

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

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180107

Grants.gov Tracking#: GRANT12659820

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180107

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 06/22/2018	4. Applicant Identifier: 18-PAF06872	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: Regents of the University of Michigan		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 38-6006309	* c. Organizational DUNS: 073133571	
d. Address:		
* Street1:	3003 S. State Street	
Street2:	<input type="text"/>	
* City:	Ann Arbor	
County/Parish:	<input type="text"/>	
* State:	MI: Michigan	
Province:	<input type="text"/>	
* Country:	USA: UNITED STATES	
* Zip / Postal Code:	481091274	
e. Organizational Unit:		
Department Name: II: CMENAS	Division Name: College of LSA	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name:	Kellie
Middle Name: <input type="text"/>		
* Last Name:	Buss	
Suffix: <input type="text"/>		
Title:	Project Representative	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: 734-936-1361	Fax Number: <input type="text"/>	
* Email:	klbuss@umich.edu	

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

CMENAS National Resource Center (NRC) Foreign Language Area Studies (FLAS) Fellowships 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,549,344.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,549,344.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Regents of the University of Michigan

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

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	100,679.00	113,822.00	115,466.00	118,810.00		448,777.00
2. Fringe Benefits	31,210.00	35,285.00	35,794.00	36,831.00		139,120.00
3. Travel	21,000.00	21,000.00	21,000.00	21,000.00		84,000.00
4. Equipment						
5. Supplies	27,700.00	7,700.00	7,700.00	7,700.00		50,800.00
6. Contractual						
7. Construction						
8. Other	70,279.00	73,143.00	71,547.00	67,281.00		282,250.00
9. Total Direct Costs (lines 1-8)	250,868.00	250,950.00	251,507.00	251,622.00		1,004,947.00
10. Indirect Costs*	20,070.00	20,076.00	20,121.00	20,130.00		80,397.00
11. Training Stipends	366,000.00	366,000.00	366,000.00	366,000.00		1,464,000.00
12. Total Costs (lines 9-11)	636,938.00	637,026.00	637,628.00	637,752.00		2,549,344.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 54.00%.

(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:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # P015A180107

Name of Institution/Organization Regents of the University of Michigan	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Craig.Renyolds</p>	<p>TITLE</p> <p>Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Regents of the University of Michigan</p>	<p>DATE SUBMITTED</p> <p>06/22/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Regents of the Universtiy of Michigan

* Street 1: 3003 S State Street Street 2: _____

* City: Ann Arbor State: MI: Michigan Zip: 48109

Congressional District, if known: MI-012

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program and Foreign Language and Are Studies Fellowship Program CFDA Number, if applicable: 84.015
---	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Craig.Reynolds

* Name: Prefix _____ * First Name Craig Middle Name _____
* Last Name Reynolds Suffix _____

Title: Executive Director, ORSP Telephone No.: _____ Date: 06/22/2018

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

[UM_NRC_FLAS_GEPA_Section_427_description_2](#)

Add Attachment

Delete Attachment

View Attachment

INFORMATION TO ADDRESS SECTION 427 OF GEPA

University of Michigan nondiscrimination statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, (734) 763-0235, TTY (734) 647-1388. For other University of Michigan information call (734) 764-1817.

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 Regents of the University of Michigan	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Craig Middle Name:
* Last Name: Renyolds	Suffix:
* Title: Director	
* SIGNATURE: Craig.Renyolds	* DATE: 06/22/2018

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Prof	Samer	M	Ali	

Address:

Street1:	500 Church Street
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City:	Ann Arbor
County:	
State:	MI: Michigan
Zip Code:	481090000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
734-764-1401	

Email Address:

samerali@umich.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

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* Attachment:

ABSTRACT

The Center for Middle Eastern & North African Studies (CMENAS) is a constituent member of the International Institute, along with other area studies centers, at the University of Michigan (UM). We seek Comprehensive NRC/FLAS funding to build on a record of excellence and innovation with new programs and activities that internationalize the workforce, increase the supply of expertise in MENA languages, and promote richer understandings of MENA and world affairs. UM and CMENAS lead nationally with a diverse faculty of 128 MENA experts, teaching courses in 28 disciplines and 8 professional schools, who collectively offered 322 MENA courses in AY2016-17 that served 8,828 students. In AYs 2016-17 and 2017-18, more than 1,300 students enrolled in language courses in Arabic, Armenian, Hebrew, Turkish, Persian, and Uzbek. For these results, UM invested \$233,000 in library expenditures in FY2017 to expand a MENA collection of nearly 400,000 items, and an estimated AY2016-17 institutional commitment of more than \$21.97 million for personnel, students, and program operations to support MENA education.

In this proposal, we leverage our distinctive faculty and resources, in addition to our geographic location in Greater Detroit, to meet NRC-FLAS priorities. We affirm that we address Absolute Priority (AP) 1 by building on a track record of diversity in faculty, courses, and programming to reflect diverse perspectives, generate debate about world affairs, and by continuing to prepare students for careers in the business, nonprofit, education sectors, and in government service; AP 2 by offering multiple teacher training programs; Competitive Preference Priority (CPP) 1 by reaching out to our local and regional Minority-Serving Institution (MSI) and community college (CC) partners, in addition to the College of Education

at U of Puerto Rico (UPR), to address educational needs; and CPP 2 with robust collaborations with the UM School of Education (SoE), as well as Eastern Michigan U (EMU), the largest teacher training school in the state. Moreover, we affirm that we address FLAS CP1 and CP2.

As a part of UM, CMENAS contributes to an institutional culture that promotes excellence in higher education, in 4 ways: (1) UM policy ensures speech rights and the free exchange of ideas; (2) simultaneously, UM has implemented a historic \$85 million strategic plan to recruit and support Diversity, Equity, and Inclusion (DEI) among all constituents of our community, faculty, staff, administrators, and students, to promote equal access to resources and to reflect diverse perspectives; (3) UM promotes norms of evaluation and data-driven improvement; (4) as well as a culture of collaboration, shared services and resources, which supports diverse voices around important questions, while leveraging funds for maximum value and impact; (5) CMENAS mobilizes the potential of the IT infrastructure at UM and in the nation for education, teacher training, and disseminating information to the public; (6) we also capitalize on our geographic location in Michigan with nearly half a million immigrants of MENA origin nearby.

In past cycles, CMENAS received partial salary support from FLAS-NRC priorities to promote Persian and Turkish, the least commonly taught MENA languages, in order to build capacity. In this new cycle, Persian enrollments have become self-sustaining, so we propose instead to strategically shift salary support to likewise build capacity for Armenian. Moreover, we fulfill our mission and Title VI objectives with several K-12 and CC teacher training programs to enrich classroom education in MSIs in Michigan, the Midwest, and Puerto Rico.

Project Narrative File(s)

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A. PROGRAM PLANNING AND BUDGET

UM CMENAS, a constituent member of the II, seeks funding for activities and programs that leverage the knowledge of UM experts to meet areas of national need and to train global professionals. We partner with more than 40 units and stakeholders on and off campus, for buy-in, to reflect diverse perspectives and generate debate, while pursuing broad-based shared goals that advance international education. That culture of partnership—and its results—are evident in the breadth and intensity of our events, our programming, and our plans for the next 4 years.

A-1. Quality Activities Directly Related to NRC Program

A-1-a. Innovative Teacher Training (AP 1-2): CMENAS proposes a variety of programs to advance teachers' knowledge of MENA and world affairs, and the programs require 50% salary of a K-14 Coordinator (see Salary Support below).

MENA-SEA K-12 Teacher-Training Program (NEW) is a shared collaboration with CSEAS, designed to globalize K-12 curricula with AY programs to prepare K-12 teachers to address local and national needs for education on Southeast Asia (SEA) and MENA. It will build a cohort of teachers around common concerns, and teachers will qualify for State Continuing Education Clock Hours (SCECH) toward state recertification. Participants will attend workshops led by UM experts, art activities, discuss readings, develop curricula, and visit local sites in Dearborn, Hamtramck, and Detroit. The cohort will also participate in the *MENA-SEA Annual K-12 Teacher Workshop* held annually in June. The workshop is produced with outreach experts at the Kelsey Museum of Archeology and the UM Museum of Art, and will be open to all teachers, in order to highlight culture from the MENA and SEA regions and be eligible for SCECH. This program is particularly timely in response to the state mandate to teach the Armenian Genocide in grades 8-12.

Addresses: AP1-2, CPP 2; **Timeline:** Years 1-4; **Budget:** Teachers' professional service fees; Domestic travel and lodging; Speaker fees; Other (fees for events, tickets for cultural education); Supplies (educational materials, books, and photocopies). **Staff Resources:** Community Outreach Coordinator and Student Outreach Assistants.

World History and Literature Initiative (WHaLI) is a unique collaboration between University of Michigan National Resource Centers (UM-NRC) and UM-SoE that has trained K-12 teachers with global content and we will add CC faculty this cycle. Held in June, it is a 3-day workshop where teachers benefit from UM experts, engage Center resources, develop curricula, and is eligible for SCECH. We request funding for a WHaLI Student Assistant.

Addresses: AP 1-2, CPP 1- 2; **Timeline:** Years 1-4; **Budget:** Speaker fees, books, and personnel. **Staff Resources:** Program Manager, Evaluation & Collaborative Outreach Assistant, and WHaLI Student Assistant.

Arabic Teacher (6-12) Preparation Program (NEW) is a partnership with DNES, the World Languages Teacher Education Program (WLTEP) at SoE, and the Ann Arbor Public Schools (AAPS). The initiative builds Arabic language capacity by increasing the supply of Arabic teachers in grades 6-12. This initiative will produce a needs assessment about the state of Arabic teaching in Michigan's secondary schools; based on the findings, stakeholders will identify potential solutions. WLTEP and AAPS have a relationship through a similar Spanish program. We request salary support for a Consultant (50% of Summer Salary) and Student Assistant (270 hours) to conduct a program feasibility study.

Addresses: AP 1-2, CPP 2; **Timeline:** Years 2-4; **Budget:** Personnel. **Staff Resources:** SoE Arabic Teacher Preparation Consultant and SoE Arabic Teacher Preparation Student Assistant.

World Music Course, MUSICOL 505, is a collaboration with the UM Music Education Department to train K-12 teachers seeking an MA degree. It requires teachers to produce age-appropriate lesson plans on music from diverse world regions for use the following year.

Addresses: AP 1-2, CPP 2; **Timeline:** Years 1-2; **Budget:** Personnel.

Middle East Outreach Council Institutional Membership (MEOC) budget item supports the CMENAS Outreach Coordinator to connect K-12 educators to a national network of

international educators. MEOC facilitates our participation in well-established conferences for social studies teachers.

Addresses: AP 1-2, CPP 2; **Timeline:** Years 1-4; **Budget:** Institutional Membership; **Staff Resources:** Program Manager, Community Outreach Coordinator, Student Office Assistants, and Student Outreach Assistants.

A-1-b. Capacity-Building at MSIs and CCs to Produce MENA Curricula (AP 1-2):

UM-UPR Initiative is a partnership with the College of Education at UPR. CMENAS and the UM-NRCs will continue to fund a delegation to UPR for the annual outreach symposium meant to produce new curriculum. New to the collaboration is SoE's Center for Education Design, Evaluation, and Research (CEDER) which will create thematic educator toolkits customizable to different grades and curriculum standards. Our budget indicates a fee for a UM-UPR Project Consultant to coordinate logistics at UPR and 5% salary for an UPR Outreach Assistant position.

Addresses: AP 1-2, CPP 1-2; **Timeline:** Years 1-4; **Budget:** Domestic travel, lodging, and per diem for presenters, design coordinators, and outreach staff; professional service fees; and personnel. **Staff Resources:** Program Manager, Evaluation & Collaborative Outreach Assistant, UPR Outreach Assistant, and UPR-UM Project Consultant.

Midwest Institute for International and Intercultural Education (MIIE)

International Education Plan with MIIE Consortium Partner. MIIE is a consortium of 134 two-year colleges, of which 118 are designated as eligible for Title III & V. Since 1992, CMENAS has worked with MIIE to help CCs produce and deploy MENA classroom modules, and has hosted more than 40 workshops and published 26 MENA related modules. Each CC faculty member received a professional service fee for every module they produce and integrate into a course. The program supports knowledge sharing by building cohesion and community.

Addresses: AP 1-2, CPP 1; **Timeline:** Years 1-4; **Budget:** Service fees; **Staff Resources:** Program Manager, Evaluation & Collaborative Outreach Assistant, Community Outreach Coordinator, and Student Outreach Assistants.

GPASS Program with Washtenaw Community College (NEW). The Global Project for Applied Social Sciences is a partnership of 3 UM-NRCs and Washtenaw CC that provides incentives to develop modules on MENA during the AY. Faculty will get access to resources, mentoring, and feedback.

Addresses: AP 1-2, CPP 1; **Timeline:** Years 1-4; **Budget:** Professional service fees, speaker fees, domestic travel, and lodging; **Staff Resources:** Evaluation & Collaborative Outreach Assistant.

Fall Colloquium, Winter Lecture Series, and Companion Events are initiatives designed to complement our other teacher training programs. As we build up our network of teachers from the above programs, we propose integrating them into our calendar of events. Building on past success, CMENAS plans to continue to host a fall colloquium and winter lecture series open to all. These events will bring in practitioners such as government employees to discuss current approaches to MENA foreign policy or analysis of MENA events, as well as academics reflecting our 36 programs to enhance the understanding of the general public and campus community. Speakers, students, guests, and faculty will have a chance to interact with teachers to address current issues. In a new initiative, Series speakers will present at a companion event at the Detroit Center, Arab American National Museum (AANM), or a partner MSI, e.g., Eastern Michigan University (EMU), or Henry Ford College (HFC). With this initiative, CMENAS broadens access to MENA knowledge for the public. Events will be broadcast on our YouTube Channel.

Addresses: AP 1-2, CPP 1-2; **Timeline:** Years 1-4; **Budget:** Speaker fees, domestic or international travel, lodging, and per diem. **Staff Resources:** Program Manager, Community Outreach Coordinator, Student Office Assistants, and Student Outreach Assistants.

A-1-c. Creative Outreach:

MSI and Teacher College Outreach at EMU (NEW) will support MENA-related lectures at EMU, a local MSI and Michigan's largest teacher-training school. This initiative will

complement our Fall/Winter lecture series. Speakers will do a companion event at EMU to expand the benefit of their expertise to future teachers and underrepresented groups.

Addresses: AP 1-2, CPP 1-2; **Timeline:** Years 1-4; **Budget:** Speaker fees, domestic or international travel, lodging, and per diem. **Staff Resources:** Program Manager, Community Outreach Coordinator, Student Office and Outreach Assistants.

CMENAS Knight-Wallace Journalism Seminars (NEW) is an innovative training program for journalists who are Fellows at UM's Wallace House. The prestigious Knight-Wallace fellowships are awarded to accomplished and mid-career journalists from the US and around the world, affording them time to reflect and gain new skills. CMENAS will organize two seminars led by MENA faculty and/or graduate students.

Addresses: AP 1, Media Outreach; **Timeline:** Years 1-4; **Budget:** Speaker fees; **Staffing:** Program Manager and Community Outreach Coordinator.

II Collaborative Conferences bring the 5 UM NRCs together to organize 1 conference annually on themes of global relevance.

Addresses: AP 1-2; **Timeline:** Years 1-4; **Budget:** Speaker fees, domestic or international travel, lodging, and per diem. **Staff Resources:** Program Manager and Student Office Assistants.

Support for Cinetopia & Arab Film Festival (NEW) brings films and documentaries in MENA languages to Greater Detroit. The Arab Film Festival overlaps with Cinetopia, screening internationally acclaimed films. The events foster understanding of MENA diversity via the compelling media of film, and in 2017, 850 people attended features and shorts from/about MENA. Beyond screenings, CMENAS panel discussions with filmmakers and Q&A sessions stir debate. Participants in the Teacher Training Program will receive complimentary tickets.

Addresses: AP 1-2; Public and Media Outreach **Timeline:** Years 1-3; **Budget:** Screening fees; **Staff Resources:** Program Manager, Student Office Assistants, and Student Outreach Assistants.

A-1-d. LCTL Instruction and Program Building (AP 1-2):

LCTL Supports are needed to protect the least commonly taught MENA languages at UM, namely Turkish and Armenian. The Armenian Studies Program (ASP) has successfully grown course enrollments for Armenian history and culture, however, language enrollment has remained vulnerable because of staffing limitations. Currently, we only offer 4 semesters of Western Armenian that begin and end on a 2 year-cycle, often losing students who mis-time the sequence's start. We propose new Title VI funding for 50% of an Armenian Lecturer position. Past Title VI support enabled CMENAS to build Persian enrollments to double digits and it is now self-sustaining at UM. However, like Armenian, Turkish remains vulnerable. We propose salary support of 40% for the Turkish Lecturer's salary. For both languages, supports are needed to build capacity at all 3 levels in order to leverage potential growth in demand.

Addresses: AP 1, FLAS CPP 2; **Timeline:** Years 1-4; **Budget:** Personnel.

Associate Director teaches a colloquium designed for entering graduate students (MENAS 593), leads the admission/funding process, and advises all graduates students and UG honors students. Funds are requested for these duties.

Timeline: Years 2-4; **Budget:** Personnel.

A-1-e. Instruction, Professional and Course Development-Language and Non-Language

(AP 1-2):

Language Instructors' Participation in Conferences (NEW). We seek to support MENA language instructors' continued training by funding 3 UM language instructors per year to travel to and participate in the American Council on the Teaching of Foreign Languages (ACTFL) conferences and other language pedagogy forums. The Center will give priority to instructors presenting original research.

Addresses: AP 1-2, FLAS CPP 2; **Timeline:** Years 1-4; **Budget:** Domestic travel, lodging, per diem, and registration fees; **Staff Resources:** Program Manager.

MESA Curriculum Development (NEW). In 2017, CMENAS inaugurated an initiative to globalize *non-MENA* courses. We proactively reached out to non-MENA faculty who do not regularly attend the Middle East Studies Association (MESA) Annual Meeting, such as colleagues in English and Architecture, to benefit from new scholarship interconnecting MENA with the world. For example, non-MENA scholars could learn about MENA engagements with Darwin, or the movement of people and ideas across regions. The MESA Annual Meeting provides a number of intellectual activities such as new books and films that inform courses.

Addresses: AP 1-2; **Timeline:** Years 1-4; **Budget:** Domestic travel, lodging, per diem, and registration; **Staff Resources:** Program Manager.

CMENAS Co-Sponsorship of Career and Alumni Events (NEW). Funds are requested to co-sponsors campus events that promote analytical and professional skills, as well as job trajectories in business, education, nonprofit, and government sectors.

Addresses: AP 1; **Timeline:** Years 1-4; **Budget:** Speaker fees, domestic or international travel, lodging, and per diem. **Staff Resources:** Program Manager and Student Office Assistants.

A-1-f. Broad Capacity-Building (AP 1-2):

Faculty/Staff Travel for Institutional Linkages funds travel to establish study abroad linkages, to attend international education conferences, and for library acquisitions.

Interconnections made will support teacher training at UM and regionally.

Addresses: AP 1-2, CPP 1-2; **Timeline:** Years 1-4; **Budget:** International travel, lodging, per diem, and registration; **Staff Resources:** Director, Program Manager, Librarian, and Community Outreach Coordinator.

NRC Directors' Meeting and Professional Conferences Travel supports travel to attend MESA Directors' Meetings, Outreach Council Meetings, as well as other professional development for faculty and staff at local and regional conferences.

Addresses: AP 1-2, CPP 1-2; **Timeline:** Years 1-4; **Budget:** Domestic travel, lodging, per diem, and registration;

Staff Resources: Director, Program Manager, Librarian, and Community Outreach Coordinator.

MENA Library Support funds acquisitions of MENA materials in English, as well as in Hebrew, Arabic, Persian, Turkish, and Armenian, and provides assistance in cataloging them. UM's MENA collection stands as a national resource for global educators, complementing our educational activities with nearby MSIs, CCs, and public schools.

Addresses: AP 1-2; **Timeline:** Year 1; **Budget:** Funding for library acquisitions; **Staff Resources:** Librarian.

A-1-g. Miscellaneous Supports (AP 1-2):

Newsletter Production will be used to publicize FLAS, events, and promote the impact of our MSI, CC, and Teacher Training programs and outreach.

Addresses: AP 1-2, CPP 1-2; **Timeline:** Years 1-4; **Budget:** Fees for graphic design, printing, and mailing; **Staff Resources:** Program Manager and Student Office Assistants.

Salary Support for Staffing funds (1) 50% salary of a Program Manager, who supports the above programs; (2) 10% salary for an Evaluation & Collaborative Outreach Assistant, (3) 50% salary of a K-14 Outreach Coordinator, (4) 5% salary of an UPR Outreach Assistant, (5) Student Office and Outreach Assistants and External Consultants for MSIs and Teacher Training Programs (see Budget and Position Descriptions). This funding supports above programs and cross-center initiatives.

Timeline: Years 1-4; **Budget:** Personnel.

A-2. Development Plan and Use of Resources & Personnel: The programs described above are designed to develop over the grant cycle, with performance measures like number of events, participants, and curriculum modules per year, which we detail in the Performance Measures of Appendix III. Overall, we expand their reach through livestreaming and open access, by generating follow-up projects and partnerships, and/or becoming self-sustaining. Our goal is to

demonstrate the viability and benefit of new ideas with outcomes data. The following are development plans:

For MENA-SEA Teacher Training, we will work with Greater Detroit school principals to recruit talented teachers, and draw upon our network of WHaLI veterans wishing to deepen their knowledge. In addition to campus activities, we have an access to large MENA immigrant communities and cultural centers in Dearborn, Hamtramck, and Detroit for experiential field trips. Within 100 miles of campus, there are approximately 400,000-500,000 MENA immigrants, whom we can draw upon for teacher enrichment activities. At the end of the 4-year cycle, we expect 4 major outcomes of the Teacher Training Program: (1) 40 teachers in Greater Detroit will develop area knowledge to internationalize their teaching long-term; (2) each teacher will design curriculum informed by the program and aligned with state standards and; (3) every curriculum designed will be available online to other K-12 teachers for their own use and implementation; and (4) teachers will have made face-to-face connections with members of the MENA immigrant community for future use.

For WHaLI, the development plan will broaden and diversify WHaLI's pool of educators in 4 ways: (1) coordinate with Grand Valley State U to livestream the workshop to teachers in Western Michigan and hire a facilitator at the remote site to lead breakout sessions and exercises; (2) recruit and pair beginning teachers with veteran teachers for "intergenerational" activities; (3) publicize WHaLI resources to all educators and the public via Creative Commons Licensing, and grant access to the resource archive for WHaLI participants; (4) livestream content to recruit teachers from Greater Detroit, MSI teacher-training programs at UPR and EMU, and two-year colleges, like HFC.

For the Arabic Teacher Program, this initiative will produce a needs assessment about the state of Arabic teaching in Michigan's secondary schools; based on the findings, stakeholders will identify interventions. To recruit enrollees, partners will hold career info sessions, install a teacher-shadowing program at AAPS, cross-list academic requirements towards the teacher-preparation program, and assign for-credit engaged learning in Arabic-speaking classrooms and communities.

For UPR Initiatives, CMENAS will use funds to: (1) send joint delegations of graduate students and faculty to the annual symposia, (2) maintain a public UM-UPR website of bilingual instructional materials, and (3) live-stream the workshops for international audiences. The UM-NRCs will share the costs of CEDER's consulting fees and travel to the symposia. We also propose funds to pay for a UM-UPR Project Consultant to coordinate logistics at UPR; and a 1.0 FTE UPR Outreach Assistant position, shared across the UM-NRCs. The person will coordinate logistics at UM and translate educator toolkits from English to Spanish.

The MIIIE Development Plan involves a partnership with a consortium member, HFC, to help develop degree programs that can feed into UM's diversity recruitment strategy and enrich CMENAS on campus. In the Fall, LSA and HFC will begin a new \$1.6 million Mellon grant funded endeavor to create a recruitment program that facilitates the transfer process from HFC to UM; CMENAS has proactively built ties with HFC's Honors program.

For GPASS, UM-NRCs will collaborate with WCC to provide training in applied social sciences for MENA issues. We will support lectures, and conferences (in Years 1-4), and livestreaming of UM programming for WCC faculty.

The Knight-Wallace Journalism Seminars provide training about MENA current events and their history with analysis aligned with the journalists' interests and the speakers' areas of

expertise. Besides enhancing the journalists' global perspectives, the seminars will encourage visibility in the news for CMENAS faculty and graduate students and expand their opportunities as media experts.

LCTL Supports have the aim of building capacity for critical but low-enrollment languages to become self-sustaining at UM. For Armenian, our plan gives students added incentives to study the language by finally offering first-year *and* second-year Armenian every year, and thereafter structuring advanced content courses. For Turkish, our plan entails continuing with cultural exhibits and immersion-like events, and working with the popular Program in International & Comparative Studies (PICS), which requires students to achieve advanced language competency.

For CMENAS conferences, the plan entails a timely focus each year. The Collaborative Conference with UM-NRCs proposes the following themes: Indigenous Languages (Year 1); Migrations (Year 2), Arts of Devotion (Year 3), and Gender and Health (Year 4).

A-3. Reasonable Costs for Program Objectives: Costs are based on experience with similar projects, responsible stewardship of funds and national priorities, and are comparable with other NRCs. Wages reflect actual costs (see Budget).

A-4. Long-term Impact on Programs: CMENAS teacher training compounds the benefit of instruction over the years of a teacher's career, and we have planned it in ways that intentionally connect us to Greater Detroit for diverse student recruitment. Language expertise opens up the way for personal and professional experiences in business, education, nonprofit and government sectors. The proposed programs are designed to leverage UM experts, collections, languages, and digital technology to maximize impact and benefit society in meeting NRC objectives. By the end of this cycle, our institution's training programs will have been strengthened by increased

enrollments, greater visibility of MENA careers, and more public engagement with partners on and off campus.

B. QUALITY OF STAFF RESOURCES

B-1. Qualifications: CMENAS includes 128 faculty who teach in 36 programs, including Law, Engineering, Public Policy, Medicine, Nursing, and Business. Currently, 85 are tenured and 17 are tenure track, all of whom have PhDs (or other terminal degree/major artistic accomplishment) and have publication records commensurate with their career stage. They have received dozens of prestigious awards in the past cycle including: MacArthur (Mattawa), Guggenheim (Gruber), NSF (Jones), 3 NEH grants (Crisistomo, Cipa, and Muehlberger), and 8 book awards. In the past 4 years, faculty obtained \$14.6 million in sponsored grants, as external validation. They offer CMENAS vital expertise to produce impactful instruction for students, teacher-training programs, and public outreach. See Appendix II for full faculty and staff qualifications.

CMENAS and the II employ experienced and accomplished professional staff with international education experience. The Center's full-time Program Manager (Riggs) is a former FLAS awardee and speaks two foreign languages. Riggs manages grants and programs and holds both an MA in Southeast Asian studies and an MPP, with 12 years of grants and evaluation experience. The II student advising team comprises 6 full-time and 2 half-time specialists, who all hold Master's degree and 1 holds a PhD. The Center Director (Ali) is an ACTFL OPI-trained professor of Arabic language and literature, who has earned 8 national and international awards, including 5 Fulbright awards to the Middle East. In July 2019, the Center will add an Associate

Director (Szpiech), a professor of Judaic Studies, focusing on Andalusia, with overseas experience in Spain and Egypt.

Professional Development and Overseas Opportunities: MENA faculty at UM enjoy opportunities to develop their expertise at home and abroad through multiple programs across the university: (1) UM maintains Sabbatical Equity, ensuring that tenured faculty receive a one-term sabbatical after 7 years of full time teaching. (2) Faculty may propose projects for fellowships at the Eisenberg Institute for Historical Research, the Institute for the Humanities, and the Frankel Center for Judaic Studies. (3) UM's leave policy allows faculty to take advantage of prestigious fellowships. In cases where awards fall below salary, UM offers "top off" funds. (4) LSA created the Associate Professor Support Fund, which offers tailored supports to mid-career faculty, leading to publications and promotion to full professor. (5) For lecturers, the Lecturers' Employee Organization provides funds for professional development. (6) For new Assistant Professors, LSA has instituted a policy standardizing \$30,000 in research funds for new hires, benefiting 13 MENA faculty since 2014. The Center for Research on Learning and Teaching (CRLT) promotes excellence in inclusive teaching through training, feedback, and more than 50 teaching awards. They also offer grants to develop new or existing courses; the Hebrew, Persian, and Turkish language programs jointly received this grant (see p. 38).

For CMENAS staff, development opportunities exist through Human Resources Learning and Professional Development, which offers resources for UM staff on DEI fundamentals, project management, leadership development, and career development. The DEI office supports staff training opportunities to help create an inclusive community. CMENAS supports the program manager's participation in plenary sessions and workshops at MESA's Annual Meeting and the MEOC annual meeting. The program manager also participated in the Council of

Michigan Foundations' Mentoring program to hone her leadership style, foster business relationships, expand her professional network, and learn the intricacies of philanthropy. The II provides funds for staff conferences and other travel to promote institutional linkages.

Commitment to teaching, supervision, advising of students: Excellence in teaching is a high priority at UM. MENA faculty collectively hold 13 teaching awards, and 3 more have been recognized with the UM Thurnau Professorships for Undergraduate Teaching (Alsultany, Shryock, and Verhoogt). Tenured and tenure-track faculty normally teach 4 courses per year; lecturers teach 4 to 6. Except for those in the professional schools, all MENA faculty teach both graduate seminars and undergraduate courses in their fields while serving on dissertation committees. Weekly office hours are an integral part of UM courses, and doctoral students meet with their advisor on a regular basis, receiving formal progress reports each year. Faculty and staff participate in teaching, supervising, and advising students in all stages: from recruitment and admissions to job placement. As advisor and mentor, CMENAS director Ali holds 3 office hours weekly and meets students by appointment throughout the AY to determine which disciplines, courses, and faculty members would best support students' MENA interests and aims. Outside of course instruction, faculty engage in advising through thesis mentorship, meeting with students to assist in formulating research questions throughout the research and writing process. From 2014-17, 8 faculty supervised 8 students' BA and MA theses. Creating a structure for mentoring, Director Ali taught MENAS 593 in Fall 2017, designed for UG and graduate students specializing in the region. CMENAS plans to appoint an Associate Director in Years 2-4 to support the Center. To guide students, 1 II advisor devotes partial time to graduate students, and 3 II advisors devote 15% of their collective time to UG students. Our FLAS

Coordinator (Burnett) promotes the FLAS program, guides applicants, and has a MA in addition to 14 years of experience in education. She also hosts office hours dedicated to FLAS advising.

B-2. Staffing, Oversight, and Variety of Faculty: CMENAS is governed by an Executive Committee (EC) drawn from all departments and professional schools. Beyond official oversight, the Director reports to the II Director, the Dean of LSA, and the CMENAS faculty at large. The last CMENAS Town Hall Meeting was held in April 2017. The Director regularly consults with Directors and heads of other UM-NRCs, ISP, History, Anthropology, and Judaic Studies.

Staffing and Oversight for Administration and Outreach Activities: The shared services model at UM and the II enables the Director to delegate business matters to II shared administrators, including a 20% cluster manager who serves as a liaison to the broader UM structure, handling accounting, grants, payroll, compliance, security, and CMENAS HR issues. The Director thus creates a strategic plan and works closely with the 1.0 FTE Program Manager to design programs. Part-time staff are hired when needed for efficient project workflow.

B-3. Nondiscriminatory employment practices: UM is an equal opportunity employer, complies with federal and state laws on nondiscrimination and affirmative action and subscribes to USED's GEPA. UM does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, or veteran status. In 2016, UM unveiled its university-wide strategic plan for DEI on the Ann Arbor, Dearborn and Flint campuses. UM has committed \$85 million in new resources over the next 5 years to implement 3 initiatives: (1) creating an inclusive and equitable campus; (2) recruiting, retaining, and developing a diverse university community; and (3) supporting innovation and inclusive scholarship and teaching.

C. IMPACT AND EVALUATION

C-1. Significant Impact: CMENAS promotes excellence and innovation with new programs and activities that internationalize the workforce, increase the supply of expertise in MENA languages, and promote richer understandings of MENA and world affairs, and remains committed to collecting outcomes data and using them to drive improvements and onward planning.

Course Enrollments: In AY2016-17, 322 MENA courses were offered, serving 8,828 students (see Table 1). In AYs 2016-17 and 2017-18, over 1,300 students enrolled in language courses in Arabic, Armenian,

TABLE 1: COURSES AND ENROLLMENTS BY EDUCATION UNIT, 2016-2017					
Discipline	# Courses			# Students	
	UG	G	Total	UG	G
LSA Social Sciences	85	20	105	3191	141
LSA Humanities	123	26	149	3336	269
Professional Schools	32	36	68	1136	702
Totals:	240	82	322	7663	1112

Hebrew, Turkish, Persian, and Uzbek. Interest in MENA languages and content grows, with all levels of Persian climbing to double digit enrollments in the past cycle. In 2016-17, 326 UGs from 14 programs studied in the 12 MENA countries, of which 168 Business students participated. Since 1990, these trends have yielded strong graduation and placements rates (see C-5).

Participation Rates in Events: The Center deliberately partners with stakeholders who “buy-in,” helping to enhance participation. In 2017-18, for example, CMENAS partnered with over 40 affiliates who supported over 85 public events. Of those, CMENAS served as the primary organizer for 50 on and off campus. Events are publicized to the general and underserved public. In 2017-18, our events attracted over 2,000 attendees (see p. 46).

Graduate Placement Data: Since 1990, UM has conferred more than 1,120 BAs and 400 graduate degrees in MENA. Of those, 200 UG and graduate students received MENA FLAS

Awards. From 2014-2018, a total of 45 PhDs were earned by students focusing on MENA topics, in 13 different disciplinary departments such as Art History and Music Composition (see C-6).

Usage of Center Resources: Usage of Center resources from AY2014-18 by students and faculty is consistently strong. Center resources were used by 71 UG and graduate students for language training (\$1.3 million), other funds were used for programs and events (\$230,000), and library acquisitions (\$23,000).

C-2. Addressing National Needs and Dissemination of Information: CMENAS disseminates information about language and area content programs to the general public through our outreach activities and the media. In the past cycle, 5,311 people attended our events across Greater Detroit. At these events, attendees met our faculty and graduate students, learned about MENA languages and cultures, and specific opportunities like our degrees and FLAS fellowships. Moreover, in recent years, we have expanded our digital footprint by building up the CMENAS YouTube channel to distribute content and expand our reach into homes, businesses, and schools. We note that 4 CMENAS videos currently have more than one thousand views. MENA curriculum modules from our programs (WHaLI, UPR, and MIIIE) are distributed to the public through those partners, and we are growing capacity to livestream events to remote viewing sites. Moreover, many UM faculty reach audiences directly via faculty journalism. For example: (1) Cole built a newsblog, *Informed Comment*, over a 16 year period to become a high-demand news outlet, and his articles often get featured on HuffPost, PBS NewsHour, and DemocracyNow. *Informed Comment* includes 365 articles authored by Cole yearly. The site averages annually 4-5 million page-views and 45,000 followers on Twitter. (2) Gruber has likewise added journalism to her work portfolio: She has published a total of 8 OpEds with Newsweek.com. Her 2015 piece after the Charlie Hebdo incident was viewed by more than 6 million readers. (3) Tessler's work

on MENA public opinion appears on his ArabBarometer.org, receiving more than 100,000 hits. Data on ISIS received 250,000 hits. This emerging trend of faculty journalist enables us to reach potential students directly. We leverage UM expertise to address world affairs and recruit potential students into our programs, and early in the application process students are alerted to FLAS fellowships.

C-3. Equal Access: Beyond nondiscrimination, UM defends and proactively promotes equal access in its operations through its DEI Initiative (see p. 15). CMENAS, along with other units across campus, and is implementing a DEI plan, as seen in our engagement with MSI partner-institutions such as UPR (see p. 3) and EMU (see p. 4-5). These efforts enable us to meet FLAS's CPP1 by making quality area studies education more accessible to students in need. UM also instituted the "Go Blue Guarantee," which entitles Michigan residents with family incomes less than \$65,000 to free UM college tuition. Moreover, at the graduate level, UM has historically covered FLAS tuition shortfalls, in 2016-17, totaling \$94,000, thus promoting equal access to language education for students in need. In proposing programs with EMU, HFC, UPR, and MIIIE (section A), we are mindful that each connection is an opportunity to recruit. Services for Students with Disabilities also ensures that disabled students receive reasonable accommodations to guarantee equal access to education. CMENAS collaborates with relevant units on campus to ensure that our events are accessible. UM lecture rooms have assistive listening systems and CMENAS regularly makes accommodations to meet the needs of physically, visually, learning, and ergonomically impaired audience members.

C-4. Evaluation Plan and Data Used: CMENAS and other UM-NRCs will continue to work with the independent and external evaluator, Formative Evaluation Research Associates (FERA), a woman-owned Michigan corporation, DUNS #083426965. This decision is based on the

quality of FERA's performance and a competitive bid process. FERA has experience providing services to nonprofits and their partners for over 45 years, having evaluated USED grants, Labor and Small Business Administration grants, universities, CCs, K-12 institutions, and international projects. With the guidance of FERA, CMENAS developed a Program Evaluation Plan, 2018-22, to assess quality of programs, the effectiveness of content, and the utility of information disseminated (see the 6 Questions in Table 2), for the sake of adjustments and improvements.

CMENAS's plan for evaluation will produce outcomes data to be used for improvement and onward development. We review data summaries annually and use them to adjust outreach activities, improve recruitment, and strengthen access to area studies content and materials. For example, evaluations in the past cycle found that 72% of K-12 teachers valued the content presented during the UM-UPR symposium and 93% were likely to incorporate materials into their classrooms. However, teacher interviews and FERA survey results showed that teachers needed additional support to translate academic presentations into lesson plans, prompting UM-NRCs to engage curriculum experts at SoE to facilitate workshops that support graduate students as they endeavor to make their work meaningful to K-12 teachers.

UM Evaluation: UM implements several layers of evaluation to provide outcomes data that informs growth: (1) As a part of the decennial institutional re-accreditation process, the university conducts a large-scale self-study. The most recent 2010 study focused on internationalization, and implementing its recommendations has dramatically increased the number, variety of, and student access to international experiences (see p. 43). (2) For UG programs, the LSA Curriculum Committee, composed of faculty representatives from across LSA, reviews all new proposals and updates to majors and minors for UG programs. (3) Every 4 years the Rackham Graduate School conducts an evaluation of its programs that includes

TABLE 2: CMENAS PROGRAM EVALUATION PLAN, 2018-22 AY							
Guiding Questions							
Q1: To what extent and in what ways has CMENAS increased access to area studies professional development both regionally and nationally for minority serving institutions, CC faculty, and K-12 teachers?							
Q2: Which strategies for outreach to K-14 educators are most effective? What additional strategies are needed?							
Q3: What challenges and supports exist for educators to use their new knowledge and materials in curricula?							
Q4: What else do educators need to support classroom use of area studies content?							
Q5: To what extent do educators use the MENA content they learn in their curricula? How do they actually use the content in their classrooms?							
Q6: How effective are the strategies for disseminating area studies content and materials regionally and nationally? What additional and/or modified strategies are needed?							
FERA Evaluation of Activities				YR	YR	YR	YR
				1	2	3	4
FERA Specific Support for UM NRCs							
Feedback/outcomes highlights report				X	X	X	X
Data interpretation meeting				X	X	X	X
Assist with PMF reporting and related data interpretation				X	X	X	X
University of Puerto Rico/UM Collaboration							
Develop a set of evaluation questions for UPR to implement at the symposium.				X	X	X	X
Conduct background context interviews and interviews in Spanish with participating K-12 teachers at the UPR Symposium.					X	X	
Conduct an eight month follow-up online survey with symposium participants.					X		X
World History and Literature Initiative (WHaLI)							
Develop a set of evaluation questions for WHaLI to use at the workshop.				X	X	X	X
Observe a sample of classrooms taught by WHaLI workshop participants to obtain an external observer's perspective on the degree to which program training and materials are being used.				X			
Conduct interviews with 10-15 teachers focused on use of new knowledge, challenge/barriers to implementing new concepts/knowledge and materials, ways the workshop could be strengthened to support classroom use, and student outcomes. These interviews will provide the opportunity to further probe which portions of the program are working best for teachers and which areas require more scaffolding.				X			
Conduct a six month follow-up survey with WHaLI participants.					X		X
Midwest Institute for International/Intercultural Education (MIIE)							
Develop a set of evaluation questions for MIIE to use at the summer workshop.				X	X	X	X
Analyze MIIE curriculum modules and design a matrix.					X		X
Attend final day of MIIE workshop.				X		X	
Conduct focus groups with 10-15 educators on use of new knowledge, challenge/barriers to implementing new curriculum modules, ways the workshop could be strengthened to support classroom use, and student outcomes.				X			
Conduct a follow-up online survey with MIIE workshop participants					X		X
Create a follow-up data summary.					X		X
Visit a sample of CC faculty participants to better understand how faculty use MIIE training and materials—what's working and what needs improvement.				X			

analyses of admission and placement data, student satisfaction surveys, and discussions of results

with program faculty. CMENAS's MA program was reviewed in AY2014-15. (4) Students

evaluate every course, faculty member, and teaching assistant each term, and we note that language courses have a special course evaluation form with questions to assess the effectiveness of pedagogy on student learning outcomes. In all cases, the instructor is given data summaries with student comments, along with university-wide scores for comparison, and CRLT provides consultation on interpreting data for improvement. Teaching evaluations play a major role in lecturer and professor reviews for reappointment, tenure, and promotion. (5) UM also conducts students satisfaction surveys annually, and uses results to improve student experiences and outcomes.

CMENAS-Specific Evaluation: Similarly, (1) CMENAS event attendees complete a quick survey, indicating event value and their affiliation. (2) In addition, CMENAS conducts an annual review of Center activity with the EC and hosts a Faculty Associate forum to receive feedback. It also submits an annual report to the II, which evaluates Center initiatives, budgets, and its strategic plan for the coming AY.

FLAS Evaluation Plan: CMENAS's FLAS Evaluation Plan aligns our efforts to achieve internal goals with the overall tracking measures to be used by USED to evaluate the success of the FLAS Program as a whole. Question 3 (Table 3) reflects our desire to broaden foreign language access to students from underrepresented groups. The evaluation plan will be implemented alongside our existing efforts at data-driven programming and evaluation, and will benefit from the shared experience of other units within II in similar domains.

TABLE 3: CMENAS FLAS EVALUATION PLAN	
Overarching Question: To what extent has UM’s language and area-studies training contributed to improved supply and diversity of MENA specialists?	
Survey Question	Methodology/Data Analysis
Q1: To what extent are students placed into post-graduate employment, education, and training in areas of national need and positions using MENA language and area studies skills? How effective are efforts to increase these placements? What interventions are particularly effective?	Administration of FLAS tracking surveys.
	II-wide comparative analysis of shared and Center-specific efforts, using placement data and additional data from exit and follow-up surveys.
Q2: To what extent do students increase their proficiency levels for reading, writing, and listening/speaking language skills through enrollment in advanced MENA language classes? How can these efforts be improved?	Administration of proficiency tests for FLAS fellows at the beginning and end of courses.
	Collaborate with LRC to determine best practices for learning goals based on CMENAS data.
Q3. What barriers appear from the accounts of students who started FLAS applications, but did not submit them? What reasons are given by students who don’t complete a FLAS application? What impact does timing, availability of faculty for language evaluations and recommendations, etc. have on completion rates? How can potential barriers be addressed?	Administration of survey about FLAS application process and student experience, 1 week post-deadline, including all incomplete and complete applications.
	II-wide comparative analysis of shared and Center-specific efforts, using application data.

C-5. Alumni Placement in Areas of National Need: 27 MENA MA graduates for whom we have data, from 2012-17, work in the following sectors: education (9); the US military (7); law (3); business (1); in global nonprofits based in the US (7). CMENAS is a Foreign Area Officer (FAO) affiliated center and in the past 5 years, 5 alumni have taken positions as FAOs (Army) and 4 as Foreign Service Officers (Department of State), and 8 in other government or military positions. Of the 45 MENA PhDs graduating 2014-17, 39 work in education. Another study of CMENAS alumni found 45 have entered education fields, 50 in the private sector, and 58 proceeded to onward studies. A 2018 survey of UG FLAS alumni indicates that the 89% use their MENA education in their current job, of those 67% use specifically MENA languages. The FLAS program enables us to recruit talented students in need and continue to supply experts for critical positions.

C-6. Improving Supply of MENA Specialists: CMENAS coordinates with the II, Career Center, International Center (IC), and other campus units to sponsor a variety of career-related workshop, panels, and presentations during the AY geared towards promoting job areas of national need, such as business, education, nonprofit, and government sectors. In 2016-17, the IC Pathways series presented over 20 events, including information on internships with the US

Department of State, Peace Corps, the Foreign Service Officer Selection Process, and panel discussions on international careers in teaching, engineering and technology, and health services. As of February 2018, 97% of our FLAS alumni (UGs and graduates) have found placements in job areas

TABLE 4: PLACEMENT DATA FOR 2014-2017 FLAS RECIPIENTS		
Sector of Economy	Number	Sample Inst.
Higher Education (Continuing Ed)	11	UM, MIT
Private for-profit	7	Shell, Deutsche Bank, XG Consultants
Private non-profit	3	Coro Pittsburgh, Common Ground
Government	1	US Military

of national need. Of the 45 MENA PhDs who graduated from 2014-17, 14 found tenure track or research positions; 7 received prestigious postdoctoral fellowships.

C-7. Impacts of FLAS Awards on National Needs: CMENAS uses documented procedures (see p. 48) and adheres to USED regulations and guidelines in the selection of all FLAS fellowship recipients to ensure these awards go to students likely to pursue careers in areas of national need. 100% of FLAS awards have gone to students studying a language deemed of critical national need through the 2017 Consultation with Federal Agencies (see Table 4). 66% and 53% of UG and graduate FLAS recipients reported that they use their LCTL skills in their current positions. 87% and 60% of UG and graduate FLAS recipients continue to apply their area studies knowledge in their current positions. Data patterns demonstrate that FLAS awardees use MENA language and area studies skill in jobs of national need, and indicate CMENAS's continued effectiveness at improving the supply of MENA specialists.

D. UM COMMITMENT TO MENA

D-1. Support for Operation of Center: UM supported CMENAS with total AY2016-17 commitments of \$21.97 million. Table 5 details investments, including funds for personnel, student fellowships, libraries, and programs, as well from our partner units, such as the II, ISP, DISC, and the Museums.

The II is an umbrella unit that houses FLAS-NRC units and thematic centers, such as the Weiser Center for Emerging Democracies and is home to PICS. The II and CMENAS offices are located in Weiser Hall, which opened in 2017 after a \$49 million renovation. In Weiser Hall, the II enjoys a capacious 25,000 square feet. The II units share resources, event halls, community and exhibit spaces, and classrooms, leveraging available assets to maximize efficiency and share expenses. CMENAS schedules 4 rooms for teaching and events, and a multipurpose event space with a 198-seat capacity for distinguished lectures, day-long conferences, and workshops. Each of these rooms features state-of-the-art equipment, including projection, sound, live-streaming, recording, and video-conferencing. 6 additional event spaces are equipped with state of the art technology. The spaces are staffed by on-site technicians from LSA's Instructional Support Services.

UM's Support for MENA Teaching Staff: UM funds commitments of \$14.3 million annually in MENA-related personnel for teaching. New hires in the last cycle reflect renewed institutional investment long-term: UM has hired 22 new faculty in MENA since 2014.

