School of International and Public Affairs, Columbia University, multiple awards since 2009; The Tannenbaum-Warner Award for scholarship and exceptional service to the Columbia University Seminars, 2010; Phi Beta Kappa; Who's Who in America; International Authors and Writers Who's Who.

Name: Udi Sommer  
Title: Israel Institute Visiting Professor  
Department and Tenure Status: Political Science  
Education: PhD (2007; Stony Brook)  
Academic Experience: Professor at UAlbany, Tel Aviv, Columbia  
Language Competence (scale of 1-5): Hebrew: 5  
Overseas Experience: Tel Aviv  
Area Courses Taught: 1  
Research Specialization: American and comparative politics, public law, cyber-security and political methodology, political institutions and legal evolution.  
Time Spent on Teaching/Research Related to Middle East: 30%  
Theses Supervised in Past 5 Years: 12 theses  
U.S. Government Fellowships Received: n/a  
Distinctions: Blavatnik Interdisciplinary Cyber Research Center Grant 2017-9; Israel Institute Fellowship at Columbia University 2016-8; Israeli Young National Academy of Sciences 2015-9; Provost’s List of Top 100 Outstanding Professors, Tel Aviv University, 2015; Marie Curie Grant, the European Research Council, 2011-2015; Provost’s List of Top 100 Outstanding Professors, Tel Aviv University, 2014; Martin Edelman Award for Outstanding Teaching, University at Albany, 2010.
Name: Kathryn Spellman Poots  
**Title:** Visiting Associate Professor and Academic Program Director for the MA in Islamic Studies  
**Department and Tenure Status:** Middle East Institute; tenured (Aga Khan University, London)  
**Education:** Ph.D., University of London, 2000; MSc., University of London, 1995; B.A., Richmond International University, 1994  
**Academic Experience:** 2016 – present, Visiting Associate Professor, Columbia University; 2011 - present, Associate Professor, Aga Khan University; 2005-2015, Research Associate, School of Oriental and African Studies, University of London; 2003-2008, Assistant Professor, Syracuse University London Campus; 2000-2003, Assistant Professor, Hult International University; 2002 -2004, Adjunct, University of Sussex  
**Language Competence (scale of 1-5):** Persian: 3; Arabic: 2; French: 2  
**Overseas Experience:** Summer Academy in Beirut; Research trips to Tripoli (Libya); Summer Fellowship in Tehran; Summer Fellowship on Kish Island; Summer Academy at Wissenschaftskolleg zu Berlin; Consultant for the UNHRC (Geneva), UNESCO (Paris), UK Foreign Office and German Foreign Office on matters concerning Shia Muslims, Iran and the Iranian Diaspora.  
**Area Courses Taught:** 2  
**Research Specialization:** Muslims in Europe and North America, Iran and Iranian diasporic studies, transnational migration and gender studies.  
**Time Spent on Teaching/Research Related to Middle East:** 100%  
**Theses Supervised in Past 5 Years:** 5 sponsor; 4 committee member  
**U.S. Government Fellowships Received:** Summer Language Fellowship in Tehran, Iran (1999)  

Name: Michael Stanislawski  
**Title:** Nathan J. Miller Professor of Jewish History  
**Department and Tenure Status:** History; tenured  
**Education:** Ph.D., Harvard University, 1979; A.M., Harvard University, 1975; A.B., Harvard College, 1973  
**Academic Experience:** Present, Professor, Columbia University; 2015 and 2016, Visiting Professor, Kaplan Centre for Jewish Studies, University of Cape Town, South Africa; 2000-2003, Visiting Professor of History, Central European University, Budapest; 1997-98, Visiting Professor of History, Jewish Theological Seminary of America; 1994, Honorary Visiting Professor, University College, London; 1991, Visiting Professor of Judaic Studies, Brown University; 1991, Fellow, Russian Research Center, Harvard University; 1988-90, Professor of History, Columbia University; 1980-88, Associate/Assistant Professor of Jewish History on the Miller Endowment, Columbia University; 1979-80, Assistant Professor of History and Comparative Religion, University of Washington  
**Language Competence (scale of 1-5):** Hebrew: 5; Yiddish: 5; Russian: 5; German: 5; French: 5  
**Overseas Experience:** Research in Israel  
**Area Courses Taught:** 3  
**Research Specialization:** Jewish history; intellectual history  
**Time Spent on Teaching/Research Related to Middle East:** 35%  
**Theses Supervised in Past 5 Years:** 8  
**U.S. Government Fellowships Received:** NEH Summer College Teachers Seminars  
**Distinctions:** National Jewish Book Award for Modern Jewish Thought and Experience, Runner up, for Autobiographical Jews, 2006
Name: Amina Tawasil  
Title: Lecturer  
Department and Tenure Status: Teachers College, non-tenured  
Education: Ph.D. in Anthropology and Education, Teachers College, Columbia University, 2013; M.Phil. Anthropology and Education, Teachers College, Columbia University, 2012; Certificate of Completion, Persian Language Program, University of Tehran, International Center for Persian Studies, Tehran, Iran, 2011; M.A. Social Sciences in Education, Stanford University, 2007  
Academic Experience: 2015-2017 Visiting Lecturer, International Studies Institute, the University of New Mexico 2013-2015 Andrew W. Mellon Postdoctoral Fellowship, Middle East and North Africa Studies & Department of Anthropology, Northwestern University  
Language Competence (scale of 1-5): Persian 3, English 5, Tagalog 5, Tausug 5 (native speaker)  
Overseas Experience: 2008 – summer fieldwork, Islamic Republic of Iran, 2010-2011 – fieldwork, Islamic Republic of Iran  
Area Courses Taught: 1  
Research Specialization: Anthropology, oral history, social practice, gender, Islamic education  
Time Spent on Teaching/Research Related to Middle East: 90%  
Theses Supervised in Past 5 Years: 55  
U.S. Government Fellowships Received: n/a  