UM's Support for MENA Library Resources: In FY2017, UM's libraries spent \$233,000 on acquisitions and \$526,000 on 8 faculty and staff lines relating to MENA (see Section E for more). To increase equal access, the libraries participate in the Interlibrary Loan (ILL) initiative; faculty and students of neighboring WCC and EMU, MSIs with which CMENAS partners for

TABLE 5: UM SUPPORT FOR CMENAS, AY 2016-2017				TOTAL
PERSONNEL				\$14,297,214
Teaching Staff [FTE]	Salary	Benefits	Subtotal	
Faculty [71.86]	\$7,389,215	\$3,378,579	\$10,767,794	
Language Lecturers [13.9]	\$718,518	\$222,741	\$941,258	
Grad Student Instructors [29.04]	\$768,484	\$101,333	\$869,817	
Subtotal	\$8,876,217	\$3,702,653	\$12,578,870	
Professional and Administrative Staff [FTE]				
DNES [3.36]	\$518,619	\$341,891	\$860,510	
MENA Library [5.6]	\$401,464	\$124,454	\$525,918	
ISP [1.2], CMENAS [0.5], AMAS [0.4]	\$86,953	\$23,744	\$110,698	
Kelsey Museum [1.5]	\$53,455	\$11,437	\$64,892	
Judaic Studies [1.0]	\$39,679	\$8,948	\$48,628	
Language Resource Center [.15]	\$9,288	\$2,879	\$12,167	
Subtotal	\$1,109,459	\$513,354	\$1,622,813	
Student Temporary Staff				
DNES	\$52,325	\$11,184	\$63,509	
Library	\$28,757	\$0	\$28,757	
CMENAS, AMAS	\$3,265	\$0	\$3,265	
Subtotal	\$84,347	\$11,184	\$95,531	
STUDENT SUPPORT				\$6,331,706
Graduate Fellowships			\$4,469,512	
Graduate Student Instructor Tuition Waivers			\$1,189,223	
Graduate Scholarships			\$366,573	
Graduate Research Grants			\$133,599	
MENAS FLAS Fellowship Supplements			\$94,162	
Graduate and Undergraduate Travel Support			\$67,037	
Undergraduate Scholarships			\$11,600	
PROGRAM OPERATION				\$1,237,458
DNES, Kelsey Museum, LRC			\$1,173,704	
II, ISP, CMENAS, AMAS, DISC			\$63,754	
OTHER SUPPORT				\$104,755
MENA Library Acquisitions, Institutional Memberships			\$29,432	
Faculty Support			\$75,324	
TOTAL UM INSTITUTIONAL SUPPORT FOR MENA STUDIES				\$21,971,134

educational outreach, enjoy borrowing privileges. In the interests of scholarship and accessibility, UM funds have digitized materials for the online projects Google Books and the HathiTrust Digital Library. Moreover, UM has digitized, and made available some 1,030 unique codices and rolls from the Islamic Manuscripts Collection, free to the public online. These commitments to the library and open access enable us to integrate the library into our teacher training programs with MSIs far and near in our programming (see Section A).

UM’s Linkages Abroad: UM supports linkages to MENA countries, including Egypt, Israel, Jordan, Lebanon,

Morocco, Qatar, Syria, and Turkey. UM has invested \$10 million since 2008 in a partnership with Qatar U to advance capacity in social and economic survey research, resulting in the acclaimed ArabBarometer.org, which gathers and publishes survey data about the political and social opinions of ordinary citizens in 13 MENA countries. The

TABLE 6: MENA INSTITUTIONAL LINKS ABROAD	
Program	Institution (Location)
Social Work	-University of Haifa, Israel
Ross School of Business	-Tel Aviv University, Israel -Ozyegin University, Turkey -Bilkent University, Turkey -Koc University, School of Business, Turkey -Al Akhawayn University, Morocco -ESCA School of Management, Morocco -University of Tunis, Tunisia -Benghazi Youth, Tech/Entrepreneurship, Libya
Institute for Social Research	-Technion University, Israel -Weizmann Institute of Science, Israel -University of Haifa, Israel
School of Public Health	-Ben Gurion University of the Negev, Israel -Clalit Research Institute, Israel -American University of Beirut, Lebanon
Nursing	-Isra University, Jordan -Jordan University of Science & Technology -American University of Beirut, Lebanon -Hacettepe University, Turkey -Istinye University, Turkey
Kinesiology	-Arab American University of Jenin, West Bank
Medicine	-Ain Shams University, Egypt
Dentistry	-Katip University, Turkey -Hebrew University, Dental Medicine, Israel
Art/Design	-Bilkent University, Turkey

Institute for Social Research has a strong relationship with Hebrew U in Israel. CMENAS

promotes study abroad experiences in more than a dozen MENA countries. For example, UM links exist with Koç U in Istanbul, Israel Institute of Technology in Haifa, and Middle East Technical U in Ankara. MENA promotes study abroad programs in professional schools, like School of Social Work (SSW), Nursing, Public Health, Medicine, and Public Policy. The SSW has partnered with the U of Haifa for field placement of its graduate students. In the past 3 years, 17 students completed internships or study-abroad programs in the MENA through the College of Engineering's (CoE) International Programs in Engineering (IPE). Furthermore, the CoE has developed the Engaged Global Leadership Program, which sent 7 students in 2017 to teach English in Morocco for 2 weeks. The Business School's Multidisciplinary Action Projects (MAPs) have expanded international education in Turkey, Saudi Arabia, Bahrain, the United Arab Emirates, Jordan, Israel, and Egypt (see Table 6).

UM's Support for Center Outreach: UM supports MENA outreach when we partner with museums and other units for public events that leverage their resources. For example, the Kelsey Museum houses exhibits about MENA life across periods and offers activities for K-12 groups from Greater Detroit. In 2016-17, 1,881 students visited the museum. The Museum staff reached 830 students through their classrooms presentations on Egyptian mummies and MENA daily life in ancient times. The Kelsey Museum maintains over 25 online exhibits that allow greater access for K-12 schools and the general public. The Center's partnership with the award-winning University Musical Society (UMS) has enabled our constituents to attend extraordinary MENA-related world performances, on average two per season, including by Simon Shaheen, the Israel Philharmonic Orchestra, and Sufi Liturgy.

UM's Support for Students: In 2016-17, UM supported qualified MENA students with \$6.3 million, of that \$94,000 covered FLAS tuition shortfalls (Table 5). The II provided 30 MENA

students with funds to participate in research, internships, and conferences from 2015-18. ISP awarded \$2,600 to UG students and \$1,500 to graduate students focusing on MENA. In AY2016-17, Judaic Studies graduate fellowships and stipends amounted to \$218,000. One MENA graduate student was awarded \$23,000 from the Weiser Center for Emerging Democracies in AY2016-17. Travel support for graduate and UG students totaled \$67,037 during that AY. Since the Rackham Language Training Award's inception in 2018, 2 MENA doctoral students have earned the funds to develop their linguistic skills in Arabic and Persian.

E. STRENGTH OF LIBRARY

E-1. Strength of Holdings: As of 2017, the UM Library holds close to 13.5 million volumes with more than 200,000 current serials, rendering it consistently ranked among the top-ten academic research libraries in North America. The Library actively collects materials in a wide range of European and MENA languages to support multidisciplinary research and teaching on MENA languages and history. As of February 2018, the MENA collection grew to roughly 400,000 volumes in various formats, and nearly 5,800 serial titles are available with several hundred others available via the HathiTrust Digital Library, which is unrestricted by copyright limitations. Within that MENA collection, the number of serials and monographs in MENA-specific languages is 258,772. The Armenian collection comprises nearly 40,000 items, including rare and special collections from the Armenian Genocide.

The Library provides licensed access to numerous electronic subject indexes, such as Index Islamicus and Middle Eastern & Central Asian Studies; online reference works; and full-text and image resources, including important online journals and newspapers, ebook collections,

and collections of digitized archival documents. The library catalogues increasing numbers of digitized and open-access online resources, such as monographs, journals, reference works, text collections, manuscripts, photographs, maps, and other archival material.

DNES's collection of reference materials, important text editions, monographic series, and journals has been combined with the George Makdisi Collection in Islamic Thought, which comprises more than 5,000 items. Several unique and immensely valuable primary-source collections have also been preserved in the Library. The Islamic Manuscripts Collection consists of 1,103 volumes of codices, rolls, a number of single leaves dating from the 8th to the 20th century CE, and carries roughly 1,800 titles in Arabic, Persian, and Ottoman Turkish. Manuscript production and collecting activity in the lands of the former Ottoman Empire are especially well-represented.

The library has preserved several hundreds of Arabic and Persian lithographed volumes published in Iran and India. More than 1,900 volumes, the Ottoman-Turkish materials include 123 manuscripts, many of the earliest printed books, and a large collection of provincial yearbooks. Furthermore, the Papyrology Collection is the largest in North America. Its documents include about 134 pieces in Arabic as well as pieces in Ancient Greek, Egyptian, Coptic, Latin, and Hebrew. Of the 18,000 pieces, about 5,000 have never been studied and translated, therefore attracting scholars from around the country and the world. Verhoogt wrote a history of the collection aimed at the general public to give greater visibility to this important resource.

Digital resources have increased access and productivity dramatically: The Library prides itself on the development and acquisition of electronic holdings, and maintains access to resources, such as serials in Proquest, JSTOR, Press Display, and other digital resources. Apart

from the HathiTrust Digital Library, the Library actively participates in other cooperative enterprises, including Online Access to Consolidated Information on Serials, a union list of serials from/about MENA; and the Middle East Materials Project (MEMP), coordinated by the Center for Research Libraries (CRL). MEMP preserves, in digital and microform format, collections of unique, rare, hard-to-obtain, and/or deteriorating print and manuscript materials. Alongside other participants, the Library pools funds, compiles runs of important Middle Eastern serials, and scans the materials for shared access.

The Library has recently acquired perpetual access to several online collections drawn from the archives of the US Department of State: Egypt (1853-1962); Iran (1883-1959); Lebanon, Palestine, Syria, Trans-Jordan (1836-1944); Turkey (1802-1949).

Financial Support for Acquisitions and Staffing: The Library annually spends well over \$233,000 to acquire MENA-related materials, as well as subscription serials published in North America and Europe. Librarians and staff coordinate with 9 vendors to directly purchase monographs and serials from Iran, Turkey, Israel, and the entire Arab region, on an ongoing basis. Moreover, the Library actively acquires reproductions of manuscripts and other unique archival material from important collections in MENA, Europe, and North America. CMENAS annually provides at least \$5,750 to the library for digital, print, and database acquisitions.

For FY2017, the Library provided a personnel budget of \$525,918.26 in support of MENA collections. An additional \$28,757 was earmarked for student-assistants, including a CMENAS MA student who catalogued Arabic and Persian lithographed volumes. The Library employs 6 full-time and 2 half-time employees who conduct research for and support the MENA collections. Of these, 2 full-time specialist librarians offer instruction as well and curate unique holdings in Special Collections. 1 specialist also provides supplemental research and

collection development support for Turkish Studies, and 1 cataloger focuses specifically on Armenian materials.

E-2. Cooperative Arrangements: UM’s Library cooperates with other academic research libraries to give our students access to resources worldwide through services like ILL. For books and other physical materials, UM affiliates have access to the holdings of the Big Ten Academic Alliance (BTAA) Libraries through the UBorrow lending network. Students also enjoy borrowing privileges at local and regional institutions. UM is a member of the CRL, a North

American consortium that gives members access to untold digital and traditional resources.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F-1. Disciplinary Coverage: CMENAS offers non-language courses in 31 departments and schools, reflecting its priorities of geographical scope, historical depth, and interdisciplinary diversity. In the past 2 years, over 7,600 UG and 1,100 graduate students enrolled in 589 MENA-studies courses. Table 7

TABLE 7: LSA COURSES AND ENROLLMENTS AY 2016-2017					
Discipline	# Courses			# Students	
	UG	G	Total	UG	G
Anthropology	9	3	12	210	26
Archeology (Classical)	2	4	6	19	26
Area Studies CMENAS	52	7	59	1327	118
Art History	8	4	12	120	33
Communication Studies	4	1	5	74	2
Comparative Literature	5	2	7	70	15
Economics	0	2	2	0	10
English Lang and Lit	1	0	1	19	0
History	42	7	49	1119	63
Interdisciplinary Studies	5	0	5	269	0
International & Area Studies	54	1	55	1576	12
Linguistics	0	0	0	0	0
Philosophy	1	1	2	100	8
Political Science	13	9	22	1089	59
Psychology	1	1	2	56	6
Religion	4	0	4	163	0
Sociology	5	4	9	242	32
Women's Studies	2	0	2	74	0
Total	208	46	254	6527	410

presents aggregate data of MENA courses and enrollments as offered by LSA departments.

CMENAS's MENAS 593 brings faculty from UM and other institutions, as well as community leaders (all in all 6 in Fall 2017), from diverse disciplines, specializations, and career paths, to assemble a multi-dimensional and multi-perspectival layered understanding of MENA.

CMENAS in Professional Schools: From 2016-18, professional schools offered over 125 MENA courses. Table 8 outlines MENA course and enrollment data for seven professional schools in AY2016-17. At the School

of Public Policy, Ciorciari, Levitsky, and Waltz teach courses on human rights, foreign policy, and security in MENA, the last two incorporating their Mideast policy expertise. International studies courses in Public Policy also include MENA case studies and analyses.

TABLE 8: COURSES AND ENROLLMENTS BY PROFESSIONAL SCHOOLS AY 2016-2017					
Discipline	# Courses			# Students	
	UG	G	Total	UG	G
Architecture and Urban Planning	1	4	5	212	56
Business	21	0	21	486	0
Education	3	0	3	45	42
Engineering	5	0	5	346	12
Law	1	23	24	0	483
Music, Theater, & Dance	3	1	4	54	1
Nursing	1	0	1	28	11
Subtotals	35	28	63	1171	605

With Title VI 2014-18 funding,

CMENAS supported several courses in the Interactive Communications and Simulations (ICS) program at the SoE. These courses use virtual environments to connect UM UG and graduate students with students from over 400 public and private middle and high schools in 36 American states and 25 countries. Simulations were supported in 3 courses: Arab-Israeli Conflict, Place Out of Time, and Earth Odyssey.

The Law School offers 46 courses with MENA content and case studies. Hakimi's courses, including "Transnational Law and Foreign Affairs," build on her expertise as area

specialist for the US government. Other faculty's courses, such as "International Refugee Law," and "National Security and Civil Liberties" also address regional issues.

At the Business School, there are currently 32 classes with MENA content. MBA students can take "Entrepreneurship and Innovation in Israel" at Tel Aviv U. MENA specialist Bishara's "Business Ethics in the Developing World" focuses especially on the region. Seyhun draws on his area expertise in his introductory finance courses. MAPs are region-specific projects which require UG and graduate students to work abroad and acquire global business skills. Students have worked on 20 projects with businesses in 7 MENA countries since 2013. William Davidson Institute involves business-school faculty in its various projects in the Middle East. M²Gate: The MENA-Michigan Initiative for Global Action through Entrepreneurship, for instance, is a new program that connects UM students with peers at 5 university sites in Egypt, Libya, Morocco, and Tunisia.

UM's School of Music regularly offers the course "Music and Islam," (Ho), 3 introductory courses with MENA subject-matter, a World Music for Educators course, and a unique course on music education with MENA content. Kelbaugh of Architecture and Urban Planning offers a course "Sustainable Urbanism and Architecture" integrating a number of MENA case studies based on his work as a designer in Dubai, and augmented after participating in CMENAS's MESA Conference Curriculum Development (see p. 7).

F-2. Interdisciplinary Courses: MENA faculty are recruited for their interdisciplinary training and work, and their courses are listed in multiple programs; in 2016-18, there were 241 course cross-listings between departments. CMENAS's UG and graduate programs require students to take interdisciplinary training in a variety of fields. For instance, MENAS 491 combines

religious studies, political science, and international relations; and MENAS 695 combines history, anthropology, political science, and literature.

DISC offers interdisciplinary courses on the Islamic cultures digitally, making Islamic studies accessible to those underserved and widening access at UM and other BTAA member institutions to all BTAA curricula on global Islam. Since the program's inception, 27 faculty have taught 18 courses, taken by 350 students at UM, and nearly 400 students at 9 other campuses across the BTAA.

F-3. Teaching Faculty Availability: Of the 128 CMENAS faculty-affiliates, 53 devote 100% effort to MENA. 34 faculty members teach literature and culture; 23 teach political and cultural history; and 47 faculty teach societies and politics. 16 faculty members teach religious studies; 6 teach fine arts and visual and material culture; 14 teach gender studies; and 12 teach in the professional schools.

Training for Teaching Assistants: Graduate Student Instructors (GSI) must take at least 20 hours of pedagogical training before teaching, including a seminar at CRLT and a 1 credit workshop at UM's Sweetland Writing Center. Departments often require a 1 credit course for pedagogy. CRLT offers 2 GSI orientation sessions addressing the logistics of teaching college courses, pedagogical styles, active learning, implementing inclusive teaching principles, using technology to assess student understanding, and developing one's teaching philosophy. The English Language Institute (ELI) also offers additional GSI training sessions that benefit international students and address topics such as English pronunciation and effective communication. Beyond these opportunities for training, graduate students enhance their pedagogy by presenting at CMENAS outreach events.

F-4. Depth of Specialized Coverage: In AYs 2016-18, the number of advanced MENA seminars offered in anthropology, sociology, political science, and art history totaled nearly 400. The majority of departments allow and facilitate independent-study courses with faculty advisors that specialize within and across disciplines. During that time, 376 students took independent studies, directed readings, and personalized dissertation courses, deepening their regional expertise.

G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

G-1. Instruction in MENA Languages: CMENAS supports instruction in 6 LCTLs: Arabic, Hebrew, Persian, Turkish, Armenian, and Uzbek, a number and diversity exceptional in US higher education. Past Title VI funding enabled UM to build capacity, and now Persian enrollments have risen to double digits. Instruction in MENA languages is rigorous: the first two years of Arabic and Hebrew study require 280 contact hours; of Armenian, Turkish, and Persian, 224. One-year equivalents of intermediate and advanced Arabic and Hebrew are also offered every summer, which many FLAS awardees take advantage of.

Student Enrollment in MENA

Languages: On average more than 600 students annually study the 6 modern MENA languages and an average of 250 students take 1st year languages during a typical 4-year grant cycle. Table 9 presents data from AY 2016-17, when 701 students enrolled in the 6 MENA languages and

TABLE 9: LANGUAGE ENROLLMENTS AY2016-2017							
Language	Language Level				All Levels		Total
	Year 1	Year 2	Year 3	>3	Undergrad	Grad	
Arabic	127	138	47	53	332	36	368
Armenian	11	0	0	1	12	0	12
Hebrew	81	47	45	0	234	3	237
Persian	30	8	0	9	46	10	56
Turkish	10	3	0	8	18	3	21
Uzbek	3	4	0	0	0	7	7
Total	262	200	92	71	642	59	701

with 262 particularly in 1st year. Turkish enrollments remain on par with national trends.

Language enrollments in Arabic and Hebrew remain strong, and in the past 3 years the Persian Program has grown beyond capacity. To meet and encourage demand, the program will be re-structured to offer an additional section of first-year Persian taught by Aghaei, freeing Cross to teach upper-level content courses.

G-2. Three or More Levels of Language: The Arabic, Hebrew, Turkish, and Persian Programs consistently offer language study for at least 3 years. In AY 2016-17, 163 students enrolled in third year or higher of a MENA language (Table 9). 3rd year language courses include the study of linguistics, literature, culture, and history. The Hebrew and Persian Programs offer the languages in 4 consecutive years, while the Turkish Program is structured around 3 consecutive years. Instruction in 1st and 2nd year Armenian alternates yearly due to current staffing limitations; however, students wishing to study Armenian in an “off” year can take an independent language study. Our proposed Armenian Lecturer budget request will address this staffing limitation (Section A). Each semester, the Arabic Program offers 1 or more courses at a 4th year level, as well as 1 higher-level content course in Arabic. Every language, except for Uzbek, has an independent-study option, which allows students to continue their study beyond the formal course offerings.

Content Courses Taught in MENA Languages: DNEs offers on a rotating basis a variety of over 15 advanced Arabic courses, most of which are taught by tenured or tenure Track faculty. Advanced topics courses in Hebrew and Persian offer students the opportunity to improve language proficiency alongside expanding their area studies knowledge. As of Fall 2018, Cross will offer each semester an advanced, grad-undergrad course of Persian culture taught within historical context. Requiring high proficiency, advanced Turkish and Arabic courses focus on

modern and authentic materials from media. In Winter 2019, we anticipate a Business Hebrew course to be offered.

G-3. Language Faculty: 17 language instructors teach MENA language courses. The language coordinators all have graduate degrees; the Hebrew, Persian, and Arabic Coordinators hold PhDs, and the Turkish Coordinator has an MA and MS. Raz in particular has distinguished herself in language pedagogy for students with disabilities, as evidenced by her research and awards, thus enhancing CMENAS's aims of equal access. 6 lecturers and 2 tenured faculty teach Arabic language courses; Bardakjian, the Manoogian Professor of Armenian Language and Literature, coordinates the Armenian courses with Pifer. In 2017, the Hebrew program hired a fifth lecturer. Persian and Turkish are each taught by 1 lecturer. Eleven additional tenured or tenure track faculty teach content courses partially or entirely in these MENA languages.

Pedagogy Training for Performance-Based Instruction: The MENA language programs are supervised by experienced language professionals. 4 instructors (Ali, Bardenstein, Beebani, and Dika) are past or present ACTFL Oral Proficiency Interview (OPI) Testers, and Sevinc, the Turkish Coordinator, is in the process of becoming certified. She participated in the U of Chicago's (UC) Mellon-funded 2017 workshop on language and assessment, and in UC's 2018 Language Symposium dedicated to the teaching of LCTLs. Currently, Sevinc is developing the reading component of the language learning framework for the teaching of Turkish in US academic institutions.

CMENAS and DNES are committed to training instructors in current language pedagogies to achieve performance-based teaching, and during the grant period CMENAS will

support at least 6 instructors' participation in ACTFL's conferences and/or proficiency-and-performance institutes (see p. 6).

G-4. Quality of Performance-Based Instruction: Students in the MENA language programs develop all 4 language skills with an emphasis on communicative skills and cultural literacy. We cap courses at 18 students, and proficiency tests are required for incoming students for appropriate placement. The Hebrew, Arabic, and Persian Programs use the “flipped classroom” model to ensure student participation. First-year Persian instruction uses U of Texas-Austin's textbook of latest and open-source pedagogy to teach immersive and authentic experience.

Resources for Teaching and Practice: Language lecturers have the opportunity to attend ongoing professional development workshops on campus, such as those offered by CRLT and the Office for Professional Development. The Language Resource Center (LRC) offers workshops, funds, and webinars throughout the AY. It maintains a library of foreign-language audio, visual, and print materials, and hosts programs to assist instructors in integrating technology and innovation into courses. Language lecturers may apply to the Institute for the Humanities' new summer fellowships. Language instructors are also encouraged to attend the annual meetings of their professional associations as well as off-site pedagogical workshops.

In 2018, the Hebrew Program received a Mellon Foundation Big Ten LCTL grant. In 2016-17, CRLT and the Gilbert Whitaker Fund for the Improvement of Teaching awarded the Hebrew, Turkish, and Persian Programs \$25,000 to supplement language textbooks in each language with an Online Component of Intensive Language Learning Platform. DNES' partnership with IMVBox.com, an online library of 1,000 titles in Iranian cinema, and the Iranian Film Festival and the Persian Roundtable afford further access to language and cultural

resources. DNES also annually hosts “Middle Eastern Poetry Night,” at which students of the MENA languages recite poems to audiences from academia and the general public. Arabic and Persian host weekly conversation hours for student to practice their speaking skills.

Language Proficiency Requirements: All of DNES’ language programs apply the communicative-proficiency approach. The first- and second-year curricula in Hebrew, Persian, and Turkish have been revised to meet ACTFL’s proficiency guidelines; in fact, the coordinators of the Persian and Turkish Programs served on the ACTFL committees to develop these guidelines for their languages. Instruction in Arabic for the first two years uses dual-register curricula of Modern Standard Arabic alongside the Egyptian or Levantine dialect. The textbook, *Al-Kitaab*, is taught across the US and abroad, facilitating UM students’ success in studying at other intensive immersion and international programs. The textbook, *A Textbook of Modern Western Armenian*, was co-authored by Bardakjian.

H. QUALITY OF CURRICULUM DESIGN

H-1. Appropriateness of UG MENA Training: UM offers MENA-related coursework for UG students designed to build and meet demand. For example, in AYs 2016-18, some 15,360 UGs took advantage of 589 courses in more than 30 disciplines and professional schools, including History and Anthropology, as well as Engineering, Education, Music, Public Policy, and Business. Of those courses, 188 comprised 100% MENA content. Courses are structured with recruitment in mind: Gateway courses (at the 100 or 200 level) are designed to attract newcomers to the content, and DNES has rolled out more than a dozen such courses (see Appendix II). Students have the option of investing further with a declared minor, and in many cases they advance to a major and have the option of pursuing departmental honors.

TABLE10: MENA UNDERGRADUATE DEGREES & REQUIREMENTS

Majors			
Degree Program	Language Requirement	Core Requirements	Other Requirements
MMENAS (30 credits)	4th-term proficiency in MENA language	MENAS 493 HISTORY 443	5 advanced courses in Social Sciences and/or Humanities
International Studies (PICS) (33 credits)	6th-term proficiency in language relevant to region of focus	5 Core in International Studies 9 credits of electives	12 credits in 1 international sub-plan
Near Eastern Studies (26 credits)	4th-term proficiency in language relevant to their sub-plan	10 credits within disciplinary focus	10 elective credits above the 200 level in NES Sub-plans
Judaic Studies (28 credits)	2nd-term proficiency in Hebrew or Yiddish	2 of the following courses: What is Judaism; Sources of Jewish History; Jews in the Modern World	20 elective credits, 12 of which above the 300 level
Minors			
MMENAS (15 credits)	N/A	MENAS 493; 400-level history and social science courses	Remainder of credits may be in social-science or MENA-language courses
International Studies (18 credits)	6th-term MENA language proficiency	International Studies Advanced Seminar	3 courses on 1 region; 3 courses w/ single thematic focus
Near Eastern Studies (16 credits)	(NE Lang. and Cultures Minor) 4th-term proficiency NE language ----- (Early Christian Studies Minor) 3rd-term proficiency in Greek	Introduction to the ME ----- Fundamentals of Early Christianity; Early Christianity in Near East Context; Early Christianity in Mediterranean Context	3 area-studies courses with relation to language of study ----- 2 upper-level early Christian literature courses w/ Greek texts 2 upper-level courses on early Christianity in the Mediterranean
Judaic Studies (15 credits)	N/A	1 course from: What is Judaism; Sources of Jewish History; or Jews in the Modern World	6 credits above the 300 level
International Minor for Engineers (16 credits)	4th-term language proficiency	International Engineering Seminar	6 credits of language; 2 non-US cultures courses; 1 comparative course; 6 weeks of study abroad

Students interested in MENA languages and content may pursue courses of study that require both cultural and linguistic knowledge. Table 10 demonstrates a variety of degree plans that match student interest in MENA. One of the most popular of these is International Studies (PICS) which offers students a breadth of options in terms of regional and linguistic focus and multi-disciplinary approaches for their studies. In AY2017-18, PICS records indicate that 544

students were majors (73% of whom are women), of which 57 declared a MENA focus. DNES conferred BAs to 18 students in 2016-17, and in the past 10 years, over 400 students have earned the International Minor in Engineering. Our post-graduation metrics indicate that 86% of UG alumni reported using area-studies knowledge gained at UM; and 50% state they use their language skills in their careers.

H-2. Academic and Career Advising: In 2014-18, the II organized 28 career-focused events, reaching roughly 400 students. Many events focused on career trajectories in the corps of FAOs at the US Department of State or internships in Washington, DC. The II also has hosted informal conversations for students with leaders in global business, former FAOs, and staff members of DC think tanks. Career-focused events are advertised online through the II Events page, CMENAS's website, UM's event calendars, and e-newsletters. In addition, the CMENAS Director supports students on academic and career advising questions, and the Center regularly participates in LSA advising events to guide interest in MENA. The II has a dedicated fellowships team who support students applying for FLAS, Boren, and Fulbright Awards.

The UG and graduate advisors at DNES and the II advise on course offerings and postgraduate opportunities. Individual schools also house their own staff to help students select courses and careers that match their interests. The Rackham Graduate School has numerous resources for advising students, including Mentoring Others Results in Excellence to help add clarity and structure to the rapport between graduate mentors and mentees.

H-3. Variety MENA Disciplines and Professional Tracks: CMENAS provides students the scaffolding they need to develop MENA expertise for a variety of career paths. In AYs 2016-18, 589 courses were offered in 36 disciplines and 11 professional schools, including courses in

Business, Nursing, Law, Psychology, Public Policy and Social Work. In that timeframe, an additional 376 UG and graduate students took 1-on-1 courses with faculty such as candidacy courses or directed readings. Several departments and schools confer MENA-focused MAs

TABLE 11: GRADUATE DEGREE REQUIREMENTS			
Program	Credits	Language Proficiency	Other Requirements
PhD in Near Eastern Studies	27	Proficiency in MENA language Reading in French and German;	Prelims: 2 major exams 2 minor exams Dissertation prospectus & defense Dissertation and oral dissertation defense
MA in MMENAS	30	3rd-year proficiency in modern MENA language	MENAS 493: Comparative Perspectives of the Middle East and North Africa; MENAS 695: Study of the Middle East; HISTORY 442: The First Millennium of the Islamic Near East HISTORY 443: Modern Middle East History; 3 field distribution of coursework; Master's thesis OR capstone project
MA in Arabic for Professional Purposes	36	Advanced-Mid score on UM Arabic Proficiency Test	8 core Arabic language and linguistics courses; 2 electives in Arabic language, literature, and linguistics; 2 cognate courses
MA in TAFL	30	Advanced-Mid score on UM Arabic Proficiency Test	5 core Arabic language and linguistics courses; 3 electives in Arabic language, literature, and linguistics; 2 cognate courses
MA/MBA in MMENAS and Business	MA:30 MBA: 45	3rd-year proficiency in modern MENA language	All MA requirements for MMENAS; 30 credits of MBA core courses, including Multidisciplinary Action Projects; 15 credits of MBA elective courses
MA/JD in MMENAS and Law	MA: 30 JD: 82	3rd-year proficiency in modern MENA language	All MA requirements for MMENAS; 70 credits in law courses 1st-year law courses; Transnational Law course; Upper-level writing requirement; Professional responsibility requirement
MA/MPP in MMENAS and Public Policy	MA: 30 MPP: 36	3rd-year proficiency in modern MENA language	All MA requirements for MMENAS; 23 credits of public-policy core courses; 13 credits of public-policy electives
Engineering Global Leadership Honors Program BS/MSE	BS: 128 MSE: 30	2nd-year proficiency in foreign language	CoE Honors Program admission GPA of at least 3.6; 15 credits at UM Ross School of Business Leadership experience; Honors Seminar & Topics in Leadership Honors Capstone Project

DNES offers MAs in Arabic for Professional Purposes and in Teaching Arabic as a Foreign Language (TAFL), which includes ACTFL OPI training. Students may also pursue dual MA degrees in MMENAS as well as a MBA, JD, MPP, or MPH at their respective schools on

campus. MSW students in SSW can add the Global Social Work certificate, and specialize in MENA, completing 4 term language proficiencies and field placements in the region. CMENAS-affiliated graduate students are in 16 different departments and 5 professional schools (see Table 11 for diversity of degree plans).

Since 2017, CMENAS's MA program has seen a 74% increase in applications: 9 students have committed to the program for AY2018-19, and 1 FAO has committed for AY2019-20, suggesting signs of health for the future. Of the 5 students currently in CMENAS's MA program, 3 are in our Dual Degree Program. Our 2018 survey of MA graduates found that 62% continue to use language skills acquired at UM and 70% utilize area-studies knowledge from the program in their current job.

H-4. UM Students Studying Abroad: UM students enjoy a wealth of study abroad experiences and they make use of them: (1) UM guides and supports students in applying for national and international grant opportunities to study abroad. Notably, for 12 years, UM has been consistently ranked the highest among state universities for students receiving Fulbright grants. (2) UM has a rich infrastructure with 5 units within LSA to support study abroad: Center for Global and Intercultural Study, the Opportunity Hub, the II, the IC, the Ginsberg Center. In addition, UM departments fund and guide students in finding and partaking in international opportunities. In AY2016-17, 5,290 UM students traveled to over 135 countries; Israel, Morocco, Turkey and Jordan were the MENA destinations most in demand (see Table 12). We note that there is budding interest in Armenia. Since 2014, over 700

TABLE 12: 2016-17 STUDY ABROAD BY COUNTRY	
Country	No. Students
Israel	218
Morocco	66
Turkey	16
Jordan	13
Lebanon	8
Egypt	6
Armenia	5
Qatar	2
Saudi Arabia	2
UAE	2
Iran	1
Oman	1
West Bank	1

students have taken advantage of these opportunities, and, thanks to UM funding, many members of traditionally underrepresented groups visit and study in the region for the first time. Of these students, 15% come from underrepresented minorities. UM ranked 6th in the nation for the number of students studying abroad during AY2015-16.

Access to Other Institutions' Programs: CMENAS coordinates with DNES, CoE, and BTAA to inform students of opportunities through IIE Passport and Semester at Sea. Moreover, CMENAS shares information through networks via institutional memberships: Center for Arabic Study Abroad (CASA), MESA, American Research Institute in Turkey, American Institute for Maghrib Studies, American Institute of Iranian Studies, and American Research Center in Egypt, and in the past, has funded students to summer consortium programs at IU-Bloomington and UW-Madison. UM students elect summer-language programs at American University in Cairo's Arabic Language Institute, CASA, Bogazici U, Yemen College for Middle East Studies, Morocco's Qalam Center for Arabi-Rabat, Noor Majan Training Institute through CLS Oman, and the Eurasian Regional Language Program in Dushanbe, Tajikistan. Other popular programs are at the U of Jordan, Qasid Arabic Institute (Jordan), and Institut Francais Oriental (Egypt).

I. OUTREACH ACTIVITIES

During the 2014-18 cycle, CMENAS met NRC objectives by producing events and digital content that generated debate about world affairs regionally, nationally and internationally. We have done so by leveraging (1) broad-based "big tent" partnerships based on the buy-in concept (2) digital media live-streaming events and broadcasting on the CMENAS YouTube channel for easy access and (3) partnerships with 5 professional schools, namely Architecture, Business, Law, Public Health, and Public Policy, promoting careers of national need.

I-A. & I-B. Elementary, Secondary, and Postsecondary Outreach: CMENAS offers K-16

educators a robust calendar of campus events and dedicated teacher programs. Table 13 for K-16

Outreach represents a sample of the quality and variety of events over the past cycle.

TABLE 13: SELECTED K-16 OUTREACH 2014-2018			
Name	Description	Impact	Partners
WHaLI	-Summer 2014-ongoing -Annual three-day workshops 6-12 teachers -World History, Geography, and Literature	80 K-12 teachers.	5 UM NRCs ASC SoE
MIIE	-Summer 2014-ongoing, -week-long workshops for community college faculty -produce MENA curriculum modules	26 modules created; available to over 134 member institutions.	5 UM NRCs
UM-UPR Río Piedras Collaboration and Symposium	-Winter 2015-ongoing -Annual two-day K-16 development workshops -at UPR Río Piedras, an MSI. -Sent 150 books to UPR Library.	249 attendees; 48% of attendees reported a likelihood of incorporating MENA concepts and materials into their curricula.	5 UM NRCs
"Beyond Sacred: Voices of Muslim Identity"	-Feb. 2017 -Professional development for -K-12 teachers from AAPS.	35 teachers.	UMS
Curriculum Development Grants	-June 2015 and Oct. 2016 -Support for K-16 instructors for visits to UM campus -to develop MENA curricular projects -with UM faculty and librarian.	-UPR faculty member module for a course: -"Islam and Muslims in Latin America & the Caribbean." -"Art and Otherness: Terrorism, Street Art, and Contemporary French Identity.	LACS History HISTART
Classroom Visits	-Winter 2017, Fall 2017, Spring 2018 -Three presentations to K-12 school -Teacher workshops on MENA culture, language -Visits by faculty and staff.	60 K-12 teachers and students.	3 public and private K-12 schools in Michigan
SoE Interactive Communications and Simulations	-Fall 2014-Spring 2018 Online courses on MENA content -Connects SoE students with 6-12 school students -Themes: Arab-Israeli Conflict, Place Out of Time, and Earth Odyssey to Morocco.	120 SoE mentors; 36 US states and 25 countries have participated.	SoE 400+ public and private K-12 schools

Most notably, WHaLI, our K-12 teacher program produced outcomes that affirm the value of the program for educators. We worked with UM-NRCs to develop and sustain teacher training for K-12 teachers in WHaLI, CC educators through MIIE, and teacher training and outreach

collaboration at UPR, a postsecondary MSI. At our biannual MIIIE conferences (Table 13), CC faculty presented curricular modules and shared bibliographic and other resources, extending national impact. For instance, at the 2017 spring conference, Mohsen Khani of Sinclair CC presented on the US-Iran nuclear program and policies, and Azar Raiszadeh of Chattanooga State Community College presented on MENA food-security issues. In February 2018, CMENAS partnered with EMU to host a lecture by Ellen Amster of McMaster U, a historian of MENA public health, where 100 people attended the lecture; EMU is an MSI and the largest teacher-training school in Michigan.

TABLE 14: SELECTED GENERAL PUBLIC OUTREACH			
Selected Events from 2014-2018 Grant Cycle		Impact	
Format	Title	Broadcast	Att'dee
Roundtable	Understanding ISIS: Evolution, Ideology, and Implications (4 Experts)	YouTube	200
Roundtable	Gaza War: Understanding the Conflict (3 Experts Talk)	YouTube	175
Art	Iranian jazz singer, Rana Farhan, and poetry of Rumi and Hafez	n/a	50
Exhibit	This, Too, Is Iran: Photos of Everyday Life by Sally Bjork	n/a	100
Roundtable	Coming to America: The Muslim Experience with Mayor of Hamtramck	Streaming	50
Colloquium	Crossing Borders in the Middle East and Beyond (7 Lecture Series)	n/a	155
Film Series	Iranian Film festival: 8 Acclaimed Films in 8 Weeks	n/a	360
Lecture	Prognosis of the Arab World by Amr Moussa, Sec'y AL General	n/a	80
Lecture	Gender and Sexuality in Islam with Nobel Laureate Shirin Ebadi	Streaming	500
Lecture	Galvanizing Social Justice via Comics, with Award-Winning Joe Sacco	YouTube	1600
Conference	Revolutionary Longings: Russian Revolution and the World, 1917-1929	n/a	100
Conference	Endangered Heritage, 2-Day Conference on Human and Natural Threats	YouTube	71
Conference	Islamic Peace Studies Conference "Peace in Islam; Islam in Peace."	YouTube	150
Colloquium	Peace and Nonviolence in the Middle East (8 Lecture Series)	YouTube	186
Outreach	Saving Syrian Lives at the Frontline (Syrian American Medical Society)	n/a	85
Lecture	Inter/Nationalism: Decolonizing Native America and Palestine	Streaming/YouTube	240
Reading	Salts of the Earth with Zamzam and Honey, Talk and Poetry by Mohja Kahf	Streaming/YouTube	140
		TOTAL	4242

I-C. Business, Media, and General Public Outreach: CMENAS produces content that impacts regional, national, and international media. In recent years we have expanded our digital media footprint with the CMENAS YouTube channel for easy deployment in boardrooms, households, and schools. We have done so by relying on UM assets and ties with the Schools of Architecture, Law, Public Health, and Public Policy. In 2017-18, for example, CMENAS

supported over 85 public events and served as the primary organizer for 50, both on campus and in the Detroit Metro Area. Table 14 represents a sample of events and impact.

UM impacts regional, national, and international news with MENA expert commentary. Table 15 shows the vibrancy of this activity: Over the last cycle, 46 MENA faculty made themselves available to 51 news outlets, conducting 444 interviews, including those with the Guardian, BBC, NY Times, the Wall Street Journal, and PBS NewsHour. At the bottom of the table, we created a new category to account for the burgeoning contributions that faculty make to society through their journalist work (see Section C).

TABLE 15: MEDIA OUTREACH		
Source Reach	New Sources	Faculty Quoted/Reference
Regional News	(4): Detroit Free Press (2x), Detroit News (2x), WEMU (3), Michigan Public Radio	(5): Sanjian (2x), Emberling, Wilfong, Pinsker, Ali (3x)
Domestic	(29): Atlantic (3x), Economist, Nation, Chronicle of Higher Education (2x), PBS News Hour, Washington Post (3x), New York Times (7x), Newsweek, Just Security, Time, Vox, National Geographic (2x), Huffington Post (2x), USA Today, NPR (2x), Mother Jones, PRI, Reuters, PBS, Pew Research, Wall Street Journal, Forward, Jadaliyya, Daily Beast, New American Media, Quartz, Religion & Politics, Money Magazine, Arab American News, Free Beacon, BuzzFeed	(28): Stanzler (3x), Ciorciari, Cole (2x), Pollack (3x), Gruber, Hakimi (2x), Cipa, Emberling, Knysh (3x), Muehlberger (2x), Babayan, Tessler (3x), Bardakjian, Mattawa (3x), Thornton, Gocek, Seyhun, Barzilai, Tanielian, Khan, Stockton (3x), Bishara, Moore, Ware (2x), Howell, Wilfong (2x), Alsultany (4x), Khabeer,
International	(9): Middle East Eye (3x), Asbarez, VOA, O Globo, The Guardian, The Times of Israel, BBC, Gulf News, Aljazeera	(9): Moll, Sanjian, (2x), Ciorciari, Gruber, Gitelman, Mattawa, Howell (2x), Alsultany, Ali (2)
Digital Media	(4): YouTube-Migration Studies at MSU, YouTube-Brown University, See Something Say Something Podcast, ArabBarometer.org	(2): Alsultany (3x), Tessler
Faculty Journalism	(3): Newsweek, Informed Comment, Washington Post	(3); Gruber (8x), Cole (365x), Alsultany

J. FLAS AWARDEE SELECTION PROCEDURES

J-1. Application Procedures: CMENAS plans to offer 12 UG and graduate AY FLAS

fellowships, 5 to UG and 7 to graduate students. In the summer, we will offer 8 Summer FLAS

fellowships. Table 14 outlines the application pipeline including mass advertising, application procedures, selection committee and their criteria, as well as methods for determining merit and financial need. CMENAS proactively recruits applicants from professional schools, and these applicants are selected whenever possible.

TABLE 15: FLAS FELLOW SELECTION PROCESS		
	Graduate FLAS	UG FLAS
Languages & Levels	<ul style="list-style-type: none"> 6 languages, with priority to advanced level training 	<ul style="list-style-type: none"> 6 languages at 2nd year level or above
Advertising (September to January)	<ul style="list-style-type: none"> FLAS website with links from department & professional school admissions & fellowships pages, Rackham fellowships (graduate); LSA scholarships office, financial aid office, study abroad offices 5-7 joint information sessions for all FLAS languages at UM; separate sessions for graduate/professional, UG, &/or student services staff/academic advisors Direct targeted email messages to students identified by graduate/professional program, major/minor, previous language course enrollment Social Media announcements coordinated by the II and its constituent centers Joint information booths for all FLAS languages at relevant university-wide events, e.g., Graduate Orientation, Festifall, Study Abroad Fair, Int'l Career Fair, Major/Minor Fair Special recruitment efforts with professional schools, esp. Business, Engineering, Law, Public Health, & Public Policy Work with language instructors to identify promising students and encourage them to apply 2 Statement of purpose workshops designed to provide assistance in writing strong proposals FLAS Coordinator drop in office hours in January for individual advising and questions 	
Application (November to January; deadline January 15)	<ul style="list-style-type: none"> FLAS website with detailed information on eligibility, fellowship requirements, application instructions & contact information for FLAS coordinator for questions & clarifications Online FLAS application linked from the FLAS website Required materials: application form, statement of purpose, official transcripts of all postsecondary work, GRE/SAT/ACT scores, 2 academic letters of recommendation, language evaluation/recommendation, Free Application for Federal Student Aid (FAFSA) 	
Selection Criteria	<ul style="list-style-type: none"> Academic excellence, based on quantitative & qualitative evidence Strength/feasibility/appropriateness of proposed plan for the award period Adequacy of language preparation for proposed plan Relevance of language & area studies in overall career goals Overall balance of languages, disciplines, & long-term career interests among selected fellows Equal access to students from under-represented socioeconomic backgrounds & disciplines Financial need, based on student's FAFSA expected family contribution (EFC) 	
Financial Need (Graduate & UG)	<ul style="list-style-type: none"> Select pool of qualified candidates based on selection criteria above Assign financial need category (high, medium, low, or no need) based on FAFSA EFC; students who do not file FAFSA will be assigned to lowest need category Cut-off for each category to be determined annually based in part on cost of attendance (COA) and the distribution of EFC in each pool; separate cut-offs for graduate & UG pools Priority given to applicants with higher need category when all other selection criteria are equal 	

Selection Committee	<ul style="list-style-type: none"> • Committee composed of faculty representing cross-section of MENA faculty • Faculty distribution between humanities & social sciences • Professional school faculty included whenever possible
Deadlines	<ul style="list-style-type: none"> • September 1: FLAS website updated with information for the upcoming year's competition • November 1: FLAS online application opens • January 15: FLAS online application closes • February 20: Faculty review of UG and graduate applications completed; selection committee meeting • March 15: Award letters sent to selected FLAS fellows & alternates

K. ABSOLUTE & COMPETITIVE PREFERENCE PRIORITIES

NRC Absolute Priority 1 – Diverse Viewpoints & and Government and Other Careers	
	<ul style="list-style-type: none"> • Fall Colloquium, Winter Lecture Series, & Companion Events (see p. 4) • Shared II Collaborative Conferences (see p. 5) • CMENAS Co-Sponsorship of Career and Alumni Events (see p. 7) • Cinetopia and Arab Film Festivals (see p. 5) • CMENAS Knight-Wallace Journalism Seminars (see p. 5) • MENA-SEA Teacher Training Program (see p. 1) • MENA-SEA Annual K-12 Teacher Workshop (see p. 1) • WHaLI with UM SoE (see p. 2) • Arabic Teacher Preparation Program with UM SoE (see p. 2) • UM-UPR Collaboration (see p. 3) • Global Practices in Applied Social Sciences with WCC (see p. 4) • MIIIE International Education Plan (see p. 3) • World Music for Educators Course (see p. 2) • LCTL Instructors' and Non-MENA Faculty's Professional Development (see p. 6-7) • MEOC Membership (see p. 2-3) • EMU-CMENAS Partnership (see p. 4-5) • Armenian and Turkish Course Instructors (see p. 6)
NRC Absolute Priority 2 – Training Teachers	
	<ul style="list-style-type: none"> • Fall Colloquium, Winter Lecture Series, & Companion Events (see p. 4) • Shared II Collaborative Conferences (see p. 5) • Cinetopia and Arab Film Festival (see p. 5) • MENA-SEA Teacher Training Program (see p. 1) • MENA-SEA Annual K-12 Teacher Workshop (see p. 1) • Arabic Teacher Preparation Program with UM SoE (see p. 2) • UM-UPR Collaboration (see p. 3) • WHaLI with UM SoE (see p. 2) • MIIIE International Education Plan (see p. 3) • LCTL Instructors' and Area-Studies Faculty's Professional Development (see p. 6-7) • World Music for Educators Course (see p. 2) • Global Practices in Applied Social Sciences with WCC (see p. 4) • MEOC Membership (see p. 2-3) • EMU-CMENAS Partnership (see p. 4-5)
NRC Competitive Priority 1 – MSIs and Community Colleges (CC)	
	<ul style="list-style-type: none"> • Fall Colloquium, Winter Lecture Series, & Companion Events (see p. 4) • UM-UPR Collaboration (see p. 3) • WHaLI with UM SoE (see p. 2) • MIIIE International Education Plan (see p. 3)

<ul style="list-style-type: none">• Global Practices in Applied Social Sciences with WCC (see p. 4)• EMU-CMENAS Partnership (see p. 4-5)
NRC Competitive Priority 2 – Schools of Education and of Liberal Arts
<ul style="list-style-type: none">• Fall Colloquium, Winter Lecture Series, & Companion Events (see p. 4)• MENA-SEA Teacher Training Program (see p. 1)• MENA-SEA Annual K-12 Teacher Workshop (see p. 1)• UM-UPR Collaboration (see p. 3)• Arabic Teacher Education Program with UM SoE (see p. 2)• WHaLI with UM SoE (see p. 2)• World Music for Educators Course Department (see p. 2)• EMU-CMENAS Partnership (see p. 4-5)• MEOC Membership (see p. 2-3)
FLAS Competitive Priority 1 – Financial Need
Preference given to students who are highly qualified and demonstrate financial need (see p. 48)
FLAS Competitive Priority 2 – National Needs for Less Commonly Taught Languages
All 6 of our regular MENA languages (Arabic, Armenian, Hebrew, Persian, Turkish, and Uzbek are LCTLs (see p. 23) Armenian and Turkish Course Instructors (see p. 6) LCTL Instructors’ Professional Development (see p. 6)

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

ACRONYMS

AANM – Arab American National Museum
ACTFL – American Council on the Teaching of Foreign Languages
ASC – African Studies Center
AMAS – Arab and Muslim American Studies (U of Michigan)
AAPS – Ann Arbor Public Schools
AP - Absolute Priority (Title VI)
ASP – Armenian Studies Program (U of Michigan)
BTAA – The Big Ten Academic Alliance

CASA – Center for Arabic Study Abroad
CC – Community college(s)
CEDER – Center for Education Design, Evaluation, and Research (U of Michigan)
CMENAS – Center for Middle Eastern & North African Studies (U of Michigan NRC)
CoE – College of Engineering (U of Michigan)
CPP – Competitive Preference Priority (Title VI)
CRL – Center for Research Libraries
CRLT – Center for Research on Learning and Teaching (U of Michigan)
CSEAS–Center for Southeast Asian Studies (U of Michigan)

DEI – Diversity, Equity, and Inclusion (UM Strategic Plan)
DISC – Digital Islamic Studies Curriculum (U of Michigan)
DNES – Department of Near Eastern Studies (U. of Michigan)
EMU – Eastern Michigan University
FAFSA – Free Application for Federal Student Aid
FAO – Foreign Area Officer
FERA – Formative Evaluation Research Associates

GSI – Graduate Student Instructor
HFC – Henry Ford College
ICS – Interactive Communications and Simulations
II – International Institute (U of Michigan)

ILL – Interlibrary Loan
ISP – Islamic Studies Program (U of Michigan)
K-12 – Kindergarten through 12th grade

LACS – Center for Latin American and Caribbean Studies (U of Michigan)
LCTL – Less Commonly Taught Language
LRC – Language Resource Center (U of Michigan)
LSA – College of Literature, Sciences and the Arts (U of Michigan)

MAP – Multidisciplinary Action Projects
MDE –Michigan Department of Education

MENA – Middle East & North Africa (region and studies)
MEOC – Middle East Outreach Council
MESA – Middle East Studies Association
MIIIE – Midwest Institute for International/Intercultural Education
MMENAS – Modern Middle Eastern and North African Studies
MSI – Minority-Serving Institution
NCKS-Nam Center for Korean Studies (U of Michigan)
OPI – Oral Proficiency Interview (Language Assessment)
PICS – Program in International & Comparative Studies (U of Michigan)

SCECH – State Continuing Education Clock Hours (for Michigan K-12 Teachers)
SEA – Southeast Asia
SoE – School of Education (U of Michigan)
SSW – School of Social Work (U of Michigan)

T AFL – Teaching Arabic as a Foreign Language
UM – The University of Michigan

UM-NRC – University of Michigan National Resource Center
UMS – University Musical Society
UPR – University of Puerto Rico
USED – United States Department of Education

WCC – Washtenaw Community College
WCED – Weiser Center for Emerging Democracies
WHaLI – World History and Literature Initiative

Andrew D. Martin, Dean
Professor of Political Science and Statistics

May 8, 2018

United States Department of Education
International and Foreign Language Education 1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI Program for the Center for Middle Eastern and North African Studies (CMENAS) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of Middle East and North Africa.

Our College of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, funding for language lecturers, and salaries for our outstanding faculty in Middle East and North African Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and/or the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,



Andrew D. Martin, Dean
College of Literature, Science and the Arts
Professor of Political Science and Statistics
University of Michigan

Elizabeth Birr Moje • Dean, George Herbert Mead Collegiate Professor, and Arthur F. Thurnau Professor

June 1, 2018

United States Department of Education
International and Foreign Language Education
1990 K Street, NW, Suite 6083
Washington, DC 20006-8521

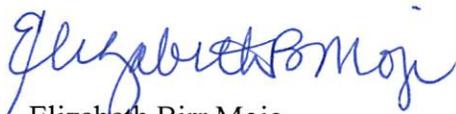
To Whom It May Concern,

I enthusiastically endorse the application of the Center for Middle Eastern and North African Studies (CMENAS) for Title VI funding. Since 2009, the School of Education has collaborated with CMENAS and other National Resource Centers in the World History and Literature Initiative (WHaLI). We are excited to continue this collaboration into the 2018-2022 grant period.

During the past 10 years over 500 teachers have improved their World History pedagogy and knowledge through WHaLI workshops. During the last 4 years, 90% of WHaLI participants have confirmed that they brought lessons learned from WHaLI to their classrooms, colleagues, and home institutions. The School of Education and its faculty are committed to playing an important role in leading, implementing, and supporting WHaLI initiatives that benefit our students, alumni, and area teachers.

WHaLI is a fundamental element of the School of Education's larger outreach efforts to teachers in the region and we will continue to provide resources and support for this valuable programming initiative. We are particularly excited by the proposed increased inclusion of pre-service teachers in future programming. We look forward to continuing to provide support for WHaLI as it expands the reach of its programming in the coming years.

Sincerely,



Elizabeth Birr Moje
Dean, George Herbert Mead Collegiate Professor of Education, and Arthur F. Thurnau Professor
School of Education
University of Michigan

The University of Michigan
202 S. Thayer Street
Ann Arbor, Michigan 48104-1608

Telephone: (734) 764-0314
Fax: (734) 936-2679

To: Samer Ali, Director
Center for Middle Eastern and North African Studies
The University of Michigan

Ann Arbor, April 30, 2018

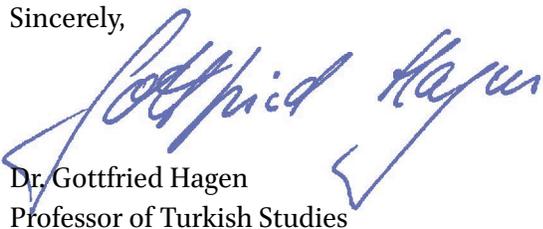
Dear Samer,

The Department of Near Eastern Studies (NES; soon-to-be Department of Middle East Studies) is looking forward to working with the Center for Middle Eastern and North African Studies (CMENAS) during the 2018-2022 funding cycle. We will be happy to support the mission of CMENAS as National Resource Center at multiple levels, in continuation of and in excess of successful practices in the past.

We are particularly excited by the new initiative to build capacity in the certification of secondary teachers of Arabic. We are looking forward to working with you and the World Languages Teacher Education Program in the School of Education to to increase enrollment in the program, train students in language pedagogy, and help them achieve the necessary proficiency level to teach with state certification.

NES commits to working with CMENAS on programming on campus and in community outreach. The NES curriculum continues to be available for CMENAS students at the undergraduate and graduate level. We are also pleased to support faculty recruited for CMENAS administrative positions.

Sincerely,



Dr. Gottfried Hagen
Professor of Turkish Studies
Chair, Department of Near Eastern Studies

May 1, 2018

To Whom It May Concern:

I have been asked by the University of Michigan's Center for Middle Eastern & North African Studies (CMENAS) to write a letter in support of their application for a Title VI grant, and I am delighted to do so. Last year, the CMENAS initiated conversations with Eastern Michigan University's Center for Jewish Studies, Department of English, and College of Health and Human Services to consider a number of possible paths for collaboration and intellectual exchange. Although the University of Michigan and Eastern Michigan University are less than ten miles apart, such collaborations have been few and far between—and this relationship therefore marks a ground-breaking prospect for both institutions. Whereas U of M is one of America's most respected elite, research institutions, EMU functions as a wonderfully diverse comprehensive university, a school of opportunity. (An MSI-eligible campus, EMU's percentage of African-American students for Fall semester 2017 was 17%; all other minorities together for Fall semester 2017 was 18%.) We are the largest teacher training school in the state, and have long been recognized as one of the most important centers for the education of educators in the nation. Our 20,000 students tend to remain in Michigan following graduation and therefore comprise a significant portion of the state's well-educated workforce. Partnership with the CMENAS provides us with unprecedented access to U of M faculty and programming, a monumental boon for our university.

Last semester the CMENAS invited Dr. Ellen Amster, Hannah Chair in the History of Medicine at McMaster University and author of *Medicine and the Saints: Science, Islam and the Colonial Encounter in Morocco, 1877-1956* (Austin: University of Texas Press, 2013), to speak at the University of Michigan. The CMENAS suggested EMU bring Dr. Amster to our campus as well. As part of her work on the history of biomedicine in global context, maternal and infant health, public health, and the body as the center of political sovereignty, Dr. Amster came to the EMU Student Center to talk about "Why is Anyone Anti-Vaccine? A History of Vaccination and Anti-Vaccination." In a time of extreme budget cutting and financial exigency, a lecture like this would have been nearly impossible for EMU to organize. Thanks to the collaboration with the CMENAS, it was an enormous success. Despite frigid conditions and the threat of a snowstorm that would, the next day, shut down both campuses, Dr. Amster spoke to more than 100 students, faculty, and members of the EMU community. There was an exciting question and answer period. Clearly, EMU was ready for such a partnership.

Martin B. Shichtman, 613K Pray-Harrold, Ypsilanti, MI 48197 • 734.487.0978 • Fax: 734.483.9744

We have already begun talking about the future of our collaboration. For the 2018-2019 academic year, we are planning one paired event—like the Amster lecture—for each semester. We would also like to strongly encourage cooperation among our students, creating joint events that would involve bussing EMU students to UM and vice versa, thus bringing our two demographics into contact and exchange while bridging class and ethnic lines of social difference.

Certainly the Title VI grant is important to U of M's CMENAS, but its influence extends well beyond Ann Arbor, and well beyond the University of Michigan's students. This grant will do much to help Eastern Michigan University, establishing a partnership that will provide enormous intellectual opportunities for our many constituencies.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Martin B. Shichtman". The signature is fluid and cursive, with a large initial "M" and "S".

Martin B. Shichtman
Director, Center for Jewish Studies
Professor, Department of English
Eastern Michigan University

MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

January 12, 2018

Center for Middle Eastern and North African Studies
Weiser Hall
500 Church Street, Suite 500
Ann Arbor, MI 48109

Dear Dr. Samer Ali,

This letter is to confirm the participation and support of the Midwest Institute Consortium (MIIE) for your University of Michigan, Center for Middle Eastern and North African Studies' Title VI proposal to the U.S. Department of Education for the 2018-2022 period.

Given our past successful collaboration, the colleges of the Midwest Institute Consortium welcome the opportunity to expand their international curriculum and provide professional support for their faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting several week-long workshops for community college faculty to develop curriculum modules for course-infusion, as well as provide professional development.

The Midwest Institute Consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

A handwritten signature in cursive script that reads "Theo S. Sypris".

Theo Sypris, Director

Appendix III-Performance Measures

2018-2022 Project Goal 1: Increase teaching capacity in and equal access to MENA fields at MSIs, community colleges, and K-12 schools.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
<i>Min. 1 / Max. 3</i>	<i>Min. 1/Max. 3</i>	<i>Min. 1/Max. 3</i>			BL	T1	T2	T3	T4
1. By the end of the 4-year grant cycle, increase by 10% of pre- and in-service teachers at U of Puerto Rico will have completed MENA content training at the UM-UPR Symposium.	1a. Each year, manage UPR infrastructure challenges and develop 1 UM-UPR Symposium to be organized live and broadcast via livestreaming to international audience.	1ai. Number of Symposiums organized, despite infrastructure challenges.	Annual	Institutional records including emails, itineraries, and programs.	1	1	1	1	1
	1b. Each year, recruit and hire MENA specific speakers to present at the UM-UPR Symposium.	1bi. Number of MENA-content speakers who participated.	Annual	Institutional records including trip reports, conference programs.	1	1	1	1	1
		1bii. Number of curriculum materials and resources shared publicly on the UM-UPR website.	Annual	UM-UPR website.	1	1	1	1	1
	1c. Each year, design a usable toolkit for teaching MENA content.	1ci. Percentage of teachers who “are likely to incorporate” educational toolkits into curriculum.	Annual	UPR surveys and focus groups.	0%	33%	33%	33%	33%

Appendix III-Performance Measures

2. By end of the 4-year grant cycle, 1 community college in the MIIIE-Consortium becomes a CMENAS partner and develops quality teaching capacity in International Education, namely MENA-related professional training, with experiential learning components in business, law enforcement, or refugee aid settings to prepare students for diverse careers.	2a. In the 1st year, contact at least 5 community colleges to develop partnership.	2ai. Number of community colleges contacted.	Year 1	MIIE institutional records, meeting notes, center records, etc.	0	5	NA	NA	NA
	2b. In the 2nd year, select 1 partner (College Team) and formalize an MOU.	2bi. Number of formal partnerships	Year 2	Institutional records including emails, meeting notes, trip reports, letters of support, and MOU.	0	NA	1	NA	NA
	2c. In the 2nd and 3rd years, develop a strategic plan that articulates timelines, goals, responsibilities for implementation.	2ci. Number of draft strategic plans developed with partner.	Years 2-3	Institutional records including emails, meeting notes and minutes.	0	NA	2	2	NA

Appendix III-Performance Measures

3. By the end of the 4-year grant cycle, increase by 10% the capacity of K-12 teachers to offer MENA area studies content and materials in their courses as result of participation in the WHaLI workshop.	3a. Each year, provide MENA-specific speakers to present at WHaLI.	3ai. Number of MENA-content speakers who participated.	Annual	Institutional records including workshop program.	0	1	1	1	1
	3b. Each year, share usable curriculum resources for teaching MENA content.	3bi. Percentage of teachers who “are likely to incorporate” MENA content and resources into their curriculum.	Annual	WHaLI participant survey.	0%	33%	33%	33%	33%

Appendix III-Performance Measures

Project Goal 2: Increase the number and diversity of students with MENA language and content expertise in areas of national need in gov't, business, education and non-profit sectors.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
<i>Min. 1 / Max. 3</i>	<i>Min. 1/ Max. 3</i>	<i>Min. 1/ Max. 3</i>			BL	T1	T2	T3	T4
1. By the end of the 4-year grant cycle, increase by 10% the number of undergraduate and graduate students enrolled in Armenian language and area studies curricula.	1a. Expand Armenian-language program to offer courses with 112 contact hours each AY at all levels concurrently.	1ai. 1 additional 1.0 FTE Armenian language instructor hired.	First Year & Annual	Institutional records, UM HR website.	0	1	1	1	1
		1aii. Number of students enrolled in Armenian language courses.	Annual	LSA course guide, enrollment records.	5	5	5	6	7
2. By the end of the 4-year grant cycle, increase by 5% opportunities for exposure to MENA area studies careers to meet USED national needs for UM students and FLAS recipients.	2a. Host and co-sponsor a minimum of 10 career events per year that highlight national need with emphasis on opportunities, career training, and skill building.	2ai. Number of career events hosted or co-sponsored annually.	Annual	Institutional records.	10	10	11	12	13

Appendix III-Performance Measures

	2b. Disseminate information in a newsletter about international career information sessions & recruiter visits to students interested in MENA (e.g., Department of State, NSA, CIA, NGOs).	2bi. Frequency of newsletters sent during the academic year.	Annual	Institutional records including email communications.	5	8	8	8	8
		2bii. Number of emails added to the CMENAS student listserv for MENA area studies careers.	Annual	Institutional records including email communications.	5	10	15	20	25
3. By the end of the 4-year grant cycle, at least 7 students will enroll in the SoE Arabic language teacher education program.	3a. Host info sessions about Arabic language teaching careers and job prospects twice AY.	3aii. Number of info sessions hosted.	Years 2-4	Institutional records, focus groups and surveys.	0	NA	2	2	3
	3b. Establish and coordinate a teacher-shadowing program at AAPS.	3bi. Number of school site visits	Years 2-4	Institutional records including emails, meeting notes, and classroom visit reports.	0	NA	4	4	4
		3bii. Number of students shadowing.	Years 2-4	Institutional records including emails and registration records.	0	NA	2	2	2

Appendix III-Performance Measures

2018-2022 Project Goal 3: Increase the quality, quantity, and diversity of MENA information and perspectives disseminated to the campus and general public.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
<i>Min. 1 / Max. 3</i>	<i>Min. 1/ Max. 3</i>	<i>Min. 1/ Max. 3</i>			BL	T1	T2	T3	T4
1. Over the course of the 4-year grant cycle, host at least 8 events for campus and general public (the Fall Colloquium Series, the Winter Lecture Series, and UM II Collaborative Conferences) during the academic year.	1a. Invite and select MENA experts from a wide range of academic and professional career paths and perspectives.	1ai. Number of guest lecturers presenting on MENA topics.	Annual	Institutional records including event announcements, website information, and newsletters.	8	8	8	8	8
	1b. Co-sponsor at least 5 MENA-related lectures and conferences with collaborative units on-campus, which are open to UM students/faculty and the general public.	1bi. Number of co-sponsored events with collaborative units, with MENA-related information open to students, faculty, and the general public.	Annual	Institutional records including event announcements, website information, and newsletters.	5	5	5	5	5
2. Over the course of the 4-year grant cycle, increase the MENA content knowledge of 72 Knight-Wallace journalist fellows through the MENA-SEA Journalism Seminar.	2a. Organize jointly with the Wallace House, 2 seminars on MENA content, for an international cohort of 18 journalists.	2ai. Number of seminars; number of topics addressed; number of topical stories written in media outlets.	Annual	Seminar records; email communications; follow-up/exit surveys	0	2	2	2	2

Appendix III-Performance Measures

Project Goal 4: Increase LCTL and area-studies training for faculty and instructors.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
<i>Min. 1 / Max. 3</i>	<i>Min. 1 / Max. 3</i>	<i>Min. 1 / Max. 3</i>			BL	T1	T2	T3	T4
1. Over the course of the 4-year grant cycle, at least 6 LCTL instructors will be trained in performance-based teaching.	1a. Fund language instructors' travel and participation in ACTFL OPI, and other professional training once a year.	1ai. Number of attending and presenting instructors	Annual	Email, meeting notes, registration records; workshop/conference programs; and trip reports.	0	1	1	2	2
2. Over the course of the 4-year grant cycle, at least 6 non-MENA faculty will participate in MENA professional-association workshops and conferences.	2a. Fund faculty travel and participation in MENA professional-association workshops and conferences once a year.	2ai. The number of faculty awardees/attendees.	Annual	Email, meeting notes, registration records, trip reports; course proposals and syllabi with MENA content.	1	1	1	2	2

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

Comprehensive National Resource Center

Undergraduate National Resource Center

Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$270,938; Year 2: \$271,026; Year 3: \$271,627; Year 4: \$271,752

FLAS Request

Year 1: \$366,000; Year 2: \$366,000; Year 3: \$366,000; Year 4: \$366,000

Type of Applicant

Single institution: Center for Middle Eastern and North African Studies at the University of Michigan

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

EUROPE

INTERNATIONAL

LATIN AMERICA and the CARIBBEAN

MIDDLE EAST

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, Uzbek

Statement on Encouraging Government Service

Center for Middle Eastern & North African Studies
University of Michigan

In the 2018-22 Title VI cycle, University of Michigan's Center for Middle Eastern & North African Studies will continue to supply qualified candidates for careers in government service, as defined by the U.S. Department of Education, and in areas of national need in the business, education, and nonprofit sectors. As Section C of our Narrative describes, we have a successful track record of doing so as an FAO Affiliate Center.

In particular, we will:

1. Support Middle East critical languages and strengthening UM capacities in Middle Eastern & North African Studies;
2. Recruit, train, and graduate talented students who wish to study critical languages and gain skills in area content;
3. Work with Rackham Graduate School initiatives to encourage students to explore a wide array of professional careers and trajectories;
4. Partner with professional schools, including those in law, business, and STEM fields, to produce graduates with advanced proficiency in MENA languages and area content;
5. Encourage study abroad programs in diverse fields and to a wide variety of countries;
6. Continue to recruit Foreign Area Officers and Foreign Service Officers and accommodate their timeline for degree completion;
7. Expand our alumni network to connect students and graduates to alumni in areas of national need;
8. Leverage the potential of new media to disseminate information about career opportunities, such as livestreaming events, and using videoconferencing technology;
9. Provide career support services for students by hosting job fairs and regularly posting job announcements through center email, weekly bulletins, newsletters, and social media;
10. Work with the International Institute and other UM units in the International Career Pathways Network, which brings UM students together with educators and employers to explore pathways to international careers, including hosting an International Opportunities Fair each year with over 100 participating organizations.

Position Descriptions

Armenian Lecturer	2
MENA-SEA K-14 Community Outreach Coordinator	3
UPR Outreach Assistant	5
Student Office Assistants and Temporary Staff	6
Student Outreach Assistants	7
WHaLI Teaching Assistant	8
SoE Arabic Teacher Preparation Student Assistant	9

Armenian Lecturer

The Armenian Language Lecturer will teach three courses per term, or 10-12 contact hours per week.

Roles and responsibilities:

- Teach Elementary and Intermediate level Western Armenian courses
- Teach a third course in advanced Western Armenian, to be alternated with Eastern Armenian, Language Pedagogy or Applied Linguistics, as well as introductory courses in Armenian literature and culture
- Work closely with the holder of the Marie Manoogian Chair of Armenian Language and Literature in order to establish a comprehensive curriculum of Armenian Studies
- Work effectively with peers and coordinators to promptly respond to student needs

Required skills and competencies:

- Native or ACTFL Superior-level proficiency in Western Armenian
- Possess advanced degree in an appropriate discipline (Foreign Language Teaching, or Armenian Studies, M.A., Ph.D. preferred)
- Possess language teaching experience at the university or college level
- Possess experience in all aspects of classroom instruction, including the development or revision of course syllabi, assignments, and exams

Desired Skills and Competencies:

- Strong background in pedagogy of language instruction
- Demonstrated understanding of and ability to use a proficiency-based, communicative methodology in the classroom
- Experience in enhancing the cognitive abilities and intellectual curiosity of undergraduate students, in each of the four core aspects of language education (listening, speaking, reading, and writing)

Full/Part Time: Full-time

Salary: Starting salary of \$50,000 for 1.0 FTE.

MENA-SEA K-14 Outreach Coordinator

The MENA-SEA K-14 Outreach Coordinator at the Center for Middle Eastern and North African Studies and the Center for Southeast Asian Studies (CSEAS) will coordinate educational programs for K-12 teacher training, collaborate with Minority Serving Institutions (MSIs) and community colleges, and manage public engagement.

Roles and responsibilities:

The K-14 Outreach Coordinator will be responsible for managing the following programs:

MENA-SEA Teacher Training Program

- Design, plan, and execute a 10 month teacher training program with monthly teacher training workshops
- Coordinate with CSEAS to design comparative case studies and lesson plans
- Prepare and submit the SCECH (State and Continuing Clock Hours) application to the Michigan Department of Education (MDE)
- Manage SCECH registration for teachers and report to MDE
- Communicate with school principals to nominate eligible teachers
- Archive curriculum and materials for dissemination to educators statewide

MENA-SEA K-12 Annual Workshop

- Collaborate with K-12 outreach staff and UMMA to plan and execute annual joint teacher workshop
- Prepare and submit the SCECH application to the Michigan Department of Education (MDE)
- Manage SCECH registration for teachers and report to MDE
- Archive educator resources and disseminate to the public
- If necessary, acquire licenses to publish copyrighted material

Knight-Wallace Journalism Seminars

- Communicate and collaborate with the Wallace House
- Design, plan and execute biannual seminars
- Select area studies experts to present content material

SoE Arabic Teacher Preparation Liaison

- Maintain active communication between the SoE and the Department of Near Eastern Studies (DNES)
- Brief departments on findings of Arabic needs assessment in Michigan public schools
- Manage Arabic Teacher Preparation Student Assistant and assign relevant tasks

Program Evaluation

- Collect and archive quantitative and qualitative data from CMENAS-sponsored events (number of pre-registrants, number of attendees, etc.)
- Analyze data to determine program effectiveness over time, using Microsoft Excel or statistical software such as STATA

Required skills and competencies:

- Bachelor's Degree in Middle Eastern and North African Studies (or a related field)
- Two years of experience in the field(s) of outreach, communications, and/or administration
- Strong organizational skills
- Strong communication skills in English and (preferably) a Middle Eastern or North African language
- Skill in building and managing relationships with multiple constituencies
- Ability to self-start
- Ability to manage multiple projects at once in a fast-paced environment
- Experience working with websites and social media
- Willingness to collaborate with community partners on initiatives
- Demonstration of ability to work as a strong team member

Full/Part Time: Full-time

Salary: Starting salary at \$45,000 for 1.0 FTE.

PLEASE NOTE: This position is a split Title VI position between CMENAS and CSEAS, to work on shared and Center specific programs funded through a Title VI award. 50% of the Outreach Coordinator's work (20 hours a week) will be dedicated to CMENAS and the other 50% (20 hours a week) will be dedicated to CSEAS.

UPR Outreach Assistant

The UPR Outreach Assistant will work closely with the five National Resource Centers (NRCs) at the University of Michigan to plan and manage logistical needs related to the annual University of Michigan (UM)-University of Puerto Rico (UPR) Symposium.

Roles and responsibilities:

- Assist the UM NRCs with the UM-UPR Symposium planning process
- Develop and maintain partnerships with the Center for Education Design, Evaluation, and Research (CEDER), and the University of Puerto Rico (UPR)
- Manage logistics associated with planning the annual UM-UPR Symposium
- Manage and coordinate domestic travel for symposium participants and all Puerto Rico travel logistics (requires travel)
- Maintain the UM-UPR website of bilingual instructional materials
- Translate educator toolkits from English to Spanish

Required skills and competencies:

- Possess or be pursuing an undergraduate or graduate degree
- Have some familiarity or interest in global education at the K-12 level
- Demonstrated interest in outreach endeavors
- Detail-oriented
- Experience in administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively within an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite
- Fluency in English and Spanish

Full/Part Time: This is a full-time position, with .5 FTE dedicated to UPR; the remaining .5 FTE will be the Latin American and Caribbean Studies Outreach Coordinator.

Salary: Starting salary between \$35,000 - \$45,000 for 1.0 FTE.

Student Office Assistants and Temporary Staff

CMENAS Student Office Assistants and Temporary Staff will be responsible for supporting the day-to-day activities of the Center and assisting full-time staff members with Center projects.

Roles and responsibilities:

- Assist full-time CMENAS staff with general operations of the Center
- Event preparation and logistics
- Social media and public relations
- Development and fundraising
- Program evaluation and data-entry
- Assist staff with writing, editing, and publishing the biannual CMENAS newsletter
- Maintain files and records
- Coordinate Center mailings
- Assist with set-up and take-down of Center events
- Assist with logistical coordination for CMENAS guests
- Assist with weekly CMENAS e-newsletter
- Other duties as assigned

Required skills and competencies:

- Possess or be pursuing an undergraduate or graduate degree
- Familiarity or interest in the Middle East and North Africa region
- Detail-oriented
- Experience handling administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively with in an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite

Full/Part Time: Part-time

Salary: \$12/hour for undergraduate students and \$16-\$18/hour for graduate students.

Student Outreach Assistants

The Student Outreach Assistants will assist in the development and maintenance of relationships between student organizations on campus, the undergraduate and graduate cohorts of the Center, and local community organizations, businesses, and K-14 educational institutions.

The Student Outreach Assistant will have the following roles and responsibilities:

- Work with the MENA-SEA K-14 Outreach Coordinator in assigned duties
- Provide support for the MENA-SEA Teachers Training Program, the MENA-SEA K-12 Annual Workshop, K-14 Outreach, and Curriculum Development initiatives
- Run and plan outreach sessions, along with necessary logistics
- Maintain all K-14 resources on the CMENAS website and updating them as necessary

The Student Outreach Assistant will have the following skills and competencies:

- Possess or be pursuing an undergraduate or graduate degree
- Have some familiarity or interest in the Middle East and North Africa region
- Demonstrated interest in outreach endeavors
- Detail-oriented
- Experience handling administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively with in an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite

Full/Part Time: Part-time

Salary: \$12/hour for undergraduate students and \$16-\$18/hour for graduate students.

WHaLI Student Assistant

The World History and Literature Initiative (WHaLI) Student Assistant will work with the CMENAS Outreach Coordinator and the University of Michigan School of Education to plan and execute the annual WHaLI conference.

Roles and responsibilities:

- Schedule and coordinate speakers
- Track registration and manage logistics, including technology and workshop needs
- Maintain communication with participants before, during and after the conference
- Prepare and submit the SCECH application to the Michigan Department of Education (MDE)
- Manage SCECH registration for teachers and report to MDE
- Collect relevant pedagogical resources and research relevant scholarly articles on the workshop topics
- Disseminate workshop flyers and manage publicity
- Coordinate with Grand Valley State U (GVSU) to livestream the three-day workshop to teachers in western Michigan
- Hire a facilitator at the remote site to lead breakout sessions and exercises
- Recruit and pair beginning teachers with veteran teachers around “intergenerational” WHaLI activities
- Freely publicize WHaLI resources to all educators and the general public via Creative Commons Licensing, and grant access for WHaLI participants to the resource archive
- Livestream content to recruit teachers from Greater Detroit, MSI teacher-training programs (e.g. UPR and EMU), and two-year colleges (e.g. HFC)
- Maintain appropriate workshop records, documents, and files for future use

Required Skills and competencies:

- Possess or be pursuing an undergraduate or graduate degree
- Have some familiarity or interest in the international affairs and K-12 education
- Demonstrated interest and skill in outreach endeavors
- Detail-oriented
- Experience handling administrative positions and functioning as part of a team
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively with in an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite

Full/Part Time: Part-time

Starting Salary: \$20/hour for 50 hours of work between January through June.

School of Education (SoE) Arabic Teacher Preparation Student Assistant

The SoE Arabic Teacher Preparation Student Assistant will assist the Lead Faculty for World Languages Teacher Education with research and data analysis regarding Arabic Teacher Certification.

Roles and responsibilities:

- Research the current status of Arabic certification programs nation and state wide
- Work with the Arabic language program on campus to determine current student demographics
- Create outreach and advertising strategies geared towards the campus community around opportunities to pursue Arabic teacher certification
- Obtain state level data from the Michigan Department of Education regarding the status and the design of all current Arabic teacher education programs in Michigan
- Obtain district level data to determine the number of Arabic teachers in the state, including their teacher education experiences as well as current certification status
- Analyze state and national data to assist in determining programmatic design

Required skills and competencies:

- Possess or be pursuing an undergraduate or graduate degree
- Have some familiarity or interest in the Arabic language instruction and/or K-12 education
- Ability to perform qualitative and quantitative research and analysis
- Detail-oriented
- Ability to take initiative and work independently
- Ability to work effectively and collaboratively in an academic environment
- Strong planning and organizational skills
- Excellent written and verbal communication and interpersonal skills
- Familiarity with University policies and procedures
- Ability and skill in using Microsoft Office Suite, including Microsoft Word and Excel

Desired skills and competencies

- Experience and skill in using statistical software such as STATA or a similar program for quantitative research purposes

Full/Part Time: Part-time

Salary: \$20/hour for 270 hours starting September through August.

APPENDIX I: BIOGRAPHIES

Biographies are listed in alphabetical order; below is an index of faculty and staff based on departmental or school affiliation

Center Staff

Samer M. Ali, Director	1
Ryan Szpiech, Associate Director	2
Nataša Gruden-Alajbegović, Manager	68
Jessica Hill Riggs, Program Manager	69

The following is a list of center faculty by disciplines, with current rank and tenure status (T = tenured; TT = tenure track; NT = non-tenure track; L = limited term contract; V = non-tenure track visitor). The percentage of time devoted to Middle Eastern and North African area teaching, research, and student advising follows the tenure status abbreviation.

Program in American Culture

Evelyn Alsultany, Associate Professor (T)	5
Charlotte Karem Albrecht, Assistant Professor (TT)	29
Su'ad Abdul Khabeer, Associate Professor (T)	30
Nancy A. Khalil, Assistant Professor (TT)	30
Matthew Stiffler, Lecturer (NT)	55

Department of Anthropology

Yasmin Moll, Assistant Professor (TT)	40
Andrew Shryock, Professor (T)	53
Rose Wellman, Assistant Professor (TT)	62
Henry T. Wright, Professor (T)	64

Penny W. Stamps School of Art and Design

Osman Khan, Associate Professor (T)	31
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Stephen M. Ross School of Business

Aaron C. Ahuvia, Professor (T)	3
Norman Bishara, Associate Professor (T)	10
Nejat Seyhun, Professor (T)	52

Department of Classical Studies

Aileen Das, Assistant Professor (TT)	16
Benjamin Fortson, Professor (T)	20
Sharon Herbert, Professor (T)	26
Lisa Nevett, Professor (T)	42

Christopher Ratté, Professor (T)	46
David Stone, Lecturer (NT)	56
Arthur Verhoogt, Professor (T)	60

Department of Communications

Muzammil Hussain, Assistant Professor (TT)	28
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Program in Comparative Literature

Ruth Tsoffar, Associate Professor (T)	59
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School of Education

Jeffrey Stanzler, Lecturer (NT)	55
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Department of English

Sara Blair, Professor (T)	10
Walter Cohen, Professor (T)	13
Aliyah Khan, Assistant Professor (TT)	31
Mary Jo Kietzman, Associate Professor (T)	32
Julian Levinson, Associate Professor (T)	34
Khaled Mattawa, Professor (T)	36
Eileen Pollack, Professor (T)	45

Department of Foreign Languages and Literatures

Rifaat Dika, Lecturer (NT)	17
Farah Kawtharani, Assistant Professor (TT)	29

Department of History

Hakem Al-Rustom, Assistant Professor (TT)	5
Cameron Amin, Professor (T)	6
Joshua Cole, Professor (T)	13
Juan R. I. Cole, Professor (T)	14
Hussein Fancy, Associate Professor (T)	19
Sally Howell, Associate Professor (T)	27
Rudi Paul Lindner, Professor (T) Emeritus	35
Ian Moyer, Associate Professor (T)	41
Douglas Northrop, Professor (T)	43
Vahe Sahakyan, Researcher (NT)	49
Ara Sanjian, Associate Professor (T)	50
Scott Spector, Professor (T)	54
Melanie Tanielian, Associate Professor (T)	57
Jeffrey Veidlinger, Professor (T)	59
Rudolph Ware, Associate Professor (T)	61

Department of History of Art

Christiane Gruber, Associate Professor (T)	23
Margaret C. Root, Professor (T) Emeritus	48

Department of Judaic Studies

Devi Mays, Assistant Professor (TT)	36
Joshua Miller, Associate Professor (T)	38
Deborah Moore, Professor (T)	40
Rachel R. Neis, Associate Professor (T)	42
Anita Norich, Professor (T)	43
Bryan Roby, Assistant Professor (TT)	48
Ryan Szpiech, Associate Professor (T)	2
Rebecca Wollenberg, Assistant Professor (TT)	64

Institute for Social Research

Arland Thornton, Research Professor (T)	58
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School of Law

Monica Hakimi, Professor (T)	24
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Library

Eryn Kropf, Librarian (NT)	66
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Program in Linguistics

Jeffrey Heath, Professor (T)	25
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School of Medicine

Sofia Merajver, Professor (T)	37
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School of Music, Theatre, & Dance

Meilu Ho, Professor (T)	26
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Department of Near Eastern Studies

Behrad Aghaei, Lecturer (NT)	3
Wijdan Al-Sayegh, Lecturer (NT)	4
Mohammad T. Alhawary, Professor (T)	4
Samer M. Ali, Associate Professor (T)	1
Levana Aronson, Lecturer (NT)	6
Kathryn Babayan, Associate Professor (T)	7
Kevork Bardakjian, Professor (T)	7
Carol Bardenstein, Associate Professor (T)	8
Maya Barzilai, Associate Professor (T)	8
Gary Beckman, Professor (T)	9

Tara Beebani, Lecturer (NT)	9
Gabriele Boccaccini, Professor (T)	11
Michael Bonner, Professor, (T)	11
Erdem Cipa, Associate Professor (T)	12
Jay C. Crisostomo, Assistant Professor (TT)	15
Cameron Cross, Assistant Professor (T)	15
Katherine Davis, Lecturer (NT)	16
Yaron Eliav, Associate Professor (T)	18
Geoff Emberling, Assistant Research Scientist (NT)	18
Marjorie Fisher, Adjunct Assistant Professor (NT)	20
Elliot Ginsburg, Associate Professor (T)	21
Gottfried Hagen, Professor (T)	23
Ehud Har-Even, Lecturer (NT)	24
Alexander Knysh, Professor (T)	32
Trevor J. LeGassick, Professor (T)	33
Anthony Meyer, Lecturer (NT)	37
Piotr Michalowski, Professor (T) Emeritus	38
Amina Mohamed, Lecturer (NT)	39
Ellen Muehlberger, Associate Professor (T)	41
Michael Pifer, Lecturer (NT)	44
Shachar Pinsker, Associate Professor (T)	45
Adi Raz, Lecturer (NT)	46
Liana Reading, Lecturer (NT)	47
Janet Richards, Professor (T)	47
Ilan Rosenberg, Lecturer (NT)	49
Brian Schmidt, Professor (T)	51
Nilay Sevinc, Lecturer (NT)	52
Anton Shammas, Professor (T)	53
Driss Soulaïmani, Lecturer (NT)	54
Ana Vinea, Assistant Professor (TT)	60
Paula Weizman, Lecturer (NT)	62
Terry G. Wilfong, Professor (T)	63
Norman Yoffee, Professor (T) Emeritus	65

Department of Political Science

Zvi Gitelman, Professor (T)	21
Daniel Hummel, Assistant Professor (TT)	27
Pauline Jones, Professor (T)	28
Ronald Stockton, Professor (T)	56
Mark Tessler, Professor (T)	57

School of Public Health

Mark L. Wilson, Professor (T)	63
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Gerald R. Ford School of Public Policy

John Ciorciari, Associate Professor (T)	12
Melvyn Levitsky, Professor (T)	34
Susan Waltz, Professor (T)	61

Residential College

Sascha Crasnow, Lecturer (NT)	14
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Department of Romance Languages and Literature

Frieda Ekotto, Professor (T)	17
Jarrold Hayes, Professor, (T)	25
Karla Mallette, Professor (T)	35

Department of Slavic Languages and Literatures

Mikhail Krutikov, Professor (T)	33
Benjamin Paloff, Associate Professor (T)	44
Jindrich Toman, Professor (T)	58

School of Social Work

Karla Goldman, Professor (T)	22
Alice Mishkin, Lecturer (NT)	39

Department of Sociology

Kathryn Schellenberg, Associate Professor (T)	50
David Schoem, Adjunct Associate Professor (NT)	51

Department of Women's Studies

Amal Fadlalla, Associate Professor (T)	19
Fatma Müge Göçek, Professor (T)	22

International Institute Staff

Ashley Bates, Project and Administrative Coordinator	67
Julie Burnett, Academic Services and FLAS Coordinator	67
Folaké Graves, Undergraduate Academic Advisor	68
Sarah Pattinson, Academic Services Manager	69
Sofia Rosenberg, Undergraduate Academic Advisor	70
Kelsey Szpara, Undergraduate Academic Advisor	70
Evan Vowell, Evaluation and Collaborative Outreach Assistant	71

Other UM Collaborators & External Consultants

Robert Bain, Associate Professor, Education	72
Christi-Anne Castro, Associate Professor, Musicology	72
Maria J. Coolican, Clinical Assistant Professor, Education	73
Darin Stockdill, Instructional and Program Design Coordinator, Education	73
Juan Hernandez, UM-UPR Project Consultant, History	74
Theo S. Sypris, Director of MIIIE, International Studies	74
Karin Tice, President, Formative Evaluation Research Associates, Inc.	75

ALI, SAMER, Associate Professor, Near Eastern Studies, Tenured and Director, Center for Middle Eastern and North African Studies

Education: B.A., University of Chicago, 1990; M.A., University of Utah, 1997; Ph.D., Indiana University, 2002

Academic Experience: Visiting Lecturer, Free University Berlin, 2000-2001; Assistant/Associate Professor, University of Texas at Austin, 2001-2015; Associate Professor, University of Michigan, 2015-present

Overseas Experience: Egypt, Morocco, Germany, Turkey, Jordan, Syria, Israel, West Bank, Argentina, Kuwait

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), Persian (3), French (3), Spanish (3), German (3), Biblical Hebrew (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Arabian Nights; Comparative Perspectives on the Middle East and North Africa; Peace and Nonviolence in Islamic Cultures; Islamic Law/Shariah)

Research and teaching specializations: Historiography of Early Islam, Islamic Studies, Arabic Literature and Culture

Recent Publications in the last 5 years: 1

(including: "Literary Salons," *Oxford Encyclopedia of Islam and Women*, 2013; "Medieval Court Poetry," *Oxford Encyclopedia of Islam and Women*, 2013; "Boon Companion," *Encyclopedia of Islam*, 2011; *Arabic Literary Salons in the Islamic Middle Ages: Poets, Public Performance and the Presentation of the Past*, University of Notre Dame Press, 2010; "Early Islam-Monothemism or Henotheism? A View from the Court," *Arabic Literary Thresholds: Sites of Rhetorical Turn in Contemporary Scholarship*, 2009; "The Rise of the Abbasid Public Sphere: The Case of al-Mutanabbi and Three Middle Ranking Patrons." *Al-Qantara: Revista de estudios árabes, Special Issue on Patronage in Islamic History*, 2008; "Early Islam-Monothemism or Henotheism? A View from the Court," *Journal of Arabic Literature*, 2008; "Singing Samarra (861-956): Poetry and the Burgeoning of Historiography upon the Murder of al-Mutawakkil," *Journal of Arabic and Islamic Studies*, 2006; "Reinterpreting al-Buhturi's Iwan Kisra Ode: Tears of Affection for the Cycles of History," *Journal of Arabic Literature*, 2006; "Al-Buhturi," *Dictionary of Literary Biography: Arabic Literary Culture, 500-925 AD*, 2005; *The CALICO Journal: Special Issue on Hebrew and Arabic*, 2004; "Praise for Murder?: Two Odes by al-Buhturi surrounding an Abbasid Patricide," *Writers and Rules: Perspectives on Their Relations from Abbasid to Safavid Times*, 2004)

Distinctions: Trained tester in Oral Proficiency Interview Certification, American Council on the Teaching of Foreign Languages, 1997-2014; Fulbright-Hays Doctoral Dissertation Research Abroad Program, 1998-1999; Fulbright Hays Faculty Research Program, 2004-2005; Council on International Exchange of Scholars Grant, Department of State, 2009-2010; Weiser Faculty Grant, 2016; Associate Professor Support Fund, 2016-2017; Community Leadership Award, Big Ihtifal, University of Michigan, 2017

Number of dissertations/theses involved with in the past 5 years: 7

SZPIECH, RYAN, Associate Professor, Judaic Studies, Tenured and Associate Director, Center for Middle Eastern and North African Studies

Education: B.A., University of Illinois-Urbana-Champaign, 1995; M.A., Comparative Literature, University of Illinois-Urbana-Champaign, 1997; M.A., Spanish, Yale University, 2002; M.Phil., Yale University, 2004; Ph.D., Yale University, 2006

Academic Experience: Visiting Lecturer, University of Barcelona, 1998-1999; Assistant Professor, Beloit College, 2006-2007; Assistant/Associate Professor, University of Michigan 2007-present

Overseas Experience: Spain, Egypt

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (5), French (3), Arabic (2), German (1), Catalan (2), Portuguese (1), Latin (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (From the Cid to Cide Hamete: Representations of Muslims in Medieval and Early-Modern Iberian Literatures; Medieval Frame-Tale Narratives; Jews, Christians, and Muslims in Medieval Iberia; Conversion and *Conversos* in Fifteenth-Century Iberian Literature)

Research and teaching specializations: Medieval Iberian Literatures, Sephardic Studies, Medieval Islam

Recent Publications: 16

(including: "Roman Marti's New Testament Citations in Hebrew: A Transcription and Further Observation," *Ramon Marti's Pugio Fidei: Studies and Texts*, 2017; "Conversion as a Historiographical Problem: The Case of Zoraya/Isabel de Solis." *Contesting Inter-Religion Conversion in the Medieval World*, 2017; "A Witness of Their Own Nation: On the Influence of Juan Andres." *After Conversion: Iberia and the Emergence of Modernity*, 2016; "Translating Between the Lines: Medieval Polemic and Romance Bibles," *Medieval Encounters*, 2016; "Testes sunt ipsi, testis et erroris ipsius magister: El musulmán como testigo en la polémica cristiana medieval," *Medievalia*, 2016; *Medieval Exegesis and Religious Difference: Commentary, Conflict, and Community in the Premodern Mediterranean*, Fordham University Press, 2015; "From Founding Father to Pious Son: Filiation, Language, and Royal Inheritance in Alfonso X, the Learned," *Interfaces: A Journal of Medieval European Literatures*, 2015; "The Art of Amazement: Wonder and Fictionality in Ramon Llull's *Vita coetanea* (1311)," *Butlletí de la Reial Acadèmia de Bones Lletres de Barcelona*, 2015-2016; "A Sea of Stories: Writings and Reflections in Honor of María Rosa Menocal," *La Corónica*, 2014; "La disputa de Barcelona como punto de inflexión," *Studia Lulliana*, 2014; "Cracking the Code: Reflections on Manuscripts in the Age of Digital Books," *Digital Philology: A Journal of Medieval Cultures*, 2014; "The Aura of an Alphabet" Interpreting the Hebrew Gospels in Roman Mari's *Dagger of Faith* (1278)," *Numen: International Review for the History of Religions*, 2014)

Distinctions: European Research Council Starting Grant, 2008-2012; Hunting Family Faculty Fellow, Institute for the Humanities, University of Michigan, 2009-2010; La Corónica International Book Award, 2015; Spanish Ministry of Education Grants, 2016; Head Fellow, Frankel Center for Judaic Studies Fellowship, University of Michigan, 2018-2019

Number of dissertations/theses involved with in the past 5 years: 8/6

AGHAEI, BEHRAD, Lecturer II in Persian, Near Eastern Studies, Non-Tenure-Track

Education: B.A., Allame Tabatabaei University, 1989; M.A., Allame Tabatabaei University, 1993; Ph.D., Persian Studies, University of Texas at Austin, 2005

Academic experience: Teaching Assistant at University of Texas, 2002-05; Lecturer I to Lecturer II, University of Michigan, 2005-present

Overseas experience: Iran

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Persian (5), Arabic (3), Turkish (2), Dari (4), Tajiki (4), Kurdish (3)

Language pedagogy training: Training as teaching assistant for Mohammad Ghanoonparvar at the University of Texas at Austin (who developed ACTFL guidelines for Persian w/ M. Marashi, University of Utah, and G. Windfuhr, University of Michigan)

Percentage of instructional content area expertise: 100%

Area courses taught: 3 (Elementary and Intermediate Persian; Modern Persian Fiction)

Research and teaching specialization: Syntax and morphology, Iranian linguistics

Distinctions: Instructional Support Services Faculty Project Grant, 2017-2018

Recent publications: 1

(including: *A Persian Mosaic, Essays on Persian Language, Literature, and Film in Honor of M.R. Ghanoonparvar*. eds. Aghaei, Behrad and M.M. Khorrami. Bethesda: Ibex Publishers, 2015)

Number of dissertations/theses involved with in the past 5 years: 0

AHUVIA, AARON C., Professor, Business, Tenured

Education: B.A., University of Michigan, 1985; M.B.A, Northwestern University, 1988; Ph.D., Northwestern University, 1993

Academic Experience: Assistant Professor, University of Michigan-Ann Arbor, 1993-1999; Professor, University of Michigan-Dearborn, 1999-present

Overseas Experience: Oman, Morocco, Israel, Kazakhstan, Yemen, Libya, Jordan

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*): --

Percentage of instructional content area expertise: 15%

Area Courses Taught: --

Research Interests/Fields of Specialization: Consumer interests, marketing, branding

Recent Publications: 10

(including: "Consumption, Income, and Happiness." *The Cambridge Handbook of Psychology and Economic Behavior*, Cambridge University Press, 2017; "Brand Love: Development and Validation of a Practical Scale," *Marketing Letters*, 2016.)