Name: Pier Mattia Tommasino  
Title: Assistant Professor  
Department and Tenure Status: Italian Studies, non-tenured  
Education: 2009, Ph.D., Italian Philology, Scuola Normale Superiore (Pisa); 2003, M.A., Middle Eastern Studies, Università degli studi di Urbino, Carlo BO; 2002, M.A., Italian Philology, Università degli Studi di Pisa  
Academic Experience: 2013, Assistant Professor at Columbia University; 2012-2013 Post-Doc Fellow, Institute of Mediterranean and Middle Eastern Languages and Cultures (Madrid, Spain); 2011-2012 Post-Doc Fellow, Fondazione Cini/Centro Vittore Branca (Venice); 2010-2011 Post-Doc Fellow, The Harvard University Center for Italian Renaissance Studies (Villa I Tatti, Florence).  
Overseas Experience: Study and research in Tunisia, Egypt, Italy, UK, France, Spain.  
Area Courses Taught: 5  
Research Specialization: European Translation of the Qur’an (particularly Italian, Latin and Spanish translation, between 12th and 17th century); Diffusion of Italian language and printed book in the Ottoman Empire.  
Time spent on teaching/research related to the Middle East: 50%  
Theses Supervised in Past 5 Years: N/A  
U.S. Government fellowships received: (Rome Prize, American Academy in Rome, 2018: declined)  
Name: Elaine Van Dalen
Title: Assistant Professor of Classical Islamic Studies
Department and Tenure Status: Middle Eastern, South Asian and African Studies; tenure-track
Education: 2017, PhD, University of Manchester; 2014, M.A., American University in Cairo; 2011, B.A., Leiden University
Academic Experience: 2018-Present, Assistant Professor of Classical Islamic Studies, Middle Eastern, South Asian and African Studies, Columbia University; 2017-2018, Teaching Fellow, Islamic and Middle Eastern Studies Department, University of Edinburgh; 2017, Postdoctoral Research Associate, University of Manchester
Language Competence (scale of 1-5): Dutch: 5; English: 5; Modern Standard Arabic: 5; Egyptian Colloquial Arabic: 5; French: 4; German: 4; Italian: 3;
Overseas Experience: Netherlands, UK, Egypt, Saudi Arabia
Area Courses Taught: n/a
Research Specialization: Medieval Islamic Science; Graeco-Arabic Translation Movement; History of Scholarship in Early Medieval Islam; Classical Medical Arabic and Classical Arabic Philology
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Distinctions: 2014, Magda Nowaihi Award in Gender Studies; 2013, ERC PhD Studentship, European Research Council

Name: Marc Van De Mieroop
Title: Professor
Department and Tenure Status: History; tenured
Education: Ph.D., Yale University, 1983; M.A., Yale University, 1980; B.A., Katholieke Universiteit, 1978
Academic Experience: 1996-present, Professor, Columbia University; 2006-07, Professor, University of Oxford; 1989-96, Associate Professor, Columbia University; 1984-89, Assistant Professor, Columbia University; 1983-84, Lecturer, Yale University
Language Competence (scale of 1-5): Akkadian: 5, Sumerian: 5, German: 5, French: 5, Dutch: 5, Italian: 3
Overseas Experience: Egypt, Iraq, Syria, Turkey
Area Courses Taught: 4
Research Specialization: Intellectual history of ancient Babylonia
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 2
U.S. Government Fellowships Received: National Endowment for the Humanities
Distinctions: Guggenheim Fellow, 2013; American Council of Learned Societies Fellowship, 2016-17.
Name: Naomi Weinberger  
Title: Adjunct Professor  
**Department and Tenure Status:** School of International and Public Affairs; non-tenured  
**Education:** Ph.D., Political Science, Columbia University, 1981; Certificate in Middle East Studies, Columbia University, Middle East Institute; A.B., Political Science, Barnard College, 1972  
**Academic Experience:** 2009-present, Adjunct Professor, Columbia University; 2006-2009, Visiting Professor, Department of Political Science, Colgate University; 2003-2006, Associate Professor, Department of Social Science and History, Fairleigh Dickinson University; 2000-2003, Director of the United Nations Studies Program, School of International and Public Affairs, Columbia University  
**Language Competence (scale of 1-5):** Hebrew: 5, Arabic: 3, French: 2  
**Overseas Experience:** Israel, West Bank, Jordan, Tunisia, Egypt, Lebanon, Syria, Turkey, Russia  
**Area Courses Taught:** 7  
**Research Specialization:** Policymaking, conflict resolution, security issues  
**Time Spent on Teaching/Research Related to the Middle East:** 80%  
**Theses Supervised in the Past 5 Years:** N/A  
**U.S. Government Fellowships Received:** National Science Foundation  
**Distinctions:** n/a

Name: S Akbar Zaidi  
Title: Professor  
**Department and Tenure Status:** Middle Eastern, South Asian and African Studies and SIPA, not tenured  
**Education:** Bsc Econ University College London, University of London; MSc Social Planning, London School of Economics; MPhil Economics, University of Cambridge; PhD History, University of Cambridge.  
**Academic Experience:** Karachi University 1983-96, Columbia University 2010 to the Present, IBA Karachi 2012 to the Present (Adjunct)  
**Language Competence (scale of 1-5):** English 5, Urdu 5  
**Overseas Experience:** Pakistan, India, UK  
**Area Courses Taught:** 4  
**Research Specialization:** Political Economy of Pakistan, Indian History 19C, Islam in India  
**Time Spent on Teaching/Research Related to Middle East:** 80%  
**Theses Supervised in Past 5 Years:** 1  
**U.S. Government Fellowships Received:** n/a  
**Distinctions:** n/a
OTHER PROJECT PERSONNEL

Name: Astrid Benedek
Title: Associate Director
Department and Tenure Status: Middle East Institute (MEI)
Education: M.A., International and Political Affairs, Columbia University, 1994; B.A., Georgetown University, 1984
Work Experience: 2008-present, Associate Director, MEI, Columbia University; 2003-2008, Assistant Director, MEI; 1996-2002, Program Officer, Open Society Institute, New York
Language Competence (scale of 1-5): French: 5; German: 4; Arabic: 2
Overseas Experience: Secondary school education in Morocco; language study in Jordan and Syria
Area Courses Taught: N/A
Research Specialization: N/A
Time Spent on Teaching/Research Related to the Middle East: N/A
Theses Supervised in Past 5 Years: N/A
U.S. govt. fellowships received: FLAS Fellowship, 1993-94
Recent Publications: N/A

Name: Habiba Boumlik
Title: Associate Professor
Department and Tenure Status: Education and Language Acquisition, tenure track
Education: MA in Arabic and Islamic Studies, University of Strasbourg; in German Studies, University of Massachusetts; BA in French as a Foreign Language, University of Besancon; PhD in Social and Cultural Anthropology, University of Strasbourg, France.
Work Experience: Adjunct Lecturer 2005-2012; Assistant Professor 2012-2015, Associate Professor 2016-present.
Language Competence (scale of 1-5): French 5, Arabic 5, Berber 5, Spanish 4
Area Courses Taught: 5
Time spent on teaching/research related to the Middle East: Translation of and research on literary texts and films from North Africa since 2012.
Theses Supervised in Past 5 Years: 0
U.S. Government fellowships received: 0
Name: Dahlia El Zein  
Title: Outreach Coordinator  
Department and Tenure Status: Middle East Institute  
Education: M.A., Arab Studies, Georgetown University, 2008; B.A., Webster University, 2003  
Language Competence (scale of 1-5): Arabic: 5; French: 2  
Overseas Experience: Primary and secondary schooling in Egypt (until age 18), significant travel and research in Lebanon, travel in Syria, Jordan, Palestine/Israel, Bahrain  
Area Courses Taught: 2014-present: Teaches Middle East and South Asia course for summer precollege program at Princeton University  
Research Specialization: N/A  
Time spent on teaching/research related to the Middle East: 50%  
Theses Supervised in Past 5 Years: N/A  
U.S. Government fellowships received: N/A  