Distinctions: US Government Middle East Policy Initiative Grant, 2006-2009; Runner-Up for Harold H. Maynard Award, Journal of Marketing, 2012; Distinguished Performance in Research Award, University of Michigan-Dearborn, 2015

Number of dissertations/theses involved with in the past 5 years: --

AL-SAYEGH, WIJDAN, Lecturer I in Arabic, Near Eastern Studies, Non-Tenure Track

Education: B.A., Salah al-Din University, 1989; M.A., Mosul University, 1992; Ph.D., Mosul University, 1995

Academic Experience: Visiting Lecturer, Henry Ford Community College, 2010-2011; Foreign Language Instructor, Washtenaw Community College, 2010; Associate Professor, Dhamar University 2000-2008; Arabic Department Chair, Dhamar University, 2000-2004; Instructor, Jarash University, 2000

Overseas Experience: Jordan, Yemen, Iraq

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5)

Language Pedagogy Training: --

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Intermediate Arabic, Advanced Media Arabic, Advanced Conversation, and Composition Arabic)

Research Interests/Fields of Specialization: Arabic Literature, Feminist Studies, Arabic Language

Recent Publications: --

Distinctions: Laureate of Women's Literary Creation, Sharja, 1998; Al-Alif Cultural Award for Literature, San'a, 2003

Number of dissertations/theses involved with in the past 5 years: 0

ALHAWARY, MOHAMMAD T., Professor, Near Eastern Studies, Tenured

Education: B.A., University of Damascus, 1989; M.A., California University of Pennsylvania, 1993; M.S., Georgetown University, 1996; Ph.D., Georgetown University, 1999

Academic Experience: Associate Professor, University of Michigan, 2010-2017; Assistant/Associate Professor, University of Oklahoma, 2001-2010; Lecturer, American University, 1999-2001

Overseas Experience: Syria

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5)

Language Pedagogy Training: ACTFL OPI Certification

Percentage of instructional content area expertise: 100%

Area Courses Taught: 7 (Classical Arabic Grammar; Arabic Second Language Acquisition; Arabic-English Translation; Advanced Arabic; Arabic Syntax and Semantics; Intermediate Arabic; Intensive Beginning Arabic)

Research Interests/Fields of Specialization: Arabic Language, Arabic Education

Recent Publications: 4

(including: *Excel in Arabic: A Textbook for Beginner and Intermediate Students of Arabic; Arabic Grammar in Context*, Routledge Press, 2016; "Arabic second language acquisition of agreement features Chinese and Russian speakers: Findings and Implications," *Proceedings on King Saud University Conference on Modern Trends in Teaching Arabic as an L2*, King Saud University Press, 2014.)

Distinctions: Outstanding Achievement Award for Teaching, Middle East Institute, 1997-2001; Language Flagship Grant, 2008-2011; Professor Support Fund, University of Michigan, 2014-2016

Number of dissertations/theses involved with in the past 5 years: 3

AL-RUSTOM, HAKEM, Assistant Professor, History, Tenure Track

Education: B.Sc., Dalhousie University, 1999; B.A., Dalhousie University, 2001; M.Sc., London School of Economics, 2002; Ph.D., London School of Economics, 2013

Academic Experience: Visiting Lecturer, American University in Cairo, 2011; Lecturer/Assistant Professor, University of Michigan, 2012-present

Overseas Experience: Egypt, Turkey, United Kingdom

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), French (4), Turkish (3), Ottoman Turkish (2), Greek (2)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (History, Memory, and Silence; From Natives to Foreigners: Armenians in Turkey and the Diaspora; Christians of the Middle East: the Armenian Experience)

Research and Teaching Specialization: Silences and Absences, the state indigeneity, displacement, migration, Middle East, Balkans, Post-Ottoman societies, Modern Armenians, Turkey, France

Recent Publications: 1

(including: "Rethinking the 'Post-Ottoman': Anatolian Armenians as an Ethnographic Perspective," *Anthropology of the Middle East*, 2015.)

Distinctions: Excellence in Radio Programming Award, National Community Radio Association of Canada, 1998; Graduate Scholarship, Armenian General Benevolent Union, 2008-2011; Study Grant, British Institute in Ankara, 2009; Graduate School Research Studentship, 2009; Global Public Policy Network and Erasmus Grant, Science Po, 2011; Ph.D. Award for Middle East Studies, London School of Economics, 2011; Mellon Grant, 2014-2016; Alex Manoogian Professorship, 2016; Mellon Grant, 2017; Faculty Fellow, Eisenberg Institute for Historical Studies, 2017-2018; Mellon Grant, 2017-2020

Number of dissertations/theses involved with in the past 5 years: 11

ALSULTANY, EVELYN, Associate Professor, American Culture, Tenured

Education: B.A., University of Michigan, 1995; M.A. The New School, 1998; Ph.D., Stanford University, 2005

Academic Experience: Assistant/Associate Professor, University of Michigan, 2005 –present; Visiting Lecturer, University of Michigan-Dearborn, 2004-2005

Overseas Experience: --

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (4), French (3)

Percentage of instructional content area expertise: 20%

Area Courses Taught: 3 (Media portrayal of Arabs; Perspectives on 9/11; Race and Mixed-Race)

Research and teaching specializations: Arab American Studies, Race and Ethnicity, and Media Representations and Popular Culture

Recent Publications: 5

(including: "Arab Americans, Arabs, Muslims," *Routledge Companion to Media and Race*, Routledge, 2017; "Arabs and Muslims in the U.S.-American Media Before and After 9/11," *Media and Minorities*, Vandenhoeck & Ruprecht, 2016; *Between the Middle East and the Americas; The Cultural Politics of Diaspora*, University of Michigan Press, 2014.)

Distinctions: Michigan Scholar Award, 1991-1995; Distinguished Service Award, Radius of Arab American Writers, 2007; Faculty Fellow for Arts of Citizenship, University of Michigan, 2008-2009; Jack G. and Bernice Shahen Achievement Award, Arab-American Anti-Discrimination Committee, 2012; Evelyn Shakir Non-Fiction Award, Arab American National Museum, 2012; Phi Kappa Phi, University of Michigan 2015; Arthur F. Thurnau Professorship, 2017

Number of dissertations/theses involved with in past 5 years: 12/2

AMIN, CAMRON, Professor, History, Tenured

Education: B.S., University of Illinois at Urbana-Champaign, 1988; Ph.D., University of Chicago, 1996

Academic Experience: Visiting Instructor/Professor, North Central College, 1992-1997; Assistant/Associate/Full Professor, University of Michigan-Dearborn, 1997-present

Overseas Experience: United Kingdom, Canada, Israel

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Persian (5), Turkish (4), Arabic (4)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 8 (Islamic Movements in the Middle East; Women and Islam in Middle Eastern History to 1900; The Ottoman Empire in 19th Century; The Middle East From the Rise of Islam to 1800 CE; The Modern Middle East; The United States in the Middle East; Feminism in the Modern Middle East; Culture and History in Modern Iran)

Research and Teaching Specialization: Religion, Iranian politics and society, Middle Eastern Politics

Recent Publications: 9

(including: "Gender, Madness, Religion, and Iranian-American Identity: Observations on a 2006 Murder Trial in Williamsport, Pennsylvania," *Social Sciences*, 2017; "Surveying the 'Sheikhdoms' of the Persian Gulf, 1966-1973: Newspaperman 'Abbas Mas'udi and the Construction of Iranian Nationalism in Foreign Policy," *Constructing Nationalism in Iran: From the Qajars to the Islamic Republic*, 2017; "Science and Literary Soundscapes, Neuroscience and Oral History: Research notes from Iranian Studies," *The International Journal of Middle East Studies*, 2016; "The Press and Public Diplomacy in Iran," *Iranian Studies*, 2015; "An Iranian in New York: Abbas Masudi's Description of the 'Non-Iranian' on the Eve of the Cold War," *Rethinking Iranian Nationalism and Modernity*, 2014.)

Distinctions: NEH National Education Projects Grant, 2000-2003; Campus Grant, University of Michigan-Dearborn, 2009-2010; Michigan Humanities Council Heritage Grant, 2016-2017; Campus Grant, University of Michigan-Dearborn, 2017-2018; Mentor of the Year, University of Michigan-Dearborn, 2017

Number of dissertations/theses involved with in the past 5 years: 0

ARONSON, LEVANA, Lecturer I in Hebrew, Near Eastern Studies, Non-Tenure Track

Education: B.Ed., Concordia University, 1981; M.S.W., University of Michigan, 1990.

Academic Experience: Adjunct Professor, Wayne State University, 1999-2005; Research Assistant, University of Michigan, 2015; Lecturer, University of Michigan, 2009-present.

Overseas Experience: Israel

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (5)

Language Pedagogy Training: --

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Elementary Modern Hebrew; Intermediate Modern Hebrew; Advanced Modern Hebrew)

Research Interests/Fields of Specialization: Hebrew Language

Recent Publications and Work in Progress: --

Distinctions: --

Number of dissertations/theses involved with in the past 5 years: 0

BABAYAN, KATHRYN, Associate Professor, Near Eastern Studies, Tenured

Education: B.A., Wellesley College, 1981; M.A., Georgetown University, 1983; M.A., Princeton University, 1987; Ph.D., Princeton University, 1993

Academic Experience: 2005 Spring Visiting Associate Professor, Department of History, Harvard University; 1996–present Associate Professor, Department of Near Eastern Studies, University of Michigan; 1992–1995 Assistant Professor, Department of History, University of North Texas

Overseas Experience: Iran, Turkey, France

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Persian (5), French (5), Turkish (3) Arabic (3), Russian (3), Italian (2), Armenian (2)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Peoples of the Middle East; The History of Shi'ism; Gender & Sexuality in Premodern Islam; Persianate Historiography, Society and Culture in Early Modern Iran)

Research Interests/Fields of Specialization: Safavid History, History of Sufism in the Persianate World, Shi'ism, Gender & Sexuality

Recent Publications: --

Distinctions: Visiting Fellow, Vanderbilt University, 1995-1996; Fellow, University of Michigan Institute for the Humanities, 1999-2000; Honorable Mention, Said Sirjani Book Award, 2004; Associate Professor Support Fund Award, 2012-2014; Director, University of Michigan Armenian Studies Program, 2012-2018

Number of dissertations/theses involved with in the past 5 years: 10

BARDAKJIAN, KEVORK, Marie Manoogian Professor, Near Eastern Studies, Tenured

Education: A.B., English Language and Literature, Damascus University, 1964; M.A., Armenian Language and Literature, Yerevan State University, 1969; Ph.D., Armenian Studies, Oxford University, 1979

Academic experience: Instructor, Preceptor, Lecturer, Senior Lecturer, Armenian Bibliographer, Harvard University, 1974-87; Marie Manoogian Professor of Armenian Languages and Literatures (Associate to Full Professor), University of Michigan, 1987-present

Overseas experience: USSR, Armenia, Syria, Lebanon

Foreign Language Competency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Classical & Modern Arabic (5), Classical & Medieval Armenian (5), Modern East/West Armenian (5), Russian (5), Azerbaijani (4), French (4), Ottoman Turkish (4), Persian (3), N.T. Greek (2)

Percentage of instructional content area expertise: 100%

Area courses taught: 6 (First-Third Year Western Armenian; First-Second Year Intensive Western and Eastern Armenian; An Introduction to Modern Armenian Literature; Post-Genocide Armenian Literature; Ukraine, Balkans, and Armenia; Armenian Culture and Ethnicity)

Research and teaching specialization: Armenian language, literature, and culture

Recent publications: 2

(including: *The Armenian Apocalyptic Tradition: A Comparative Perspective: Essays presented in honor of Professor Robert W. Thomson on the occasion of his eightieth Birthday*, Brill, 2014; "Konstandin Erznkac'i's Vision Poem: Who bestow poetic grace and how," *Melanges Jean-Pierre Mahe*, 2014)

Distinctions: Honorary Doctorate, Yerevan State University, 2006; President, The Society for Armenian Studies, 2010-2014; Honorary Doctorate, Khachatur Abovyan Pedagogical University, 2011

Number of dissertations/theses involved with in the past 5 years: --

BARDENSTEIN, CAROL, Associate Professor, Near Eastern Studies, Tenured

Education: B.A., University of Michigan, 1979; M.A., University of Michigan, 1982; Ph.D., University of Michigan, 1991; CASA, Arabic Study Abroad, Egypt, 1982-83

Teaching Experience: Teaching Assistant, "The Contemporary Middle East," Hebrew University of Jerusalem, 1980; Instructor, Asian Studies Program, Arabic Language and Literature, Dartmouth College, July 1987 – 1991; Assistant Professor, Asian & Middle Eastern Languages and Literatures, Dartmouth College, 1991 to 1998; Assistant Professor, Department of Near Eastern Studies, University of Michigan, Fall 1998 to 2004; Associate Professor, Department of Near Eastern Studies, University of Michigan, Fall 2004 - present

Overseas Experience: Egypt, Israel, Palestine/West Bank and Gaza, Tunisia, France, U.K.

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), Hebrew (5), French (3), German (3), Yiddish (2)

Language Pedagogy Training: ACTFL OPI

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Arabic Literature, Gender & Representation; Arab-Israeli Conflict in Middle Eastern Literature & Film; Seminar on Collective Memory & Cultural Identity)

Research Interests/Field of Specialization: Modern Arabic Literature, Collective Memory (Palestinian and Israeli, and non-area-specific), Gender and Representation, Film and Popular Culture of the Middle East

Recent Publications: --

Distinctions: Foreign Language and Area Studies Fellowship, 1981-1982; 1984, 1984-1985; Ernest Abdelmessih Prize, 1984; Fulbright-Hays Fellowship, 1985-1986; Hewlitt Foundation Grant, 1994-1995; Social Science Research Council Grant, 1995, 1996; CMENAS Title VI Curriculum Development Grant, 2005; CRLT Large Course Initiative Grant, University of Michigan, 2013; Nominee, Golden Apple Teaching Award, 2015

Number of dissertations/theses involved with in past 5 years: --

BARZILAI, MAYA, Associate Professor, Near Eastern and Judaic Studies, Tenure Track

Education: B.A., Hebrew University of Jerusalem, 1999; M.A., Hebrew University of Jerusalem, 2002; Ph.D., University of California, Berkeley, 2009

Academic Experience: Assistant/Associate Professor, University of Michigan, 2009-present

Overseas Experience: Israel, Germany

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Italian, Arabic, French, Hebrew (5), German, Yiddish

Percentage of instructional content area expertise: 100%

Area Courses Taught: 1 (Hebrew Literature)

Research and teaching specializations: Medieval Mediterranean literature in Italian, Arabic, Latin; translation between Greek, Arabic and Latin during the Middle Ages

Recent Publications: 3

(including: *Golem: Modern Wars and Their Monsters*, New York University Press, 2016; "Translations on the Margins: Avraham Ben Yitzhak and Yoel Hoffmann," *The Journal of Jewish Identities*, 2014.)

Distinctions: DAAD Research Fellowship, 2005; Horst Frenz Prize, American Comparative Literature Association, 2006; Doctoral Fellowship, Free University of Berlin, 2007-2008; NEH Grant, 2012; Frankel Institute Fellowship, University of Michigan, 2012-2013

Number of dissertations/theses involved with in the past 5 years: --

BECKMAN, GARY, Professor, Near Eastern Studies, Tenured

Education: B.A., Classics, Pomona College, 1970; M.A., Yale University, 1973; M.Phil., Yale University, 1974; Ph.D., Yale University, 1977

Academic Experience: Assistant Professor of Hittite, Yale University, 1978-1984; Director of Undergraduate Studies, Yale University, 1979-1987; Assistant Curator, Yale Babylonian Collection, 1978-1988; Associate Professor of Hittite, Yale University, 1984-1988; Associate Curator, Yale Babylonian Collection, 1998-1992; Visiting Associate Professor of Ancient History, University of Michigan, 1992-1996; Adjunct Professor of Ancient History, University of Michigan, 1996-1997; Professor of Hittite and Mesopotamian Studies, University of Michigan, 1998-present.

Overseas Experience: Germany, Turkey

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

German (5), Hittite (4), French (4), Akkadian (4), Turkish (3), Biblical Hebrew (3), Italian (3), Classical Greek (3), Spanish (3), Italian (2), Spanish (2)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (Akkadian & Hittite language and literature; History of Ancient Anatolia & Syria)

Research Interests/Fields of Specialization: Cultural history of Anatolia and Syria in the second millennium BCE; the transmission of Mesopotamian culture to the West.

Recent Publications: 8

(including: "The Role of Vassal Treaties in the Maintenance of the Hittite Empire," *Indo-Iranian and Indo-European Studies in Honor of Stephani W. Jamison*, 2016; *The babilili-Ritual from Hattusa*, Cuneiform Civilizations, 2014; "The Sea! The Sea! A ride from the South of Anatolia," *Saeculum*, 2015.)

Distinctions: Phi Beta Kappa, 1970; Yale University Graduate Fellowship, 1970-1974; Deutscher Akademischer Austauschdienst Dankstipendium, 1975-1977; Morse Junior Faculty Fellowship, 1983-1984; Fellowship, University of Pennsylvania, 1997-1998

Number of dissertations/theses involved with in the past 5 years: 5

BEEBANI, TARA, Lecturer I in Arabic, Near Eastern Studies, Non-Tenure Track

Education: B.S., University of Michigan, 2008; M.A., University of Michigan, 2013

Academic Experience: Lecturer I, University of Michigan, 2013-present

Overseas Experience: Iraq

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), Sorani Kurdish (5), Persian (1)

Language Pedagogy Training: Project Based Language Learning IN Action Certification, 2015; Arabic OPI Full Certification, 2016

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Elementary, Intermediate, and Advanced Arabic; Undergraduate Readings in Arabic)

Research and teaching specializations: Arabic Language Education

Recent Presentations: 1

(including: "Activities for Teaching Arabic," Michigan World Languages Association, 2016; "Arabic Dialect Assistant Workshop" University of Michigan, 2013)

Distinctions: Professional Development Fund Grant, LEO Lecturers, 2013; CMENAS Title VI NRC Grant, 2015; Near Eastern Studies Discretionary Fund Grant, 2015

Number of dissertations/theses involved with in the past 5 years: 0

BISHARA, NORMAN, Associate Professor, Business, Tenured

Education: B.A., Colgate University, 1996; J.D., Cornell University, 1999; M.P.P., University of Michigan, 2004;

Academic Experience: Visiting Assistant Professor, 2004-2007; Research Fellow, University of Michigan, 2006-2010; Visiting Assistant Professor, Michigan State University, 2007; Assistant/Associate Professor, 2007-present

Overseas Experience: Spain, Lebanon, Egypt, Jordan

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5)

Percentage of instructional content area expertise: 40%

Area Courses Taught: 3 (Business Ethics; Corporate Governance; Business Law and Ethics)

Research and Teaching Specialization: Legal reform and business development in the Middle East and North Africa

Recent Publications: 6

(including: "The Incomplete Noncompete Picture," *Lewis and Clark Law Review*, 2016; "Understanding Noncompetition Agreements: The 2014 Noncompete Survey Project," *Michigan State Law Review*, 2016; "Linking Workplace Practices to Community Engagement and Peace: The Case of Employee Voice Practices," *Academy of Management Perspectives*, 2015; "An Empirical Analysis of CEO Noncompetition Clauses and other Restrictive Post-Employment Covenants," *Vanderbilt Law Review*, 2015; "A Corporate Governance Perspective on the Franchisor-Franchisee Relationship," *Stanford Journal of Law, Business, and Finance*, 2014; "The Mouth of Truth: Whistleblower Statutes, Policy Problems, and Suggested Reforms," *NYU Journal of Law and Business*, 2014.)

Distinctions: Pathfinder Award, Buffalo Alliance for Education, 2002; Rackham Graduate School Research Grant, University of Michigan, 2003; Commencement Speaker, University of Michigan-Ford School of Public Policy, 2004; Early Career Achievement Award, Academy of Legal Studies in Business, 2012; Outstanding Paper Award, Academy of Legal Studies in Business, 2012; Best Law Review Article; *Intellectual Property Law Review*, 2013; Maurer Award, Academy of Legal Studies in Business, 2013

Number of dissertations/theses involved with in the past 5 years: --

BLAIR, SARA, Professor, English, Tenured

Education: B.A., University of Virginia, 1982; M.A., University of Essex, 1983-1984; Ph.D., Stanford University, 1989

Academic Experience: Assistant/Associate Professor, University of Virginia, 1989-1999; Associate/Full Professor, University of Michigan, 1999-present

Overseas Experience: --

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 25%

Area Courses Taught: --

Research and Teaching Specialization: Jewish Literature, Jewish Culture and the Arts

Recent Publications: 4

(including: "New York by Night: Light-Writing in the Capital of the Twentieth Century," *Detroit By Night*, 2016; "On Location: Hitchcock's America and the Place of Illusion," *The Cambridge Companion to Alfred Hitchcock*, 2015.)

Distinctions: Phi Beta Kappa, 1982; Rotary Fellowship, 1983-1984; Stanford Graduate Fellowship, 1982-1986; Mellon Foundation Interdisciplinary Dissertation Fellowship, 1986-1988; UVa Faculty Research Fellowship, 1989-1990; American Academy in Rome Prize, 1992-1993; National Endowment for the Humanities Summer Institute Lecturer, 1993; University of Virginia Faculty Associate Fellowship, 1993-1994; Research Fellow, Oxford University, 2002; Michigan Humanities Fellowship, 2005-2006; National Endowment for the Humanities Fellowship, 2005-2006; Margaret Church MFS Memorial Prize, 2005; Fellow, University of Michigan Frankel Center for Judaic Studies, 2007-2008; American Council of Learned Societies Fellowship, 2011-2012; Vice Provost for Faculty and Academic Affairs, 2014-present

Number of dissertations/theses involved with in the past 5 years: 12

BOCCACCINI, GABRIELE, Professor, Near Eastern Studies, Tenured

Education: B.A., Dante Alighieri Lyceum, 1976; M.A., University of Florence, 1983; Ph.D., University of Turin, 1991

Academic Experience: Professor of Religion, Lyceum of International Languages, Florence, Italy, 1983-1987; Researcher and Teaching Assistant, University of Turin, 1987-present; Visiting Scholar, Princeton Theological Seminary, 1989, 1990; Visiting Associate Professor, Waldensian Faculty of Theology, Rome, 1992; Visiting Associate Professor, University of Michigan, 1992-present; Assistant Professor of New Testament and Second Temple Judaism, University of Michigan, 1999-2002; Associate Professor of New Testament and Second Temple Judaism, University of Michigan, 2002-present

Overseas Experience: Citizen of Italy.

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Biblical and Mishnaic Hebrew, Biblical Aramaic (3); Modern Hebrew (3); Latin, Greek, Italian, French, Spanish, German.

Percentage of instructional content area expertise: 100%

Area Courses Taught: 8 (Intro New Testament; Jesus and the Gospels; History and Religion of Ancient Judaism; Seminar in ACABS: New Testament Greek; Proseminar in Ancient Near Eastern History; Jewish Civilization, Christianity and Hellenistic Civilizations; Coptic I & II)

Research Interests/Field of Specialization: Judaism in the Hellenistic-Roman Period, Christian and Rabbinic Origins; Ancient Jewish Literature

Recent Publications: 5

(including: "How Jesus Became Uncreated," *Sibyls, Scriptures, and Scrolls: John Collins at Seventy*, 2016; "Forgiveness of Sins: An Enochic Problem, a Synoptic Answer," *Enoch and the Synoptic Gospels: Reminiscences, Allusions, Intertextuality*, 2016; "The Three Paths to Salvation of Paul the Jew," *Paul the Jew: Rereading the Apostle as a Figure of Second Temple Judaism*, 2016; "Non-Apocalyptic Responses to Apocalyptic Events: Notes on the Sociology of Apocalypticism," *The Seleucid and Hasmonean Periods and the Apocalyptic Worldview*, 2016; "The Origin and legacy of the Jewish Apocalyptic tradition," *The Armenian Apocalyptic Tradition: A Comparative Perspective*, 2014.)

Distinctions: --

Number of dissertations/theses involved with in the past 5 years: --

BONNER, MICHAEL, Professor, Near Eastern Studies, Tenured

Education: B.A., Harvard, 1974; M.A., Princeton, 1984; Ph.D., Princeton, 1987

Academic Experience: Lecturer, Cornell University, 1987-88; Assistant, Associate, Professor, University of Michigan, 1989-present.

Overseas Experience: Egypt, Turkey, France

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (5), Italian (5), Arabic (4), German (4), Greek (3), Latin (3), Syriac (3), Biblical Hebrew (3), Russian (2), Persian (2)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 7 (The first millennium of the Islamic Near East; Rise of Islam; Islam and the West; Islamic intellectual history; Medieval Arabic geographical, historical and biographical texts; Proseminar on Arabic historiography; Geographies and Cartographies)

Research Interests/Fields of Specialization: History of medieval Islamic world; poverty and social justice; jihad and warfare; Arabic historical writing.

Recent Publications: 5

(including: "Debt, Debt Bondage, and the Early Islamic Economy." *Debt: The First Three Thousand Years*. Oxford: Oxford University Press, 2017. "The Legacy and Influence of Patricia Crone." *Der Islam*. 2016.)

Distinctions: FLAS, 1981-1985; H.W. Dodds Fellowship, 1985-1986; Fulbright Islamic Civilization Program, 1990; NEH Summer Institute for teachers, 1999, 2002; NEH Conference Grant, 2000; Helmut Stern Fellow, University of Michigan, 2000-2001; Ford Foundation Crossing Borders program, 2002; US Department of State Bureau of Education and Cultural Affairs, 2003-2006; CMENAS Faculty Grant, 2010; Fellowship of the Center for Institutional Cooperation Academic Leadership Program, 2010-2011

Number of dissertations/theses involved with in past 5 years: 12/2

CIORCIARI, JOHN, Associate Professor, Public Policy, Tenured

Education: Harvard College, 1995; J.D., Harvard Law School, 1998; M.Phil., Christ Church, 2002; Ph.D., University of Oxford-St. Antony's College, 2007

Academic Experience: Instructor, Columbia University School of Law, 1999; Tutor and Instructor, Oxford University, 2002-2004; Post-doctoral fellow, Stanford University, 2007-2009; Assistant/Associate Professor, University of Michigan, 2009-present

Overseas Experience: Israel, Palestine, Singapore, Cambodia

Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

French (3); Italian and Spanish (2); German, Chinese, Japanese, Khmer, Mandarin, Thai, and Malay (1)

Percentage of instructional content area expertise: 20%

Area Courses Taught: 1 (Peacebuilding: Law, Politics, and the Transition from Conflict)

Research and teaching specializations: International law and institutions; international relations in the Global South

Recent Publications: 18

(including: "ASEAN and the Great Powers." *Contemporary Southeast Asia*, 2017; "Nationalist Protests, Government Responses, and the Risk of Escalation in Interstate Disputes." *Security Studies*, 2016; "Experiments in International Criminal Justice," *Michigan Journal of International Law*, 2014.)

Distinctions: Fulbright Scholar, 2000-2001; Christ Church American Friends Scholarship, 2001-2002; Clarendon Fund Scholarship, 2002-2003; Dr. Chun-tu Hsueh Research Award, 2003; Wai Seng Senior Research Scholarship, 2002-2004; Secretary's Honor Award, 2005; Meritorious Service Award, 2007; Freeman Foundation Fellowship, 2010; Andrew Carnegie Fellowship, 2015-2017

Number of dissertations/theses involved with in the past 5 years: 16

CIPA, ERDEM, Associate Professor, Near Eastern Studies, Tenured

Education: B.A., Bogazici University, 1994; M.A. Bogazici University, 1997; M.Phil. Birmingham University, 2000; Ph.D., Harvard University, 2007

Academic Experience: Teaching Fellow, Harvard University, 2002-2003; Lecturer, Indiana University-Bloomington, 2005-2008; Assistant Professor, Indiana University-Bloomington, 2008-2011; Assistant/Associate Professor, University of Michigan, 2011-present

Overseas Experience: Turkey

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Turkish (5), German (5), Ottoman Turkish (2), Persian (2)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 5 (History of the Turkish Republic; The Ottoman Classical Age; Turks in History, Religion and Revolutions: A comparison of the French, Russian, Turkish, and Iranian Case; Introduction to Islamic Civilization; Ottoman State and Society in the Post-Classical Age)

Research and teaching specializations: Ottoman History, Turkish History

Recent Publications: 5

(including: *The Making of Selim: Succession, Legitimacy, and Memory in the Early Modern Ottoman World*. Bloomington, Indiana University Press, 2017.)

Distinctions: Harvard Grant, 1998, 1999; Certificate of Distinction in Teaching, Harvard University, 2006; Post-Doctoral Fellowship, Koc University, 2007-2008; New Perspectives Grant, Indiana University, 2009; Islamic Studies Travel Research Grant, 2013, 2014, 2014, 2017; Weiser Center for Europe and Eurasia Faculty Grant, 2016; NEH Research Grant, 2017-2018; Senior Fellowship, Koc University, 2017-2018

Number of dissertations/theses involved with in the past 5 years: 3

COHEN, WALTER, Professor, English, Tenured

Education: B.A., Stanford University, 1971; M.A., University of California-Berkeley, 1974; Ph.D. University of California-Berkeley, 1980

Academic Experience: Associate, University of California-Berkeley, 1976; Assistant Professor, Cornell University, 1980-1986; Associate Professor, Cornell University, 1986-1992; Professor, Cornell University, 1992-2014; Professor, University of Michigan, 2014-present

Overseas Experience: --

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Spanish (3), French (2), Latin (2), Italian (1), German (1), Portuguese (1)

Percentage of instructional content area expertise: 40%

Area Courses Taught: 2 (Jewish Satire; Postwar Jewish Fiction)

Research and teaching specializations: World Literature, Novel and Narratives, Jewish American literature, Global and Transnational Literature

Recent Publications: 1

(including: *A History of European Literature: The West and the World from Antiquity to the Present*. Oxford: Oxford University Press, 2017.)

Distinctions: Woodrow Wilson Honorary Fellowship, 1971; Humanities Faculty Development Summer Grant, Cornell University, 1981; Dir. of Undergraduate Studies, Cornell University, 1981-1983; Humanities Faculty Research Grant, Cornell University, 1983; Clark Distinguished Teaching Award, Cornell University, 1986; Mellon Professorship in Teaching, Cornell University, 1988-1990; Dean of the Graduate School, Cornell University, 1993-1998; Vice Provost, Cornell University, 2001-2004; Faculty Fellowship, Cornell University, 2005-2006; Senior Associate Dean, Cornell University, 2009-2013

Number of dissertations/theses involved with in the past 5 years: 1/1

COLE, JOSHUA, Professor, History, Tenured

Education: B.A., Brown University, 1983; M.A., University of California-Berkeley, 1986; Ph.D., 1991, University of California-Berkeley;

Academic Experience: Assistant/Associate Professor, University of Georgia, 1993-2004; Associate/Full Professor, University of Michigan, 2004-present

Overseas Experience: Algeria, France and Germany

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

French (5), German (4), Arabic (2)

Percentage of instructional content area expertise: 50%

Area Courses Taught: 4 (The Revolutionary Century: France and the World, 1789-1914; Empire, War, and Modernity; France and the World in the Twentieth Century; Topics in French and French Imperial history)

Research and Teaching Specialization: Europe, France, French Empire, Algeria

Recent Publications: 4

(including: "Derek Penslar's 'algebra of modernity': how should we understand the relation between Zionism and colonialism?" *Colonialism and the Jews*. 2017; "'A chacun son public': politique at culture en Algerie des annees," *Societies & Representations*, 2014.)

Distinctions: Post-Doc Fellowship, Cambridge University, 1991-1992; J. Hatten Howard III Teaching Award, University of Georgia, 2000; Dir. Center for European Studies, University of Michigan, 2012-2014; Acting Director, Weiser Center for Emerging Democracies, 2014

Number of dissertations/theses involved with in the past 5 years: 6/3

COLE, JUAN R. I., Professor, History, Tenured

Education: B.A., Northwestern University, 1975; M.A., American University in Cairo, 1978; Ph.D., UCLA, 1984

Teaching Experience: Assistant Professor, Department of History, University of Michigan, 1984-90; Associate Professor, Department of History, University of Michigan, 1990-1995; Director, Center for Middle Eastern & North African Studies, University of Michigan, 1992-95; Professor of History, University of Michigan, 1995-present; Editor, *International Journal of Middle East Studies*, 1999-2004.

Overseas Experience: Egypt, Lebanon, India, Pakistan, Jordan, Turkey, Syria, Iran, Morocco, Yemen, Qatar, Bahrain, Israel, Tunisia, Uzbekistan, Bangladesh, Senegal, Gambia.

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), Persian (4), Urdu (4), French (4), Turkish (3), German (2)

Percentage of instructional content area expertise: 50%

Area Courses Taught: 8 (Revolution and Religion in Iran; Modern Middle Eastern History; Mughal India (60% Persian content), Topics in Near and Middle Eastern Studies: 20th Century Wars in the Middle East; Proseminar on the Arab World; Modern Iran and the Gulf States; Studies in Modern Middle East; Seminar in Modern Near Eastern History)

Research Interests/Field of Specialization: Modern Middle East; Muslim South Asia; Social and Intellectual History

Recent Publications: 6

(including: "Introduction," *Sanctioning Iran: A Nietzschean Theory of Negative Imperialism*, 2017; "Chinese Soft Power and Green Energy Investment in the Greater Middle East." *Sociology of Islam*, 2016; "Wittgensteinian Language-games in an Indo-Persian dialogue on World Religions," *Iran Nameh: A Quarterly of Iranian Studies*, 2015; *Global Connections*, Cambridge University Press, 2015; "Democracy and the Arab Upheavals of 2011 and After," *A New Insurgency: The Port Huron Statement and its Times*, University of Michigan Library, 2015; *The New Arabs: How the Millennial Generation is Changing the Middle East*, Simon and Schuster, 2014.)

Distinctions: Fulbright-Hays Doctoral Fellowship, 1982; SSRC/ACLS Post-Doc Award, 1986; NEH Grant, 1991; Director of Center for Middle Eastern and North African Studies, 1992-1995 and 2012-2017; Richard P. Mitchell Collegiate Professorship, 2007; Director of the Center for South Asia Studies, 2009-2012; Resident Scholar, Doris Duke Foundation for Islamic Art, 2016; John W. Kluge Chair, Library of Congress, 2016

Number of dissertations/theses involved with in past 5 years: 1

CRASNOW, SASCHA, Lecturer, Residential College, Non-Tenure Track

Education: B.S. University of Washington, 2005; M.A., Hunter College, 2009; Ph.D., University of California-San Diego, 2018

Academic Experience: Lecturer, University of Michigan, 2018-present

Overseas Experience: Palestine, Morocco, Jordan

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (4), French (3)

Language pedagogy training:

Percentage of instructional content area expertise: 100%

Area Courses Taught: --

Research/Teaching Specialization: Contemporary Palestinian art; contemporary Middle Eastern and North African art; visual art

Recent Publications: 3

(including: "Cultivating Creative Spaces in Palestine: an Interview with Yazan Khalili," *FIELD: A Journal of Socially-Engaged Art Criticism*, 2018; "Here and Elsewhere at the New Museum," *CAA Reviews*, 2015; "Crasnow on Down, *Uncommon Grounds: New Media and Critical Practices in North Africa and the Middle East*," *International Review*, 2015.)

Distinctions: Critical Language Scholarship, 2012-2013; Artis Travel Grant, 2013; Field Research Fellowship, University of California-San Diego, 2014-2015; Russell Foundation Grant, University of California-San Diego, 2015; Residency, A.M. Qattan Foundation, 2015; Donald Tuzin Excellence in Teaching Award, University of California-San Diego, 2015; Dissertation Completion Fellowship, University of California-San Diego, 2016-2017

Number of dissertations/theses involved with in the past 5 years: --

CRISOSTOMO, JAY C., Assistant Professor, Near Eastern Studies, Tenure Track

Education: B.S., Cornerstone University, 2005; Th.M. Dallas Theological Seminary, 2008; M.A. University of California-Berkeley, 2010; Ph.D. University of California-Berkeley, 2014

Academic Experience: Post-Doc Researcher, University of California-Berkeley, 2014-2015; Assistant Professor, University of Michigan, 2015-present

Overseas Experience: Turkey, Germany, United Kingdom

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Sumerian, Akkadian, Biblical Hebrew, Ugaritic, Aramaic, Ancient South Arabia, Phoenician, Classical Greek, French, German, Italian

Percentage of Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Mythology and Literature of Ancient Mesopotamia; Readings in Sumerian; Ancient Mesopotamian Culture and History)

Research/Teaching Specialization: Mesopotamia, Ancient Linguistics, Mesopotamian mythology

Recent Publications: 7

(including: "The Sumerian Discourse Markers u-ba and u-bi-a." *Journal of Cuneiform Studies*. 2017; "Writing Sumerian, Creating Texts: Reflections on Text-building Practices in Old Babylonian Schools." *Journal of Ancient Near Eastern Religions*. 2016)

Distinctions: Eugene Cota-Robles Fellowship, 2008-2012; Mesopotamian Fellowship, 2012-2013; Stahl Endowment, 2013; Dean's Normative Time Fellowship, 2013-2014; Stahl Endowment, 2014; NEH Grant, 2013-2016; International Association of Assyriology De Gruyter Award, 2015; American Philosophical Society, Franklin Research Grant, 2016

Number of dissertations/theses involved with in the past 5 years: 1/2

CROSS, CAMERON, Assistant Professor, Near Eastern Studies, Tenure Track

Education: B.A., University of Colorado, 2014; M.A., University of Chicago, 2007; M.A., University of Chicago, 2010; Ph.D., University of Chicago, 2015

Academic Experience: Assistant Professor, University of Michigan, 2015-present

Overseas Experience (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Arabic (4); Persian (4); French (3); Italian (3); Spanish (3); Pahlavi (1); Latin (1); German (1); Georgian (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 5 (Iranian Cinema; *Shahnameh*: Iranian Myth, Epic, and History; Modern Persian Poetry; Change and Continuity: Persian Literature in Translation; Travelers and Travelogues: Mapping the Middle East)

Research Interests/Field of Interest: Iranian Studies; Persian and Arabic Literature; Romance and Epic; Genre theory; medieval practices of performance

Recent Publications: 4

(including: "The Many Colors of Love in Nizami's *Haft Paykar*: Beyond the Spectrum," *Interfaces: A Journal of medieval European Literatures*, 2016; "'If Death is Just, What is Injustice' Illicit Rage in 'Rostam and Sohrab' and 'The Knight's Tale'" *Iranian Studies*, 2015.)

Distinctions: Foreign Language and Area Studies, 2006-2010; Center for Arabic Studies Abroad Fellow, 2007-2008; Houtan Scholarship, 2006, 2008; Center for Arabic Studies Abroad Fellow II, 2013; Certificate of Distinction, Waheed Samy Excellence in Arabic Writing Contest, 2013; Research grant, American Institute of Iranian Studies, 2014; Best Ph.D. Dissertation of the Year, Foundation for Iranian Studies, 2016

Number of dissertations/theses involved with in the past 5 years: 2

DAS, AILEEN, Assistant Professor, Classics, Tenure Track

Education: B.A., University of North Carolina-Chapel Hill, 2008; M.A., University of Wisconsin-Madison, 2009; Ph.D., University of Warwick, 2013

Academic Experience: Research Associate, University of Manchester, 2015; Assistant Professor, University of Michigan, 2015-present

Overseas Experience: United Kingdom, Greece, Israel

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Greek (5), Latin (5)

Percentage of instructional content area expertise: 100%

Area Courses Taught: --

Research and Teaching Specialization: Philosophy and medicine in classical antiquity; medieval Islamic world; Ancient and medieval conceptions of disciplinary

Recent Publications: 4

(including: "Reevaluating the Authenticity of the Fragments from Galen's *On the Medical Statements in Plato's Timaeus*," *Zeitschrift fuer Papyrologie und Epigraphik*, 2014.)

Distinctions: Warwick Postgraduate Research Scholarship, University of Warwick, 2010; Humanities Research Fund, 2011-2012; IAS Early Career Fellowship, University of Warwick, 2013-2014; Frances A. Yates Short-Term Fellowship, Warburg Institute, 2014-2015; Leverhulme Small Research Grant, 2014-2015

Number of dissertations/theses involved with in the past 5 years: 0

DAVIS, KATHERINE, Lecturer, Near Eastern Studies, Non-Tenure Track

Education: B.A., Brown University, 2010; M.A., Johns Hopkins University, 2013; Ph.D., Johns Hopkins University, 2016

Academic Experience: Lecturer, University of Michigan, 2017-present

Overseas Experience: Germany, Egypt, Japan

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

French (4), German (4), Arabic (1), Old Egyptian (3), Middle Egyptian (3), Late Egyptian (3), Demotic (3), Coptic (3), Akkadian (3), Sumerian (3), Ancient Greek (3), Latin (3), Biblical Hebrew (3)

Language pedagogy training:

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Ancient Egypt and Its World; Introduction to Middle Egyptian; Gender and Society in Ancient Egypt; Ancient and Modern Narratives of Egypt)

Research and Teaching Specialization: Egyptology

Recent Publications: 2

(including: *The Demotic and Hieratic Papyri in the Suzuki Collection of Tokai University*, Japan, Lockwood Press, 2016; *Joyful in Thebes: Egyptological Studies in Honor of Betsy M. Bryan*, Lockwood Press, 2015)

Distinctions: Phi Beta Kappa, 2010; Summer Research Grant, Johns Hopkins University, 2012; Best Student Paper Award, American Research Center in Egypt, 2015; Teaching Fellowship, University of Tubingen, 2015-2016; Dean's Teaching Fellowship, Johns Hopkins University, 2016

Number of dissertations/theses involved with in the past 5 years: 0

DIKA, RIFAAT, Lecturer IV in Arabic, Foreign Languages and Literatures, Non-Tenure Track

Education: B.A., Lebanese University, 1972; M.A., Lebanese University, 1973; Ph.D., Wayne State University, 1990

Academic Experience: Lecturer, Eastern Michigan University, 1992-1996; Lecturer, University of Michigan-Dearborn and Flint, 1995-2002; Lecturer, The New School, 2003-2004; Lecturer, Columbia University, 2003-2005; Lecturer, Wayne State University, 1990-2016; Lecturer, University of Michigan-Dearborn, 2008-present

Overseas Experience: Lebanon

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), French (3)

Language Pedagogy Training: ACTFL OPI Certification, 2010

Percentage of instructional content area expertise: 90%

Area Courses Taught: 5 (Elementary, Intermediate, and Advanced Arabic; Arabic Cinema; Contemporary Arabic Literature)

Research and Teaching Specialization: Arabic Language Education; the humanities in the Arab World

Recent Publications: 1

(including: "The Arab National State: A permanent State of Transition," *The Transitional Historical Changes and the Future of Arab Revolutions*, 2015)

Distinctions: --

Number of dissertations/theses involved with in the past 5 years: 0

EKOTTO, FRIEDA, Professor, Romance Languages and Literatures, Tenured

Education: B.A., Colorado College; M.A., University of Minnesota, 1989; Ph.D., University of Minnesota, 1994

Academic Experience: Visiting Instructor, Colorado College, 1993-94; French Instructor, Concordia College, 1983-2004; Assistant/Associate Professor, University of Michigan, 1996 –present.

Overseas Experience: United Kingdom, France

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (5), Spanish (4), German (4), Latin (4)

Percentage of Percentage of instructional content area expertise: 25%

Area Courses Taught: 6 (African and Caribbean Literature: Postcolonial Narratives of Recollection in the Works of Women Writers from the Francophone World; Representing the family in Francophone African Literature and Cinema; Women and Representation in Francophone West Africa Literature; Race and cultural diversity in the Francophone world; African Literature and the Colonial Library; African Cinema)

Research/Teaching Specialization: 20th-21st Century French and Francophone Literatures; LGBT issues in West Africa

Recent Publications: 4

(including: "Framing Homosexual Identities in Cameroonian Literature." *Tydskrif vir Letterkunde*, 2016; "Une poetique de la memoire: Lire *Matiere grise*, le film du realisateur rwandais Kivu Ruhorahoza." *Presence Africaine*, 2016; *Rethinking African Cultural Production*. Indianapolis: Indiana University Press, 2015)

Distinctions: Mellon Grant for Graduate Dissertation Research, 1992; Bourse Chateaubriand, French Government, 1992-1991; "Seed Grant," Ford Foundation, 1998; Associate Director of the International Institute, University of Michigan, 2003; "Key to the Village," Concordia College in Moorhead, MN, 2004; Director of Graduate Studies for Comparative Literature, 2009-2011; Nicolas Guillen Award, Caribbean Philosophical Association, 2014; Chair of African and Afro-American Studies, 2014-present; John H. D. Arms Faculty Award, 2016

Number of dissertations/theses involved with in the past 5 years: 12

ELIAV, YARON, Associate Professor, Near Eastern Studies, Tenured

Education: B.A., Open University of Israel, 1990; M.A. Hebrew University, 1993; Ph.D. Hebrew University, 1999

Academic Experience: Dorot Post-Doc Fellow, New York University, 1998-1999; Assistant/Associate Professor, University of Michigan, 2000-present

Overseas Experience (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (5)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Introduction to World Religions; Land of Israel/Palestine through the Ages; Introduction to Rabbinic Literature and Civilization; Jewish History in the Roman and Byzantine World)

Research Interests/Field of Interest: Religion, Jewish History

Recent Publications: 2

(including: "From *Realia* to Material Culture: The Reception of Samuel Krauss' *Talmudische Archaeologie*," *Arise, Walk through the Land: Studies in the Archaeology and History of the Land of Israel in Memory of Yizhar Hirschfeld*, 2016.)

Distinctions: Francis Gunter Award for Jerusalem Studies, 1994; Rotensterich Fellowship, 1994-1995; Bernard M. Bloomfield Prize for Outstanding Doctorate Dissertation in the Humanities, 1999; CRLT Faculty Development Award, 2002; Faculty Enhancement Award, 2004; Senior Fellowship at the Institute of Advanced Studies, 2004-2005; Theology and Religious Studies award, Association of American Publishers, 2005; Salo Baron Prize, American Academy for Jewish Studies, 2006; Michigan Humanities Award, 2007; Transforming Learning for Third Century, 2013, 2014, 2015-2017

Number of dissertations/theses involved with in the past 5 years: --

EMBERLING, GEOFF, Assistant Research Scientist, Near Eastern Studies, Non-Tenure Track

Education: B.A., Harvard University, 1987; Ph.D., University of Michigan, 1995

Academic Experience: Lecturer, University of Copenhagen, 1996-1997, Assistant Research Scientist, University of Michigan, 2011-present

Overseas Experience: Turkey, Oman, Syria, France, Denmark, Sudan

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (2), French (3), German (3)

Percentage of instructional content area expertise: 50%

Area Courses Taught: 2 (Politics of Heritage: Culture and History in the Middle East; Age of Empires: Great Empires of the Ancient World from Egypt to Persia)

Research Interests/Field of Interest: Ancient Middle East, Mesopotamia, Ancient North Africa, Nubia, Cultural Heritage

Recent Publications: 1

(including: *Social Theory in Archaeology and Ancient History: The present and the Future of Counter narratives*, Cambridge University Press, 2016.)

Distinctions: Museum of Art Grant, 1998; National Geographic Society Grants, 2001-2003, 2006, 2012, 2013; Packard Humanities Institute Grants, 2006-2007

Number of dissertations/theses involved with in the past 5 years: 2/1

FADLALLA, AMAL H., Associate Professor, Women's Studies, Tenured

Education: Ph.D., Anthropology, Northwestern University, 2000; Cert. in Population, Health, and Development, Harvard University, 2001; Grad. Cert. Gender Studies, Northwestern University, 2000; M.Sc., University of Khartoum, Sudan, 1992;

Academic Experience: Associate Professor, Women's Studies Program, Department of Afroamerican and African Studies, Department of Anthropology, University of Michigan, (2003-present)

Overseas Experience: Sudan; United Kingdom

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), English (5), French (3), Tu-Badawi (3)

Percentage of instructional content area expertise: 60%

Area Courses Taught: 4 (Global Perspectives on Gender, Health, and Reproduction; Gender, Poverty, and Medicine: Identity, Race, and Place; Gender, Population, and Development; Dynamics of the Black Diaspora)

Research/Teaching Specialization: Cultural Anthropology, Gender Studies, Medical Anthropology, Transnational Feminism and Diaspora Studies (Africa, Middle East, Diaspora).

Recent Publications: 2

(including: "Humanitarian Dispossession: Celebrity Activism and the Fragment-Nation of the Sudan," *Humanity: An International Journal of Human Rights, Humanitarianism, and Development*, 2016; "Introduction," *Humanity: An International Journal of Human Rights, Humanitarianism, and Development*, 2016)

Distinctions: Rockefeller African Dissertation Internship Award, 1997-1999; Fellow, University of Bergen, 1999-2000; David Bell Fellowship, Harvard University, 2000-2002

Number of dissertations/theses involved with in the past 5 years:--

FANCY, HUSSEIN, Associate Professor, History, Tenured

Education: B.A., Yale University, 1997; M.A., Princeton University, 2003; Ph.D., Princeton University, 2008

Academic Experience: Junior Fellow, University of Michigan, 2007-2010; Assistant/Associate Professor, University of Michigan, 2010-present

Overseas Experience: Spain, Egypt, Italy, Morocco

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (4), Spanish (4), Urdu (4), Italian (4), French (4), Catalan (3)

Percentage of instructional content area expertise: 33%

Area Courses Taught: 2 (Islam in the West; Crusade and Jihad)

Research Interests/Fields of Specialization: Medieval Europe and North Africa; the Mediterranean; the Crusades; the Cultural, Social, and Intellectual History of Religious Interaction; Ritual, Violence, and Kingship; Latin, Arabic, Romance, and Judeo-Arabic Paleography

Recent Publications: 4

(including: "Captivity, Ransom, and Manumission," *The Cambridge World History of Slavery*, 2017; *The Mercenary Mediterranean: Sovereignty, Religion, and Violence in the Medieval Crown of Aragon*, University of Chicago Press, 2016; "Monarchs and Minorities: 'Infidel' Soldiers in Mediterranean Courts," *The Globalization of Knowledge in the Post-Antique Mediterranean*, 2016.)

Distinctions: Fulbright Fellowship, 1999-2000; Dissertation Research Grant, Spain's Ministry of Culture, 2004; Fulbright-Hays Program, 2004-2005; Social Science Research Council grant, 2005; Doctoral Dissertation Fellowship, Charlotte W. Newcombe Foundation, 2006-2007; Dissertation Fellowship, Harry Frank Guggenheim Foundation, 2007; NEH grant, 2008; Carnegie Scholar, Carnegie Corporation of America, 2009-2011; American Council of Learned Societies Fellowship, 2013-2014; Charles Julian Bishko Memorial Prize, 2014; Andrew W. Mellon Foundation Rome Prize, 2016-2017

Number of dissertations/theses involved with in the past 5 years: 15

FISHER, MARJORIE, Adjunct Assistant Professor, Near Eastern Studies, Non-Tenure Track
Education: B.S., Trinity college, 1980; M.A., Johns Hopkins University, 1984; Ph.D., University of Michigan, 1998
Academic Experience: Adjunct Assistant Professor, University of Michigan, 2001-present
Overseas Experience (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
French (3), German (3), Old Egyptian (4), Middle Egyptian (5), Late Egyptian (4)
Percentage of instructional content area expertise: 70%
Area Courses Taught: 1 (Middle Egyptian)
Research Interests/Field of Interest: Egyptology, Ancient Egyptian Archaeology, Nubia,
Recent Publications: 1
(including: "A Stelaporous Statue of the Chief Steward of the King Amenhotep III, Amenemhat, called Surer,"
Joyful in Thebes: Egyptological Studies in Honor of Betsy M. Bryan, 2015.)
Distinctions: American Publishers Award Winner, 2012
Number of dissertations/theses involved with in the past 5 years: 0

FORTSON, BENJAMIN, Professor, Classical Studies, Tenured
Education: B.A. Yale, 1989; Ph.D. Harvard, 1996
Academic experience: Lecturer, Northeastern University, 1997-98; Associate in Linguistics, Harvard Division of Continuing Education and Summer School, 1997-2003; Lecturer, Harvard University, 1998; Assistant/Associate/Full Professor, University of Michigan 2003-present
Overseas experience: Germany
Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
German (5), Russian (2), French (2)
Percentage of instructional content area expertise: 15%
Area courses taught: 1 (Ancient Languages and Cultures)
Research and teaching specialization: Early Greek and Latin, history of Greek and Latin, comparative Indo-European linguistics, metrics and poetics, Roman comedy
Recent Publications: 8
(including: "An illicit Hittite-Latin affair," *Journal of Cuneiform Studies*, 2016.)
Distinctions: Fulbright-Hays Scholarship, 1989; National Science Foundation Scholarship, 1990; Whiting Fellowship, 1995; Derek Bok Center for Teaching and Learning Award, 1995; Strategic Achievement Award, 1999; Petra T. Shattuck Award for Excellence in Teaching, 2002; Alexander von Humboldt Fellowship, 2006, 2013; Loeb Classical Library Foundation Fellowship, 2016
Number of dissertations/theses involved with in the past 5 years: 7

GINSBURG, ELLIOT K., Associate Professor, Near Eastern Studies, Tenured

Education: B.A., University of Illinois, 1974; M.A., University of Pennsylvania, 1980; Ph.D., University of Pennsylvania, 1984

Academic Experience: Instructor, University of Pennsylvania, 1977, 1978 and 1982; Associate Professor, Oberlin College, 1982-91; Associate Professor, University of Michigan, 1991-present

Overseas Experience: Israel

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (4), Aramaic (4)

Percentage of instructional content area expertise: 75%

Area Courses Taught: 4 (Modern Jewish Thought; Jewish Mysticism; Topics in Judaism; On Holocaust/ Judea Studies)

Research Interests/Field of Specialization: Kabbalah & Hasidism; History of Jewish Spirituality; Midrashic & Kabbalistic Hermeneutics

Recent Publications: --

Distinctions: Phi Beta Kappa, 1974; Memorial Foundation for Jewish Culture Dissertation Fellowship, 1981-1983; National Foundation for Jewish Culture Post-Doctoral Publication Grant, 1985; NEH Fellowship for College Teachers, 1987-1988; Fellow, University of Michigan Institute of the Humanities, 1994-1995; Sanford Seltzer Chair in Jewish Mysticism, 1998-2003; W.W. Kellogg Foundation Grant, 2003-2004

Number of dissertations/theses involved with in the past 5 years: --

GITELMAN, ZVI, Professor, Political Science, Tenured

Education: B.A., Columbia University, 1962; B.Heb. Lit., Jewish Theological Seminary, 1962; M.A., Columbia University, 1965; Ph.D., Columbia University, 1968

Academic experience: Associate, Columbia College, 1966-1968; Assistant/Associate/Full Professor, University of Michigan, 1968-present

Overseas experience: USSR, Lithuania, Ukraine, Poland, Czechoslovakia, Hungary, Bulgaria, Yugoslavia, Romania, Israel, Egypt, Western Europe, China, Philippines

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (5), Yiddish (5), Russian (4), French (3), Czech (2), Polish (2)

Percentage of instructional content area expertise: 75%

Area courses taught: 6 (Survey of East Central Europe; Eastern Europe: Revolution, Reaction, and Reform; The Politics and Culture of Modern East European Jewry; Soviet and Post-Soviet Politics; Government and Politics of Eastern Europe; Ethnicity and Politics)

Research and teaching specialization: FSU, East European politics, ethnicity and politics

Recent publications: 2

(including: "The Divergent Fates of Yiddish and Hebrew." *The Battle for Ukrainian: A Comparative Perspective*. Cambridge: Harvard Ukrainian Research Institute, 2017; Ruminations on Resistance and Rationalism." *Holocaust Resistance in Europe and America: New Aspects and Dilemmas*. Tyne: Cambridge Scholars Publishing, 2017.)

Distinctions: Amoco Outstanding Teaching award, 1983-1984; Guggenheim Memorial Foundation Fellowship, 1983-1984; Fulbright Lectureship Award, 1985; Fellow, Hebrew University, 1991-1992; Tronstein Award for Creative Teaching, 2004; Woodrow Wilson Fellow, 2008; Senior Fellow, Harvard University, 2010; Honorable Mention, Jordan Schnitzer Book Awards, 2013; Bernard Choseed and Natalie Mendel Racolin Fellowship, 2017

Number of dissertations/theses involved with in the past 5 years: 4/4

GÖÇEK, FATMA MÜGE, Professor, Sociology and Women's Studies, Tenured

Education: B.A., Bosphorus University, 1979; M.A., Bosphorus University, 1981; M.A., Sociology, Princeton University, 1984; Ph.D., Sociology, Princeton University, 1988

Academic experience: Assistant/Associate/Full Professor, University of Michigan, 1988-present

Overseas experience: Turkey, France

Foreign Language Competency (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Turkish (5), Arabic (5), French (5), Ottoman Turkish (4), Persian (3), Russian (3)

Percentage of instructional content area expertise 80%

Area courses taught: 4 (Social Change and Development; Women and Islam; Culture, History, and Memory; Turkish-Armenian Relations in the 20th Century)

Research and teaching specialization: Historical sociology, social change, gender, sociological theory, sociology of the Middle East and Central Asia

Recent publications: 14

(including: *Denial of Violence: Ottoman Past, Turkish Present and Collective Violence against the Armenians, 1789-2009*. New York: Oxford University Press, 2015; "Neoliberalism and the Spatial Politics in contemporary Turkey." *Contested Spaces in Contemporary Turkey: Environmental, Urban, and Secular Politics*. London: I.B. Tauris, 2017; "Islam, Gender, and Post-Colonial Sociology." *International Sociological Association Futures Forum*. 2016.)

Distinctions: International Fellowship, American Association of University Women, 1983-1984; Donald and Mary Hyde Fellowship, 1984-1985; Spencer Fellowship, 1989-1990; CRLT Faculty Associate Fellowship, University of Michigan, 1996-1997; Women in Leadership Award, University of Michigan, 1996-1997; Haim Herzog Research Award, 2001-2003; Middle East Studies Association Academic Freedom Award, 2005-2006; Mary Douglas Best Book Award, American Sociological Association, 2015; Woman of the Year, Armenian Organization of America, 2016

Number of dissertations/theses involved with in the past 5 years: 33

GOLDMAN, KARLA, Professor, Social Work, Tenured

Education: B.A., Yale University, 1982; M.A., Harvard University, 1986; Ph.D., Harvard University, 1993

Academic Experience: Teaching Fellow, Harvard University, 1986-1988, 1989-1991;

Instructor/Assistant/Associate Professor, Hebrew Union College, 1991-2001; Historian in Residence, Jewish Women's Archive, 2000-2008; Professor, University of Michigan, 2008

Overseas Experience: Israel

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (3), German (3), French (3)

Percentage of instructional content area expertise: 30%

Area Courses Taught: 1 (Seminar in Jewish Communal Leadership)

Research and Teaching Specialization: American Jewish women; Jewish urban experience; Jewish identity

Recent Publications: 9

(including: "Beyond the Synagogue Gallery? Women's Changing Roles in Nineteenth Century American and German Judaism," *American Jewry: Transcending the European Experience*, 2017; "Early American Judaism: New Forms of Religious Expression," *By Dawn's Early Light: Jewish Contributions to American Culture from the Nation's Founding to the Civil War*, 2016; "The First Woman Rabbi: Bringing Fraulein Regina Jonas into our Past and Future," *EJewishPhilanthropy*, 2015; "Katrina's Jews: Reflections on Privilege, Community, and American Jewish Community," *EJewishPhilanthropy*, 2015; "Connecting the Dots: Southern Jews, Civil Rights, and the Impact of Jewish Women's Organizations in the Fight for Racial Justice," *Why Jewish Women's History Matters: An Archive of Stories In Honor of Gail Reimer*, 2014.)

Distinctions: Congregational history Project Dissertation Fellowship, 1988-1989; Frances Grabow Goldman Fellowship, Hebrew Union College, 1991-1993; American Academy of Religion/Lilly Foundation Teaching Scholar, 1993-1994; Excellence in Teaching Award, Greater Cincinnati Consortium of Colleges and Universities, 1994; Faculty Fellowship, Yale University, 1994-1995; Feinstein Center Prize, 1994-1996; Marguerite R. Jacobs Memorial Fellowship, 2002; University of Michigan Road Scholar Tour, 2011

Number of dissertations/theses involved with in the past 5 years: --

GRUBER, CHRISTIANE, Associate Professor, History of Art, Tenured

Education: B.A., Princeton University, 1998; M.A. University of Pennsylvania, 2001; Ph.D., University of Pennsylvania, 2005

Academic Experience: Assistant/Associate Professor, University of Michigan, 2005-present

Overseas Experience: Egypt, Turkey, Jordan, Iran, Tajikistan

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

French (5), Italian (4), German (4), Arabic (4), Persian (4), Turkish (4)

Percentage of instructional content area expertise: 80%

Area Courses Taught: 4 (Visual Cultures of Islam; Modern Islamic Art; Sacred Places; Islamic codicology)

Research Interests/Field of Interest: Islamic Painting, Persian and Turkic book arts, Iranian post-revolutionary art and visual culture

Recent Publications: 8

(including: "The Gezi Martyrs and Visual Resistance in Turkey," *Mizan*, 2017; *Islamic Architecture on the Move: Motion and Modernity*, ed. Gruber, Christiane. London, Intellect, 2016; "The Path to Paradise: Jerusalem in Islamic Ascension Texts and Images," *Every People Under Heaven*, 2016.)

Distinctions: Malcom Kerr Scholar, 1993; Council for the Promotion of Persian Language and Literature in North America Grant, 2002; American Research Center in Egypt Grant, 2003; Mellon Dissertation Fellowship, 2003-2004; American Institute of Iranian Studies post-doctoral Fellowship, 2006, 2007; Excellence in Teaching Award, Indiana University, 2006; Margaret B. Sevcenko Prize, 2006; Certificate of Achievement in Iranian Art, Tehran Municipality, 2010; Arnheim Visiting Full Professorship, 2012; John Simon Guggenheim Fellowship, 2015-2016

Number of dissertations/theses involved with in the past 5 years: 13

HAGEN, GOTTFRIED, Professor, Near Eastern Studies, Tenured

Education: M.A., Islamic Studies, Semitic Languages, Medieval and Modern History, Ruprecht-Karls-Universität Heidelberg, 1989; Ph.D., Turkish Studies, Freie Universität Berlin, 1996

Academic experience: Research Assistant, Institut für Sprachen und Kulturen des Vorderen Orients, Friedrich-Schiller-Universität Jena, 1996-2000; Assistant/Associate/Full Professor, University of Michigan, 2000-present

Overseas experience: Germany, Greece, Turkey, Egypt, Ukraine

Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

German (5), Modern Turkish (5), Ottoman (4), Russian (3), Arabic (2), French (2), Italian (2), Persian (2), Modern Greek (1)

Percentage of instructional content area expertise: 100%

Area courses taught: 6 (Intermediate Turkish; Introduction to Turkish Civilization; Readings in Ottoman Turkish; Introduction to South Eastern European Studies; Multi-ethnic and Multi-religious Life in the Balkans: A Case Study of Bitola/Manastir; An Islamic City in the Balkans)

Research and teaching specialization: Turkish language and culture, Ottoman geographical and historiographical writing, social and religious life in Ottoman Southeastern Europe

Recent publications: 5

(including: "Salvation and Suffering in Ottoman Stories of the Prophet," *Mizan*, 2017; "Ottoman Historical Thought," *A Companion to Global Historical Thought*, 2014.)

Distinctions: Horace R. Rackham Fellowship, 2002; CMENAS Course Development Grant, 2005; Director, University of Michigan Center for Middle Eastern and North African Studies, 2007-2012; Co-Director, University of Michigan Islamic Studies Program, 2007-2010

Number of dissertations/theses involved with in the past 5 years: 11

HAKIMI, MONICA, Professor, Law, Tenured

Education: B.A., Duke University, 1997; J.D., Yale, 2001

Academic Experience: Adjunct Professor, George Mason University, 2004; Visiting Assistant Professor, Benjamin Cardozo School of Law, 2006-2008; Visiting Professor of Law, University of Tokyo, 2010-2015; Visiting Professor, Interdisciplinary Center, 2016-2017; Assistant/Full Professor, University of Michigan, 2008-present

Overseas Experience: Israel, Japan

Foreign Language Competence: (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (2)

Percentage of instructional content area expertise: 50%

Area Courses Taught: 4 (Foreign Affairs Law; Transnational Law; International Law of War; International Law on the Use of Force)

Research and Teaching Specialization: International and Foreign Affairs Law

Recent Publications: 2

(including: "The Two Codes on the Use of Force." *European Journal of International Law*, 2016; "Distributing the Responsibility to Protect," *Distribution of Responsibilities in International Law*, 2015.)

Distinctions: --

Number of dissertations/theses involved with in the past 5 years: 1

HAR-EVEN, EHUD, Lecturer in Hebrew, Near Eastern Studies, Non-Tenure Track

Education: B.A., Hebrew University, 1999; M.Sc., Tel Aviv University, 2004

Academic Experience: Lecturer, Tel Aviv University, 2012-2017; Lecturer, Hebrew University of Jerusalem, 2012-2017; Lecturer, University of Michigan, 2017-present

Overseas Experience: Israel

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (5), German (4), Arabic (3)

Language Pedagogy Training: Teaching Diploma, Tel Aviv University, 2015

Percentage of instructional content area expertise: 100%

Area Courses Taught: 5 (Elementary Hebrew I & II; Intermediate Hebrew I & II; Intensive Intermediate Hebrew)

Research and Teaching Specialization: Hebrew language acquisition

Recent Publications: --

Distinctions:

Number of dissertations/theses involved with in the past 5 years: --

HAYES, JARROD, Professor, Romance Languages and Literatures, Tenured

Education: B.A., Emory University, 1988; M.A., City University of New York, 1993; Ph.D., City University of New York, 1996

Academic Experience: Adjunct Instructor, New York University, 1994; Adjunct Lecturer, Queensborough Community College, 1994-95; Instructor, Seton Hall University, 1995-96; Assistant/Associate/Full Professor, University of Michigan, 1996-present

Overseas Experience: France, Morocco, Tunisia

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

French (5) Spanish (2), German (1), Arabic (1)

Percentage of instructional content area expertise: 90%

Area Courses Taught: 6 (French: Societies & Culture; French: On Roots; French: African Studies; French: The Maghreb; African/Caribbean Literature; French: African Literature and Anthropology: The Challenges of Interdisciplinary Reading)

Research/Teaching Specialization: French and Francophone Literature, at the intersection of Queer Theory and Postcolonial Studies; 19th Century Orientalism; French and Francophone Literature of the 20th Century; Gender Studies: Queer Theory and Post-Colonial Theory

Recent Publications: 6

(including: "Sexual Minorities in the Maghreb." *International Encyclopedia of the Social and Behavioral Sciences*. Oxford: Elsevier, 2015)

Distinctions: Fulbright Scholarship, 1988-1989; Robert E. Gilleece Fellowship, 1989-1993; Mellon Fellowship, 1989-1994; Le Prix de l'Ambassade de France Dissertation Award, 1996; American Council of Learned Societies Fellowship, 1999-2000; Global Ethnic Literatures Seminar Fellowship, 2003; Michigan Humanities Award, 2009; Institute for the Humanities Fellowship, University of Michigan, 2013-2014

Number of dissertations/theses involved with in the past 5 years: 19/1

HEATH, JEFFREY, Professor, Linguistics, Tenured

Education: B.A., Harvard University, 1971; M.A., University of Chicago, 1973; Ph.D., University of Chicago, 1976

Academic Experience: Assistant/Associate Professor, Harvard University, 1977-1985; Faculty, King Faisal University, 1985-1986; Visiting Associate Professor, University of Michigan, 1987, Professor, University of Michigan, 1989-present

Overseas Experience: Australia, Morocco, Mali, China

Foreign Language Competence: (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

French (5), Moroccan Arabic (4), Spanish (5), German (3), Italian (3), Russian (1), Latin (1)

Percentage of instructional content area expertise: 20%

Area Courses Taught: 3 (Linguistics of Africa; Morphology; Languages of the World)

Research and Teaching Specialization: Historical Linguistics, Language Documentation, Morphology

Recent Publications: 1

(including: "D-possessives and the origins of Moroccan Arabic," *Diachronica*, 2015)

Distinctions: National Science Foundation Grant, 1979-1981; Deutscher Akademischer Austauschdienst, 1981; NEH Senior Fellowship, 1982; National Science Foundation Grant, 1983-1985; Fulbright Research Fellow, 1986; Alexander von Humboldt Fellow, 1988-1989; National Science Foundation Grant, 1991-1994; NEH Grant, 1995-1997; Fulbright Research grant, 2000-2001; Guggenheim Fellowship, 2011-2012

Number of dissertations/theses involved with in the past 5 years: 4

HERBERT, SHARON, Professor, Classics, Tenured

Education: B.A., Stanford University, 1966; Ph.D., Stanford University, 1972

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1973-present

Overseas Experience: Israel, Egypt, Greece

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*): --

Percentage of instructional content area expertise: 75%

Area Courses Taught: 1 (Hellenistic Cities of the Near East)

Research Interests/Field of Specialization: Hellenistic Near East; vase painting; Greek archaeology; Kedesh excavations in the Upper Galilee

Recent Publications: --

Distinctions: John Williams White Archaeology Fellowship, American School of Classical Studies, 1969-1970; Edward Capps Fellowship, American School of Classical Studies, 1970-1971; Faculty Research fellowship, 1975; NEH Grant, 1978-1980; Distinguished Faculty Award, Michigan Association of Governing Boards of State Universities, 1989; John H. D'Arms Award, 2000; Distinguished Senior Lecturer, University of Michigan, 2005-2006; J.G. Pedley Collegiate Professorship, 2008; Lifetime Achievement Award, 2012

Number of dissertations/theses involved with in past 5 years: --

HO, MEILU, Assistant Professor, Musicology, Tenure Track

Education: B.A., Stanford University; Ph.D., University of California-Los Angeles

Academic Experience: University of California-San Diego; Science University of Malaysia; Assistant Professor, University of Michigan, 2014-2018

Overseas Experience: Malaysia

Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Percentage of instructional content area expertise: 25%

***Area Courses Taught (taught courses in AY16-17 but no longer at UM):** 1 (Music and Islam)

Research and teaching specializations: The historical and comparative study of music; power, experience, religion, hybridity, and diaspora; West Asia, Southeast Asia, Indian subcontinent

Recent Publications: --

Distinctions: Charles Seeger Prize, Society for Ethnomusicology

Number of dissertations/these involved with in past 5 years: 7

HOWELL, SALLY, Associate Professor, History, Tenured

Education: B.A., Davidson College, 1985; M.A., University of Michigan, 2002; Ph.D., University of Michigan, 2009

Academic Experience: Assistant/Associate Professor, University of Michigan-Dearborn, 2009-present

Overseas Experience: Jordan, Egypt

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (3)

Percentage of instructional content area expertise: 75%

Area Courses Taught: 4 (Introduction to Arab American Studies; Public Cultural Work in Arab Detroit; History of Islam in the US; New Middle Eastern Diasporas in Europe and the Americas)

Research and Teaching Specialization: Arab American Studies, Muslim communities in Michigan and the United States, localities; religious minorities in urban communities

Recent Publications: 2

(including: "Southend Struggles: Diverging Narratives of Power and Place in an Arab American Enclave," *Mashriq and Mahjar: Journal of Middle East Migration Studies*, 2015; *Old Islam in Detroit: Rediscovering the Muslim American Past*, Oxford University Press, 2014)

Distinctions: Award for Excellence, Society for Visual Anthropology, 1995; Non-Traditional Student Fellowship, 2000-2001; Rackham Pre-doctoral Fellowship, 2005-2006; Nomination, Ralph Henry Gabriel Dissertation Award, American Studies Association, 2010; Scholar of the Year, Arab Student Association, University of Michigan-Dearborn, 2012; Independent Publishers Award, 2012; Annual Midwest Book Award Winner, 2012; Imam Mohammad Jawad Chirri Community Excellence Award, Islamic Center of America, 2012; Outstanding Academic Title, *Choice Review Online*, 2012; Michigan Notable Book Award, 2015; Director, Center for Arab American Studies, University of Michigan-Dearborn, 2016-present; Arab American Book Award, Arab American National Museum, 2015; Stuart and Vernice Gross Award for Historical Literature, Saginaw Valley State University, 2016

Number of dissertations/theses involved with in the past 5 years: 3

HUMMEL, DANIEL, Assistant Professor, Political Science, Tenure Track

Education: B.A., Pennsylvania State University, 2004; M.P.A., University of Nebraska-Omaha, 2009; Ph.D., Florida Atlantic University, 2013

Academic Experience: Adjunct Faculty, Florida Atlantic University, 2010-2013; Assistant Professor, Idaho State University, 2013-2016; Assistant Professor, Bowie State University, 2016-2017; Assistant Professor, University of Michigan-Flint, 2017-present

Overseas Experience: Jordan

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 25%

Area Courses Taught: --

Research Interests/Fields of Specialization: local economic development, state and local finance, intergovernmental relations, comparative public administration

Recent Publications: 21

(including: "The Potential Effects of the Social Costs from Alcohol Consumption on State Financial Condition," *Journal of Public Budgeting, Accounting & Financial Management*, 2018; "An Esham-Ijara Structure in the United States?" *Journal of Islamic Accounting and Business Research*, 2017; "Immigrant friendly and unfriendly cities: Impacts on the presence of a foreign-born population and city crime," *Journal of International Migration and Integration*, 2016; "Inter-State Internal Migration: State-level Wellbeing as a Cause," *Journal of Happiness Studies*, 2016; "Civic Crowdfunding: A Potential Test of the Voluntary Theory of Public Finance for Public Capital Goods," *Journal of Public Budgeting, Accounting & Management*, 2016; "Right-sizing Cities and Fiscal Health: A look at Five Cities," *Public Budgeting & Finance*, 2015; "Traffic Tickets: Public Safety Concerns or Budget Building Tools," *Administration & Society*, 2015)

Distinctions: University Center for Community and Economic Development Grant, University of Michigan, 2018; 20 Under 40 Young Professional Recognition, Idaho State Journal, 2016; International City and County Management Association Grant, USAID, 2015; Institute for Social Policy and Understanding Research Grant, 2013

Number of dissertations/theses involved with in past 5 years: --

HUSSAIN, MUZAMMIL, Assistant Professor, Communications, Tenure Track

Education: B.S., University of Wisconsin-Madison, 2008; M.A., University of Washington-Seattle, 2010; Ph.D., University of Washington-Seattle, 2014

Academic Experience: Assistant Professor, University of Michigan, 2014-present

Overseas Experience: Qatar, Singapore, India, Lebanon, Switzerland, United Kingdom, Hong Kong, Sweden

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Views on the News; Introduction to Hackers, Pranksters, and Whistleblowers; Global Digital Politics)

Research and Teaching Specialization: Global Media and Communication; International political communication; multi-methodology and comparative research; the Arab Spring

Recent Publications: 5

(including: "Three Arenas for Interrogating Digital Politics in Middle Eastern Affairs," *The International Journal of Middle East Studies*, 2015; "Media and Public Opinion in the Fragmented Society," *The Spiral of Silence: New Perspectives on Communication and Public Opinion*, 2014; "Information Technology and the Limited States of the Arab Spring," *Bits and Atoms: Information and Communication Technology in Areas of Limited Statehood*, 2014; "Digital Infrastructure Politics and Internet Freedom Stakeholders after the Arab Spring," *The Journal of International Affairs*, 2014; "The Upheavals in Egypt and Tunisia: The Role of Digital Media," *Democratization and Authorization in the Arab World*, 2014)

Distinctions: Faculty Research Initiative, University of Washington, 2008; Graduate School Presidential Dissertation Fellowship, 2012; Doctoral Visiting Research Fellowship, Jönköping University Foundation, 2012; Irving L. Horowitz and Mary E. Curtis fellowship, Horowitz Foundation for Social Policy, 2012; Harold D. Lasswell Award, Horowitz Foundation, 2012; Finalist, H. Charles Grawemeyer Award, 2015; Finalist, Andrew Carnegie Fellowship, 2017

Number of dissertations/theses involved with in the past 5 years: 4

JONES, PAULINE, Professor, Political Science, Tenured

Education: B.A., University of California-Berkeley, 1990; M.S., Harvard University, 1992; Ph.D., Harvard University, 1998

Academic Experience: Assistant Professor, Yale University, 1998-2004; Associate Professor, Brown University, 2004-2012; Professor, University of Michigan, 2012-present

Overseas Experience: Kyrgyzstan, Russia, Canada

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (4), Uzbek (3), Turkish (2), Tajik (2)

Percentage of instructional content area expertise: 35%

Area Courses Taught: 2 (Roots of Radical Political Islam; Islam, Society, and Politics in Central Asia)

Research and Teaching Specialization: Political Economy, Political Development

Recent Publications: 7

(including: *Islam, Society, and Politics in Central Asia*, University of Pittsburgh Press, 2016; "The Domestic Political Conditions for International Economic Expansion: Lessons from Latin American National Oil Companies," *Comparative Political Studies*, 2015; "Is there an Islamist Political Advantage?" *Annual Review of Political Science*, 2014; "The Diversity of Post-Communist State Outcomes: Revisiting the State," *Oxford Handbook on the Transformation of the State*, 2014; "Empowering Local Communities and Enervating the State/ Foreign Oil Companies as Providers of Public Goods and Social Services," *The Politics of Non-State Social Welfare in the Global South*, 2014)

Distinctions: Bayer-Hirt Annual Lecture, 2008; Karen T. Romer Undergraduate Teaching Award, Brown University, 2010; Carnegie Corporation of New York Research Grant, 2011-2014; Faculty Research in International Business Award, University of Michigan, 2014; M-Cubed Pilot Funding, University of Michigan, 2012-2015; Andrew W. Mellon Foundation Grant, 2014-2019; Director, University of Michigan International Institute, 2014-present; National Science Foundation Grant, 2017-2020

Number of dissertations/theses involved with in the past 5 years: --

KAREM ALBRECHT, CHARLOTTE, Assistant Professor, American Culture & Women's Studies, Tenure Track

Education: B.A., Rice University, 2003; Ph.D., University of Minnesota, 2013

Academic Experience: Post-Doc, Denison University, 2013-2014; Visiting Assistant Professor, Denison University, 2014-2015; Assistant Professor, University of Michigan, 2015-present

Overseas Experience: --

Foreign Language Competence: (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 50%

Area Courses Taught: 4 (Arab America: Art, Culture, and Activism; Arab American Feminisms; Queering U.S. Immigration History; Introduction to Women's Studies)

Research and Teaching Specialization: Queer of color critique, Arab American Studies, women of color and transnational feminisms, historical methods

Recent Publications: 2

(including: "An Archive of Difference: Syrian Women Peddlers and U.S. Social Welfare, 1800-1935." *Gender & History*, 2016)

Distinctions: Foreign Language and Area Studies Fellowship, 2008, 2009; Francis Maria Graduate Fellowship in Arab American Studies, 2010, 2011; Nominee, Ralph Henry Gabriel Dissertation Prize, 2014; Faculty Communities for Inclusive Teaching Grant, University of Michigan, 2016; Large Course Initiative Grant, University of Michigan, 2017

Number of dissertations/theses involved with in the past 5 years: 3

KAWTHARANI, FARAH, Assistant Professor, Arabic, Tenure Track

Education: B.A., American University of Beirut, 1996; M.A., American University of Beirut, 2003; Ph.D., McGill University, 2012

Academic Experience: Assistant Professor, University of Michigan-Dearborn, 2011-present

Overseas Experience: Lebanon, Canada

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), French (5), Persian (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (Elementary Arabic; Islamic Movements in Middle East History)

Research and Teaching Specialization: Shi'i Islamic reformist thought in the 20th century, Shi'i legal discourse on temporal governments, multi-confessional states, Kurdish community in Lebanon, sectarianism, multi-confessional states

Recent Publications: 2

(including: "Integrating Shi'is in the Nation-State: A Twentieth Century Juristic Position, Shams al-Din and Hizbullah," *Middle East Journal*, 2016; "Lebanese Sectarianism from a Shi'i Religious Perspective: the Islamic Shi'i Supreme Council under Shaykh Muhammad Mahdi Shams al-Din (1978-2001)," *Journal of Shi'a Islamic Studies*, 2015)

Distinctions: American University of Beirut Full Tuition Graduate Fellowship, 2000-2002; McGill Recruitment Excellence Fellowship, 2005-2006; Bourse de Doctorat, Fonds Québécois de recherche sur la société et la culture, 2007-2010; Foreign Language Grant, McGill University, 2009; Seed Grant for Junior Scholars, University of Michigan-Dearborn, 2011

Number of dissertations/theses involved with in the past 5 years: --

KHABEER, SU'AD ABDUL, Associate Professor, American Culture, Tenured

Education: B.S., Georgetown University, 2000; Diploma, Abu Nour University, 2002; Ph.D., Princeton University, 2011

Academic Experience: Instructor, University of California-Santa Barbara, 2010; Adjunct Lecturer, Loyola University-Chicago, 2010-2011; Assistant Professor, Purdue University, 2011-2017; Associate Professor, University of Michigan, 2017-present

Overseas Experience: Syria

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (4), Spanish (3)

Percentage of instructional content area expertise: 25%

Area Courses Taught: 3 (The Anthropology of Islam; Human Cultural Diversity; Emcees, Jihadis and Wide Screens: Race and Religion in US Popular Culture)

Research Interests/Fields of Specialization: Ethnography, African American Muslims, Islam and Hip Hop

Recent Publications: 7

(including: "All the Men are Muslim, All the Americans are White, But Some of Us are Brave," *With Stones In Our Hands: Reflections on Race, Muslims, and U.S. Empire*, 2017; "Africa as Tradition in African American Muslim Identity," *Journal of Africana Religions*, 2017; "Performing the Muslim: Method and Risk for the Public," *American Anthropologist*, 2016; *Muslim Cool: Race Religion and Hip Hop in the United States*, New York University Press, 2016)

Distinctions: Andrew W. Mellon Foundation Research Affiliate, 2007; Honorable Mention, American Anthropological Association Dissertation Fellowship, 2009; Dissertation Fellowship, University of California-Santa Barbara, 2009-2010; Finalist, Northwestern University, 2010; Visiting Graduate Scholar, University of Chicago, 2010; International Travel Grant, Purdue University Research Foundation, 2011; Faculty Summer Research Grant, Purdue University Research Foundation, 2014; Global Midwest Initiative, 2015; Enhancing Research in Humanities and the Arts, Purdue University, 2015; ASPIRE Grant, Purdue University, 2016

Number of dissertations/theses involved with in the past 5 years: 5

KHALIL, NANCY A., Assistant Professor, American Culture, Tenure Track

Education: B.S., Boston University, 2003; M.A., Boston College, 2007; Ph.D., Harvard University, 2017

Academic Experience: Lecturer, Yale University, 2017-2018; Visiting Fellow, Harvard University, 2017-2018; Postdoctoral Fellow/Assistant Professor, University of Michigan, 2018-present

Overseas Experience: --

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 50%

Area Courses Taught: 4 (Muslim Diasporas in America: The Racialization of Islam, Islam and Contemporary Muslim Societies, Religions of the World in Multicultural America; Anthropology of Arabia)

Research Interests/Fields of Specialization: American Muslims, the Imam in America, social anthropology

Recent Publications: 1

(including: "Reflections on *Political Islam: Context and Concepts*," *American Journal for Islamic Social Sciences*, 2016)

Distinctions: Peabody Museum Winthrop Fund Research Fellowship, 2010; Pluralism Project Graduate Student Fellowship, 2010; Weatherhead Center for International Affairs Graduate Student Associate Award, 2010-2012; Presidential Public Service Fellowship, 2012; William B. Stoughton Scholarship, 2008-2013; Teschmacher Fund Research Fellowship, Harvard University, 2013; Center for American Political Studies Loeb Dissertation Research Fellowship, 2013-2014; Cora Du Bois Writing Fellowship, 2015; Harvard Innovation in Learning and Teaching Spark Grant, 2016-2017; Harvard Horizon Scholar, 2017

Number of dissertations/theses involved with in the past 5 years: --

KHAN, ALIYAH, Assistant Professor, English, Tenure Track

Education: B.A., Hunter College, 2002; M.F.A., Hunter College, 2006; Ph.D., University of California-Santa Cruz, 2012

Academic Experience: Lecturer, Hunter College, 2003-2005; Lecturer, University of California-Santa Cruz, 2012-2013; Assistant Professor, University of Michigan, 2013-present

Overseas Experience: Canada, Bahamas

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Guyanese Creolese (5), assorted Anglophone Caribbean creoles (5), Spanish (4), Arabic (2)

Percentage of instructional content area expertise: 25%

Area Courses Taught: 3 (Islam in Graphic Novels; Contemporary Muslim Literature; Postcolonial Literatures)

Research and Teaching Specialization: postcolonial Caribbean literature; contemporary literature of the Muslim and Islamic worlds; postcolonial theory; transnational women's studies

Recent Publications: 2

(including: "Voyages Across Indenture: From Ship Sister to Mannish Woman," *GLQ*, 2016; "Indigeneity and the Indo-Caribbean in Cyril Dabydeen's *Dark Swirl*," *Studies in Canadian Literature*, 2015)

Distinctions: Reade Writing Prize, Hunter College, 2001; Presidential Scholar Fellowship, Hunter College, 2001; Cota-Robles University Fellowship, University of California-Santa Cruz, 2005-2007; Institute for Humanities Research Fellowship, University of California-Santa Cruz, 2011; University of California President's Dissertation Year Fellowship, 2011-2012; Center for Research on Learning and Teaching Diversity Institute Fellow, University of Michigan, 2014; Arts at Michigan Course Connection Grant, 2014; National Center for Institutional Diversity Scholars Network, 2017; Postdoctoral Research National Fellowship, American Association of University Women, 2017

Number of dissertations/theses involved with in the past 5 years: 2

KHAN, OSMAN, Associate Professor, Art and Design, Tenured

Education: B.Sc., Columbia University, 1995; M.F.A., University of California-Los Angeles, 2004

Academic Experience: Adjunct Faculty, University of California-Los Angeles, 2004-2006; Visiting Artist, Carnegie Mellon University, 2006-2009; Assistant/Associate Professor, University of Michigan, 2009-present

Overseas Experience: Canada, Netherlands, Ireland, Denmark, Italy, France, South Korea, Singapore, China, Taiwan, Japan, Austria

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Urdu (5), French (3), Spanish (3)

Percentage of instructional content area expertise: 10%

Area Courses Taught: --

Research and Teaching Specialization: Technology and subversion of identity conceptions, communication through art; public space making

Recent Publications: 4

(including: "Coloring within the lines," *Journal for Art and Culture*, 2016; 'The Avant-garde of what,' *Journal for Art and Culture*, 2014; 'No Place Like Home,' *Utopia Toolbox*, 2014; "Will the real Donna Woolford please stand up," *Journal for Art and Culture*, 2014)

Distinctions: Elain Krown Klein Arts Scholarship, UCLA, 2003; UC Regents Scholarship, 2003; Jury Recommendation, Japanese Media Arts Festival, 2006; First Prize, ISEA Symposium, 2006; Center for Art in Society Grant, Carnegie Mellon University, 2007; Shortlisted, Rising Star Award for LA's top artist under 45, 2007; Wimmer Fellowship, Carnegie Mellon University, 2007; Arctic Circle Residency, 2009; Research Through Making Grant, University of Michigan, 2013; Finalist Art Prize, 2014

Number of dissertations/theses involved with in the past 5 years: --

KIETZMAN, MARY JO, Associate Professor, English, Tenured

Education: B.A., College of the Holy Cross, 1985; Ph.D., Boston College, 1993

Academic Experience: Adjunct Lecturer, Boston College, 1987-1996; Assistant/Associate Professor, University of Michigan-Flint, 1996-present

Overseas Experience: Kazakhstan, Turkey

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Turkish (1), Russian (1)

Percentage of instructional content area expertise: 10%

Area Courses Taught: 1 (Encountering Islam)

Research and Teaching Specialization: 16th and 17th century literature, 17th century criminal culture, early-modern women's writing, biography; travel writing in the Middle East

Recent Publications: 3

(including: *The Biblical Covenant in Shakespeare*, Palgrave-Macmillan, 2018; "The Merchant of Venice: Shylock and Covenantal Interplay," *ELH*, 2017; "Lear Reassembled in a Rust Belt City: Playing with Intercultural Insights," *Ariel*, 2015)

Distinctions: Teaching Excellence Award, Boston College, 1993; National Endowment for the Humanities Grant, 1994; Research Initiative Fellowship, University of Michigan-Flint, 1998; Rackham Faculty Fellowship, 1998; Special Merit for Teaching, University of Michigan-Flint, 2000; Fulbright Award, 2010

Number of dissertations/theses involved with in the past 5 years: 3

KNYSH, ALEXANDER, Professor, Near Eastern Studies, Tenured

Education: B.A. & M.A., State University of Leningrad, 1979; Ph.D., Institute for Oriental Studies, Academy of Sciences of the USSR, 1986

Academic experience: Visiting Lecturer, State University of Leningrad/St. Petersburg, 1988-1991; Member, Institute for Advanced Studies, Princeton, 1991-1992; Visiting Assistant Professor/Rockefeller Fellow, Washington University, 1992-1993; Assistant Professor, University of Northern Colorado, 1993-94; Assistant/Associate/Full Professor, University of Michigan, 1994-present

Overseas experience: USSR/Russia, Yemen, Persian Gulf, England, Finland, Hungary, Kazakhstan

Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Russian (5), Arabic (5), French (3), German (3), Spanish (3), Persian (2)

Percentage of instructional content area expertise: 100%

Area courses taught: 5 (Islamic Intellectual History, Introduction to Islam, Islamic Theology and Law, Islam and Europe: Myth and Reality, Modern Islamic Movements in Comparative Perspective)

Research and teaching specialization: Islamic studies, Islam in the Russian Empire and former Soviet Union, Islamic movements in the Northern Caucasus

Recent publications: 9

(including: *Sufism: A New History of Islamic Mysticism*, Princeton University Press, 2017; "Islamic Studies in the American Classroom: Between Pedagogy and Scholarship," *Ars Islamica, A Festschrift for S.M. Prozorov*, 2016)

Distinctions: Fellow, Rockefeller Foundation in the Humanities, 1992-1993; Rackham Summer Research Fellowship, 1995; NEH Grant, 2002; Open Society Institute Grant, 2005-2007; President, Central Eurasian Studies Society, 2005-2007; Woodrow Wilson Fellow, 2007-2008; Senior EURIAS Fellow, Helsinki Collegium for Advanced Studies, 2014-2015

Number of dissertations/theses supervised in the past 5 years: 7/8

KRUTIKOV, MIKHAIL, Professor, Slavic Languages and Literatures, Tenured

Education: B.S., Moscow State University, 1979; M.A., Gorky Institute of Literature, 1991; Ph.D., Jewish Theological Seminary of America, 1998

Academic Experience: Lecturer, Oxford Institute for Yiddish Studies, 1996-2001; Lecturer, School of Oriental and African Studies, 1999-2002; Visiting Assistant Professor, University of Michigan, 2002-2003; Assistant/Associate/Full Professor, University of Michigan, 2004-present

Overseas Experience: Russia, Germany, United Kingdom, Israel

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), German (4), Hebrew (4), Polish (2), Ukrainian (2), Belarusian (2)

Percentage of instructional content area expertise: 25%

Area Courses Taught: 10 (Yiddish Love Stories; Yiddish Stories from Russia and Poland; Jewish Experience in Eastern and Central Europe; Jews and Modernism in Eastern and Central Europe; Yiddish in New York; Cultural History of Russian Jews; Cultures of Ukraine; Russian Jewish Literature; The Yiddish Novel; Soviet Yiddish Poetry)

Research and Teaching Specialization: Jewish-Slavic Relations

Recent Publications: 14

(including: *A Witness to the People: Der Nister and Soviet Yiddish Literature Under Stalin, 1929-1949*, Indiana University Press, 2017; *Three Cities of Yiddish: St. Petersburg, Warsaw, and Moscow*, Oxford, 2016; "The Writer as the People's Therapist: Der Nister's Last Decade, 1939-1949," *East European Jewish Affairs*, 2016; "Yiddish Studies," *This Year's Work in Modern Language Studies*, 2016; *Children and Yiddish Literature: From Early Modernity to Post-Modernity*, Oxford, 2016; *Uncovering the Hidden: the Works and Life of Der Nister*, Oxford, 2014)

Distinctions: Fellowship, Hebrew University, 2003; Fellowship, University of Michigan Frankel Institute for Advanced Judaic Studies, 2008-2009; Fenia and Yaakov Leviant Memorial Prize, Modern Language Association, 2012; Head Fellow, University of Michigan Frankel Institute for Advanced Judaic Studies, 2014-2015; Chair, University of Michigan Slavic Language and Literatures Department, 2015-present

Number of dissertations/theses involved with in the past 5 years: --

LEGASSICK, TREVOR J., Professor, Near Eastern Studies, Tenured

Education: B.A., University of London, 1958; Ph.D., University of London, 1960

Academic Experience: Visiting Lecturer, University of Wisconsin, 1962-1963; Assistant/Associate/Full Professor, University of Michigan, 1966-present

Overseas Experience: Kuwait, Lebanon; Egypt; Abu Dhabi, Bahrain, Dubai, Jordan, Morocco, Qatar, Syria

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (4), French, German, Russian

Percentage of instructional content area expertise: 100%

Area Courses Taught: 6 (Arabic Literature in Translation; Arabic of the Communications Media; Modern Arabic Fiction; Modern Arabic Non-Fiction; History of Arabic Literature in Translation; Seminar in Modern Arabic Literature)

Research Interests/Field of Specialization: Arabic Literary History and Appreciation of the 19th and 20th centuries.

Recent Publications: --

Distinctions: Fellowship, American Research Center in Egypt, 1964-1965; Kareema Khoury Distinguished Lecturer, Georgetown University, 1989; Malone Fellowship, Council on US-Arab Relations, 1996

Number of dissertations/theses involved with in the past 5 years: 0

LEVINSON, JULIAN, Associate Professor, English, Tenured

Education: B.A., Swarthmore College, 1990; M.A., Columbia University, 1992; Ph.D., Columbia University, 2000

Academic Experience: Adjunct Professor, Fordham University, 2000; Assistant/Associate Professor, University of Michigan, 2000-present

Overseas Experience: --

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Yiddish, Hebrew, German, French, Spanish

Percentage of instructional content area expertise: 30%

Area Courses Taught: 3 (Bible as Literature; Introduction to Jewish Civilizations and Cultures; What is Judaism?)

Research and Teaching Specialization: Jewish literature, Jewish History, Jewish Diaspora studies

Recent Publications: 4

(including: "Roth in the Archives: 'Eli, the Fanatic' and the Nitra Yeshiva Controversy of 1948." *American Jewish History*, 2017)

Distinctions: Phi Beta Kappa, 1990; Marjorie Hope Nicolson Fellowship, Columbia University, 1990-1991; President's Fellowship, Columbia University, 1992-1994, 1997-1999; Andrew Mellon Grant for Summer Research, 1999; Salo Baron Prize for Jewish Studies, Finalist, 2000; Posen Fellowship, 2003-2004; Frankel Institute for Advanced Judaic Studies Fellowship, 2007-2008; National Jewish Book Award, 2008; Lapidus Family Fund Lecture, 2011; Memorial Foundation for Jewish Culture Fellowship, 2012-2013

Number of dissertations/theses involved with in the past 5 years: --

LEVITSKY, MELVYN, Professor, Public Policy, Tenured

Education: B.A., University of Michigan; M.A., University of Iowa

Academic Experience: Professor, Syracuse University, 1998-2006; Professor, University of Michigan, 2006-present

Overseas Experience: Germany, Brazil, Russia, Bulgaria, Afghanistan, Cambodia, Middle East, China, Chile, Central America

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Portuguese (4), Russian (4), German (3), Spanish (2), Bulgarian (2)

Percentage of instructional content area expertise: 10%

Area Courses Taught: 2 (Issues in US National Security; Global Issues in Public Policy: Environment, Population, Refugees, and Human Rights)

Research and Teaching Specialization: Foreign Affairs, international relations, drug, crime, and terrorism policy, U.S. national security

Recent Publications: --

Distinctions: Director, Office of UN Political Affairs, 1978-1982; Deputy Assistant Secretary of State for Human Rights and Humanitarian Affairs, 1982-1983; US Ambassador to Bulgaria, 1984-1987; US Ambassador to Brazil, 1994-1998; Presidential Meritorious Service Award (2); Lifetime Distinguished Fellow, Syracuse University, 2006; Professor of the Year, Maxwell School, 2003

Number of dissertations/theses involved with in the past 5 years: 20

LINDNER, RUDI PAUL, Professor, History, Emeritus

Education: B.A., Harvard, 1965; M.A., Wisconsin, 1967; Ph.D., University of California, Berkeley, 1976

Academic Experience: Center for Byzantine Studies, Dumbarton Oaks, 1972-1974; Tufts University, 1974-1977; Assistant/Associate/Full Professor, University of Michigan, 1977-present

Overseas Experience: Turkey, Italy, France, Austria

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

German (5), French (4), Italian (4), Turkish (4) Latin (3), Greek (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 8 (History of Medieval Islam; History of Astronomy; History of the Medieval Mediterranean; Ottoman History; Inner Asian History; Comparative Medieval History; History of Near Eastern Studies; The Early Ottoman Enterprise)

Research Interests/Fields of Specialization: History of steppe nomads, early Ottoman history, late Byzantine history, history of the physical sciences, Islamic coins and monetary history, historiography

Recent Publications: 1

(including: "Islam and Christianity in Medieval Anatolia," *English Historical Review*, 2017.)