Name: Peter Magierski  
Title: Middle East and Islamic Studies Librarian  
Department and Tenure Status: Columbia University Libraries/Global Studies Division; N/A  
Education: (MLIS) Master of Library and Information Science, Rutgers University; (MA) Middle East Languages and Literatures, New York University  
Academic Experience: New York University, Columbia University  
Overseas Experience: UAE, Turkey, Central Asia, Afghanistan, Germany.  
Area Courses Taught: Bibliographic Instruction, Information Resources in Middle East and Islamic Studies.  
Research Specialization: General Middle East, Iran, Afghanistan, Central Asia, Open Access and digital resources  
Time spent on teaching/research related to the Middle East: 100%  
Theses Supervised in Past 5 Years: N/A  
U.S. Government fellowships received: N/A  
Recent Publications: N/A
Name: Helen Malko
Title: Program Manager
Department and Tenure Status: Center for Palestine Studies
Education: Ph.D., Stony Brook University 2014; MA., Baghdad University 2003; B.A., Baghdad University, 2000
Academic Experience: 2017-2018, Adjunct Faculty, Fashion Institute of Technology; 2014-17, Associate Research Scholar, Columbia University; 2016-2017, Postdoctoral Fellow, Italian Academy, Columbia University; 2016-2017, Visiting Assistant Prof., Pratt Institute; 2015-2016, Adjunct Assistant Prof., Brooklyn College; 2010-2012, Instructor, Stony Brook University; 2010-2011, Adjunct Faculty, Suffolk Community College.
Overseas Experience: native of Iraq, 20 years of education in Iraq, 4 years of archaeological fieldwork in Turkey, 4 years of archaeological fieldwork in Iraq.
Area Courses Taught: 2
Research Specialization: Archaeology of the Middle East, with focus on Iraq and the surrounding region, cultural heritage politics, cultural heritage destruction and local communities in Iraq.
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: USAID-Iraq (2004)
Distinctions: N/A

Name: Lucy R. McNair
Title: Associate Professor
Department and Tenure Status: English Department, tenure track
Education: BA in German Studies, University of Massachusetts; MA in Modern Languages, University of Paris VIII; PhD in Comparative Literature, CUNY Graduate Center
Work Experience: Freelance Translator 1990-2014; University lecturer 1998-2014, Assistant Professor 2014-2016, Associate Professor 2017-present.
Language Competence (scale of 1-5): French 5, German 3
Overseas Experience: Germany 1985-1987; France 1989-1996
Area Courses Taught: 3
Research Specialization: North African Francophone Literature and Film
Time spent on teaching/research related to the Middle East: Translation of and research on literary texts and films from North Africa since 1994
Theses Supervised in Past 5 Years: 0
U.S. Government fellowships received: 0
Name: Patricia Muller
Title: Executive Associate Director and Director of Research and Evaluation

Department and tenure status: Center for Evaluation & Education Policy (CEEP) at Indiana University, (non-tenured)

Education: BS 1990, (Applied Social Sciences), State University of New York; MS 1992, (College Student Personnel Administration), Indiana University; Ph.D. 1999, (Higher Education), Indiana University

Professional experience: Associate Director & Senior Research Scientist, CEEP; Senior Statistician & Analyst, Synergy Enterprises, Inc.; Associate Director, Indiana Center for Evaluation, Indiana University; Adjunct Lecturer, Indiana University; Senior Research Associate, Indiana Center for Evaluation, Indiana University

Overseas experience: People's Republic of China, France, Finland, United Kingdom

Language(s): Spanish (2)

Research specialization: Application of social science research methodology to critical research and evaluation studies using both advanced statistical analyses and in-depth qualitative case study methodology


Distinctions: Principal investigator and project director for more than $12 million in funded research and evaluation contracts and grants. Principal investigator for the evaluation of four Title VI National Resource and Area Studies Center programs at Harvard University. Developing a theoretical framework for joint evaluation for the North Atlantic Treaty Organization (NATO)

Name: Anne-Maree Ruddy
Title: Director of Education Policy and Senior Research Associate

Department and tenure status: Center for Evaluation and Education Policy (CEEP) at Indiana University

Education: B.Ed., (Religious Studies), Edith Cowan University, Perth, Australia, 1990; Master of Educational Management (Education Policy), the University of Western Australia, Perth, Australia, 1996; Ph.D. (International and Comparative Education), Murdoch University, Perth, Australia, 2008

Academic Experience: Research Associate, CEEP; Research Assistant, Vice Chancellor for Academic Affairs, Indiana University; Student Support Services, Northwestern University; Senior Teacher/Administrator, Corpus Christi College; Teacher/Administrator, La Salle College and Mt. Erin High School, Australia

Language Competence (scale of 1-5): French: 2

Overseas Experience: Australia, France, Finland, Ireland, Netherlands

Area Courses Taught: N/A

Research and Training: Designed and implemented protocol and methodology for individual centers and programs including web-based surveys of key stakeholder groups for each of the programs and authored program and center specific reports for each center as well as institutional aggregate reports

Time Spent on Teaching/Research Related to Middle East: N/A

Theses Supervised in Past 5 Years: N/A


Distinctions: Advisory Board member to US Department of Education postsecondary office. Member of the international evaluation team for IU and Kabul Education University Partnership M.Ed. TESOL Project.
Name: Simone Rutkowitz  
Title: Administrative Assistant  
Department and Tenure Status: The Middle East Institute  
Education: MA, New York University, 2016; BA, Hamilton, 2010  
Academic Experience: N/A  
Language Competence (scale of 1-5): Literary Arabic: 4, Colloquial Egyptian Arabic: 4, Spanish: 2  
Overseas Experience: Summer intensive study at the Arabic Language Institute at the American University in Cairo (2008); Semester abroad at the American University in Cairo (2009); Intensive language study at the Arabic Language Institute at the American University in Cairo (2012-13)  
Area Courses Taught: N/A  
Research Specialization: N/A  
Time Spent on Teaching/Research Related to Middle East: N/A  
Theses Supervised in Past 5 Years: N/A  
U.S. Government Fellowships Received: Academic Year Foreign Language and Area Studies (FLAS) Fellow (2014-16)  
Recent Publications: N/A  
Distinctions: N/A  

Name: Kathryn Spellman Poots  
Title: Academic Program Director  
Department and Tenure Status: Middle East Institute; tenured (Aga Khan University, London)  
Education: Ph.D., University of London, 2000; MSc., University of London, 1995; B.A., Richmond International University, 1994  
Academic Experience: 2016 – present, Visiting Associate Professor, Columbia University; 2011 - present, Associate Professor, Aga Khan University; 2005-2015, Research Associate, School of Oriental and African Studies, University of London; 2003-2008, Assistant Professor, Syracuse University London Campus; 2000-2003, Assistant Professor, Hult International University; 2002 -2004, Adjunct, University of Sussex  
Language Competence (scale of 1-5): Persian: 3; Arabic: 2; French: 2  
Overseas Experience: Summer Academy in Beirut; Research trips to Tripoli (Libya); Summer Fellowship in Tehran; Summer Fellowship on Kish Island; Summer Academy at Wissenschaftskolleg zu Berlin; Consultant for the UNHRC (Geneva), UNESCO (Paris), UK Foreign Office and German Foreign Office on matters concerning Shia Muslims, Iran and the Iranian Diaspora.  
Area Courses Taught: Foundation to Islamic Studies and Muslim Societies; Ethnographies of the Middle East; Gender, Nation, and Muslim Identities; Muslim Communities in the West; Migration and Diasporas; Sociology of Muslim Societies.  
Research Specialization: Muslims in Europe and North America, Iran and Iranian diasporic studies, transnational migration and gender studies.  
Time Spent on Teaching/Research Related to Middle East: 100 %  
Theses Supervised in Past 5 Years: 5 sponsor; 4 committee member  
U.S. Government Fellowships Received: Summer Language Fellowship in Tehran, Iran (1999)  
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<th>Term</th>
<th>Course ID</th>
<th>Course Name</th>
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<th>2016-17 Enrollment Grad</th>
<th>2016-17 Enrollment Undgrad</th>
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<th>2017-18 Enrollment Undgrad</th>
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<td>Modern State/Colonial Subject</td>
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**Anthropology**

* indicates new course. Italics indicates courses funded with 50% or less NRC grant funds.
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* indicates new course. Italics indicates courses funded with 50% or less NRC grant funds.
PART IV – APPENDIX D
LETTERS OF SUPPORT

1. Letter from Paul Arcario, Provost, LaGuardia Community College
2. Letter from Thomas James, Provost and Dean of the College, Teachers’ College
3. Letter from Christopher Stone, Director Arabic Program, Hunter College
4. Letter from Elizabeth Shovers, Executive Director, Global Language Project
5. Hannah Weitzer, Director of University and K-12 Partnerships, NaTakallam
June 19, 2018

Professor Brinkley Messick
Columbia University
606 West 122nd St, Suite 301
New York, NY 10027

Dear Professor Messick:

I write to express the strong interest of LaGuardia Community College, CUNY, in cooperating with the Middle East Institute at Columbia University in a project to promote the instruction in Middle Eastern studies at LaGuardia and other teaching institutions in the City University system and the New York metropolitan area.

We understand that under this joint project the Institute would:

1. Assist LaGuardia faculty to develop courses in Middle Eastern history, cinema, and literature to be co-taught by qualified graduate students from Columbia;

2. Partner with the LaGuardia Arabic department to offer enhanced conversation practice for Arabic students through NaTakallam, a non-profit organization that pairs Syrian and Iraqi refugees as conversation partners with students studying Arabic;

3. Work with full-time and part-time faculty at LaGuardia who teach in the humanities to strengthen their knowledge of Middle Eastern history through reading lists and seminars;

4. Stimulate student and public interest in the Middle East by supporting the New York Forum of Amazigh Film hosted and organized by LaGuardia in providing speakers for the film festival, a platform for scholarly interchanges, as well as screenings at Columbia;

5. Encourage student and public interest in the Middle East by providing faculty and graduate students from Columbia as guest speakers at LaGuardia on topics of general interest related to the region;

6. Continue to work with our faculty to broaden our cooperative efforts in the future.

I am designating Dr. Habiba Boumlik, Associate Professor, Education and Language Acquisition and Dr. Lucy McNair, Associate Professor of English as LaGuardia's liaisons for this project.

We are excited about the prospect of a connection with Columbia University's distinguished area studies programs and hope that the National Resource Center of the US Department of Education will be able to support this worthy effort.

Yours truly,

[Signature]
Paul Arcario
Provost and Senior Vice President for Academic Affairs
LaGuardia Community College, CUNY
Professor Brinkley Messick  
Columbia University  
606 West 122nd Street  
Suite 301  
New York, NY 10027

Dear Professor Messick:

I write to express the strong interest of Teachers College, cooperating with the Middle East Institute at Columbia University, in a project to promote academic work in Middle Eastern studies at Teachers College.

I understand that under this joint project the Middle East Institute will further strengthen its long-standing partnership with Teachers College and encourage more TC students to study the diversity of the Middle East by:

- Supporting the depth and breadth of TC graduate students research on the Middle East with summer funding;
- Collaborating on conferences with TC, the first of which is planned for October 2018 on Anthropology and Education;
- Engaging Columbia faculty in advising interested TC students on Middle East course selection and research opportunities;
- Developing and supporting a new introductory course on the Middle East for Social Studies teachers at Teachers College.

Dr. Sandra Schmidt, Associate Professor of Social Studies and Education, and Dr. Amina Tawasil, Lecturer in Anthropology and Education, will serve as TC’s primary contacts for this project. We very much look forward to our collaborative initiatives with the Middle East Institute, and we hope that the National Resource Center of the U.S. Department of Education will support this valuable effort.

All best wishes,

Thomas James  
Provost and Dean of the College  
Teachers College  
Columbia University
Christopher Stone
Associate Professor of Arabic
Head of Arabic Division
212-650-3138
cst@hunter.cuny.edu

June 19, 2018

To Whom It May Concern:

I write this letter in support of Columbia University’s Middle East Institute’s application for Title VI funding for the 2018-22 cycle. Prior to the last cycle, the Institute reached out to the Arabic Program at Hunter College to explore collaboration possibilities. One of our biggest challenges in the Arabic Program at Hunter is to get students to study Arabic abroad. This is mostly because of the financial challenges our students face. We suggested that Columbia grant one of its annual summer FLAS scholarships to a Hunter student.

This program has proven to be extremely successful in its first 4 years. A committee of three faculty members at Hunter (myself, Alex Elinson (Arabic), and Jonathan Shannon (Anthropology and Middle East Studies)) have selected the scholarship winner for the past 4 years from an average of 10 applicants. We have chosen the scholarship winner based on academic achievement, a demonstrated commitment to learning Arabic and using it in one’s professional life, and some evidence that without the scholarship summer study abroad would be difficult. 3 out of our 4 winners have been first-generation immigrant female students. Our 4th winner was a male non-traditional student of limited financial means: Faiza Masood, Fatoumata Bah, Fatma Tariq, and David Kanbergs.

Faiza went on to win a Marshall Scholarship (Hunter’s first ever), and David and Fatoumata were both subsequently accepted into the prestigious Center for Arabic Study Abroad program (CASA). David is beginning a PhD program in Arabic Literature at NYU in the fall. Fatoumata plans to apply to graduate programs in Arabic after the CASA program. Fatma is still a student at Hunter and will be using her FLAS this summer. All 4 of our winners have used the grant at Morocco’s Qalam wa-Lawh Institute.

Here are testimonies from two of our previous winners:

“Columbia’s FLAS summer funding gave me the fantastic opportunity to study both Modern Standard Arabic and Moroccan Colloquial Arabic in Rabat. With FLAS funding I was able to work with a language institute to create a personalized curriculum that was tailored to my specific goals and needs. I was also able to arrange a home-stay with a local family, which allowed me to practice Arabic every day, and in a variety of situations. All of this practice and study directly led to my qualifying to participate in the prestigious...
Center for Arabic Study Abroad (CASA) Program in Egypt the following year. Without the opportunity provided by FLAS funding, I would not have been able to gain the advanced Arabic skills that will be crucial to my academic career as I enter a doctoral program in Middle East Studies at NYU, with a focus on Arabic literature in North Africa.”