Distinctions: Fulbright, 1992-1993; Fulbright Lectureship, 1993; ACLS, 1997; NED, 1982; NEH Seminar, 1994; Lady Davis Fellowship, 2002

Number of dissertations/theses involved with in the past 5 years: --

MALLETTE, KARLA, Professor, Romance Languages and Literature, Tenured

Education: B.A., Hampshire College, 1985; M.A., Stanford University, 1987; Ph.D., University of Toronto, 1998

Academic Experience: Teaching Assistant, University of Toronto, 1994-1996; Acting Assistant Professor, Stanford University, 1999-2000; Assistant Professor, American University of Beirut, 2001-2004; Visiting Assistant Professor, Northwestern University, 2004-2005; Assistant Professor, Miami University of Ohio, 2005-2009; Associate Professor, University of Michigan, 2009-present

Overseas Experience: Italy, Lebanon

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Italian, Arabic, French, Spanish, Classical & Medieval Latin, and Ancient Greek

Percentage of instructional content area expertise: 75%

Area Courses Taught: 2 (Great Books of the Middle East; Crusade and Jihad in the Medieval Middle East)

Research and teaching specializations: Medieval Mediterranean literature in Italian, Arabic, and Latin; translation between Greek, Arabic, and Latin during the Middle Ages

Recent Publications: 8

(including: "Translation in the Pre-Modern World," *Middle Eastern Literatures*, 2017; "The Seven Sages at Sea: Framed Narrative Systems in Pre-Modern Mediterranean," *Philological Encounters*, 2017)

Distinctions: Hampshire College Threshold Grant, 1985; Mellon Fellowship in the Humanities, 1985-1987; Philip and Elaina Hampton Fund for Faculty International Initiative, Miami University, 2006; American Institute for Maghrib Studies Grant, 2008; Susanne M. Glasscock Humanities Book Prize, 2011; Helmut F. Stern Professor Fellowship, 2012-2013

Number of dissertations/theses involved with in the past 5 years: 10

MATTAWA, KHALED, Professor, English, Tenured

Education: B.A./B.S., University of Tennessee-Chattanooga, 1989; M.A./M.F.A., Indiana University, 1994; Ph.D., Duke University, 2009

Academic Experience: Assistant Professor, California State University-Northridge, 1994-1997; Visiting Lecturer, Duke University, 1998; Visiting Professor, Denison University, 1999-2000; Assistant Professor, University of Texas-Austin, 2000-2003; Assistant/Associate/Full Professor, University of Michigan, 2005-present

Overseas Experience: Libya

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), French (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (Intercultural and Post-Colonial Studies; Poetry and Poetics)

Research and teaching specializations: Arab American literature, translation theory and practice, postcolonial literature and theory, contemporary American poetry

Recent Publications: 6

(including: *Concerto for Jerusalem*, Yale University Press, 2017; *Sun on Closed Window: Selection from the Writings of Young Libyan Writers*, Darf Publishers, 2017; "From Lampedusa-Agadiz Suite," *Fifth Wednesday*, 2017; "Ali! Ali!" Poets.org, 2016; *How Long Have You Been with Us*, University of Michigan Press, 2016; "Revisiting Hekale," Poets.org, 2015; *Mahmoud Darwish: The Poet's Art and His Nation*, Syracuse University Press, 2014)

Distinctions: Academy of American Poets Award, Indiana University, 1994; Fellow, Breadloaf Writers Conference, 1997; Fellow, Sewanee Writers' Conference, 1998; Blumenthal Award, North Carolina Writers' Network, 1998-1999; Fellowship, the Guggenheim Memorial Foundation, 1997-1998; Poetry in Translation Prize, PEN American Center, 2003; Institute for Humanities Fellow, University of Michigan, 2006-2007; Academy of American Poets Fellowship Prize, 2010; Ford Fellow in Literature, United States Artist, 2011; Poetry in Translation Prize, PEN American Center, 2011; Saif Al-Ghobashi Award, 2012; Best Book of Poetry, San Francisco Poetry Center, 2012; MacArthur Fellowship, 2015

Number of dissertations/theses involved with in the past 5 years: --

MAYS, DEVI, Assistant Professor, Judaic Studies, Tenure Track

Education: B.A., University of British Columbia, 2006; M.A., Indiana University, 2009; Ph.D., Indiana University, 2013

Academic Experience: Assistant Professor, University of Michigan, 2014-present

Overseas Experience: Turkey, Mexico

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (4), Turkish (4), Modern Hebrew (3), Ladino (3), French (3), Ottoman (3), Classical Arabic (3), Italian (2), German (1), Sanskrit (1), Biblical Hebrew (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Sources of Jewish History; Jews and Muslims; The Mediterranean: Judaic Studies; A Global History of the Jews of Spain)

Research and Teaching Specialization: Jewish Life in the Americas, Jews in Modern Europe, Sephardic Jewish history and society, Israel and the Mediterranean

Recent Publications: 5

(including: "Reorienting Imperial Jews: Constantinople at the End of Empires," *Frankel Institute Annual*, 2015; "I killed Her Because I Loved Her Too Much: Gender and Violence in the 20th-Century Sephardi Diaspora," *Mashriq & Mahjar: Journal of Middle Eastern Migration Studies*, 2014; "Recounting the Past, Shaping the Future: Ladino Haggadot of the War in Occupied Constantinople," *World War I in the Middle East*, 2014)

Distinctions: Margaret Lawrence Scholarship in Arts, University of British Columbia, 2004, 2005; Bonnie and Maurice I. Lerman Scholarship in Judaic Studies, University of British Columbia, 2005; Tiner Foundation Pre-Dissertation Research Grant, 2009; Foreign Language and Area Studies Fellowship, 2009; Glazer Family Fellowship, Indiana University, 2011; Post-Doctoral Fellowship, Jewish Theological Seminary of America, 2013-2014; National Endowment for the Humanities Fellow, 2014; Fellow, Frankel Institute University of Michigan, 2014; Best Dissertation Award, Latin American Jewish Studies Association, 2015

Number of dissertations/theses involved with in the past 5 years: --

MERAJVER, SOFIA, Professor, Medicine, Tenured

Education: Ph.D., University of Maryland, 1978; M.D., University of Michigan, 1987

Academic Experience: Postdoctoral Fellow, Naval Research Laboratory, 1978-1980; Assistant Professor, Polytechnic Institute of New York, 1980-1983; Associate Research Scientist, University of Michigan, 1983-1988; Lecturer, University of Michigan, 1993-1994; Assistant/Associate/Full Professor, University of Michigan, 1994-present

Overseas Experience: Egypt, Ghana, Argentina

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (5), Portuguese (3), French (2)

Percentage of instructional content area expertise: 35%

Area Courses Taught: 1 (Implementation Solutions for Global Health Equity)

Research/Teaching Specialization: Breast Cancer treatment and genetic risk assessment and counseling; Breast and ovarian cancer risk and evaluation, inflammatory breast cancer, angiogenesis, and locally advanced breast cancer; Molecular genetics of breast cancer, BRCA1 gene function, angiogenesis, cancer risk assessment

Recent Publications: 41

(including: "Reliability of medical records in diagnosing inflammatory breast cancer in Egypt," *BMC Research Notes*, 2017; "Chronic Mastitis in Egypt and Morocco: Differentiating between Idiopathic Granulomatous Mastitis and IgG4-Related Disease," *Breast Journal*, 2016; "Breast cancer by age at diagnosis in the Gharbiah, Egypt population-based registry compared to the United States Surveillance, Epidemiology, and End Results Program, 2004-2008," *BioMed Research International*, 2015)

Distinctions: AACR Minority Scholar Award, 1998; Avon Woman of Achievement Award, Miss Michigan Scholarship Organization, 2002; Estee Lauder Award Recipient, Breast Cancer Research Fund, 2004; Best Doctors in America, 2009-present; MICHR Distinguished Translational Mentor award, 2013; Member, American Clinical and Climatologic Association member, 2016; Sarah Goddard Power Award, 2017

Number of dissertations/theses involved with over the past 5 years: --

MEYER, ANTHONY, Lecturer, Near Eastern Studies, Non-Tenure Track

Education: B.A., Grand Valley State University, 2008; M.A., Trinity Western University, 2011; Ph.D., McMaster University, 2017

Academic Experience: Lecturer, University of Michigan, 2017-present

Overseas Experience: Germany, Egypt, Japan

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (4), German (4), Arabic (1), Old Egyptian (3), Middle Egyptian (3), Late Egyptian (3), Demotic (3), Coptic (3), Akkadian (3), Sumerian (3), Ancient Greek (3), Latin (3), Biblical Hebrew (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (The Land of Israel Palestine Through the Ages; War, Peace, and Religion in the Ancient Mediterranean)

Research and Teaching Specialization: Early Judaism, Early Christianity

Recent Publications: 2

(including: "The 'Mysteries of God' in the Qumran War Scroll," *The War Scroll: War and Peace in the Dead Sea Scrolls and Related Literature*, 2015; "What Does Material Philology Have to Say About [κύριος], Ιαω, and יהוה? A Reassessment of Spacing Features in the Earliest Septuagint Manuscripts," *Material Philology in the Dead Sea Scrolls: New Approaches for New Text Editions*, 2015)

Distinctions: Abby Goldblatt Memorial Scholarship, McMaster University, 2012-2013

Number of dissertations/theses involved with in the past 5 years: --

MICHALOWSKI, PIOTR, Professor, Near Eastern Studies, Emeritus

Education: M.A., University of Warsaw, 1968; M.Phil, Yale University, 1972; Ph.D., Yale University, 1976

Academic Experience: Assistant Professor, University of California-Los Angeles, 1975-1979; Research Associate, University of Pennsylvania, 1979-1981; Associate/Full Professor, University of Michigan, 1981-2016; Emeritus Professor, University of Michigan, 2016-present

Overseas Experience: Poland, France, United Kingdom, Germany, Denmark, Italy, Netherlands, Syria, Israel

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Polish (5), French (3), Italian (2), German (2), Russian (1), Sumerian (1), Babylonian (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (Ancient Epics, Sumerian and Babylonian history and literatures)

Research and Teaching Specialization: Sumerian and Akkadian languages, literatures, and history

Recent Publications: --

Distinctions: Cross of Service Award, Polish Government, 1999; Helmut Stern Professorship, Institute for the Humanities University of Michigan, 2002-2003; Guggenheim Fellowship, 2007-2008; President, International Association of Assyriologists, 2009; President, American Oriental Society, 2013-2014; George G. Cameron Professorship, University of Michigan

Number of dissertations/theses involved with in the past 5 years: --

MILLER, JOSHUA, Associate Professor, Judaic Studies, Tenured

Education: B.A., University of Chicago, 1993; M.A., Columbia University, 1995; M.Phil. Columbia University, 1997; Ph.D. Columbia University, 2001

Academic Experience: Adjunct Assistant Professor, Columbia University, 2001-2002; Assistant/Associate Professor, University of Michigan, 2002-present

Overseas Experience: Brazil, Israel

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Hebrew (4), French (3), Spanish (2)

Percentage of instructional content area expertise: 10%

Area Courses Taught: 3 (Languages of Modern Jewish Culture, Narratives of Immigration, Worlds in the Text and Texts in the World)

Research and Teaching Specialization: Jewish History, Multilingualism in contemporary Israeli society, Diaspora

Recent Publications: 4

(including: *Languages of Jewish Cultures: Comparative Perspectives*, University of Michigan Press, 2016)

Distinctions: Mellon Graduate Student Fellowship, Columbia University, 1994-2000; Mellon Research Grant, Columbia University, 1997; Mrs. Giles Whiting Foundation Humanities Dissertation Fellowship, 1999-2000; Horace H. Rackham Faculty Research Grant, University of Michigan, 2002-2003; Nominee, Carnegie Foundation Scholars Grant, 2003; Excellence in Education Award, University of Michigan, 2006; Co-Head Fellow for Frankel Institute, University of Michigan, 2010-2011; MCubed Grant, University of Michigan, 2015-2017

Number of dissertations/theses involved with in the past 5 years: 23

MISHKIN, ALICE, Lecturer, Social Work, Non-Tenure Track

Education: B.A, University of Michigan, 2008; M.S.W., University of Michigan, 2013

Academic Experience: Lecturer, University of Michigan, 2014-present

Overseas Experience: Israel, Palestine

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (4), French (2), Hebrew (2)

Language pedagogy training:

Percentage of instructional content area expertise: 50%

Area Courses Taught: 4 (Global Intercultural Experience for Undergraduates to Israel and the West Bank; Practicum in Intergroup Dialogue; Jews and Other Others; Conflict and Coexistence: Religion, Ethnicity, and Culture)

Research and Teaching Specialization: Community narratives, storytelling, memory and trauma in diasporic communities, Palestine and Israel

Recent Publications: 4

(including: "Exploring Challenges and Struggles Faced by Students in Transitioning to Social Justice Work in the Real World: Implications for Social Work," *Advances in Social Work*, 2015; "Intergroup Dialogue as a Just Dialogue: Challenging and Preventing Normalization on Campus Dialogues," *Digest of Middle East Studies*, 2015; "Learning about Palestinian Narratives: What Are the Barriers for Jewish College Students?" *Peace and Conflict: Journal of Peace Psychology*, 2014; "BDS's Jewish Roots: A Lesson for Hillel," *972 Magazine*, 2014)

Distinctions: Dorot Fellowship, 2010-2011; Jewish Communal Leadership Scholarship, 2011-2013

Number of dissertations/theses involved with in the past 5 years: --

MOHAMED, AMINA, Lecturer III in Arabic, Near Eastern Studies, Non-Tenure Track

Education: B.A., Ain Shams University, 1991; M.A., American University in Cairo, 1998

Academic Experience: Instructor, American University in Cairo, 1995-1998; Instructor, Dutch Cultural Center, 1996-1998; Lecturer, United Arab Emirates University, 1998-2005; Lecturer, Middlebury Arabic Summer School, 2005 & 2012; Lecturer, University of Chicago, 2005-2011; Instructor, American University in Cairo, 2011-2015; Lecturer III, University of Michigan, 2016-present

Overseas Experience: Egypt

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5)

Language pedagogy training:

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Elementary, Intermediate, and Advanced Arabic)

Research and Teaching Specialization: Arabic Language Education

Recent Publications: --

Distinctions: Award in Teaching, United Arab Emirates University, 2005

Number of dissertations/theses involved with in the past 5 years: --

MOLL, YASMIN, Assistant Professor, Anthropology, Tenure Track

Education: B.S., Georgetown University, 2003; M.A., School of Oriental and African Studies, 2005; M.Phil. New York University, 2011; Ph.D., New York University, 2015

Academic Experience: Post-Doc, University of Michigan, 2014-2017; Assistant Professor, University of Michigan, 2017-present

Overseas Experience: Egypt

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), French (4)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (Anthropology of Islam; Religion, Media, and Politics)

Research and Teaching Specialization: Anthropologies of Media, Islam, Islam and the Media

Recent Publications: 2

(including: "Subtitling Islam: Translation, Mediation, Critique," *Public Culture*, 2017)

Distinctions: Phi Beta Kappa, 2003; Honorable Mention for Predoctoral Diversity Fellowship, Ford Foundation, 2008; National Science Foundation Graduate Research Fellowship, 2008; Fulbright-Hays Doctoral Dissertation Research Abroad Fellow, 2010; Social Science Research Council International Dissertation Fellow, 2010; National Science Foundation Doctoral Dissertation Improvement Grant, 2010; Honorable Mention for Dissertation Fellowship, Ford Foundation, 2013

Number of dissertations/theses involved with in the past 5 years: 2

MOORE, DEBORAH, Professor, History and Judaic Studies, Tenured

Education: B.A., Brandeis University, 1967; M.A., Columbia University, 1968; Ph.D. Columbia University, 1975

Academic Experience: Instructor, Montclair State College, 1969-1971; Assistant Professor, Montclair State College, 1975-1976; Assistant Professor, YIVO Institute for Jewish Research, 1975-1978; Visiting Associate Professor, Bard College, 1981-1982; Associate Professor, YIVO Institute for Jewish Research, 1981-1984; Lecturer, Hebrew University of Jerusalem, 1984-1985; Assistant/Associate/Full Professor, Vassar College, 1976-2005; Professor, University of Michigan, 2005-present

Overseas Experience: Israel, Japan, Australia

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (3), French (2), Yiddish (2), Spanish (1)

Percentage of instructional content area expertise: 10%

Area Courses Taught: 2 (History of American Jews; Jewish Photographers Picture the Modern World)

Research and Teaching Specialization: Jewish History, Jewish Life in the Americas

Recent Publications: 5

(including: *Jewish New York: The Remarkable Story of a City and a People*, New York University Press, 2017; "Remaking Ourselves at Home." *American Jewish History*, 2016)

Distinctions: National Jewish Book Award, 1994; Saul Viener Prize for Best Book in American Jewish History, 1994-1995; Book Award, Association of Jewish Librarians, 1997; Dartmouth Medal, American Librarian Association, 1997; Best Book of the Year, *Washington Post*, 2005; Director of Jean Samuel Frankel center for Judaic Studies, 2005-2015; Distinguished Humanist Award, Ohio State University, 2007; Lee Max Friedman Award Medal, 2012

Number of dissertations/theses involved with in the past 5 years: 6/11

MOYER, IAN, Associate Professor, History, Tenured

Education: B.A., University of Victoria, 1995; M.A. University of Victoria, 1997; M.A., University of Chicago, 1999; Ph.D., University of Chicago, 2004

Academic Experience: Assistant Professor, Pomona College, 2004-2007; Assistant/Associate Professor, University of Michigan, 2007-present

Overseas Experience: Greece

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

French (3), German (2), Modern Greek (1), Ancient Greek (4), Latin (3), Ancient Egyptian (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 5 (Ancient Greek; The Hellenistic Age in the Mediterranean and the Near East; Empires and Colonialism; Space and Place in Antiquity; Resistance and Rebellion after Alexander)

Research and Teaching Specialization: Ancient Greece and Egypt, Ethnicity and culture in the ancient world, historiography and ethnography

Recent Publications: 7

(including: "The Hymns of Isidorus at Medinet Madi: Global Currents in a Local Context," *Entangled Worlds: Religious Confluences between East and West in the Roman Empires*. 2017)

Distinctions: 2nd Place, Classical Association of Canada Greek Sight Translation Competition, 1994; University of Victoria Fellowship, 1995-1997; Social Sciences and Humanities Research Council of Canada Fellowship, 1997-2001; Century Fellowship, University of Chicago, 1997-2002; Frankel Institute for the Humanities Fellowship, University of Michigan, 2002-2003; Institute for Advanced Study Mellon Fellowship, 2007-2008; Eisenberg Institute for Historical Studies Faculty Fellowship, 2009-2010; South First Book Award, Classical Association of the Midwest, 2014; Michigan Humanities Award, 2014-2015; Loeb Classical Library Foundation Fellowship, 2014-2015

Number of dissertations/theses involved with in the past 5 years: 15

MUEHLBERGER, ELLEN, Associate Professor, Department of Near Eastern Studies, Tenured

Education: Ph.D., Indiana University-Bloomington, 2008; M.A., Indiana University-Bloomington, 2001; B.A., Western Michigan University, 1995

Academic Experience: Instructor, Northwestern Michigan College, 1997; Associate Instructor, Indiana University-Bloomington, 2000-2003; Instructor, Indiana University-Bloomington, 2003-2008; Part-time Assistant Professor, DePauw University, 2008-2009; Assistant/Associate Professor, University of Michigan, 2009-present

Overseas Experience: --

Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Greek (4), Hebrew (4), Syriac (4), Coptic (4), Latin (3), Italian (3), Armenian (2)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 1 (Christianity in Late Antiquity)

Research and teaching specializations: Christianity in Late Antiquity, Coptic and Syriac Studies, and Method and Theory in the Study of Religion

Recent Publications: 4

(including: *The Moment of Reckoning: Imagined Death and Its Consequences in Late Antiquity*, Oxford University Press, 2017; "The Morphing Portrait of a Church Father: Evidence from the *de morte* attributed to John Chrysostom," *Eirene: Studia Graeca et Latina*, 2016)

Distinctions: Medallion Scholar, Western Michigan University, 1991-1995; Presidential Scholar, Western Michigan University, 1995; Chancellor's Fellowship, 1999-2004; Ludolph Junior Faculty Development Award, University of Michigan, 2010, 2013, 2014; Charles A. Ryskamp Research Fellowship, American Council of Learned Societies, 2014-2015; NEH Fellowship, 2016-2017; Associate Professor Support Fund Grant, 2017-2019

Number of dissertations/theses involved with in the past 5 years: 11

NEIS, RACHEL R., Associate Professor, Judaic Studies, Tenured

Education: LL.B., London School of Economics, 1995; M.A., Boston University, 2001; Ph.D., Harvard University, 2007

Academic Experience: Assistant/Associate Professor, University of Michigan 2007- present

Overseas Experience: United Kingdom

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*): --

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Jewish Bodies/Jewish Selves; Introduction to the Talmud and the Rabbis; History of Jewish Visual Culture)

Research and Teaching Specialization: Jewish History, Law in the ancient world, Palestinian and Babylonian rabbinic culture

Recent Publications: 1

(including: "Rabbis as Image-Things," *Archiv fuer Religionsgeschichte*, 2016)

Distinctions: Fellow, University of Michigan, 2009-2010; Honorable Mention, Jordan Schnitzer Book Awards, 2013; Richard and Lillian Ives Professorship, 2014-2015; Salo Baron Prize, American Academy of Jewish Research, 2014; Frankel Institute Head Fellowship, University of Michigan, 2017-2018

Number of dissertations/theses involved with in the past 5 years: 7

NEVETT, LISA, Professor, Classical Studies and History of Art, Tenured

Education: B.A., University of Cambridge, Clare College, 1987; M.Phil., University of Cambridge, 1988; Ph.D., University of Cambridge, 1993

Academic Experience: British Academy Postdoctoral Fellow, University of Durham (U.K.), 1993-1996; Lecturer in Classical Studies, The Open University (U.K.), 1996-2003; Assistant/Associate/Full Professor, University of Michigan, 2003-present

Overseas Experience: Greece, Turkey, Libya, Britain

Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*): --

Percentage of instructional content area expertise: 25%

Area Courses Taught: 5 (Introduction to Greek Archaeology; Greek Archaeological Sites; Archaic Greek Art; Cities and Sanctuaries in the Greek World; Greek Colonization)

Research Interests/Fields of Specialization: Greek and Roman antiquity with particular interest in material culture as a source for social history

Recent Publications: 6

(including: "Towards a Multi-Scalar, Multi-Disciplinary Approach to the Classical Greek City: the Olynthos Project." *Annual British School at Athens*, 2016; "Understanding Variability in Ancient House Farms: a preliminary discussion," *Housing and Habitat in the Mediterranean World: Cultural and Environmental Responses*, 2016)

Distinctions: Research Award, British School at Rome, 1992; Lambarde Memorial Grant, 1992; Hugh Last Fellowship, British School at Rome, 2001; National Geographic Society Grant, 2015-2016; Loeb Classical Library Fellowships, 2016-2017

Number of dissertations/theses involved with in the past 5 years: 5

NORICH, ANITA, Professor, Judaic Studies and English, Tenured

Education: B.A., Barnard College, 1973; M.A., Columbia University, 1974; M.Phil., Columbia University, 1976; Ph.D., Columbia University, 1979

Academic Experience: Adjunct Assistant Professor, New York University, 1979-1981; Adjunct Assistant Professor, University of Pennsylvania, 1980-1981; Post-Doc, Hebrew University, 1981-1983; Assistant/Associate/Full Professor, University of Michigan, 1983-present

Overseas Experience: Israel

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Hebrew (4), Yiddish (5), German (2), French (2)

Percentage of instructional content area expertise: 75%

Area Courses Taught: 3 (Yiddish Short Stories; Comparative Literary Movements and Periods; Literature of the Holocaust)

Research and Teaching Specialization: Jewish Literature, Jewish Life in Modern Europe and America, Jewish Languages

Recent Publications: 5

(including: *Languages of Modern Jewish Cultures: Comparative Perspectives*, University of Michigan Press, 2016; "Embracing Ambiguity: Reflections on Translating Yiddish," *Geveb*, 2016; "Poetics and Politics of Translation." *The Cambridge History of Jewish American Literature*, 2015)

Distinctions: Phi Beta Kappa, 1973; President's Fellow, Columbia University, 1974-1976; Mellon Foundation Fellowship, 1978-1979; Lady Davis Post-Doctoral Fellowship, 1981-1983; Littauer Foundation Research Grant, 1986-1987; Head Fellow, University of Michigan, 2010-2011

Number of dissertations/theses involved with in the past 5 years: 12

NORTHROP, DOUGLAS, Professor, History, Tenured

Education: B.A., Williams College, 1989; B.A., Emmanuel College, Cambridge University, 1991; M.A., Emmanuel College, Cambridge University, 1995; Ph.D., Stanford University, 1999

Academic experience: Visiting Instructor to Assistant Professor, Pitzer College, 1997-99; Assistant Professor, University of Georgia, 1999-2004; Associate/Full Professor, University of Michigan, 2004-present

Overseas experience: Russia, Uzbekistan, Kazakhstan, Armenia, Turkmenistan, Kyrgyzstan

Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Russian (4), Uzbek (4), German (2), Turkish (2), Uyghur (2), French (1)

Percentage of instructional content area expertise: 75%

Area courses taught: 4 (Power and Resistance under Stalin; Travel Literature in Central Asia; From Genghis Khan to the Taliban: Modern Central Asia; Central Asian History)

Research and teaching specialization: Modern Central Asia

Recent publications: --

Distinctions: Mellon Fellowship, 1991-1993; European Union Center of California Faculty Research Award, 1999-2000; NEH Fellowship, 2003-2006; Eisenberg Institute for Historical Studies Faculty Fellowship, 2008-2009; Helmut Stern Fellowship, 2016-2017

Number of dissertations/theses supervised in the past 5 years: 4/1

PALOFF, BENJAMIN, Associate Professor, Slavic Languages and Literatures, Tenured

Education: B.A., Harvard University, 1999; M.F.A., University of Michigan, 2001; M.A., University of Michigan, 2002; Ph.D., University of Michigan, 2007

Academic Experience: Instructor, Harvard University, 2005-2007; Assistant/Associate Professor, University of Michigan, 2007-present

Overseas Experience: Poland

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Polish (5), Russian (5), Czech (5), German (3), French (3), Yiddish (3)

Percentage of instructional content area expertise: 10%

Area Courses Taught: 4 (Polish Drama; Polish Literature in the 19th Century; Polish Literature in English: 1890 to Present; Central European Cinema)

Research and Teaching Specialization: Comparative approaches to modern Russian, Polish, and Czech literatures; philosophy in literature; poetics

Recent Publications: 6

(including: "If this is not a Garden: Ol'ga Sedakova and the Unfinished Work of Creation," University of Wisconsin Press, 2017; *Lost in the Shadow of the Word*, Northwestern University Press, 2016; *And His Orchestra: Poems*, Carnegie Mellon University Press, 2015)

Distinctions: Sweetland Fellows Senior Fellowship, University of Michigan, 2012; PEN/Heim translation Fund Grant, 2014; Helen Tartar First Book Subvention Prize, 2015; Literature Fellowship in Translation, National Endowment for the Arts, 2016; ADVANCE Faculty Summer Writing Grant, University of Michigan, 2016

Number of dissertations/theses involved with in the past 5 years: 10

PIFER, MICHAEL, Lecturer in Armenian, Near Eastern Studies, Non-Tenure Track

Education: B.A., University of Michigan, 2007; Certificate, Bilgi University, 2013; Ph.D., University of Michigan, 2014

Academic Experience: Manoogian Simone Foundation Postdoctoral Fellow, University of Michigan, 2014-2015; National Endowment for the Humanities Fellow, University of Michigan, 2016-2017; Lecturer, University of Michigan, 2017-present

Overseas Experience: Turkey

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Modern Western Armenian (4), Eastern Armenian (4), Middle and Classical Armenian (4), Persian (4), Turkish (4), Modern Standard Arabic (3), Ottoman Turkish (3), Latin (1), German (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Modern Armenian Literature; Modern Western Armenian; Armenian Culture and Ethnicity: Identity in a Global World; Life Between Borders: Travel and Transgression in World Literature)

Research Interests/Fields of Specialization: Armenian literature; relationship between Armenian, Persian, and Turkish literature; medieval Anatolia; Armenian history; world cinema; cosmopolitanism and exile; translation studies; the Mediterranean world

Recent Publications: 3

(including: "The age of the gharib: Strangers in the medieval Mediterranean," *An Armenian Mediterranean: Words and Worlds in Motion*, 2018; "The forgetful figure: Armenian representations of trauma in Ara'el of Tabriz and Shahan Shanur," *The Journal of Literature and Trauma Studies*, 2017; "The diasporic crane: Discursive migration across the Armenian-Turkish divide," *Diaspora: A Journal of Transnational Studies*, 2015)

Distinctions: Hopwood Award, University of Michigan, 2004, 2006, 2007; Helen J. Daniels Prize for Best Essay, University of Michigan, 2007; George and Celeste Hourani Award, University of Michigan, 2007; Foreign Language and Area Studies Fellowship, 2009; K. Allin Luther Award, University of Michigan, 2010; Agnes H. and R. A. Yarmain Research Fellowship, 2012; Dolores Zohrab Liebmann Fellowship, 2011-2014; ProQuest Distinguished Dissertation Award, 2015; National Endowment for the Humanities Fellowship, 2016-2017

Number of dissertations/theses involved with in past 5 years: --

PINSKER, SHACHAR, Associate Professor, Near Eastern Studies, Tenured

Education: B.A., Hebrew University, 1993; M.A., Hebrew University, 1995; Ph.D., University of California-Berkeley, 2001

Academic Experience: University of California, Berkeley, 1999-2000; Visiting Professor, Harvard University, 2001

Overseas Experience: Hebrew University, Jerusalem, 1994-1996; Ben-Gurion University, Israel, 2001.

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (5), French

Percentage of instructional content area expertise: 100%

Area Courses Taught: 5 (Advanced Hebrew I and II; Reading Hebrew Literature; From Bible to Midrash to Modern Hebrew Literature; Modern Hebrew and Jewish Literature)

Research Interests/Fields of Specialization: Modern Hebrew Literature, Israel Studies, Judaic Studies

Recent Publications: 11

(including: *A Rich Brew: Urban Cafes and Modern Jewish Culture*, New York University Press, 2018; "Modern Hebrew Literature." *The Cambridge History of Judaism: The Modern Era*, 2017)

Distinctions: Benjamin Goor Prize, University of California-Berkeley, 1998; Newhall Fellowship, University of California-Berkeley, 2000; Dissertation Fellowship, National Foundation for Jewish Culture, 2000-2001; Kreitman Post-Doctoral Fellowship, Ben-Gurion University; Publication Grant, Koret Foundation, 2004; Fritz Halbers Fellowship, Leo Baeck Institute, 2010; Hadassah-Brandeis Institute Research Award, 2009-2010; Yad Hanadiv Rothschild Visiting Fellowship, Hebrew University, 2011; Lady Davis Visiting Professor Fellowship, Hebrew University, 2011; Goldreich Institute Visiting Professorship, Tel Aviv University, 2011; Jordan Schnitzer Book Award, Association for Jewish Studies, 2011; Fellowship, Frankel Institute for Advanced Jewish Studies, University of Michigan, 2016

Number of dissertations/theses involved with in past 5 years: 4

POLLACK, EILEEN, Professor, English, Tenured

Education: B.S., Yale University, 1978; M.F.A., University of Iowa, 1983

Academic Experience: Teaching-Writing Fellow, University of Iowa, 1982-1983; Lecturer, Tufts University, 1985-1994; Preceptor, Harvard University, 1989-1990; Visiting Assistant Professor, Emerson College, 1993-1994; Senior Lecturer/Assistant/Associate/Full Professor, University of Michigan, 1994-present

Overseas Experience: --

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 10%

Area Courses Taught: --

Research and Teaching Specialization: Women's literature, Jewish America; science and literature

Recent Publications: 10

(including: "One a Day," *Ploughshares*, 2018; "Writing Blue," *LitHub*, 2018; "Righteous Gentile," *Harvard Review*, 2017; "Why Fiction Needs More Women Scientists," *Literary Hub*, 2016; *A Perfect Life*, Ecco Press, 2016; "What Really Keeps Women Out of Tech," *New York Times Week in Review*, 2015; "The World of the Story," *Writers Chronicle*, 2014; "The Young Friends Pleasure and Benefit Society," *Tikkun Daily*, 2014)

Distinctions: Marshall Fellowship, University of East Anglia, 1978-1979

Number of dissertations/theses involved with in the past 5 years: --

RATTÉ, CHRISTOPHER, Professor, Classical Studies, Tenured

Education: Ph.D., University of California Berkeley, 1989; M.A., University of California Berkeley, 1984; B.A., Harvard University, 1981

Academic Experience: Assistant Professor, Florida State University, 1989-1993; Assistant/Associate Professor, New York University, 1993-2006; Associate/Full Professor, University of Michigan, 2006 – present

Overseas Experience: Turkey, Georgia, Greece, Honduras, England, Germany

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Turkish (3), German (3), French (2), Ancient Greek (4), Latin (4)

Percentage of instructional content area expertise: 75%

Area Courses Taught: 2 (Roman Imperial Architecture, The Art and Archaeology of Asia Minor)

Research and teaching specializations: Classical Archaeology, especially Greek architecture and urbanism, archaeology of Turkey

Recent Publications: 4

(including: *The Countryside of Aphrodisia*, Kelsey Museum Publications, 2017; “Archaeological Excavations in Shuamta, 2010,” *Dziebani*, 2014)

Distinctions: ITT International Fellowship, 1984-1985; NEH Fellowship, 1992-1993; Alexander von Humboldt Fellowship, 2003 and 1998-1999

Number of dissertations/theses involved with in the past 5 years: 15

RAZ, ADI, Lecturer III and Modern Hebrew Language Coordinator, Near Eastern Studies, Non-Tenure Track

Education: B.A., Bar Ilan University, 1996; M.A., Hunter College, 1997; M.A., Fairleigh Dickinson University, 2000; Ph.D., Jewish Theological Seminary, 2009

Teaching Experience: Clinical Assistant Professor, Texas Language Center, 2011-2016; Lecturer, University of Texas at Austin, 2008-2010

Overseas Experience: Israel

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Hebrew (5)

Language Pedagogy Training:

Percentage of instructional content area expertise: 100%

Courses Taught: 3 (Elementary, Intermediate, and Advanced Hebrew)

Research/Teaching specializations: Hebrew language education, Hebrew literature, Modern Jewish Studies, Special Education, Israel education, gender studies, cross-cultural pragmatics

Recent Publications: 2

(including: “Changing a Hebrew Curriculum.” *National Association of Professors of Hebrew*, 2017; “Communities of Learning in Second Language Acquisition: An Exploration of Alternative Pedagogies,” *Modern Language Association*, 2016)

Distinctions: --

Number of dissertations/theses involved with in the past 5 years: 0

READING, LIANA, Lecturer II in Arabic, Near Eastern Studies, Non-Tenure Track

Education: B.A., University of Michigan, 2004; Non-Degree, Abu Nour Islamic Foundation, 2004-2005; Non-Degree, University of Damascus, 2006; M.A., University of Michigan, 2007

Academic Experience: Lecturer I/II, University of Michigan, 2009-present

Overseas Experience: Syria

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Arabic (4), Spanish (2)

Language Pedagogy Training:

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Elementary, Intermediate, and Advanced Arabic)

Research and Teaching Specialization: Arabic Language Instruction

Recent Publications and Works in Progress: --

Distinctions: Ernest McCarus Prize, 2006

Number of dissertations/theses involved with in the past 5 years: 0

RICHARDS, JANET, Professor, Near Eastern Studies, Tenured

Education: B.A., Northwestern University, 1981; Ph.D., University of Pennsylvania, 1992

Teaching Experience: Lecturer, University of Pennsylvania, 1991; Visiting Assistant Professor, Mount Holyoke College, 1993-94; Visiting Assistant Curator, Kelsey Museum of Archaeology, University of Michigan, 1994-1998; Assistant Curator, Kelsey Museum of Archaeology, University of Michigan, 1998-present;

Lecturer/Assistant/Associate/Full Professor, Near Eastern Studies, 1994-present; Research Affiliate, Museum of Anthropology, University of Michigan, 1996-present

Overseas Experience: Egypt

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Egyptian Colloquial Arabic 2, Ancient Egyptian-4; French 5, German 2.

Percentage of instructional content area expertise: 100%

Area Courses Taught: 6 (Ancient Egypt and Its World; Intro Egyptian Archaeology; Intro Middle Egyptian; Seminar in Egyptian History; Seminar on Egyptian Archaeology, Nubian Art and Archaeology; Egyptian Art and Archaeology)

Research Interests/Field of Specialization: Ancient Egyptian and Nubian culture, archaeology, and history; texts and archaeology; mortuary studies; sacred landscapes; anthropology of religion and art; the archaeology of individuals; biography; complex societies (ideologies of power, social transformations, frontier zones, trade and commodities); the disciplinary history of Egyptology

Recent Publications: 4

(including: "Contextualizing Idi." *The British Museum Newsletter: Ancient Egypt and Sudan*. 2016; "A New Kingdom Figurine from the Abydos Middle Cemetery." *Joyful in Thebes: Egyptological Studies in Honor of Betsy M. Bryan*. 2015)

Distinctions: National Geographic Society, 2001; American Council of Learned Societies Fellowship, 2005; American Philosophical Society Fellowship, 2006-2007; National Endowment for the Humanities Fellowship, 2005-2006; Senior Fellow, New York University, 2010-present; Berlin Prize, American Academy in Berlin, 2014

Number of dissertations/theses involved with in the past 5 years: 6

ROBY, BRYAN, Assistant Professor, Judaic Studies, Tenure Track

Education: B.A., University of Massachusetts-Amherst, 2007; M.A., University of Manchester, 2008; Ph.D., University of Manchester, 2013

Academic Experience: Post-Doc, New York University, 2013-2014; Visiting Fellow, University of Michigan, 2016-2017; Assistant Professor, University of Michigan, 2017-present

Overseas Experience: Israel, United Kingdom

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

French (5), Arabic (3), Hebrew (5), Tunisian Arabic (3), German (2), Dutch (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Protest and Conflict in Israel; Jewish Life in Colonial North Africa; Social and Political History of Israel)

Research and Teaching Specialization: Mizrahi Jewish history in the modern era; race, gender, and sexuality in Israel/Palestine; legacy of French colonialism on Arab and Jewish identity

Recent Publications: 4

(including: "An Aliyah to Iraq: Transgressive Migrations Between Israel and the Arab World." *AJS Perspectives: The Migration Issue*, 2017; *The Mizrahi Era of Rebellion: Israel's Forgotten Civil Rights Struggle 1948-1966*, Syracuse: Syracuse University Press, 2015)

Distinctions: --

Number of dissertations/theses involved with in the past 5 years: 0

ROOT, MARGARET C., Professor, History of Art, Emeritus

Education: B.A., Bryn Mawr College, 1969; M.A., Bryn Mawr College, 1971; Ph.D., Bryn Mawr College, 1976

Teaching Experience: Visiting Assistant Professor, University of Chicago, 1977-78; Assistant/Associate/Full Professor, University of Michigan, 1978-present

Overseas Experience: Iran, Italy, Morocco, Tunisia, Turkey

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Ancient Greek(3); French(5); Italian(3); German(4); Latin(3); Old Persian(2); Persian(2)

Area Courses Taught: 4 (History of Art (with significant ancient Near East segment); Art and Archaeology of Ancient Iran; Problems in the Art of the Persian Empire; Museum Research Seminars: Iran and Iraq in Late Prehistory)

Research Interests/Field of Specialization: Ancient Near Eastern Art and Archaeology

Recent Publications: 3

(including: "Tales of Translation: Leroy Waterman, Biblical Studies, and Achaemenid Royal-Name *Alabastron* from Seleucia." *Des contrees avestiques a Mahabad, via Bisotun*. 2016)

Distinctions: Woodrow Wilson Fellowship, 1969-1970; John Simon Guggenheim Memorial Foundation Fellowship, 1985-1986; NEH Academic Conference Grant, 1989-1990; Rackham Pedagogy Award, 1998; Iran Heritage Foundation Grant, Persepolis Seal Project, 1999

Number of dissertations/theses involved with in the past 5 years: 5

ROSENBERG, ILAN, Lecturer IV, Near Eastern Studies, Non-Tenure Track

Education: B.A., Tel-Aviv University, 1984; Master of Clinical Psychology, Tel Aviv University, 1986

Research Interests/Fields of Specialization:

Academic Experience: Lecturer, University of Washington, 1996; Lecturer, University of Michigan, 1996-present
Modern Hebrew Teacher, Hebrew Day School, 1998-present;

Overseas Experience: Israel

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Hebrew (5)

Area Courses Taught: 1 (Intermediate Modern Hebrew)

Recent Publications: --

Distinctions: --

Number of dissertations/theses involved with in the past five years: 0

SAHAKYAN, VAHE, Researcher, History, Non-Tenure Track

Education: Diploma, Yerevan State University, 1999; B.A., Yerevan State University, 2003; M.A., University of Michigan, 2010; Ph.D., University of Michigan, 2015

Academic Experience: Post-Doctoral Researcher, University of Michigan, 2015-2016; Visiting Lecturer, University of Michigan, 2016-2017; Researcher, University of Michigan-Dearborn, 2016-present

Overseas Experience: Armenia

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Eastern Armenian (5), Western Armenian (4), Russian (4), French (3), Turkish (1), German (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (Empire and Nation: Uprisings, Reforms and Revolutions in the Russian and Ottoman Empires; The Immigrant Experience: Armenians, Arabs, and Jews in America; Diaspora and Ethnicity)

Research and Teaching Specialization: Diaspora studies; Armenian history and society

Recent Publications: --

Distinctions: Gold Medal for Outstanding Achievements in Studies and Work, Armenian Ministry of Education and Science, 1994; Junior Faculty Development Program Grant, American Councils for International Education, 2004; Zoryan Institute Scholarship, 2009; Rackham Graduate Student Research Grant, 2009; Hourani Memorial Fellowship, University of Michigan, 2009; Manoogian-Simone Fellow, University of Michigan, 2010; Hourani Memorial Fellowship, University of Michigan, 2010; Arsen K. Sanjian Fellowship, University of Michigan, 2010; Rackham Graduate Student Research Grant, 2012; Rackham Humanities Research Fellowship, 2012; Haiganoosh Mengushia--jemian Memorial Student Travel Award, 2012; Block Grant Fellowship, University of Michigan, 2012; Arsen K. Sanjian Fellowship, 2012, 2013; Rackham Dissertation Fellowship, 2014; Hourani Memorial Fellowship, 2015; Best Conference Paper Award, Society for Armenian Studies, 2014; Manoogian-Simon Post-Doctoral Fellowship, University of Michigan, 2016

Number of dissertations/theses involved with in the past 5 years: 0

SANJIAN, ARA, Associate Professor, History, Tenured

Education: M.A., Yerevan State University, 1991; Ph.D., School of Oriental and African Studies, 1996

Academic Experience: Assistant Professor, Haigazian University, 1996-2005; Visiting Professor, California State University, 2003; Associate Professor, University of Michigan-Dearborn, 2006-present

Overseas Experience: Lebanon, Armenia, Jordan

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Armenian (5), Arabic (4), Turkish (4), Russian (4), French (4)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Lebanon in Modern Middle Eastern History; Armenian in the Soviet Period; The Ottoman Empire in the Nineteenth Century; Armenian in World History)

Research and Teaching Specialization: Post-World War I history of Armenia, Turkey, Arab states of Western Asia

Recent Publications: 1

(including: "Armenians in the Midst of Civil Wars: Lebanon and Syria Compared," *Diaspori*, 2015)

Distinctions: Director, Armenian Research Center at the University of Michigan-Dearborn, 2006-present

Number of dissertations/theses involved with in the past 5 years: 1

SHELLENBERG, KATHRYN, Associate Professor, Sociology, Tenured

Education: B.S., Brigham Young University, 1975; M.S., University of Utah, 1984; Ph.D., University of Utah, 1991

Academic Experience: Assistant Professor, University of Calgary, 1988-1990; Assistant Professor, University of Guelph, 1990-1996; Research Associate, University of Waterloo, 1997-1999; Assistant/Associate Professor, University of Michigan-Flint, 1999-present

Overseas Experience: Morocco, Canada, United Arab Emirates

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Arabic (1)

Percentage of instructional content area expertise: 25%

Area Courses Taught: --

Research and Teaching Specialization: Globalization and migration in United Arab Emirates; civil and legal needs for low-income Americans; workplace organization; police practices; technological surveillance

Recent Publications: 1

(including: "Access to justice: The readability of Legal Services Corporation [LSC] legal aid internet services," *Journal of Poverty*, 2016)

Distinctions: Distinguished Faculty Service Award, University of Michigan, 2015

Number of dissertations/theses involved with in the past 5 years: 0

SCHMIDT, BRIAN, Professor, Near Eastern Studies, Tenured

Education: B.S., The Florida State University, 1977; Th.M., Dallas Theological Seminary, 1983; Post-Graduate Research, University of North Carolina, Chapel Hill, 1987-90; Ph.D., University of Oxford, 1991

Teaching Experience: Instructor in Religion/Philosophy, Durham Community College, 1987-89; Visiting Lecturer in Hebrew Language and Literature, University of North Carolina, 1987-89; Visiting Instructor in Religious Studies, North Carolina State University, 1989-90; Assistant/Associate/Full Professor, University of Michigan, 1991-present

Overseas Experience: England, Israel, Syria, Jordan, Germany, France, Egypt

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Classical & Ancient Hebrew, Northwest Semitic Languages (Old Aramaic, Phoenician, Ugaritic, Moabite, Edomite, Ammonite)(4); Ancient Koine Greek, Middle Egyptian, Akkadian (3); German (3), French (3), Modern Hebrew (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 9 (Intro Old Testament; Intermediate Biblical Hebrew; History and Religion of Ancient Judaism; Advanced Classical Hebrew; Ancient Israel Seminar; Ancient Israel Seminar: Religion & Culture, Introduction to World Religions; History and Religion of Israel; Introduction to Tanakh; Great Books of the Ancient Near East)

Research Interests/Field of Specialization: Early Canaanite-Israelite Religion; Israelite Historiography; Hebrew Bible.

Recent Publications: 10

(including: *The Materiality of Power: Explorations in the Social History of Early Israelite Magic*, Forshungen zum Alten Testament, 2016; *Contextualizing Israel's Sacred Writings: Ancient Literacy, Orality and Literary Production*, Society of Biblical Literature Press, 2015; "Memorializing Conflict: Toward an Iron Age 'Shadow History' of Israel's Earliest Literature," *Contextualizing Israel's Sacred Writing: Ancient Literacy, Orality, and Literary Production*, 2015)

Distinctions: Research Fellow, National Endowment for the Humanities, 2002-2003; Hadassah Brandeis Institute Small Projects Research Grant, 2016; Nominee, American Schools of Oriental Research Annual Book Award, 2016; The Michigan Humanities Award, 2017

Number of dissertations/theses involved with in past 5 years: 3/2

SCHOEM, DAVID, Adjunct Associate Professor, Sociology, Non-Tenure Track

Education: B.A., University of Michigan, 1973; M.Ed., Harvard University, 1974; Ph.D., University of California-Berkeley, 1979

Academic Experience: Director of Pilot Program, University of Michigan, 1979-1985; Adjunct Associate Professor, University of Michigan, 1983-present; Director of Academic Programs, University of Michigan, 1985-1988; Assistant Dean, Undergraduate Education at University of Michigan, 1988-1998; Director, Michigan Community Scholars Program, University of Michigan, 1999-present

Overseas Experience: --

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 25%

Area Courses Taught: 4 (Jewish Americans: Identity and Community in a Pluralist Society; Sociology of the American Jewish Community; Blacks and Jews: Dialogue on Ethnic Identity; Jewish Identity)

Research and Teaching Specialization: Racial, Ethnic, and Religion Group relations; Jewish education; Multicultural teaching; Intragroup diversity and Education

Recent Publications: 4

(including: "Relational teaching and Learning: the Classroom as Community and the Community as Classroom," *Teaching the Whole Student: Engaged Learning with Heart, Mind, and Spirit*, 2017; "Honoring the Humanity of Our Students," *Well-Being and Higher Education: A Strategy for Change and the Realization of Education's Greater Purposes*, 2016; "Finding a Seat for Social Justice at the Table of Dialogue and Deliberation," *Journal of Public Deliberation*, 2014)

Distinctions: President Clinton's Initiative on Race, 1997; Woodrow Wilson Foundation Grant, 1998; PEW National Learning Communities Fellow, 2000-2003; Ford Foundation Grant, 2006; Diversity Initiatives Grant, University of Michigan, 2013-2019

Number of dissertations/theses involved with in the past 5 years: 1

SEVINC, NILAY, Lecturer in Turkish, Near Eastern Studies, Non-Tenure Track

Education: B.A., Anadolu University, 1998; Non-Degree, University of Oregon, 2006; M.A., University of Oregon, 2009; M.S., University of Oregon, 2011

Academic Experience: Lecturer, University of Michigan, 2011-present

Overseas Experience: Turkey

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Turkish (5), German (2)

Language Pedagogy Training: University of Chicago Language Symposium, 2018; University of Chicago Mellon Workshop on Language and Assessment, 2017

Percentage of instructional content area expertise: 100%

Area Courses Taught: 4 (Elementary, Intermediate, and Advanced Turkish; modern Turkish readings)

Research and Teaching Specialization: Turkish Language Instruction

Recent Presentations: 2

(including: "Conceptualizing and Designing a Turkish Language Course." MESA Conference, 2016; "Updates: ACTFL Turkish Proficiency Guidelines." 2015)

Distinctions: Fulbright Scholarship, University of Oregon, 2005; International Cultural Service Program Scholarship, University of Oregon, 2006; Community Leadership and Involvement Award, University of Oregon, 2009; Global Teaching with Videoconferencing Grant Program, University of Michigan, 2014; Gilbert Whitaker Fund, 2017; Faculty Grant, University of Michigan, 2017

Number of dissertations/theses involved with in the past 5 years: --

SEYHUN, NEJAT, Professor, Ross School of Business, Tenured

Education: Ph.D., University of Rochester, Rochester NY, 1984; MA., University of Rochester, Rochester, NY, 1981; BA., Northwestern University 1976

Academic Experience: Associate Lecturer, University of Rochester, 1982-1983; Lecturer/Assistant/Associate/Full Professor, University of Michigan, 1983-present

Overseas Experience: Turkey, Arabian Gulf, Germany

Foreign Language Competency (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Turkish (5)

Percentage of instructional content area expertise: 15%

Area Courses Taught: 1 (International Finance)

Research and teaching specializations: Option pricing, commercial and investment banking, valuation, corporate finance, and investments.