David Kanbergs

“The FLAS Fellowship was an amazing opportunity. I was able to improve my Arabic skills tremendously. One of the most rewarding aspect of the FLAS Fellowship is the freedom of choice and independence given to students about picking programs best-suited for them. Allowing me to pick my own program and my time of travel really made a difference. I was responsible for my own education and made decisions according to my plan, interests, and desire.

In addition to obtaining better skills in my target language, I also got to experience the culture and the people. The experience was truly immersive. I became involved in the community by volunteering at a not-for-profit organization. This helped me build on my Arabic speaking skills. Having the grant was amazing because it granted me the opportunity to advance my Arabic Studies in the field that I see myself growing in.

One of my interests is to work in public service assisting New York’s immigrant communities, including the Arab immigrant and Arab-American community. Furthermore, I would like to work alongside agencies—both in the U.S. and abroad—whose mission is to assist refugees with resettlement and access to resources and services. This is needed now more than ever, and I have the personal background to empathize with this population in my work. My experience as a FLAS Fellow has set me up for that.

Fatoumata Bah

For the first 3 years of the grant we have limited applications to students who will have completed at least 2 years of Arabic before their summer abroad. If Columbia is awarded the grant again, we plan to open the scholarship up to more students by allowing students who will have completed just one year of Arabic to apply as well.

This scholarship has been a real boon to our Arabic program. Though just one scholarship, it has become something for all of our students to aim and compete for, and has thus raised awareness of the importance of study abroad for the students in our program.

Sincerely,

Christopher Stone
Dr. Brinley Messick
Director, Middle East Institute
Columbia University
Knox Hall
606 W 122\textsuperscript{nd} Street
New York, NY 10027

Dear Professor Messick,

This is a letter in support of the Middle East Institute’s Title VI Grant Application.

I am the Executive Director of Global Language Project (GLP), a New York City based nonprofit that supports world-language learning through innovative teacher development and best-in-class curricula, thus enabling students, particularly those in underserved communities, to develop language proficiency for further education and the global workforce.

As you are well aware, GLP has had the pleasure of collaborating with the Middle East Institute at Columbia University over the last four years to run and expand its teacher training programs, namely its Arabic Teachers’ Council and summer STARTALK program. We have been impressed by the MEI’s work to provide academic opportunities for students throughout the tri-state area and are grateful for its support of GLP’s mission.

The GLP Arabic Teachers’ Council is a network and professional learning community for Arabic educators in the Northeast region. It provides a forum for Arabic teachers to network, collaborate, and share innovative approaches to teaching with the goal of strengthening and professionalizing the field of Arabic language. Over the last four years GLP has held 12 full-day Arabic Teachers’ Council Conferences at the MEI, serving over 400 teachers. Additionally, each summer, GLP collaborates with the MEI to run a summer STARTALK teacher training program for Arabic, Mandarin, and Korean teachers. In this program, teachers learn how to plan lessons that gain and maintain student engagement. Over the last four years 96 teachers from across the country have participated in this program.

GLP plans to continue collaborating with the MEI on the Arabic Teachers’ Council and the STARTALK summer program and have talked with the MEI team about ways to expand our partnership and to continue to reach teachers in schools across the country. The MEI is one of GLP’s most important and long-term partners, and we are so glad to have the chance to have worked with you over the last four years and are excited to continue our partnership in the coming years.

Best,

Elisabeth Shovers
Executive Director
Global Language Project
NaTakallam Letter of Support
for Columbia University’s Middle East Institute (MEI) Title VI Grant

June 18, 2018

Dear Columbia University’s Middle East Institute,

It is with great pleasure that we write this letter of support on behalf of NaTakallam as we finalize our partnership with Columbia University in the City of New York’s Middle East Institute (MEI) as part of the outreach section of MEI’s Title VI mandate for 2018-2022.

NaTakallam (“we speak” in Arabic) is a social enterprise that recruits, trains, and connects refugees and displaced persons with language learners worldwide for online language practice and cross-cultural exchange with native speakers. Students work with their Conversation Partners (CPs) – all of them individuals displaced by conflict – improving their speaking skills, learning about their CP’s culture and story, and frequently developing friendships between worlds that are often polarized in the media and political spheres. Most importantly, NaTakallam CPs receive a much-needed income, new marketable skills, purpose, and re-gained dignity.

All of NaTakallam’s services for academic institutions are centered around providing affordable and enriching opportunities that complement existing coursework. Our programming accommodates small and large group conversation sessions delivered in Arabic for language practice (MSA/Levantine) or in English for cross-cultural exchange related to the Arab world/migration, displacement and other topics.

NaTakallam is excited to partner with MEI to bring authentic Arabic learning and cultural exchange opportunities to the Columbia University community, as well as to the students at LaGuardia Community College and to public secondary schools in NYC and surrounding areas.

We firmly believe that this partnership between NaTakallam and MEI will thrive and we look forward to working with the institute to make language learning more accessible and humanitarian.

Sincerely,

Hannah Weitzer
Director of University & K-12 Partnerships, NaTakallam
hannah.weitzer@natakallam.com
### Project Goal Statement 1: Teacher Capacity Building: increase participation in, and impact of, K-16 teacher and language instructor training. (AP2 and CPP 2)

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<tr>
<td>1.A.2</td>
<td>1.A.2 Joint conferences and workshops with Teacher College Anthropology Department</td>
<td>1.A.2.a Number of conferences and workshops held with TC’s Anthropology Department</td>
<td>Annual</td>
<td>Grantee/ program records</td>
<td>0  2  2  2  2</td>
</tr>
</tbody>
</table>
### Appendix D: Performance Measure Forms

<table>
<thead>
<tr>
<th>1.B</th>
<th>Increase production of qualified language instructors for NYC region school systems by at least 15% through collaboration with Global Language Project by the end of the grant period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.B.1</td>
<td>K-16 Arabic language pedagogy workshops and curriculum development jointly with Global Language Project partners.</td>
</tr>
<tr>
<td>1.B.1.a</td>
<td>Number of K-16 teachers and instructors participating in workshops</td>
</tr>
<tr>
<td></td>
<td>Annual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.C</th>
<th>Increase curricular offerings on ME by introducing a new course at Teachers College for pre-service and in-service teachers by the end of the grant period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.C.1</td>
<td>New semester-long introductory course on the ME for pre-service and in-service teachers in the Social Studies Department at TC</td>
</tr>
<tr>
<td>1.C.1.a</td>
<td>Number of semester-long courses on ME in the Social Studies Department at TC</td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
</tr>
</tbody>
</table>
## Project Goal Statement 2: Strengthening ME and Regional Studies at Minority Serving Institutions and two year colleges. (CPP 1)

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Activities</th>
<th>Data/ Indicators</th>
<th>Frequency</th>
<th>Data Source</th>
<th>Baseline and Targets</th>
</tr>
</thead>
</table>
| 2.A  
Increase number of MSI faculty partnering in our co-teacher program to offer courses with ME content and number of students at partnering MSIs graduating with ME area studies coursework by 10% annually | 2.A.1  
Partnership with LaGuardia Community College | 2.A.1.a  
Partnership agreement | Year 1 | Institutional records | BL | T1 | T2 | T3 | T4 |
| | | | | | 1 | 1 | 0 | 0 | 0 |
| | 2.A.2  
Collaborate with LaGuardia faculty to develop courses on ME history, cinema, and literature to be co-taught by qualified graduate students from Columbia | 2.A.2.a  
Number of faculty at partnering MSIs who offer courses with ME area studies content | Annual | MSI Registrar | 0 | 2 | 3 | 3 | 4 |
| | | 2.A.2.b  
Numbers of students at partnering MSIs enrolled in courses with ME area studies content | Annual | MSI Registrar | 0 | 40 | 45 | 50 | 55 |
| | 2.A.2.c  
Percentage of participating MSI faculty and students who report increased interest and use of ME area studies content and resources as a result of participation | 2.A.2.c  
Percentage of participating MSI faculty and students who report increased interest and use of ME area studies content and resources as a result of participation | Year 2 & 4 | CEEP Outreach Survey | 0 | 45% | 50% | 55% | 61% |
### Appendix D: Performance Measure Forms

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Table Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.B</td>
<td>Increase MSI faculty and student interest and use of Middle East area studies content and resources by 15% annually.</td>
<td></td>
</tr>
</tbody>
</table>
| 2.B.1 | Public programming at LaGuardia to increase awareness of Middle East on campus: Co-sponsoring yearly New York Forum of Amazigh Film | 2.B.1.a Number of public programs  
**Annual**  
Grantee/program records  
0 1 1 2 2  |
| 2.B.2 | CU guest speakers in classrooms and public lectures at La Guardia to introduce field of Middle East Studies | 2.B.2.a Number of CU guest speakers in-classroom and public lectures at La Guardia introducing ME studies  
**Annual**  
Grantee/program records  
0 4 5 6 8  |
| 2.B.3 | Open select CU faculty initiatives, such as the Ifriqiyya, Shari’a and Islamic History workshops to CUNY colleges’ faculty | 2.B.3.a Number of CU initiatives available to CUNY college faculty  
**Annual**  
Grantee/program records  
0 3 3 3 3  
2.B.3.b Number of CUNY college faculty participants  
**Annual**  
Grantee/program records  
0 4 5 6 8  |
| 2.C | Increase opportunities for MSI students’ studying Arabic comprehension and speaking skills by 25% by the end of the grant period | 2.C.1 One-on-one conversation practice sessions for LaGuardia Arabic program students through NaTakallam  
2.C.1.a Number of one-on-one conversation practice sessions  
**Annual**  
Grantee/program records  
0 160 170 185 200 |
## Project Goal Statement 3: Increase participation of professional schools students in area studies and in study of priority ME languages at Columbia LCTLs.

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Activities</th>
<th>Data/ Indicators</th>
<th>Frequency</th>
<th>Data Source</th>
<th>Baseline and Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.A</strong></td>
<td>Increase the number of Professional School students with exposure to knowledge about law, media and international affairs by 15% by the end of the grant period</td>
<td>3.A.1 Lectures and conferences with journalists, legal and international affairs experts and leaders from the region</td>
<td>3.A.1.a Number of events held</td>
<td>Annual</td>
<td>Grantee/ program records</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.A.1.b Number of participants at events</td>
<td>Annual</td>
<td>Grantee/ program records</td>
<td>0</td>
</tr>
<tr>
<td><strong>3.B.</strong></td>
<td>Increase the number of students taking one or more semester of &quot;Language Maintenance Tutorials&quot; through the LRC by 10% by the end of the grant period</td>
<td>3.B.1 Support for LRC’s semester-long Language Maintenance tutorials (LMT) in Arabic, Hebrew, Turkish and Persian</td>
<td>3.B.1.a Number of students taking one or more semester of “Language Maintenance Tutorials” in Arabic, Hebrew, Turkish and Persian</td>
<td>Annual</td>
<td>Grantee/ program records</td>
</tr>
</tbody>
</table>
### Appendix D: Performance Measure Forms

<table>
<thead>
<tr>
<th>3.C.</th>
<th>3.C.1 Area language tables in Arabic, Turkish and Persian</th>
<th>3.C.1.a Number of students participating in language tables</th>
<th>Annual</th>
<th>Grantee/program records</th>
<th>0</th>
<th>30</th>
<th>32</th>
<th>34</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.C.2 Screenings of original language films</td>
<td>3.C.2.a Number of students attending screenings of original language films</td>
<td>Annual</td>
<td>Grantee/program records</td>
<td>0</td>
<td>120</td>
<td>130</td>
<td>140</td>
<td>144</td>
</tr>
</tbody>
</table>
### PART I: FY 2018 PROFILE FORM

**NATIONAL RESOURCE CENTERS | CFDA 84.015A**

**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B**


*Type of Application* (check all that apply)
- [ ] Comprehensive National Resource Center
- [ ] Undergraduate National Resource Center
- [x] Foreign Language and Area Studies Fellowships

*Federal Funds Requested*

**NRC Request**
Year 1: $268,529  Year 2: $269,977  Year 3: $269,216  Year 4: $268,284

**FLAS Request**
Year 1: $394,500  Year 2: $394,500  Year 3: $394,500  Year 4: $394,500

*Type of Applicant*
- [x] Single institution  **MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY**
- [ ] Consortium of institutions
  - Lead ____________________________________________________________
  - Partner 1 _______________________________________________________
  - 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)

- [ ] AFRICA
- [ ] CANADA
- [ ] EAST ASIA/PAN ASIA
- [x] EUROPE
- [ ] INTERNATIONAL
- [ ] LATIN AMERICA and the CARIBBEAN
- [ ] MIDDLE EAST
- [x] PACIFIC ISLANDS
- [ ] RUSSIA, EASTERN EUROPE, EURASIA
- [ ] SOUTH ASIA
- [ ] SOUTHEAST ASIA
- [ ] 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, Armenian, Hebrew, Persian, Turkish**
**PART III: Description: Diverse Perspectives and a Wide Range of Views in funded activities**

Universities are unique institutions at which unfettered speech is not only tolerated but also encouraged. When there is civil, but tough-minded debate over conflicting ideas, it becomes a critical part of the education of students and faculty in the university community.

Jonathan Cole, Provost, Columbia University

In accord with the character and broader mission of the university, the Middle East Institute’s Title VI funding is used in multiple ways to ensure that a diversity of views are represented, rigorous research informs lectures, and workshops, academic freedom and free speech are protected, and debate is civil and open. In our public programming and outreach, we insure that our speakers are experts who represent many points of view. Our Executive Committee is committed to insuring that the Middle East Institute remains a force for intellectual exchange and educational outreach at Columbia and in the broader public sphere.