Recent Publications: 11

(including: "Defining 'Material, Nonpublic:' What should Constitute Illegal Insider Information." *Fordham Journal of Corporate & Financial Law*. 2016)

Distinctions: Nomination for Smith-Breeden Distinguished Paper Prize, 1990; All Star Paper, *Journal of Financial Economics*, 2001; Best Paper Award, Global Finance Conference, 2016

Number of dissertations/theses involved with in past 5 years: --

SHAMMAS, ANTON, Professor, Near Eastern Studies and Comparative Literature, Tenured

Education: B.A., Hebrew University in Jerusalem, Israel, 1968-1972

Teaching Experience: Adjunct Professor, Departments of English, Near Eastern Studies, University of Michigan, 1989-90; Adjunct Professor, Near Eastern Studies, University of Michigan, 1990-93; Associate Faculty Member, Comparative Literature, University of Michigan, 1993-94; Adjunct Professor, English Language and Literature, University of Michigan, 1995; Professor, Near Eastern Studies and Comparative Literature, University of Michigan, 1998-present.

Overseas Experience: Palestine/Israel

Foreign Language Competence: (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), Hebrew (5)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 5 (Comparative Studies in Fiction; Studies in Fiction/Translation; Reading Modern Arab Authors in Arabic; Modern Arabic Poetry; Mappings of the Arab Renaissance)

Research Interests/Field of Specialization: Modern Arabic fiction and poetry; intellectual history of the 19th century in the Levant; Critical Theory; Translation Studies

Recent Publications: 1

(including: "The Drowned Library," *Journal of Palestine Studies*, 2015)

Distinctions: Notable Essay, *The Best American Essays*, 1991; A Whiting Writer's Award, 1991-1992; Lila Wallace Writers' Award, 1993-1996

Number of dissertations/theses involved with in the past 5 years: 1

SHRYOCK, ANDREW, Professor, Anthropology, Tenured

Education: B.A., Georgia Southern College, 1984; M.A., University of Michigan, 1986; Ph.D., University of Michigan, 1993

Academic Experience: Fellow, Yarmouk University, 1989-1990; Adjunct Lecturer, University of Michigan, 1992 and 1994-1995; Assistant Professor, Anthropology, State University of New York, 1995-1999; Assistant/Associate/Full Professor, University of Michigan, 1999-present

Overseas Experience: Yemen and Jordan

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Modern Standard Arabic (3); Balgawi dialect of Jordanian Arabic (4)

Percentage of instructional content area expertise: 85%

Area Courses Taught: 1 (Peoples and Cultures of the Near East and North Africa)

Research Interests/Fields of Specialization: Modernity, historical ethnography, oral tradition, tribe-state relations, identity politics, (trans)nationalism; Middle East and Middle Eastern communities in North America

Recent Publications: 1

(including: "We Need More Ethnography, Not Less," *Cultural Anthropology*, 2016)

Distinctions: Alumni Association Award, 1984; Phi Kappa Phi, 1984; Regents Fellowship, University of Michigan, 1984; Fulbright-Hays, 1988; Honorable Mention, The Victor Turner Prize for Ethnographic Writing, 1997; Albert Hourani Book Award, Middle East Studies Association, 1997; John Simon Guggenheim Memorial Foundation Fellowship, 2006; Arthur F. Thurnau Professorship, 2007; John Dewey Teaching Award, University of Michigan, 2011; Midwest Book Award, 2012

Number of dissertations/theses involved with in the past 5 years: 37/6

SOULAIMANI, DRISS, Lecturer III & Coordinator, Arabic Language, Near Eastern Studies, Non-Tenure Track
Education: B.A., Hassan II University, 1997; M.A., Wayne State University, 2004; Ph.D., University of California-Los Angeles, 2012

Academic Experience: Visiting Instructor, Middlebury College, 2005-2006; Lecturer, Brow University, 2006-2008; Teaching Associate/Lecturer/Language Coordinator, UCLA, 2008-2013; Assistant Professor, New York University –Abu Dhabi, 2013-2017; Lecturer III & Language Coordinator, University of Michigan, 2017-present

Overseas Experience: Morocco, UAE, Morocco, Tunisia

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Arabic (5), Berber (5), French (4), Russian (1)

Language Pedagogy Training: --

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (Elementary and Intermediate Arabic)

Research and Teaching Specialization: sociolinguistics, discourse analysis, Arabic language pedagogy

Recent Publications: 3

(including: "Writing and rewriting Amazigh/Berber identity: Orthographies and language ideologies." *Writing Systems Research*. 2016; "Becoming Amazigh: Standardization, Purity, and the Question of identity." *The Journal of North African Studies*. 2016; "Embodiment in Moroccan Arabic Storytelling: Language, stance, and discourse analysis." *Text & Talk*. 2017)

Distinctions: UCLA Academic Senate Distinguished Teaching Award, 2010-2011; Applied Linguistics Department Scholarship, 2012; NYU Abu Dhabi Arabic Computational Linguistics Research Grant, 2016-2018; NYU Abu Dhabi Course Relief Award, 2017

Number of dissertations/theses involved with in the past 5 year: 0

SPECTOR, SCOTT, Professor, History and Germanic Languages & Literature, Tenured

Education: B.A., Clark University, 1981; M.A., Johns Hopkins University, 1989; Ph.D., Johns Hopkins University, 1994

Academic Experience: Post-Doc, Georgetown University, 1993-1994; Assistant/Full Professor, University of Michigan, 1994-present

Overseas Experience: Austria, Israel, Germany

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

German (5), Spanish (5), Catalan (3), Italian (3), French (2), Yiddish (2)

Percentage of instructional content area expertise: 10%

Area Courses Taught: 1 (The History of Sexuality)

Research and Teaching Specialization: history of sexuality, Jewish history

Recent Publications: 10

(including: "Elsewhere in Central Europe: Jewish Literature in the Austro-Hungarian Monarchy Between 'Habsburg Myth' and the 'Central Europe Effect,'" *German Modernities from Wilhelm to Weimar: A Contest of Futures*, 2016)

Distinctions: American Council of Learned Societies Fellowship, 1991-1992; Senior Fellowship, 1999-2000; Distinguished Research Award, University of Michigan, 2000; DAAD/GSA Book Prize, 1999-2000; Fellowship in International Studies, Library of Congress, 2002; John Rich Professorship, 2007-2008; Frankel Fellow, University of Michigan, 2015-2016

Number of dissertations/theses involved with in the past 5 years: --

STANZLER, JEFFREY, Lecturer III, Education, Non-Tenure Track

Education: B.A., University of Michigan, 1984; M.A., University of Michigan, 1990; Ph.D., University of Michigan, 2004

Academic Experience: Lecturer, University of Michigan, 2010-present

Overseas Experience: Israel, Oman

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Hebrew (2), French (3)

Language pedagogy training:

Percentage of instructional content area expertise: 50%

Area Courses Taught: 2 (Earth Odysseys Morocco; Arab-Israeli Conflict Simulation)

Research and Teaching Specialization: Web-based curricular activities, intellectual and social development of college students

Recent Publications: 3

(including: "Priorities and pathways for civic caucusing: The Michigan Student Caucus," *Civic Media Project*, 2015)

Distinctions: Dewitt-Wallace Reader's Digest Fellow, 1993-1994; Spencer Foundation Mini-Grant, 2001-2002; Carnegie Corporation Grant, 2004-2006; Covenant Foundation Mini-Grant, 2007-2008; University of Michigan Center for Research Grant, 2015

Number of dissertations/theses involved with in the past 5 years: 0

STIFFLER, MATTHEW, Intermittent Lecturer I, American Culture, Non-Tenure Track

Education: B.A., Waynesburg College, 2001; M.S., Utah State University, 2003; Ph.D., University of Michigan, 2010

Academic Experience: Lecturer I, University of Michigan, 2011-present

Overseas Experience: --

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Arabic (3), Spanish (1)

Language pedagogy training:

Percentage of instructional content area expertise: 50%

Area Courses Taught: 2 (Introduction to Arab American Studies; Camels, Kabobs, and Khalil Gibran: Arab American Cultural Studies)

Research and Teaching Specialization: Arab American Studies

Recent Publications: 1

(including: "Self-Orientalism: Arab American Christians and Cultural Authenticity," *Mashriq and Mahjar: Journal of Middle East Migration Studies*, 2014)

Distinctions: American Culture Fellow, 2004-2009; Research and Content Manager, 2010-present; W.K. Kellogg Foundation, American Healing Initiative, 2013-2014

Number of dissertations/theses involved with in the past 5 years: 0

STOCKTON, RONALD, Professor, Political Science, Tenured

Education: B.A., Southern Illinois University, 1963; M.A., Southern Illinois University, 1967; Ph.D., Michigan State University, 1973

Academic Experience:

Overseas Experience: Kenya, Kuwait, Egypt, Jordan, Syria, Saudi Arabia, Oman, Bahrain

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 90%

Area Courses Taught: 5 (Comparative Politics; Developing Areas; Religion and Politics; Revolution; Middle East Politics)

Research and Teaching Specialization: Arab Americans; Muslim-Americans

Recent Publications: 2

(including: "The Presbyterians Divest," *Middle East Policy*, 2015; "Muslim Graves in Southeast Michigan," Mardigian Library, 2014)

Distinctions: Fellowship, Columbia University, 1964; MUCIA Fellowship, Michigan State University, 1968; Political Science Award, Michigan State University, 1970; MUCIA Grant, 1970-1971; Fulbright-Hays Award, 1970-1971; Rackham Research Grant, University of Michigan, 1976; Scholar-Diplomat Seminar, US Department of State, 1977; Fulbright-Hays, 1980; Malone Fellowship, 1987; National Endowment for the Humanities Grant, 1994; National Endowment for the Humanities Grant, 1995; Malone Fellowship, 1995; Arab American Studies Russell Sage Grant, 2003; Distinguished Faculty Service Award, University of Michigan-Dearborn, 1998; Distinguished Teaching Award, University of Michigan-Dearborn, 2003; Founders Award, Michigan Conference of Political Scientists, 2006; Distinguished Research Award, University of Michigan-Dearborn, 2010

Number of dissertations/theses involved with in the past 5 years: 3

STONE, DAVID, Lecturer I, Classics, Non-Tenure Track

Education: B.A., Brown University, 1990; M.A., University of Michigan, 1994; Ph.D., University of Michigan, 1997

Academic Experience: Visiting Assistant Professor, Tulane University, 1998-1999; Visiting Assistant Professor, University of Wisconsin, 1999-2000; Visiting Assistant Curator/Professor, University of Michigan, 2000-2001; Visiting Assistant Professor, Boston University, 2001-2002; Visiting Assistant Professor, University of Michigan, 2002; Assistant Professor, Florida State University, 2003-2011; Lecturer, University of Michigan, 2015-present

Overseas Experience: Greece, Tunisia

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (4), Italian (3), Latin (3), Tunisian Arabic (3), Ancient Greek (2), Modern Greek (2), German (2)

Language pedagogy training:

Percentage of instructional content area expertise: 50%

Area Courses Taught: 2 (Introduction to Roman Archaeology; Topics in Classical Archaeology)

Research and Teaching Specialization: North African Archaeology and Archaeology of the Mediterranean

Recent Publications: 5

(including: "The Jetty with Platform: A Distinctive Port Structure from North Africa," *Antiquites Africaines*, 2016; "Burial Mounds and State Formation in North Africa: A Volumetric and Energetic Approach," *De Africa Romaque—Merging Cultures Across North Africa*, 2016)

Distinctions: --

Number of dissertations/theses involved with in the past 5 years: --

TANIELIAN, MELANIE, Associate Professor, History, Tenured

Education: B.A., University of California-Berkeley, 2004; M.A., University of California-Berkeley, 2007; Ph.D., University of California-Berkeley, 2012

Academic Experience: Adjunct Faculty, University of San Francisco, 2011; Assistant/Associate Professor, University of Michigan, 2012-present

Overseas Experience: Germany, Lebanon

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): German (5)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 3 (From Young Turk Revolution to the Twitter Devolution; Gender in the Middle East; Theory and Practice of Human Rights)

Research and Teaching Specialization: War, violence and human rights; social and cultural history of the modern Middle East; early 20th-century Lebanon

Recent Publications: 7

(including: *The Charity of War: Famine, Humanitarian Aid, and World War I in the Middle East*, Stanford: Stanford University Press, 2017; "Beyond Peripheries: Writing the History of World War I," *War and Society*, November 2016)

Distinctions: Foreign Language and Area Studies Fellowship, 2005-2006; Andrew Mellon Travel Grant, 2007; Outstanding Graduate Student Instructor, UC-Berkeley, 2008; Sultan Fellowship for Arab Studies, 2010-2011; DAAD Graduate Fellowship, 2010-2011; Allan Sharlin Memorial Grant, 2010-2011; Best Dissertation Award, Syrian Studies Association, 2011-2012; NEH Grant, 2014; Eisenberg Faculty Fellowship, 2014; Large Course Initiative Award, 2015; ACLS Fellowship, American Council for Learned Societies, New York City, 2018-19; Institute for Advanced Studies, Hanse Wissenschaftskolleg, Germany, 2018-19

Number of dissertations/theses involved with in the past 5 years: 3/5

TESSLER, MARK, Professor, Political Science, Tenured

Education: B.A., Case-Western Reserve University, 1963; Ph.D., Northwestern University, 1969

Academic Experience: Professor, University of Wisconsin-Milwaukee, 1968-1999; Professor, University of Michigan, 1999-present

Overseas Experience: Israel, Tunisia, Morocco, Israel, Palestine & Egypt

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (5), Hebrew (3), Arabic (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (Middle East Politics; Arab-Israeli Conflict)

Research Interests/Fields of Specialization: Governance, Religion & Politics, Women & Politics, Arab-Israeli Conflict

Recent Publications: 7

(including: "Change and Continuity in Arab Attitudes Towards Political Islam: The Impact of Political Transitions in Tunisia and Egypt, 2011-2013." *Visions and Perspectives in the Study of Human Values in the Middle East*. 2016; *Islam and Politics in the Middle East: Explaining the Views of Ordinary Citizens*, Bloomington: Indiana University Press: 2015; "Maghribi Youth in the Wake of the Arab Spring: General Observation and Evidence from Surveys in Tunisia and Algeria." *North African Politics: Change and Continuity*, 2015)

Distinctions: Director of the National Resource Center in International Studies, University of Wisconsin-Madison, 1991-1999; Chair for Department of Political Science, University of Wisconsin-Madison, 1976-1979; Director of the Center for Political Studies, 2003-2004; Vice Provost for International Affairs, University of Michigan, 2005-2013; Director of the International Institute, 2005-2010; Carnegie Corporation of New York Grant, 2013-2015

Number of dissertations/theses involved with in the past 5 years: 7/5

THORNTON, ARLAND, Research Professor, University of Michigan, Institute for Social Research, Tenured
Education: B.S., Brigham Young University, 1968; M.A., University of Michigan, 1973; Ph.D., University of Michigan, 1975

Academic Experience: University of Michigan, Department of Sociology and Institute for Social Research, 1975-present

Overseas Experience: Egypt, Saudi Arabia, Nepal, Taiwan, Albania, Iran, Argentina, Turkey, Egypt

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Percentage of instructional content area expertise: 25%

Area Courses Taught: 6 (American Family; Comparative Family Systems; Family and Kinship Research Seminar; Social Change; Sociology of Family and Kinship; Statistics)

Research Interests/Fields of Specialization: Demography, International Family Studies

Recent Publications: 14

(including: "Middle Eastern Beliefs about the Causal Linkages of Development to Freedom, Democracy, and Human Rights." *Sociology of Development*, 2017; "Lay Accounts of 'Modern' and 'Traditional' Family in Cairo: A Test of Developmental Models of family Life," *Values, Political Action, and Change in the Middle East and the Arab Spring*. 2017)

Distinctions: National Science Foundation Fellowship, 1971-1975; Board of Directors, Population Association of American, 1991-1994; Otis Dudley Duncan Book Award, American Sociological Association, 1995; Distinguished Career Award, American Sociological Association, 2000; President, Population Association of America, 2001; Honoree, Population Association of America, 2016

Number of dissertations/theses involved with in the past 5 years: 1

TOMAN, JINDRICH, Professor, Slavic Languages and Literatures, Tenured

Education: M.A., University of Freiburg, 1972; Ph.D., University of Koln, 1981

Academic Experience: Assistant/Associate/Full Professor, University of Michigan, 1987-present

Overseas Experience: Germany, Czech Republic

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Czech (5), German (5), Russian (3)

Percentage of instructional content area expertise: 80%

Area Courses Taught: 4 (Prague: The Magic City; Karel Capek: A Path to Nazi-Resistance; Culture of Eastern Europe: Visual Culture of the USSR; Modern Czech Literature)

Research and Teaching Specialization: Central European modernism; history of the modern book; Bohemian Jewish culture

Recent Publications: 9

(including: "Conversational Modernism: Turning Czech Men into gentlemen by Way of *The Gentleman*," *Central Europe*, 2016; "Exemplary Modernism: Zdenek Rossman's New Typography, 1925-1943," *Changing the Field of View: Modern Printing and the Avant-Garde*, 2015; "From the Imperial to the Local," *Jews and Empires: Frankel Institute Annual*, 2015; "Epilogy," *Sylvestrova and Toman*, 2015)

Distinctions: IREX Individual Research Grant, 1998; Ronald and Eileen Weiser Professional Development Award, 2007; Alexander von Humboldt Research Prize, 2010-2011; Fellow, Frankel Institute for Advanced Judaic Studies, 2014

Number of dissertations/theses involved with in the past 5 years: --

TSOFFAR, RUTH, Associate Professor, Comparative Literature, Tenured

Education: B.A., University of Haifa, 1981; M.A., University of California-Berkeley, 1985; Ph.D., University of California, Berkeley, 1993

Academic Experience: Instructor, Haifa University, 1978-80; Adjunct Visiting Lecturer and Coordinator, University of California Santa Barbara, 1980-82; Lecturer, University of California, 1983 -1994; Assistant Professor, University of Utah, 1994-1999; Assistant/Associate Professor, University of Michigan, 1999-present

Overseas Experience: Israel, Iraq

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Hebrew (5), Arabic-Iraqi Dialect (5); Spanish (4); French (3)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 6 (Home and Homeland in Israeli and Palestinian Literature; Film, Fiction, and Female in Israel; Reading Violence: Israeli and Palestinian Literature and Films; The Alternative Jewish Bookshelf; Gender and Ethnicity: Israel and Palestine; Women, Bible, Feminism: Critical Readings)

Research Interests/Fields of Specialization: Feminism, sexuality and gender in multicultural society; Colonialism, ethnicity, and nationalism, poetry and poetics, Hebrew culture and literature, the politics of writing, reading, and culture in Israel and the Middle East, Biblical narrative, ethnography and folklore

Recent Publications: 1

(including: "Four Films that illustrate and illuminate the culture of Israel's Mizrahi citizens," *My Jewish Learning*, 2014)

Distinctions: Outstanding Teaching Award, University of California-Berkeley, 1984-1985; Benjamin Goor Price in Jewish Studies, University of California-Berkeley, 1984, 1992; National Jewish Book Award Finalist, 2007; Elli Kongas Miranda Prize, American Folklore Society, 2007; Fellow, Frankel Institute for Judaic Studies, University of Michigan, 2010-2011; Golden Apple Teaching Award Nominee, University of Michigan, 2015

Number of dissertations/theses involved with in the past 5 years: 0

VEIDLINGER, JEFFREY, Professor, History, Tenured

Education: B.A., McGill University, 1993; Ph.D., Georgetown University, 1998

Academic Experience: Assistant/Associate/Full Professor, Indiana University, 1999-2013; Professor, University of Michigan, 2013-present

Overseas Experience: Russia, Hungary, Moldova, Romania, Slovakia, Ukraine, Israel

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Yiddish (4), Hebrew (4), Russian (3), French (2), German (2)

Percentage of instructional content area expertise: 80%

Area Courses Taught: 6 (The Holocaust: Fate of the Jews, 1933-1949; The Jews of Eastern Europe; Soviet Culture and Society; The Holocaust in the Soviet Union; Russian and Its Empire; Russian Intellectual History)

Research and Teaching Specialization: History of East European and Russian Jewry; Modern Jewish history; Modern Russian history

Recent Publications: 7

(including: *Going to the People: Jews and the Ethnographic Impulse*, Indiana University Press, 2016; "What if Russian Jewry Had Never Been Confined to the Pale of Jewish Settlement?" *What Ifs of Jewish History*, 2016; "Everyday Life and the Shtetl: A Historiography," *Polin: Studies in Polish Jewry: Writing East European Jewish History*, 2015; "How the Jews of Eastern Europe Read the Bible: The *Tsene-rene* and Purim Plays," *Russian History*, 2014; "Before Crimea Was an Ethnic Russian Stronghold, It Was a Potential Jewish Homeland," *Tablet*, 2014; "Moscow's Long History of Intervening in Votes Like Crimea's," *Tablet*, 2014)

Distinctions: Mellon Summer Fellowship, 1998; Social Science and Humanities Research Council Fellowship, 1996-1998; National Jewish Book Award Finalist, Eastern Europe Category, 2000; National Jewish Book Award Winner, Yiddish Language and Literature Category, 2000; George Freedley Memorial Award Finalist, Theatre Library Association, 2000; Lucius Littauer Foundation Book Grant, 2000; Top Young Historian, History News Network, 2006; Canadian Jewish Book award, 2010; J.I. Segal Prize, 2010; Joseph Brodsky Collegiate Professorship, 2013-2018; Canadian Jewish Book Award, 2014; Frankel Institute Fellow, University of Michigan, 2014-2015

Number of dissertations/theses involved with in the past 5 years: --

VERHOOGT, ARTHUR, Professor, Classical Studies, Tenured and Associate Dean, Rackham Graduate School
Education: M.A., Leiden, 1990; Ph.D., Leiden, 1997
Academic Experience: Visiting Professor, University of Triet, 1989-1990; Papyrologist, University of California-Berkeley, 1999-2000; Papyrologist, University of Leiden, 1990-2000; Assistant/Associate/Full Professor, University of Michigan, 2001-present
Overseas Experience: Netherlands, Germany, Egypt
Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
Dutch (5), French (3), German (3), Italian (2)
Percentage of instructional content area expertise: 80%
Area Courses Taught: 4 (Classical Civilizations; Cleopatra; Legal Texts from Ancient Egypt; Daily Life in Greek and Roman Egypt)
Research and teaching specializations: Greek papyrology; socio-economic, administrative and cultural history of Greek and Roman Egypt; Fayum villages; onomastics
Recent Publications: 5
(including: *Michigan Papyri from Karanis: The Granary C123*, 2018; *Discarded, Discovered, Collected: The University of Michigan Papyrus Collection*, 2017)
Distinctions: Michigan Humanities Award, 2007; American Council of Learned Societies Fellowship, 2008; Excellence in Education Award, University of Michigan, 2013; John Dewey Award, University of Michigan, 2013; Fellow, Netherlands Institute for Advanced Studies, 2014-2015; Arthur F. Thurnau Professorship, 2016-present
Number of dissertations/theses involved with in past 5 years: 4

VINEA, ANA, Assistant Professor, Near Eastern Studies, Non-Tenure Track
Education: B.A., University of Arts-Bucharest, 2000; M.A., The National School of Political and Administrative Studies-Bucharest, 2003; M.A., The American University in Cairo, 2005; Ph.D., City University of New York, 2015
Academic Experience: Post-Doctoral Fellow/Assistant Professor, University of Michigan, 2016-present
Overseas Experience: Egypt, Romania
Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
Romanian (5), French (4), Egyptian Arabic (4), Modern Standard Arabic (3)
Percentage of instructional content area expertise: 100%
Area Courses Taught: 2 (Everyday Lives in the Middle East; Science and Society in the Modern Middle East)
Research and Teaching Specialization: Middle East, Egypt, Islam, Medical Anthropology, Mental Health, Epistemology, Postcolonial Science and medicine
Recent Publications: --
Distinctions: Avakian Foundation Award, 1997; Romanian Ministry of Education Research Scholarship, 2000-2001; G. Wisner Award, American University in Cairo, 2006
Number of dissertations/theses involved with in the past 5 years: 1

WALTZ, SUSAN, Professor, Public Policy, Tenured

Education: B.A., Oklahoma Baptist University, 1973; Ph.D., University of Denver, 1980

Academic Experience: Post-Doc, University of California-Berkeley, 1980-1982; Assistant/Associate/Full Professor, Florida International University, 1984-2000; Professor, University of Michigan, 2001-present

Overseas Experience: Tunisia, Morocco, Mauritania, Algeria, Yemen, Israel, Palestine, Egypt, Japan

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (5); Spanish (2); Arabic (1)

Percentage of instructional content area expertise: 20%

Area Courses Taught: 1 (International Politics of Poverty: Conundrums and Controversies)

Research and Teaching Specialization: International human rights, North African Politics, international arms trades

Recent Publications: "Human Rights and Transitional Justice in the Middle East." *Transitional Justice in the Middle East and North Africa*. 2016; "Who is Responsible for Arming Islamic State?" *Human Rights Now*. 2015

Distinctions: Social Science Research Council; McKnight Foundation; Fulbright-Hays-India; Fulbright-Hays-Egypt; U-M Human Rights Fellow

Number of dissertations/theses involved with in the past 5 years: 5

WARE, RUDOLPH, Associate Professor, History, Tenured

Education: B.A., University of Minnesota, 1997; Ph.D. University of Pennsylvania, 2004

Academic Experience: Lecturer, Northwestern University, 2004-2005; Assistant/Associate Professor, University of Michigan, 2008-present

Overseas Experience: Senegal, the Gambia, and France

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Wolof (4), Arabic (4), French (5)

Percentage of instructional content area expertise: 40%

Area Courses Taught: 3 (African History to 1850; Islam in Africa; Atlantic Histories: Africa and the Americas, 1445-1888)

Research/Teaching Specialization: Africa, West Africa, Islam, Islamic Education, Sufism, Slavery, African-American and African Diaspora history, Race

Recent Publications: 6

(including: "How (not) to read the Qur'an? Logics of Islamic Education in Senegal and Cote d'Ivoire," *Islamic Education in Africa: Writing Boards and Black Boards*, 2016; "Slavery in Islamic Africa, the long nineteenth century," *Cambridge World History of Slavery Volume IV*, 2016; Translation of "In Praise of the Intercessor," *Islamic Africa*, 2014; "Islam in Africa," *Princeton Companion to Atlantic History*, 2014)

Distinctions: Fulbright-Hays Dissertation Grant, 2000-2001; Nominee, Kwame Nkrumah Prize, University of Pennsylvania, 2002-2006; Weinberg College of Arts and Sciences Fellow, Northwestern University, 2004-2005; Career Enhancement Fellowship for Junior Faculty, Woodrow Wilson National Fellowship Foundation, 2007-2008; Residential Fellow, Institut Mediterranéen de Recherches Avancees, 2011; Director, IKHLAS Research Initiative for the Study of Islamic Knowledge, 2015-present

Number of dissertations/theses involved with in past 5 years: --

WEIZMAN, PAULA, Lecturer in Modern Hebrew, Near Eastern Studies, Non-tenure track
Education: B.A., Tel Aviv University; M.A., Eastern Michigan University; M.S.W., University of Michigan
Research Interests/Fields of Specialization: Hebrew Language Instruction
Academic Experience: Lecturer II, University of Michigan, 1992-99; Lecturer III, University of Michigan, 1999-present
Overseas Experience: Israel
Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):
Hebrew (5)
Language Pedagogy Training: --
Percentage of instructional content area expertise: 100%
Area Courses Taught: 5 (Elementary Hebrew I & II; Intermediate Hebrew I & II; Advanced Hebrew)
Recent Publications and Work in Progress: --
Distinctions: --
Number of dissertations/theses involved with in the past five years: 0

WELLMAN, ROSE, Assistant Professor, Anthropology, Tenure Track
Education: B.A., Mount Holyoke College, 2005; Ph.D., University of Virginia, 2014
Academic Experience: Assistant Professor, University of Michigan-Dearborn, 2014-present
Overseas Experience: Iran, United Kingdom, Turkey
Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):
Persian (5), French (3), Arabic (2), Turkish (1)
Percentage of instructional content area expertise: 33%
Area Courses Taught: 3 (Anthropology of Islam; Islamophobia; Anthropological Perspectives on the Middle East)
Research and Teaching Specialization: Arab American Studies; Middle East Studies; Food and culture; Iranian studies
Recent Publications: 6
(including: "Sacralizing Kinship, Naturalizing the Nation: Blood and Food in Post-revolutionary Iran," *American Ethnologist*, 2017; "Substance, Spirit, and Sociality among Shi'i Muslims in Iran," *New Directions in Spiritual Kinship: sacred Ties across the Abrahamic Religions*, 2017; "Regenerating the Islamic republic: Commemorating Martyrs in Provincial Iran," *The Muslim World*, 2015; "Afflictions in the Field: Evil Eye and the Anthropologist," *Material religions: Exploring the Material Basis of Religious Traditions*, 2015)
Distinctions: Phi Beta Kappa, 2005; Mary Lyon Scholar, Mount Holyoke College, 2005; Preliminary Dissertation Research Grant, University of Virginia, 2008; Alumnae Research Fellowship, Mount Holyoke College Alumnae Association, 2010; Iranian Heritage Foundation Academic Grant, 2010; Albert Gallatin Graduate Research Fellowship, Thomas Jefferson Memorial Foundation, 2010; Wenner-Gren Dissertation Fieldwork Grant, 2010; National Science Foundation Doctoral Dissertation Research Improvement Grant, 2010; Best Dissertation Chapter, University of Virginia, 2012; Charlotte W. Newcombe Doctoral Dissertation Fellowship, Woodrow Wilson Foundation, 2012-2013
Number of dissertations/theses involved with in the past 5 years: 0

WILFONG, TERRY G., Professor, Near Eastern Studies, Tenured

Education: B.A., University of Chicago, 1987; M.A., University of Chicago, 1989; Ph.D., University of Chicago, 1994

Academic Experience: Instructor, Oriental Institute Museum Education Department, 1990-91; Assistant Curator, Kelsey Museum of Archaeology, 1994-present; Lecturer, Department of Near Eastern Studies, University of Michigan, 1995-1997; Assistant/Associate/Full Professor, Department of Near Eastern Studies, University of Michigan, 1997-present.

Overseas Experience: Egypt and Tunisia (Short Periods).

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Coptic (5), Ancient Egyptian (4), Ethiopic (1), Arabic (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 6 (Ancient Egypt: Religion & Culture; Introduction to Middle Egyptian; Gender and Society of Ancient Egypt; Coptic Language; Advanced Middle Egyptian; Egyptian Art and Architecture)

Research Interests/Field of Specialization: Women in Ancient Egypt; Copts in Ancient and Muslim Egypt

Recent Publications: 8

(including: *Death Dogs: The Jackal Gods of Ancient Egypt*, Kelsey Museum of Archaeology, 2015; "The Sonic Landscape of Karanis: Excavating the Sounds of Roman Egypt," *Karanis Revealed: Discovering the Past and Present of a Michigan Excavation in Egypt*, 2014)

Distinctions: University of Chicago Century Fellowship, 1987-1991; Jacob K. Javits Fellowship, US Department of Education, 1987-1991; Mrs. Giles M. Whiting Foundation Fellowship in the Humanities, 1993-1994; Horace H. Rackham Faculty Fellowship, 1999; Andrew W. Mellon Foundation Grant, 1998-2002; Sabbatical Fellowship, American Philosophical Society, 2004-2005; Bicentennial Activity Grant, University of Michigan, 2017

Number of dissertations/theses involved with in past 5 years: 7

WILSON, MARK L., Professor in Epidemiology, Public Health, Tenured

Education: B.A., Hiram College, 1972; M.S., Harvard University, 1980; Sc.D., Harvard University, 1985

Overseas Experience: Africa, Middle East, Kenya, Malawi

Academic Experience: Core Faculty, Goddard College, 1978-79; Visiting Assistant Professor, Wesleyan University, 1981; Assistant Professor, Yale University School of Medicine, 1991-95; Associate Professor, Yale University School of Medicine, 1995-96; Associate Professor in Epidemiology, University of Michigan, 1997-2003; Professor of Epidemiology, University of Michigan, 2003-present

Overseas Experience: Africa, Middle East, Kenya, Malawi

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (5), Spanish (1)

Percentage of instructional content area expertise: 15%

Area Courses Taught: --

Research Interests/Field of Specialization: Infectious Diseases: analysis of transmission dynamics, evolution of vector-host-parasite systems, and the determinants of human risk

Recent Publications: 8

(including: "Urban Malaria: Understanding its Epidemiology, Ecology and Transmission Across Seven Diverse ICEMR Network Sites," *American Journal of Tropical Medical Hygiene*, 2015; "Entomological Monitoring and Evaluation: Diverse Transmission Settings of ICEMR Projects will Require Local and Regional Malaria Elimination Strategies," *American Journal of Tropical Medical Hygiene*, 2015; "Integrated Assessment of Artisanal and Small-Scale Gold Mining in Ghana-Part 3: Social Sciences and Economics," *International Journal of Environmental Research and Public Health*, 2015; "Insecticide treated net use before and after mass distribution in a fishing community along Lake Victoria, Kenya: Successes and Unavoidable pitfalls," *Malaria Journal*, 2014; "Prevalence of Peripheral blood parasitaemia, anaemia, and low birthweight among pregnant women in suburban area in coastal Ghana," *Pan-African Medical Journal*, 2014; "Determinants and coverage of vaccination in children in western Kenya from a 2003 cross-sectional survey," *American Journal of Tropical Medical Hygiene*, 2014)

Distinctions: Soil and Health Foundation Research Fellow, 1978-1979; Chace Fund Predoctoral Fellow, Harvard University, 1981-1983; NIAID Predoctoral Fellow, Harvard University, 1983-1985

Number of dissertations/theses involved with in past 5 years: 14

WOLLENBERG, REBECCA, Assistant Professor, Judaic Studies, Tenure Track

Education: B.A., University of Chicago, 2002; M.A., Hebrew University of Jerusalem, 2006; Ph.D., University of Chicago, 2015

Academic Experience: Assistant Professor, University of Michigan, 2015-present

Overseas Experience: Israel

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Aramaic (2), French (4), German (4), Hebrew (5), Italian (5), Greek (2), Latin (1)

Percentage of instructional content area expertise: 100%

Area Courses Taught: 2 (The Problem with the Bible; the Bible from Antiquity to Modernity)

Research and Teaching Specialization: Judaism; the Bible

Recent Publications: --

Distinctions: Luckens International Prize, 2006; Joseph M. Kitagawa Fellowship, 2006-2007; Martin Marty Center for the Advanced Study of Religion Dissertation Fellowship, 2012; Dissertation Grant, Targum Shlishi Foundation, 2013; E.K. Rand Dissertation Grant, Medieval Academy of America, 2013; Fellow, University of Michigan, 2015-2018; Regional Scholar Honoree; Society of Biblical Literature, 2016; Special Initiative Grant, American Academy of Jewish Research, 2016; De Gruyter Prize, Society of Biblical Literature, 2014-2016; Regional Development Grant, American Academy of Religion, 2016

Number of dissertations/theses involved with in the past 5 years: --

WRIGHT, HENRY T., Professor, Anthropology, Tenured

Education: B.A., University of Michigan, 1964; M.A., University of Chicago, 1965; Ph.D., University of Chicago, 1967

Academic Experience: Curator of Archaeology, University Museum of Anthropology, 1988-1991; Professor, University of Michigan, 1988-present

Overseas Experience: Mexico, Egypt, Iran, Syria, Turkey, Madagascar, China.

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (3), Persian (2), French (2), Malagasy (3)

Percentage of instructional content area expertise: 60%

Area courses taught: 1 (Near Eastern Prehistory)

Research Interests/Fields of Specialization: The development of new understandings of the first hierarchical societies—chiefdoms, states and empires—and the testing of formal models based upon these theoretical understandings with research on archaeological sites, museum collections, and data banks in the Middle East and other parts of the world

Recent Publications: 10

(including: “East Africa as a source for fatimid rock crystal workshops from Kenya to Madagascar,” *Gemstones in the first millennium AD*, 2017; “Reconstructing Asian faunal introductions to eastern Africa from multi-proxy biomolecular and archaeological datasets,” *PLOSI*, 2017; “The Uruk Expansion and Beyond: Archaeometric and Social Perspective on Exchange in the IVth Millennium BCE,” *Journal of Archaeological Science Reports*, 2016; “Ancient crops provide first archaeological signature of the westward Austronesian expansion,” *Proceedings of the National Academy of Sciences*, 2016; “The Anthropocene and the landscape of confucius: A historical ecology of landscape changes in northern and eastern China during the middle to late Holocene,” *The Holocene*, 2015; “Early Uruk Ceramic Assemblages: Cultural Relations in Greater Mesopotamia During the Late Fifth and Early Fourth Mellenia BC,” *Preludes to Urbanism: Archaeological Studies in Honour of Joan Lines Oates*, 2015)

Distinctions: MacArthur Fellow, 1993-1998; Albert C. Spaulding Collegiate Distinguished University Professorship, 2007; Gold Medal Award for Distinguished Archaeological Achievement, AIA, 2009; Lifetime Achievement Award, Society for American Archaeology, 2013

Number of dissertations/theses involved with in past 5 years: 0

YOFFEE, NORMAN, Professor, Near Eastern Studies, Emeritus

Education: B.A., Northwestern University, 1966; Ph.D., Yale University, 1973

Academic Experience: Instructor, University of Arizona, 1972-1973; Assistant Professor, University of Arizona, 1973-1979; Visiting Fellow, Wolfson College, Oxford, 1979-1980; Associate Professor, University of Arizona, 1979-1987; Visiting Associate Professor, University of California, Berkeley, 1984; Fulbright Senior Fellow, University of Sydney, Australia, 1984-1985; Visiting Fellow, Wolfson College, Oxford, 1987-88; Professor, University of Arizona, 1987-1993; Senior Fellow, Michigan Society of Fellows, 1993-1997; Museum of Anthropology; Professor, University of Michigan; Professor (and Chair), Department of Near Eastern Studies; Curator of Near Eastern History, 1993-present; Visiting Professor, Alt Orientalisches Seminar, Freie Universität Berlin, 1995-96; CRA/ La Trobe University (Melbourne, Australia) Distinguished Visiting Fellow in the School of Archaeological and Historical Studies in the Faculty of Humanities and Social Sciences, 1998

Overseas Experience: Turkey, Syria, Madagascar, England, Russia, Uzbekistan, Germany, Australia, Israel.

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Akkadian, Sumerian, German, French

Area Courses Taught: --

Percentage of instructional content area expertise: 100%

Research Interests/Fields of Specialization: Mesopotamian studies; anthropology

Recent Publications: 1

(including: "Prolegomena to the Investigation of Collapse, Resilience, and Sustainability: How "resources" Help us Understand the "Fate" of Ancient Cities and States," *Resource Cultures: Sociocultural Dynamics and the Use of Resources—Theories, Methods, Perspectives*, 2017)

Distinctions: Fellow, American School of Oriental Research, 1973-1974; Fulbright Senior Scholarship, 1984-1985; Distinguished Visiting Fellowship, La Trobe University, 1998; Spencer-Pappas Fellowship, University of Melbourne, 2009

Number of dissertations/theses involved with in past 5 years: --

LIBRARY STAFF

KROPF, EVYN, Librarian, Religious Studies and Near Eastern Studies, Non-Tenure Track

Education: B.S., University of Tennessee, 2003; Certificate, University of Jordan, 2005; M.S.I., University of Michigan, 2009

Academic Experience: Islamic Manuscripts Project Cataloguer, University of Michigan, 2009-2012; Curator/Librarian, University of Michigan, 2013-present

Overseas Experience: Jordan

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Arabic (5), Ottoman Turkish (3), Persian (3), Turkish (3), French (2), German (2), Spanish (2), Russian (2)

Percentage of instructional content area expertise: 100%

Area Courses Taught: --

Research and Teaching Specialization: Religious Studies, Manuscript Studies, Near Eastern Studies

Recent Publications: 1

(including: "Will that surrogate do? Reflections on material manuscript literacy in the digital environment from Islamic manuscripts at Michigan," *Manuscript Studies: A Journal of the Schoenberg Institute for Manuscript Studies* 2016)

Distinctions: University Librarian Recognition Award, University of Michigan, 2014

Number of dissertations/theses involved with in the past 5 years: 0

LIBRARY FACULTY AND STAFF	
Elliot Gertel M.A., Oxford University M.S.L.S, University of Kentucky	Hermelin Curator of Judaica; Curator, Jewish Heritage Collection
Steven M. Baker B.A., University of Michigan	Arabic Cataloguer
Zohreh Khodadost M.A., B.S., Central Michigan University	Persian Cataloguer
Gabriel Mordoch Ph.D., The Ohio State University M.A., Hebrew University B.A., University of São Paulo	Judaica & Western European Language Cataloguer
Feyza Sayman B.S., Istanbul University	Turkish Studies Specialist (Cataloguer & Selector)
Janet Crayne M.L.I.S, University of Rhode Island M.A., B.A., University of Wisconsin	Librarian for Armenian Studies
Armine Kirakosyan	Slavic and Armenian Copy Cataloguer

STAFF BIOS

BATES, ASHLEY, Project and Administrative Coordinator, International Institute

Education: B.A., Amherst College, 2004; M.A., Northwestern University, 2009

Overseas Experience: Jordan, Israel, Palestine

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Arabic (4)

Professional Employment: Volunteer, Peace Corps, 2004-2006; Editorial Fellow, Mother Jones Magazine, 2010-2011; Assistant Editor, Tikkun Magazine, 2011-2012; Program Director, Hands of Peace, 2007-2014; Executive Director, Hands of Peace, 2014-2016; Project and Administrative Coordinator, University of Michigan, 2016-present

Percentage of instructional content area expertise: 5%

Distinctions: Recipient of full-tuition McCormick Tribune Foundation scholarship to journalism school at Northwestern University

BURNETT, JULIE, Academic Services and FLAS Coordinator, International Institute

Education: B.S.E., Central Michigan University, 2004; M.A., University of Michigan, 2018

Overseas Experience: Australia

Professional Employment: Head Start Center Director, Fountain Child Development Center, 2004-2005; Michigan School Readiness Program and Head Start Teacher, Beaverton Preschool, 2005-2006; Student Services, University of Michigan, 2007-2009; Academic Services Associate, University of Michigan, 2009-present; FLAS Coordinator, University of Michigan, 2015-present

Percentage of instructional content area expertise: 30%

Distinctions: National Academic Advising Association Professional Grant, 2008

GRAVES, FOLAKÉ, Undergraduate Advisor, International Institute

Education: M.A. University of Illinois at Urbana-Champaign

Overseas Experience: Senegal, Côte d'Ivoire, Ghana, Jamaica

Professional Employment: University of Illinois; Parkland College; Undergraduate Advisor, University of Michigan, 2006-present

Percentage of instructional content area expertise: 50%

Professional Development: LSA Advising Academy, 2017; Institute of International Education Conference, 2017; M-Compass Travel System Training, 2018

Distinctions: President's Staff Innovation Award Nominee, 2016; LSA Staff Spotlight Award, 2017.

GRUDEN-ALAJBEGOVIĆ, NATAŠA, Manager, Global Projects, International Institute

Education: B.A., International Studies, Webster University, 1985; M.A., Political Science, University of Belgrade, Serbia, 1990

Professional Employment: Researcher, International Atomic Energy Agency, 1989; Administrative Assistant, Webster University, 1989-1990; Administrative Assistant, European Union Center of Excellence, University of Michigan, 2002-2004; Program Associate/Manager, Center for European Studies, European Union Center of Excellence, 2005-2012; Program Manager, Armenian Studies Center, 2012; Manager, Global Projects, 2013-present

Overseas experience: Austria, Belgium, Spain, Former Yugoslavia

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Serbian (5), Bosnian (5), Croatian (5), Slovenian (3), German (3), Macedonian (2), Russian (1)

Percentage of instructional content area expertise: 20%

Professional Development: M-Compass Travel System Training, 2016

Distinctions: Candace J. Johnson Award for Staff Excellence Nominee, 2017

PATTISON, SARAH, Academic Services Manager, International Institute

Education: B.A., University of Illinois-Springfield, 2009; M.A., St. John's University, 2013; M.S.Ed., St. John's University, 2017

Overseas Experience: Italy, Study Abroad, University of St. John's, 2011; Italy, Study Abroad, University of St. John's, 2013; Greece, Study Abroad, University of St. John's, 2014.

Professional Experience: Coordinator, Study Abroad & Exchange Program, University of Central Missouri, 2014-2017; Director, Center for Global Education, University of Central Missouri, 2016-2017; Academic Services Manager, University of Michigan, 2017-present

Percentage of instructional content area expertise: 5%

Professional Development: NAFSA Manager Development Program, 2015

Distinctions: Nominee, Learning to a Greater Degree, University of Central Missouri, 2016; St. John's University, Certificate of Academic Excellence; St. John's University, 2013; Magna Cum Laude, University of Illinois-Springfield, 2009

RIGGS, JESSICA HILL, Program Manager, Center for Middle Eastern & North African Studies

Education: Certificate in Thai Studies, Payap University, Thailand, 2005; B.A., The College of Wooster, 2007; M.A., University of Michigan, 2015; M.P.P., University of Michigan, 2015

Academic Experience: Lecturer, Lasell College, 2008; Graduate Student Instructor and LEO Lecturer, University of Michigan, 2015-2016

Overseas Experience: Thailand, Myanmar, Laos, France, Spain, United Kingdom

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Thai (3), Indonesian (1)

Professional Experience: Program Assistant and Retreat Facilitator, The College of Wooster, 2005-2007; Massachusetts Campus Compact AmeriCorps *VISTA, Lasell College Center for Community-Based Learning, 2007-2008; Massachusetts Campus Compact AmeriCorps *VISTA and Fellowship Coordinator, Boston University Metropolitan College, 2008-2010; Program Assistant, Islamic Knowledge, Language, Arts and Sciences Research Initiative, University of Michigan, 2015-2016; Academic Program Specialist, Center for Middle Eastern and North African Studies, University of Michigan, 2016-present

Percentage of instructional content area expertise: 100%

Courses Taught: SEA Studies 501: Introduction to Southeast Asian Studies (University of Michigan, Fall 2016); Social Justice Seminar (Lasell College Winter 2008)

Professional Development: Grant Writing and Individual Fundraising, 2007; Project on Civic Reflection Training, 2008; University of Michigan Navigate Fundamentals Research Administration Training, 2018; Council of Michigan Foundations Training Program, 2018

Distinctions: 2004 Fund for Theological Education Fellowship, The College of Wooster; 2005 Lily Vocational Grant, The College of Wooster; 2011-2013 Foreign Language & Area Studies Award (FLAS Fellowship), Thai Language, University of Michigan; 2013-2014 Foreign Area Language & Area Studies Award (FLAS Fellowship), Indonesian Language, University of Michigan; 2014 William Davidson Institute Summer Impact Fellowship, Ross School of Business, University of Michigan

ROSENBERG, SOFIA, Undergraduate Academic Advisor, International Institute

Education: M.A., American Literature, Uppsala University, Sweden, 2007

Overseas Experience: Egypt, Syria, Romania

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):

Swedish (5), French (2), Spanish (2), Hebrew (1)

Professional Employment: Arabic Language Flagship Coordinator, University of Michigan, 2009-2014;

Undergraduate Academic Services, University of Michigan, 2014-2018

Percentage of instructional content area expertise: 50%

Professional Development: Appreciative Advising Workshop, University of Michigan, 2017.