Our professional development courses for teachers present broad and informed views of the issues that affect the region, through reading materials and faculty presentations, which are designed to convey a full range of perspectives. The MEI sponsors or co-sponsors numerous events for the public that introduce the views not just of scholars but of journalists, professionals in humanitarian and international organizations, and speakers from US Government Agencies whose differing familiarities with the region enable them to present cogent, nuanced and balanced evaluations of policies and politics. We have an especially rich roster of speakers from Turkey, the Arab world and Israel, through co-sponsorships with other units on campus. Major controversies of our time that relate to the ME region are directly addressed through the institute-supported network, in the dissemination of research-based knowledge and scholarly analyses.

- MEI faculty members are world leaders in staging debates around both LGBTQ relations (Massad, *Desiring Arabs*) and the politics of women and gender (Abu-Lughod, *Do Muslim Women Need Saving?*);
- The MEI-launched Shari`a Workshop, a faculty and graduate student forum offers an academic response to the so-called “shari`a panic,” an Islamophobic fear of a purported Islamic law encroachment on the U.S.;
- Controversy around climate change will be the focus of a MEI-GSAPP series in 2018-19.
- Concerning Iran, and contemporary Sunni-Shi`i tensions, Columbia houses both the policy platform *Gulf / 2000*, which the MEI supports administratively, supplemented by a MEI-sponsored speaker series on Iran and Persian culture and by the institute’s own Shi`i Studies faculty (Dabashi, Haider) and its visiting Mahdi scholars;
- Regarding the Israeli-Palestinian conflict, Columbia is an epicenter of scholarship and debate, featuring two of the MEI’s affiliates, the venerable Institute for Israel and Jewish Studies (founded 1950) and the Center for Palestine Studies (2010), an academic center unique in North America. Beyond the exceptionally rich range of faculty research, programming and related views represented at Columbia is a parallel spectrum of student organizations including: Students Supporting Israel (SSI), Jewish Voice for Peace (JVP) and Students for Justice in Palestine (SJP).
Columbia University, through its Center for Career Education (CCE), is committed to providing graduate and undergraduate students with a wide range of career counseling, internship opportunities, and recruitment events. These efforts are enhanced by the work of the Office of Career Services (OCS) at the School of International and Public Affairs (SIPA) which facilitates access to opportunities in a broad range of government agencies, NGOs, the United Nations, the IMF, World Bank and international organizations. In addition, SIPA specifically trains students for employment in positions in the government (State, Defense, Homeland Security, Intelligence agencies, and Congressional Offices). SIPA offers over 24 courses annually relating to cybersecurity, training students who will work in the government, at financial institutions, tech companies, and internationally.

Other schools and institutes, like the School of Public Health and Earth Institute, already manage multi-million dollar projects in South Asia and Africa in which current students and recent graduates find challenging opportunities for career development. The Middle East Institute (MEI) interfaces to a greater or lesser degree with all of the above and in addition is developing its own program for identifying internship opportunities in the ME in order to enhance students’ practical training.

We also focus on providing talented undergraduate students with the opportunity to explore careers in international security, the Departments of State and Defense, and the various intelligence services. We have a highly motivated veteran student population pursuing undergraduate degrees in Middle East studies and seeking language training in Arabic, Persian, and Turkish. Some are pursuing advanced degrees in International Affairs, particularly in security studies. We work to prepare these students, like others specializing in the Middle East, for government service, including by collaborating with the CCE in arranging recruiting events sponsored by such agencies as US Navy Intelligence and the CIA and led by officers who are alumni of Columbia.

The Global Scholars Program at Columbia in partnership with Hostos Community College in the Bronx, is designed specifically to prepare a cohort of students for careers in the foreign service and defense related fields. Some of these students choose a Middle East specialization and study Arabic. The program brings to Columbia students from groups underrepresented in the State and Defense Departments. They complete their undergraduate degrees at Columbia and then go on to complete their MIA degree at SIPA. The program is supported by grants from the Department of Defense and the Department of State.

Because of the decrease in the number of academic jobs for Ph.D. students, the Graduate School of Arts & Sciences initiated several years ago workshops and information sessions, most in collaboration with the CCE, to introduce Ph.D. students early in their graduate studies to possible career paths different from traditional academe. For students working on doctorates in cultural areas of particular national interest, this process opens up a world of possibilities in government and international service. The director and staff of the MEI are always available to interface with this process and counsel Ph.D. students on alternative career possibilities dealing with the region.
### A&B. SALARIES & BENEFITS

#### A1. Center Administrative Salaries

<table>
<thead>
<tr>
<th>Priority Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total, Years 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.1 Associate Director &amp; Grant Manager (Astrid Benedek)</td>
<td>$44,000</td>
<td>$44,880</td>
<td>$45,778</td>
<td>$46,693</td>
<td>$181,351</td>
</tr>
<tr>
<td>50% FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1.2 Outreach Coordinator (Dahlia El Zein)</td>
<td>$30,000</td>
<td>$30,600</td>
<td>$31,212</td>
<td>$31,836</td>
<td>$123,648</td>
</tr>
<tr>
<td>50% FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1.4 Program Manager (Simone Rutkowitz)</td>
<td>$23,500</td>
<td>$23,970</td>
<td>$24,449</td>
<td>$24,938</td>
<td>$96,858</td>
</tr>
<tr>
<td>50% FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A1. Subtotal:**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total, Years 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$97,500</td>
<td>$99,450</td>
<td>$101,439</td>
<td>$103,468</td>
<td>$401,857</td>
</tr>
</tbody>
</table>

#### A2. Non-language Instruction

<table>
<thead>
<tr>
<th>Priority Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total, Years 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2.1 Iran; Gulf (Potter, 2 courses/yr 50%)</td>
<td>$8,500</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$35,500</td>
</tr>
<tr>
<td>A2.2 Modern Turkey/Turkish Culture and Literature (tbd 1 course/yr 50%)</td>
<td>$4,250</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$17,750</td>
</tr>
<tr>
<td>A2.3 Security Issues ME/ME Politics (Weinberger, 1 course/yr 50%)</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$18,000</td>
</tr>
<tr>
<td>A2.4 Introduction to the ME, TC Dept. of Social Studies (Ahsan, 1 course/year 50%)</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$16,000</td>
</tr>
</tbody>
</table>
## Priorities

<table>
<thead>
<tr>
<th>Priority Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total, Years 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2. Subtotal</strong></td>
<td>$21,250</td>
<td>$22,000</td>
<td>$22,000</td>
<td>$22,000</td>
<td>$87,250</td>
</tr>
<tr>
<td><strong>A. Salaries SUBTOTAL:</strong></td>
<td>$118,750</td>
<td>$121,450</td>
<td>$123,439</td>
<td>$125,468</td>
<td>$489,107</td>
</tr>
<tr>
<td><strong>B. FRINGE BENEFITS @ 30.3%</strong></td>
<td>$39,188</td>
<td>$40,079</td>
<td>$40,735</td>
<td>$41,404</td>
<td>$161,405</td>
</tr>
<tr>
<td><strong>TOTAL SALARY + FRINGE BENEFITS</strong></td>
<td>$157,938</td>
<td>$161,529</td>
<td>$164,174</td>
<td>$166,872</td>
<td>$650,512</td>
</tr>
</tbody>
</table>

## C. TRAVEL

C1. Center staff travel

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. MESA Annual Meeting</td>
<td>$200</td>
<td>$200</td>
<td>$200</td>
<td>$200</td>
<td>$800</td>
</tr>
<tr>
<td>b. Center Evaluators Travel</td>
<td>$700</td>
<td>$700</td>
<td>$1,400</td>
<td>$1,400</td>
<td>$3,100</td>
</tr>
</tbody>
</table>

C2. Adjunct Faculty Travel Support

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$6,000</td>
</tr>
</tbody>
</table>

C3. Language Faculty Travel for Professional Development

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$6,000</td>
</tr>
</tbody>
</table>

C4. MEI Events Travel

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Domestic Train, air and local travel</td>
<td>$5,000</td>
<td>$4,500</td>
<td>$4,000</td>
<td>$4,500</td>
<td>$18,000</td>
</tr>
<tr>
<td>b. International travel</td>
<td>$6,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$18,000</td>
</tr>
</tbody>
</table>

**C. SUBTOTAL:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$14,200</td>
<td>$12,400</td>
<td>$11,200</td>
<td>$12,400</td>
<td>$50,200</td>
</tr>
</tbody>
</table>

## D. SUPPLIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events Announcements, reproduction</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**D. SUBTOTAL:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$10,000</td>
</tr>
</tbody>
</table>
## Part I – B3

### E. CONTRACTUAL SERVICES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total, Years 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation services provided by CEEP</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$40,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E. SUBTOTAL:**

- $20,000
- $20,000
- $40,000

### F. - H.: OTHER

#### F1. Public Lectures

- **a. MENA Forum**
  - $500
  - $500
  - $500
  - $500
  - $2,000

- **b. Peninsular Lecture Series**
  - $1,000
  - $1,000
  - $1,000
  - $3,000

- **c. In Translation (Translation theory and the act of Translating)**
  - $6,000
  - $6,000
  - $12,000

- **d. In Change: On Regional Environments**
  - $6,000
  - $3,000
  - $9,000

- **e. In Motion: Mobility Studies**
  - $1,000
  - $1,000
  - $1,000
  - $1,000
  - $4,000

- **f. New Works: Book Launches**
  - $2,000
  - $2,000
  - $2,000
  - $1,000
  - $7,000

**F. SUBTOTAL:**

- $21,500
- $14,500
- $21,500
- $8,500
- $66,000

#### F2. Annual Conferences/Workshops

- **a. Arabic Literature/Adab**
  - $5,000
  - $5,000
  - $10,000

- **b. Towards a New Islamic Studies**
  - $3,000
  - $1,000
  - $3,000
  - $1,000
  - $8,000

- **c. Religion, Culture and Public Life**
  - $1,000
  - $1,000
  - $1,000
  - $1,000
  - $4,000

#### F3. Cultural Programming

- **a. Film screenings (North African Film, Minorities on Screen, Presenting Politics)**
  - $2,000
  - $2,000
  - $2,000
  - $1,000
  - $7,000

**F. SUBTOTAL**

- $21,500
- $14,500
- $21,500
- $8,500
- $66,000

### G. ACADEMIC WORKSHOPS

- **a. Ifriqiyya**
  - $1,000
  - $1,000
  - $1,000
  - $1,000
  - $4,000
### BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2018-August 14, 2022

#### Part I – B4

<table>
<thead>
<tr>
<th>Priority Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total, Years 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b. Shar’ia Workshop</strong></td>
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<td><strong>c. Islamic History Workshop</strong></td>
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<td><strong>G. SUBTOTAL</strong></td>
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#### H. OUTREACH

##### K-14 Teacher Capacity Building

**AP2**

H1. Professional Development Courses for NYC & Tristate Teachers

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>a. Faculty Honoraria</td>
<td>$1,500</td>
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<tr>
<td>b. Resource Materials</td>
<td>$500</td>
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<tr>
<td><strong>H2. Bi-annual GLP Workshops for Arabic Language Teachers</strong></td>
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<tr>
<td>a. Facilities, Security and other costs</td>
<td>$800</td>
<td>$800</td>
<td>$800</td>
<td>$800</td>
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<tr>
<td><strong>H3. Annual conferences at Teachers College</strong></td>
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<tr>
<td>a. Honoraria</td>
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##### Postsecondary institutions outreach: LaGuardia Partnership

**CP1**

H4. K-14 Arabic Language Enrichment with NaTaKallam

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>a. Conversation practice sessions for LaGuardia Arabic language students</td>
<td>$15,000</td>
<td>$8,800</td>
<td>$14,000</td>
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<tr>
<td><strong>H5. CU Graduate students, to co-teach at LaGuardia</strong></td>
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<tr>
<td>a. Honoraria</td>
<td>$4,500</td>
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<tr>
<td><strong>H6. Public events at LaGuardia</strong></td>
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<tr>
<td>a. Contribution to Amazigh Film Festival and Academic Panel Discussions</td>
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<tr>
<td><strong>H7. Public Lectures by CU Speakers Bureau at LaGuardia</strong></td>
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<tr>
<td>a. Honoraria</td>
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<td>Priority Activity</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
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<td><strong>H. SUBTOTAL</strong></td>
<td>$33,000</td>
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<tr>
<td><strong>I. LANGUAGE TRAINING</strong></td>
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<tr>
<td>11. Resource Development Grants to Columbia Language Instructors</td>
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<tr>
<td>a. Arabic web-based materials</td>
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<tr>
<td>b. Persian audio/visual materials</td>
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<td>12. Professional Development Grants for Language Instructors</td>
<td>$1,500</td>
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<td>13. Language acquisition opportunities outside the classroom</td>
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<td>a. Contribution to LRC Language Maintenance Program</td>
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<td>b. Arabic Language Table</td>
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<td>c. Hebrew language Lectures</td>
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<td>d. Persian Language Table</td>
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<td>e. Turkish Language Table</td>
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<td><strong>MODIFIED TOTAL DIRECT COSTS</strong></td>
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<td><strong>INDIRECT COSTS @8%</strong></td>
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### MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY

**BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2018-August 14, 2022**

<table>
<thead>
<tr>
<th>Priority Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Total, Years 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FLAS FELLOWSHIPS</strong></td>
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<tr>
<td><strong>Academic Year FLAS Awards</strong></td>
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<tr>
<td>a. Graduate Student Awards</td>
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<td>- (9) Institutional payments @ $18,000</td>
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<td>b. Undergraduate Student Awards</td>
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<td><strong>GRAND TOTAL NRC/FLAS</strong></td>
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PR/Award # P015A180080

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