Distinctions: 2016 Excellence in Departmental Advising Award Nominee; 2017 LSA Team Spotlight Award.

SZPARA, KELSEY, Undergraduate Academic Advisor, International Institute

Education: B.S., Social Science, Michigan Technological University; Michigan Secondary Education Teaching Certificate, M.A., Higher Education/Student Affairs, Eastern Michigan University, Certificate of Academic Advising, Eastern Michigan University

Professional Employment: Academic Advisor, Middle Tennessee State University; Academic Auditor, University of Michigan; Undergraduate Academic Advisor, University of Michigan, 2015-present

Percentage of instructional content area expertise: 50%

Professional Development: LSA Advising Conference Presenter, 2017

Distinctions: LSA Staff Spotlight Award, 2016 and 2017

VOWELL, EVAN, Title VI Reporting and Evaluation Coordinator, International Institute

Education: B.A., University of Michigan, 2016; M.Mgmt., University of Michigan, 2017

Overseas Experience: Belgium

Professional Employment: Intern, Treasury Department, The Dow Chemical Company, 2017; Title VI Reporting and Evaluation Coordinator, University of Michigan, 2017-present

Percentage of instructional content area expertise: 10%

OTHER UM COLLABORATORS

BAIN, ROBERT, Associate Professor, Education, Tenured

Education: Ph.D., Case Western Reserve University

Academic Experience: Associate Professor, University of Michigan, 1998-present

Overseas Experience: Singapore, Israel, South Korea

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): --

Area Courses Taught: --

Research and Teaching Specialization: World history; history of education; teaching and learning

Recent Publications: 1

(including: "Challenging of Teaching and Learning World History," *A Companion to World History*, 2014)

Distinctions: Distinguished Lecturer, Organization of American Historians; University Educator of the Year, Michigan Council of Social Studies, 2012; 2008; Provost's Innovation in Teaching Award, Learning and Teaching the Disciplines through Clinical Rounds (The Rounds Project), 2010; Carnegie Scholar, Carnegie Academy of the Scholarship of Teaching and Learning

Number of dissertations/theses involved with in the past 5 years: 5

CASTRO, CHRISTI-ANNE, Associate Professor, Musicology, Tenured and Director, Center for Southeast Asian Studies

Education: B.A., Yale University, 1991; Ph.D., University of California-Los Angeles, 2001

Academic Experience: Lecturer, California State University, 2001; Lecturer, University of California-San Diego, 2002; Lecturer, Pomona College, 2003--2004; Lecturer, University of California Riverside, 2003; Assistant/Associate Professor, University of Michigan, 2005-present

Overseas Experience: Philippines, Austria, Switzerland, Belgium, United Kingdom, Netherlands

Foreign Language Competence (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Filipino (3), Spanish (2)

Area Courses Taught: 2 (Introduction to World Music; Ethnography in Ethnomusicology, Music and Nation: A Global Perspective)

Research and Teaching Specialization: Philippines and Filipino American music; Asian American Music; Cultural politics; nationalism; identity; gender and sexuality

Recent Publications: 1

(including: "The Musical Performances of Charice Pemengco and Arnel Pineda," *Communication and Media Theories*, 2014)

Distinctions: Ki Mantle Hood Prize, Society of Ethnomusicology Conference, 2001; California Arts Council Grant, State of California, 2003; CRLT Teaching Grant, University of Michigan, 2005; Rackham Faculty Fellowship, University of Michigan, 2006; Arts at UM Course Connections Grant, University of Michigan, 2007; Honorable Mention, Woodrow Wilson Career Enhancement for Junior Faculty Award, 2007; Arts at University of Michigan Course Connections Grant, University of Michigan, 2010; Research and Travel Grant, University of Michigan Center for Southeast Asian Studies, 2011; Global Filipino Literary Award for Non-Fiction, 2012

COOLICAN, MARIA J., Clinical Assistant Professor, School of Education, Non-Tenure Track and Faculty Director, Ann Arbor Languages Partnership

Education: B.A., University of Virginia, 1987; M.Ed., George Washington University, 1990; Ph.D., University of Michigan, 1996

Academic Experience: Instructor/Principal, Illinois State University, 1995-1997; Adjunct Faculty, University of Portland, 1998-2003; Visiting Professor, University of Notre Dame, 1998-2000; Visiting Faculty, Smith College, 2000-present, Clinical Assistant Professor, University of Michigan, 1997-present

Professional Experience: Consultant, Divine Child High School, 2016-2018; Consultant, Archdiocese of New York, 2017-present

Research and Teaching Specialization: Higher Education; foreign language acquisition

Recent Publications and Works in Progress: --

Distinctions: Nominee, Golden Apple Outstanding teaching Award, University of Michigan, 2017; Global teaching with Videoconferencing Award, 2012; CRLT Faculty Development Grant, 2010

Number of dissertations/theses involved with in the past 5 years: 4

STOCKDILL, DARIN, Instructional and Program Design Coordinator, Center for Education Design, Evaluation, and Research, School of Education, Non-Tenure Track

Education: B.A., University of Michigan, 1991; M.A., Eastern Michigan University, 2005; Ph.D., University of Michigan, 2011

Academic Experience: Content Area Literacy Consultant, Oakland County Schools, 2011-2015; Instructional and Program Design Coordinator, University of Michigan, 2015-present

Overseas Experience: Ukraine, Puerto Rico (U.S.), El Salvador

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Spanish (4)

Area Courses Taught: --

Research and Teaching Specialization: Learning experiences; access to education; innovative teaching models

Recent Publications and Works in Progress: (3) "Research...Paper, Process, or Both? Building a new model to engage students as researchers," *Michigan Reading Journal* 49. pp. 34-44. 2016; "Adolescents as readers of social studies: Examining the relationship between youth's everyday and social studies literacies and learning." *Berkeley Review of Education* 4. pp. 35-68. 2013; *Disjuncture, Design, and Disruption: Bridging the gap between students' everyday and academic knowledge through historical inquiry*, University of Michigan, 2011

Distinctions: Outstanding Graduate Student Instruction, 2010; Research Fellowship, National Academy of Education and Carnegie Foundation, 2009

Number of dissertations/theses involved with in the past 5 years: N/A

EXTERNAL CONSULTANTS

HERNANDEZ, JUAN, Lecturer I in History, University of Puerto Rico, Non-Tenure Track
Education: B.A., University of Puerto Rico, 2000; M.A., University of Michigan, 2002; Ph.D., University of Michigan, 2007
Academic Experience: Adjunct Professor, University of Puerto Rico, 2008-Present; Lecturer I, University of Michigan, 2013-Present
Overseas Experience: Chile, Brazil, Cuba, Mexico
Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)
Spanish (5), Portuguese (5)
Area Courses Taught: --
Research and Teaching Specialization: Latin American contemporary history, violence and memory in Chilean post dictatorship culture, post authoritarian societies in late 20th Century Latin America urban space and culture in Latin America, death and mourning in Latin America, Latin American music
Recent Publications and Works in Progress: 2
(including: "Sombras, ausencias, estéticas y memorias: historiografía y espacio en el Monumento a las Víctimas del Holocausto en Puerto Rico" (submitted for publication, 2018).; "Yukash: Jíbaro Samurai y la identidad puertorriqueña en el género manga," (submitted for publication, 2018).)
Distinctions: Juror, Best Book Contest, Latin American Studies Association, 2014
Number of dissertations/theses involved with in the past 5 years: 3

SYPRIS, THEO S., Director, International Studies Program at Kalamazoo Valley Community College, and Director, Midwest Institute for International and Intercultural Education
Education: B.S., University of Michigan, 1982; M.A., Western Michigan University, 1986
Academic Experience: Instructor, Western Michigan University, 1986-93; Instructor, Kalamazoo Valley Community College, 1986-present
Professional Experience: Director, Kalamazoo Valley Community College, 1989-present; Director, Midwest Institute for International and Intercultural Education, 1992-present
Overseas Experience: Project Director, Fulbright-Hays GPA, Russia, 2006; Project Director, Fulbright-Hays GPA, China, 2005; Project Director, Fulbright-Hays GPA, Botswana, Swaziland, South Africa, 2003; Project Director, Fulbright-Hays GPA, Vietnam, 2002.
Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
Greek (5), German (5)
Percentage of instructional content area expertise: 10%
Research/Teaching Specializations: Comparative politics; international economics.
Distinctions: Special Recognition Award, Beacon College Project, American Association of Community Colleges, 1994; Employee Enrichment Award, Kalamazoo Valley Community College, 1991-92

TICE, KARIN, President & Senior Partner, Formative Evaluation Research Associates, Inc.

Education: B.A., Friends World College, 1978; M.A., Columbia University, 1982;

Academic Experience: Lecturer, Eastern Michigan University, 1986.

Overseas experience: Panama, Spain, Guatemala, Mexico, Switzerland, Europe, Eastern Europe, Thailand, Central and South America.

Professional Experience: Consultant, New Age Inc., “Intergenerational Initiatives in Support of Families: A Statewide Planning Conference.” 1985; Consultant, Office of Educational Evaluation, New York City Board of Education, New York, NY, 1986; President and Senior Partner, Formative Evaluation Research Associates Inc., 1986-present

Foreign Language Competence (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*):
Spanish (5), Portuguese (4), Catalan (2), Kackchiquel (2), Kuna (2)

Research/Teaching Specializations: Strategic leadership; evaluation design and implementation; dissemination of evaluation findings; teaching about evaluation.

APPENDIX II-COURSE LIST

<u>Part A: Language Courses</u>	1
<p>Languages are listed in alphabetical order and by subject core and course number within each language. This order corresponds to 1) traditional in-person classes; 2) distance learning; and 3) language courses taken in study abroad programs. With the exception of study abroad courses, the first digit of the three-digit course number represents the language level. Language courses numbered 100-399 are undergraduate credit only; all 400 level language courses are approved for both undergraduate and graduate credit.</p>	
Arabic	1
Armenian	1
Hebrew	2
Persian	2
Turkish	2
Uzbek	3
Language Study Abroad	3
<u>Part B: International & Area Studies Courses</u>	4
<p>Courses are listed in alphabetical order first by school and then by subject and within each subject in numerical order by course number. Cross-listed courses are listed once. As a general rule, courses numbered 100-499 are undergraduate courses and 500-999 are graduate courses. Some 400-level courses may be taken by graduate students for graduate credit; some 500- and 600-level courses may be taken by undergraduates with instructor's permission.</p>	
Architecture & Urban Planning, Taubman College of	4
Business, Stephen M. Ross School of	5
Education, School of	6
Engineering, College of	6
Environment and Sustainability, School for	6
Law, School of	6
Literature, Science & the Arts, College of	9
Afroamerican & African Studies	9
American Culture	10
Anthropology, Cultural	12
Arab American Studies	14
Asian Languages and Cultures	14
Bosnian, Croatian, and Serbian	15

Literature, Science & the Arts, College of	
Classical Archaeology	15
Classical Civilization	16
Communication Studies	16
Comparative Literature	17
Economics	18
English Language & Literature	18
Environment, Program in the	19
French	19
Great Books	20
Hebrew	20
History	20
History of Art	30
International & Comparative Studies	32
Islam	33
Judaic Studies	35
Latina/o Studies	37
Middle Eastern & North African Studies	37
Near Eastern Studies	38
Philosophy	42
Political Science	42
Psychology	45
Residential College Humanities	46
Russian	46
Russian, East European, and Eurasian Studies	46
Screen Arts & Cultures	47
Sociology	47
Study Abroad	48
University Courses	48
Women's Studies	49
Music, Theater & Dance, School of	50
Nursing, School of	50
Officer Education Programs	50
Public Health, School of	50
Public Policy, Gerald R. Ford School of	51
Social Work, School of	52

Keys to the Course Guide

FA	Fall Term
WN	Winter Term
SS	Spring-Summer Term (may-August), including Spring Half-Term (May-June) & Summer Half-Term (July-August)
UG	Undergraduate Students
G	Graduate Students
*	Asterisk in front of course number indicates that the course is supported with Title VI Funds
X	Indicates the term in which course was offered for SS18 or is planned for AY2018-19
	Shaded enrollment cell indicated that the course was not offered in the term

APPENDIX II-A: LANGUAGE COURSES

Course Number	Course Title	Credits	Lang Level	Enrollment AY2016-17						Enrollment AY2017-18					Offered AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
Arabic																	
ARABIC 101	Elementary Arabic I	5	1	67	4					67	5				X		
ARABIC 102	Elementary Arabic II	5	1			52	2					52	5			X	
ARABIC 201	Intermediate Arabic I	5	2	88	2					72	0				X		
ARABIC 202	Intermediate Arabic II	5	2			42						41	0			X	
ARABIC 203	Intensive Intermediate Arabic I and II	10	2					5	0								X
ARABIC 401	Advanced Arabic I	5	3	23	4			5	0	17	3				X		
ARABIC 402	Advanced Arabic II	5	3			7	2	4	0			9	3			X	
ARABIC 499	Independent Study in Arabic	1-4	4								1	0	1		X	X	
ARABIC 501	Advanced Arabic Conversation and Composition	3	4	7	4					5	1				X		
ARABIC 503	Classical Arabic Grammar	3	4	3	6										X		
ARABIC 504	Advanced Arabic Media I	4	4			5	2					2	1			X	
ARABIC 506	Arabic Phonology and Morphophonology	3	4									2	0			X	
ARABIC 507	Arabic Syntax and Semantics	3	4							1	0						
ARABIC 508	Arabic Historical Linguistics and Dialectology	3	4												X		
ARABIC 509	Arabic Second Language Acquisition	3	4									3	1			X	
ARABIC 513	Arabic-English Translation: Theory and Practice	3	4			6	6									X	
ARABIC 600	Reading Modern Arab Authors in Arabic	3	4			5	4					0	6			X	
ARABIC 601	Modern Arabic Fiction	3	4									4	1				
ARABIC 602	Modern Arabic Nonfiction	3	4	2	0											X	
Armenian																	
ARMENIAN 101	Western Armenian I	4	1	6	0										X		
ARMENIAN 102	Western Armenian II	4	1			5	0									X	
ARMENIAN 201	Intermediate Western Armenian I	4	2							8	0						
ARMENIAN 202	Intermediate Western Armenian II	4	2									4	0				

APPENDIX II-A: LANGUAGE COURSES

Course Number	Course Title	Credits	Lang Level	Enrollment AY2016-17						Enrollment AY2017-18					Offered AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
ARMENIAN 499	Independent Study in Armenian	1-4	4				0	1							X	X	
Hebrew																	
HEBREW 101	Elementary Modern Hebrew I	5	1	35						37					X		
HEBREW 102	Elementary Modern Hebrew II	5	1			31	0			10	0	39	0			X	
HEBREW 201	Intermediate Modern Hebrew I	5	2	47	0					38	0	11	0		X		
HEBREW 202	Intermediate Modern Hebrew II	5	2			56	1					36	0			X	
HEBREW 203	Intensive Intermediate Modern Hebrew	10	2					7									X
HEBREW 301	Advanced Hebrew I	3	3	29	1					18	1				X		
HEBREW 302	Advanced Hebrew II	3	3			14	1					3	1			X	
HEBREW 404	Ethnicity in Israeli Literature and Culture	3	4							2	0					X	
HEBREW 405	The Holocaust in Israeli Culture	3	4												X		
HEBREW 409	Readings in Modern Hebrew	1	4												X		
HEBREW 410	Topics in Modern Hebrew Language	3	4									12	0			X	
HEBREW 499	Independent Study in Hebrew	1-4	4							0	1				X	X	
Persian																	
PERSIAN 101	Elementary Persian I	4	1	14	3					16	3				X		
PERSIAN 102	Elementary Persian II	4	1			11	2					17	4			X	
PERSIAN 201	Intermediate Persian I	4	2	8	1					11	6				X		
PERSIAN 202	Intermediate Persian II	4	2			6	2					12	6			X	
PERSIAN 404	Modern Persian Poetry	4	4												X		
PERSIAN 499	Independent Study in Persian	1-4	4	2		3	1					1			X	X	
PERSIAN 505	Modern Persian Nonfiction	3	4	2	1					5	3					X	
Turkish																	
TURKISH 101	Elementary Turkish I	4	1	6	1					2	2				X		
TURKISH 102	Elementary Turkish II	4	1			3						2	2			X	
TURKISH 201	Intermediate Turkish I	4	2	1	1										X		
TURKISH 202	Intermediate Turkish II	4	2				1			3	1	1				X	
TURKISH 499	Independent Study in Turkish	1-4	4										1		X	X	

APPENDIX II-A: LANGUAGE COURSES

Course Number	Course Title	Credits	Lang Level	Enrollment AY2016-17						Enrollment AY2017-18					Offered AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
TURKISH 504	Modern Turkish Readings	3	4	2		6				4	1	5	1		X		
<i>Uzbek</i>																	
NESLANG 450	Elementary Uzbek I	4	1	0	1					1	0				X		
NESLANG 451	Elementary Uzbek II	4	1			0	2					1	0			X	
NESLANG 480	Intermediate Uzbek I	4	2	0	2					0	1						
NESLANG 481	Intermediate Uzbek II	4	2			0	2					0	1				
NESLANG 550	Advanced Uzbek I	4	3							0	2						
<i>Language Study Abroad</i>																	
BUSABRD 449	Gbl Sem Ex Tel Aviv: Intensive Hebrew Studies	4	1			15	0					15	0			X	
STDABRD 304	Int Arabic Amman JO: Intensive Intermdiate High Modern Standard Arabic	6	3			1	0			2	0	2	0	3	X	X	X
STDABRD 304	Int Arabic Amman JO: Intensive Advanced Beginning Jordanian Dialect	4	2			1	0			1	0				X	X	X
STDABRD 304	Int Arabic Amman JO: Media Arabic	3	3			1	0			1	0				X	X	X
STDABRD 304	Int Arabic Amman JO: Intensive Advanced MSA	5	4					3	0	1	0			3	X	X	X
STDABRD 304	Int Arabic Amman JO: IntnsvIntrmd JordanianDialect	3	3					3	0	1	0				X	X	X
STDABRD 305	Lang & Cult Morocco: Intensive Introductory Colloquial Moroccan Arabic	1	1			2	0								X	X	X

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
Architecture & Urban Planning, Taubman College of: Architecture																	
ARCH 357	Architecture, Sustainability, and the City [international course with MENA case studies]	25	3	211	0						176	0				X	
ARCH 409	Special Topics in Architecture: North Africa and the French Imaginary [travel course to Morocco, Algeria, and France]	75	3												X		
ARCH 506	Special Topics in Design Fundamentals: Alter-Urbanism [comparative course with case studies from China, Turkey, India]	33	3										0	18			
ARCH 509	Experimental Course: International Practices in Architecture, Urban Design and Urban Planning	25	3													X	
ARCH 603	Seminar on Architectural History: Slum, Getto, Blight: Urban Formations of Difference	25	3								0	9					
Architecture & Urban Planning, Taubman College of: Urban Planning																	
UP 527	Infrastructure Planning in the US and Developing Countries	25	3				25						0	9			X
URP 538	Economic Development Planning	25	3			1	15						1	10			X
UP 528	Comparative Participatory Planning and Community Development (old title: Participatory Planning and Community Development) [comparative course with MENA case studies]	25	3		8								1	1			X

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19			
				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
UP 570	Global and Comparative Planning (old title Urban and Regional Planning in Developing Countries) [international course with case studies from China, Hong Kong, Malaysia, Thailand, India, Egypt, Tanzania, Jamaica, Guatemala, Venezuela]	25	3				8						0	7		X		
URP 571	Comparative Urban Policy	25	3							1	11					X		
URP 572	Comparative Housing and Property Policy	25	3													X		
<i>Business, Stephen M. Ross School of: Business Abroad</i>																		
BUSABRD 425	Global Practicum: International Trade in Morocco	100	3			24	0											
BUSABRD 449	Global Semester Exchange: Tel Aviv University	100	1-20			75	0					15	0				X	
BUSABRD 449	Global Semester Exchange: Tel Aviv University: Entrepreneurship from A to Z	25	3			15	0											
BUSABRD 449	Global Semester Exchange: Tel Aviv University: Foundations of Entrepreneurship	25	3			15	0											
BUSABRD 449	Global Semester Exchange: Tel Aviv University: Innovation Theory and Practice	25	3			15	0											
BUSABRD 449	Global Semester Exchange: Tel Aviv University: Business Ethics	25	3			10	0											
BUSABRD 449	Global Semester Exchange: Tel Aviv University: 100 Years: History in Tel Aviv	100	3			4	0											
BUSABRD 449	Global Semester Exchange: Tel Aviv University: Struggle for Palestine	100	3			1	0											
<i>Business, Stephen M. Ross School of: Management and Organizations</i>																		

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
MO 319	Developing Global Competency [global course with MENA case studies]	25	0.5-1.5	155	0	144	0			190	0	187	0		X	X	
Education, School of																	
*EDUC 461, MENAS 461	Web Based Mentorship: Earth Odysseys [international studies course with MENA content]	100	3	8	4					9	0				X		
*EDUC 462, MENAS 462	Web Based Mentorship: Place Out of Time [international studies course with MENA content]	100	3	3	12	11	8			3	2	13	2		X	X	
*EDUC 463, MENAS 463	Web Based Mentorship: Arab-Israeli Conflict Simulation	100	3	0	8	23	0			2	5	21	0		X	X	
Engineering, College of: Atmospheric, Oceanic and Space Science																	
AOSS 171, BIOLOGY 110, EARTH 171, ENSCEN 171, ENVIRON 110	Introduction to Global Change: The Science Behind Sustainability [global course with MENA content]	25	4	176	0					179	0				X		
AOSS 172, EARTH 172, ENSCEN 172, ENVIRON 111, GEOG 111	Global Change: The Sustainability Challenge [global studies course with MENA content]	25	4			94	0					148	0			X	
Engineering, College of: Industrial & Operations Engineering																	
IOE 430	Global Cultural Systems Engineering [theory & methods course with MENA case studies]	25	3	57	12					57	14				X		
Environment and Sustainability, School for																	
EAS 501	Energy Markets and Energy Politics	25	3														
Law School																	
LAW 451	Global Consitutionalism [global studies course with MENA content]	25															
LAW 464	Human Dignity	25	2	0	14					0	14				X		
LAW 502	International Corporate Governance	25	2			0	27					0	19			X	

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
LAW 519	United Nations and Other International Organizations	25	3							0	35						
LAW 536	National Security & Civil Liberties [international studies course with MENA content]	25	3									0	57				
LAW 578	Critical Issues in Law and Development	25	3									0	29				
LAW 600	Transnational Law Colloquium	25	1												X		
LAW 602	International Investment Law [international studies course with MENA case studies]	25	3			0	19					0	16			X	
LAW 606	Translational Law	25	3							0	16				X		
LAW 619	International Cartel Enforcement	25	1							0	17						
LAW 630	International Law [international studies course with MENA case studies]	25	4									0	82			X	
LAW 678	International Finance [international studies course with MENA case studies]	25	4			0	30										
LAW 682	International Environmental Law and Policy	25	3													X	
LAW 690	International Trade and Tax Law	25	1	0	8												
LAW 691	International Tax	25	3	0	28					0	28				X		
LAW 692	International Law Fundamentals [international studies course with MENA content]	25	3			0	42										
LAW 693	Jurisdiction and Choice of Law	25	4			0	35			0	44					X	
LAW 694	International Litigation	25	3	0	18							0	13				
LAW 695	International Trade Law [international studies course with MENA content]	25	3	0	8					0	10				X		
LAW 701	Africa in the Global Legal System	33													X		
LAW 717	International Intellectual Property	25	2							0	16					X	
LAW 722	Consumption Taxes	25	2												X		

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
LAW 724	International Refugee Law [international studies course with MENA content]	25	3	0	20					0	23				X		
LAW 732	Joint Ventures Practicum	25	2			0	14					0	17			X	
LAW 744	Use of Force in International Law [international studies course with MENA case studies]	25	2			0	40										
LAW 756	Comparative Human Rights Law	25	3	0	21					0	27				X		
LAW 763	Foreign Affairs	25	3			0	18								X		
LAW 766	International Commercial Arbitration	25	3													X	
LAW 774	Advanced Topics in International Tax [international studies course with MENA case studies]	25	1							0	5				X		
LAW 777	Law and Development	25	1									0	7				
LAW 778	Law and Development Research	25	1									0	5				
LAW 778	Law and Development Research	25	2									0	2				
LAW 780	Human Rights: Themes and Variations	25	3	0	20										X		
LAW 787	Impact of Human Rights on International Law	25	1			0	18					0	23			X	
LAW 811	International Project Finance	25	2	0	22					0	13				X		
LAW 812	Islamic Law	50	2												X		
LAW 831	International Commercial Transactions	25	2	0	13					0	12						
LAW 832	International Criminal Law	25	2												X		
LAW 838	Law of Armed Conflict [international studies course with MENA case studies]	25	2									0	13				
LAW 843	Refugee Law reform	25	1	0	13												
LAW 848	Colloquium on International Refugee Law	25	3			0	9										
LAW 857	Income Tax Treaties	25	2	0	19					0	16				X		
LAW 881	Ethics, Justice and International Law	25	2												X		
LAW 888	Global Animal Law [global studies course with MENA content]	25	2							0	4						

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
LAW 906	International Transactions Clinic	25	4	0	12					0	14				X		
LAW 907	International Transactions Clinic	25	4			0	15					0	16			X	
<i>Literature, Science & the Arts, College of: Afroamerican & African Studies</i>																	
AAS 103	First Year Social Science Seminar: Reading Africa: Critical Perspectives on Popular Development Books	25	3	9	0										X		
AAS 111	Introduction to Africa and Its Dispora [international content with MENA content]	25	4	92	0	89	0	20	0	92	0	98	0	X	X	X	X
AAS 206	Issues in African Studies: Heritage, Museums, and National Parks in Africa [international course with MENA case studies]	25	3			7	0										
AAS 245, HISTORY 245, ISLAM 245	Islam in Africa [international studies course with MENA content]	50	4			21	3					36	0			X	
AAS 354, HONORS 354, RCHUMS 354, WOMENSTD 354	Race and Identity in Music [global course with MENA case studies]	25	3			29	0	24	0								
AAS 358	Topics in Black World Studies: Islam in African Literature [international studies course with MENA content]	75	3							1	0						
AAS 408	African Economies: Social and Political Settings [international studies course with MENA case studies]	25	2-4	15	0							12	0			X	
AAS 432, ENVIRON 462	Violent Environments: Oil, Development and the Discourse of Power [international studies course with MENA content]	25	3			37	0					20	0			X	

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19			
				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
AAS 458, INTLSTD 401, WOMENSTD 435	Issues in Black World Studies: Fighting with Human Rights: Humanitarianism, Justice, and Development in Africa [international studies course with MENA content]	25	3													X		
AAS 615, ANTHRCUL 612	Seminar on Problems in African Ethnology	25	2-3									0	5					
AAS 629, HISTORY 629	Studies in African History: African Cultural History [comparative course with MENA content]	25	3							0	6					X		
<i>Literature, Science & the Arts, College of: American Culture</i>																		
AMCULT 204, ARABAM 204	Themes in American Culture: Arab America: Art, Culture, and Activism [comparative course with MENA content]	33	3	29	0					20	0					X		
AMCULT 204, HONORS 241	Themes in American Culture: Fall and Rise of American Empire [international course with MENA content]	25	4							35	0							
AMCULT 233, WOMENSTD 233	Genes and Society: Comparative and International Perspectives [international course with MENA content]	25	3			39	0											
AMCULT 235, ARABAM 235, WOMENSTD 235	From Harems to Terrorists: Representing the Middle East in Hollywood Cinema	100	4									45	0				X	
AMCULT 301, ARABAM 301	Topics in American Culture: Islam in/and America [comparative course with MENA content]	33	3							6	0							

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19			
				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
AMCULT 311, ARABAM 311	American Culture and the Humanities: Camels, Kabobs, and Kahlil Gibran: Arab American Cultural Studies [comparative course with MENA content]	33	3			48	0						50	0			X	
AMCULT 385, HISTORY 335, ISLAM 335, LATINOAM 385	Immigration Law: Critical Approaches to Contemporary Issues [international studies course with MENA content]	25	4										54	0				
AMCULT 389	Reading [supervised by MENA faculty]	100	1-4			1	0						4	0			X	
AMCULT 405, ARABAM 405, WOMENSTD 433	Topics in American Culture: Arab American Feminism [comparative course with MENA content]	33	3	21	0					18	0						X	
AMCULT 405, ARABAM 405	Topics in American Culture: Emcees, Jihadis and Wide Screens	33	3														X	
AMCULT 405	Topics in American Culture: Islam and the Pursuit of Justice [comparative course with MENA content]	25	3															
AMCULT 493	Honors Readings [supervised by MENA faculty]	100	1							1	0	1	0			X	X	
AMCULT 498, ARABAM 498	Capstone Seminar in American Culture: Why Do They Hate Us: Perspectives on 9/11 [international course with MENA content]	50	4	19	0												X	
AMCULT 498	Capstone Seminar in American Culture: The Rise & Fall of the American Empire [international studies course with MENA content]	25	3	13	0													

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
AMCULT 990	Dissertation- PreCandidate [independent study supervised by MENAS faculty]	100	1							0	1	0	2		X	X	
AMCULT 995	Dissertation-Candidate [independent study supervised by MENAS faculty]	100	8	0	3	0	3			0	3	0	3		X	X	
<i>Literature, Science & the Arts, College of: Anthropology, Cultural</i>																	
ANTHRCUL 222	The Comparative Study of Cultures [global course with MENA case studies]	25	4	35	0					50	0				X		
ANTHRCUL 272, LING 272	Language in Society [global course with MENA case studies]	25	4			56	0					61	0			X	
ANTHRCUL 298, WOMENSTD 257	Topics in Sociocultural Anthropology: Power, Piety, Politics: The Anthropology of Gender in the Contemporary Middle East	100	3					10	0								
ANTHRCUL 329, INTLSTD 385	Encounters: Cultural Difference in the Modern World [international studies course with MENA content]	25	4									35	0				
ANTHRCUL 333	Non-Western Legal Systems I [comparative course with MENA case studies]	25	3	26	0					36	0				X		
ANTHRCUL 341, INTLSTD 387	The Globalization of Biomedicine	25	4												X		
ANTHRCUL 357	Seminar in Sociocultural Anthropology: Popular Culture in the Middle East	100	3												X		
ANTHRCUL 409, NEAREAST 490	Peoples and Cultures of the Near East and North Africa: Everyday Lives in the Middle East: Anthropological Perspectives	100	3			8	1					14	2			X	

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
ANTHRCUL 430, HISTORY 430, HISTORY 594	History, Memory, and Silence [comparative course with MENA case studies]	33	3									1	0				
ANTHRCUL 439	Economic Anthropology & Development thoery & application course with EA case studies]	25	3			55	0					49	0			X	
ANTHRCUL 450	Anthropologies of Insurgency: Bandits, Rebels and Freedom Fighters	25	3												X		
ANTHRCUL 458, COMM 405	Topics in Sociocultural and Linguistic Anthropology: Religion, Media and Politics [comparative course with MENA content]	50	3	11	1										X		
ANTHRCUL 458, INTLSTD 401, MENAS 591	Topics in Sociocultural and Linguistic Anthropology: The Anthropology of Islam [comparative course with MENA case studies]	50	3	12	0										X		
ANTHRCUL 458, HISTORY 445, HISTORY 594	Topics in Sociocultural and Linguistic Anthropology: History, Memory, and Silence [comparative course with MENA case studies]	33	3			7	9										
ANTHRCUL 458	Topics in Sociocultural and Linguistic Anthropology: Ritual and Sound [comparative course with MENA content]	25	3									3	0				
ANTHRCUL 632	Comparative Analysis of Kinship [comparative studies course with MENA case studies]	25	3							0	11						
ANTHRCUL 959	Survey of Literature [independent study supervised by MENA specialist faculty only]	100	1-4				1								X	X	X
ANTHRCUL 990	Dissertation/Precandidate [supervised by MENAS specialist faculty only]	100	1-8		1								2		X	X	X

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
ANTHRCUL 995	Dissertation/Candidate [supervised by MENAS specialist faculty only]	100	8		7		6				7		7		X	X	X
Literature, Science & the Arts, College of: Arab American Studies																	
ARABAM 204, NEAREAST 291	The Immigrant Experience: Armenians, Arabs and Jews in America [international studies course with MENA content]	50	3	5	0												
ARABAM 215, AMCULT 215, NEAREAST 275	Introduction to Arab-American Studies [comparative course with MENA content]	50	4	72	0					72	0				X		
ARABAM 301	Community Service and Learning	33	3												X		
ARABAM 311	Arab American Studies and the Humanities	33	3												X		
ARABAM 384, AMCULT 384,	Islamophobia [comparative course with MENA content]	50	3			39	0								X		
ARABAM 388	Field Study	33	1-4														
ARABAM 390	Internship in Arab and Muslim American Studies	33	1-4	1	0	4	0	1	0	4	0	1	0	X	X	X	X
ARABAM 405, ENGLISH 398	Topics in Arab American Studies: Islam in Graphic Novels [comparative course with MENA content]	50	4			14	0										
Literature, Science & the Arts, College of: Asian Languages & Cultures																	
ASIAN 280, CLCIV 350, HISTORY 328	Topics in Asian Studies: Frontiers in the Ancient World [global course with MENA content]	33	3			40	0										
ASIAN 303, RELIGION 303	Religious Military Orders of the World [global course with MENA content]	25	3			34	0										
ASIAN 305, RELIGION 305	Religion and Violence in the Secular World [global course with MENA content]	33	3	35	0							28	0				

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19			
				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
ASIAN 306, RELIGION 306	What is Religion? [global course with MENA content]	33	3							18	0							
<i>Literature, Science & the Arts, College of: Bosnian, Croatian, and Serbian</i>																		
BCS 450, INTLSTD 401, REEES 405	In No Man's Land: Walls, Migrations and Human Trafficking in the Balkans and Mediterranean [international studies course with MENA content]	50	3							10	0							
<i>Literature, Science & the Arts, College of: Classical Archaeology</i>																		
CLARCH 327, CLCIV 327, NEAREAST 355, RELIGION 326	Jews in the Roman Mediterranean: Archaeology, Religion, and Culture	100	3			18	0											
CLARCH 499	Supervised Readings [independent study supervised by MENAS faculty]	100	3	1	0													
CLARCH 815, HISTART 815	Hellenistic Cities of the Near East	100	2-3							0	11							
CLARCH 821	Economy and Trade in the Later Bronze Age Aegean [international studies course with MENA content]	33	3			0	12											
CLARCH 823	Archaeology of the Black Sea [international studies course with MENA content]	50	3	0	5													
CLARCH 832	Island Archaeology in the Mediterranean [international studies course with MENA content]	33	3							0	6							
CLARCH 990	Dissertation-PreCandidate [independent study supervised by MENAS faculty]	100	1	0	1											X	X	
CLARCH 995	Dissertation-PreCandidate [independent study supervised by MENAS faculty]	100	8	0	4	0	4			0	5	0	5		X	X		

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		UG	WN	SS
<i>Literature, Science & the Arts, College of: Classical Civilization</i>																	
CLCIV 120	First-Year Seminar in Classical Civilization (Humanities): Ancient Cities and Modern Urbanism [international studies course with MENA content]	33	3								14	0					
CLCIV 253	The Mediterranean: Classical Studies [international studies course with MENA content]	50	3			24	0						24	0			X
CLCIV 257, HISTORY 257, JUDAIC 257	Ancient Law [comparative course with MENA case studies]	33	3	75	0												
CLCIV 302, HISTORY 302	The Roman Republic [international studies course with MENA content]	25	4								120	0					
CLCIV 328	Ancient Languages & Scripts [comparative course with MENA content]	33	3	63	0						70	0				X	
CLCIV 350	Topics in Classical Civilization: Barbarism [international studies course with MENA content]	25	3								36	0					
CLCIV 468	Greeks, Romans, and Egyptians: Cleopatra [comparative course with MENA content]	100	3								12	1					
CLCIV 499	Supervised Reading [independent study supervised by MENAS faculty]	100	3			1	0										
<i>Literature, Science & the Arts, College of: Communication Studies</i>																	
COMM 159	First-Year Seminar in Media Issues: Global Media Dynamics [global course with MENA content]	25	3	16	0												
COMM 159	First-Year Seminar in Media Issues: Global World/Media Microclimates [global course with MENA case studies]	25	3										13	0			

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
COMM 305	Survey of Media Topics: Global Media and Culture	25	3												X		
COMM 432	Foreign News Coverage [international studies course with EA content]	33	3	15	0	15	0	9	0	14	0	15	0	X	X	X	X
COMM 440	Global Iconic Events [international studies course with MENA case studies]	33	3							25	0						
COMM 455	Global Visual Cultures [global course with MENA content]	25	3	15	0												
COMM 466	Global Digital Politics [global course with MENA content]	25	3	13	0												
COMM 995	Dissertation-Candidate [independent study supervised by MENAS faculty]	100	8	0	1	0	1			0	1	0	2		X	X	
<i>Literature, Science & the Arts, College of: Comparative Literature, Program in</i>																	
COMPLIT 122	Writing World Literatures: Arrivals and Departures [global course with MENA content]	25	4	18	0												
COMPLIT 122	Writing World Literatures: Writing from the Margins: Gender, Race, Class, Sexuality, and Disability [comparative course with MENA content]	25	4							15	0						
COMPLIT 350, ENGLISH 317, JUDAIC 318	The Text and its Cultural Context: Languages of Modern Jewish Cultures [comparative course with MENA content]	33	3	10	0										X		
COMPLIT 372, NEAREAST 391	Literature and Identity: The Art of Travel Writing: From Present to Abset Roads of Travel in Literature [global course with MENA content]	50	3			9	0					14	0			X	
COMPLIT 698	Directed Reading	100	1							0	2				X	X	

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
COMPLIT 750	Seminar: Topics in Comparative Literature: New Thinkers of the Global South [comparative course with MENA content]	25	3							11	0						
COMPLIT 770	Seminar: Interdisciplinary Approaches to Literature: Non-Western Homosexualities: Framing Same Sex Love in 21st Century Literary Texts and Films [comparative course with MENA content]	25	3	0	8												
COMPLIT 995	Dissertation-Candidate [independent study supervised by MENAS faculty]	100	8	0	4	0	3			0	4	0	4		X	X	
Literature, Science & the Arts, College of: Economics																	
ECON 665	Economic Development of Underdeveloped Countries I [theoretical course with MENA case studies]	25	3	0	5					0	8				X		
ECON 666	Economic Development of Underdeveloped Countries II [theoretical course with MENA case studies]	25	3			0	5					0	9			X	
Literature, Science & the Arts, College of: English Language & Literature																	
ENGLISH 125	Writing and Academic Inquiry: Perspectives on the French Colonial Past [international studies course with MENA content]	25	4							18	0						
ENGLISH 140	First-Year Seminar on English Language and Literature: The Middle East and Beyond	50	3												X		
ENGLISH 317	Literature and Culture: Literature of the Refugee [international studies course with MENA content]	33	3									31	0				

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				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
ENGLISH 317, AMCULT 311, ARABAM 311	American Culture and the Humanities - Arab American Lit	33	3												X		
ENGLISH 407	Topics in English Language & Literature: The Global Novel and Global Crime	25	3												X		
ENGLISH 415, WOMENSTD 414	Studies in Women and Literature: Women's Literature in a Global Framework [global course with MENA content]	25	3			19	0			12	0	29	0			X	
ENGLISH 627	Critical Theories and Cross-Cultural Literature: Colonial and Postcolonial Discourses	33	3							0	8						
Literature, Science & the Arts, College of: Environment, Program in the																	
ENVIRON 219, MIDEAST 209	Food and Drink of the Middle East	100	4												X		
Literature, Science & the Arts, College of: French																	
FRENCH 270	French and Francophone Literature and Culture: France's Orient [international studies course with MENA content]	50	3	13	0					13	0	9	0		X		
FRENCH 274	French and Francophone Societies and Culture: Collecting the Colonies [international studies course with MENA content]	33	3	14	0												
FRENCH 344, HISTORY 313	The Revolutionary Century: France, 1789-1990 [international studies course with MENA content]	33	4									35	0				
FRENCH 345, HISTORY 314	Empire, War, and Modernity: France and the World in the 20th Century [international studies course with MENA content]	33	3			58	0										
FRENCH 364	African Studies (Maghreb)	100	3	17	0										X		

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
<i>Literature, Science & the Arts, College of: Great Books Program</i>																	
GTBOOKS 201	Great Books of the Ancient World: Ancient Origins of the Present [comparative course with MENA content]	50	4					12	0						X		X
GTBOOKS 246, ISLAM 219, NEAREAST 219	Great Books of the Middle East: The Qu'ran	100	4			24	0										X
<i>Literature, Science & the Arts, College of: Hebrew</i>																	
HEBREW 305	Topics in Advanced Spoken Hebrew: Minorities in Israel	100	2													X	
HEBREW 404, JUDAIC 417	Ethnicity in Israeli Literature and Culture	100	3							5	0						
HEBREW 405	The Holocaust in Israeli Culture	100	3													X	
HEBREW 410	Topics in Modern Hebrew Language: Media Hebrew [comparative course with MENA content]	100	3									11	0				
HEBREW 410, JUDAIC 417	Topics in Modern Hebrew Language: Israeli Literature in the Twenty-First Century	100	3									3	1				
<i>Literature, Science & the Arts, College of: History</i>																	
HISTORY 103	Introduction to History in the Humanities: Terrorism in History [global course with MENA case studies]	33	4									127	0				
HISTORY 195	The Writing of History: Islam at Sea: The View from the Indian Ocean [comparative course with MENA content]	25	4							18	0						

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
HISTORY 196	First-Year Seminar in Social Sciences: A History of the Mediterranean in Fifteen Buildings [comparative course with MENA content]	33	3	10	0													
HISTORY 196, AAS 103	First-Year Seminar in Social Sciences: History of Our Own Times [global course with MENA content]	25	3							18	0							
HISTORY 197	First-Year Seminar in the Humanities: Religion and Revolutions: A Comparison of the French, Russian, Turkish and Iranian Cases [comparative course with MENA content]	50	3	17	0													
HISTORY 211, MEMS 211	Later Medieval Europe, 1000-1500 [international course with REEE content]	33	4			61	0					54	0				X	
HISTORY 216	War and Society in the 20th Century: World War I [international course with MENA content]	33	4			53	0					68	0				X	
HISTORY 230	Humanities Topics in History: A History of the Ancient Mediterranean in Fifteen Buildings [comparative course with MENA content]	50	3							17	0							
HISTORY 230, JUDAIC 281, NEAREAST 281, SLAVIC 281	Humanities Topics in History; Jews in the Modern World: Texts, Images, Ideas [global course with MENA case studies]	50	3	30	0					11	0	41	0				X	
HISTORY 230	Humanities Topics in History: Nomads in the Modern World: Mobility and the Nation-State [global course with MENA content]	33	3									16	0					

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
HISTORY 230, MIDEAST 291	Humanities Topics in History: Language and Writing in the Ancient World	50	3													X		
HISTORY 232	Interdisciplinary Topics in History: Christians of the Middle East: The Armenian Experience	100	3			6	0											
HISTORY 232	Interdisciplinary Topics in History: Histories of Global Health	25	4													X		
HISTORY 239	The World Before 1492 [international studies course with EA content]	25	4	36	0											X		
HISTORY 240	The World Since 1492 [international studies course with EA content]	25	4							50	0			X				
HISTORY 241	America and Middle Eastern Wars	100	4	102	0											X		
HISTORY 242, MIDEAST 201	Madness, Medicine and Magic in the Middle East	100	4													X		
HISTORY 243, ISLAM 243, MENAS 243,	The Dawn of Islamic History [comparative course with MENA content]	50	3			22	0									X		
HISTORY 246, AAS 246	Africa to 1850	33	4	8	0					15	0					X		
HISTORY 247, AAS 247	Modern Africa	33	4			41	0					43	0				X	
HISTORY 258, JUDAIC 210	Sources of Jewish History [comparative studies course with MENA case studies]	50	3			29	0			32	0					X		
HISTORY 259, JUDAIC 339, NEAREAST 339, RELIGION 358	Israel Before the Exile (587 BCE): Its History & Religion	100	3			18	0											
HISTORY 261	United States, 1865 to the Present [international studies course with MENA content]	25	4	63	0							64	0				X	

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
HISTORY 266	Twentieth Century American Wars as Social & Personal Experience [international studies course with MENA content]	25	4	40	0					57	0				X		
HISTORY 269, JUDAIC 260, RELIGION 260	Introduction to the Talmud and the Rabbis [comparative course with MENA case studies]	50	3							12	0						
HISTORY 287, ARMENIAN 287	From Natives to Foreigners: Armenians in Turkey and the Diaspora	100	3	19	0												
HISTORY 290, JUDAIC 290, NEAREST 287	Jews and Muslims [comparative course with MENA case studies]	100	3	21	0												
HISTORY 304, ANTHARC 384, NEAREAST 337	Interdisciplinary Topics in History: Ancient Mesopotamia: History and Culture	100	4									20	0				
HISTORY 306, ISLAM 319, NEAREAST 319	History of the Ottoman Empire: The "Classical Age", (ca. 1300-1600) [international studies course with MENA content]	100	3			31	0								X		
HISTORY 307, NEAREAST 320	History of the Ottoman Empire: The "Post-Classical Age", (ca. 1600-1922) [international studies course with MENA content]	100	3	26	0					13	0						
HISTORY 309	After Alexander: The Hellenistic Age in the Mediterranean and the Near East [international studies course with MENA case studies]	75	3	17	0												
HISTORY 318	Europe in the Era of Total War, 1870-1945 [international studies course with MENA content]	25	4	66	0					74	0			X	X		

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
HISTORY 319	Europe Since 1945 [international studies course with MENA content]	25	4			49	0						37	0			X	
HISTORY 324	Muslims in Contemporary Europe [international studies course with MENA content]	33	3	40	0						36	0					X	
HISTORY 328, JUDAIC 360, NEAREAST 386	Humanities Topics in History: A Global History of the Jews of Spain [global course with MENA content]	50	3	27	0													
HISTORY 328, GREEKMOD 350, HISTORY 594	Humanities Topics in History: Constantinople and Istanbul, a Tale of Two Cities	100	3	6	2													
HISTORY 328	Humanities Topics in History: Medieval Egypt, 640-1517	100	3								24	0						
HISTORY 328, JUDAIC 340, NEAREAST 391	Humanities Topics in History: Jewish Life in Colonial North Africa	100	3										17	0			X	
HISTORY 328, JUDAIC 318, INTLSTD 384, MIDEAST 391	Humanities Topics in History: Blacks and Jews in the Arab World	100	3														X	
HISTORY 328, JUDAIC 318, WOMENSTD 313	Humanities Topics in History: Men of the Bible	100	3														X	
HISTORY 341, POLSCI 397	Nations and Nationalism	33	4														X	

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				FA		WN		SS		FA		WN		SS	FA	WN	SS	
				UG	G	UG	G	UG	G	UG	G	UG	G					
HISTORY 350, HISTART 323, JUDAIC 323, NEAREST 383, RELIGION 324	History of Jewish Visual Culture: From Ancient Mosaics to Jew-Hop Videos [comparative course with MENA content]	50	3			14	0									X		
HISTORY 360	September 11th [international studies course with MENA content]	50	3	29	0					17	0					X		
HISTORY 363	The U.S. & the World Since 1945: Politics, Culture, & War in the American Century [international studies course with MENA content]	25	4	28	0													
HISTORY 381, CLCIV 380, JUDAIC 380, RELIGION 382	Ancient Jewish History to 638 CE: From Israelite Origins to Islamic Conquest	100	3			10	1											
HISTORY 384, JUDAIC 388	Antisemitism and Philosemitism: Jews in Myth and Thought [comparative course with MENA content]	50	3			27	2											
HISTORY 387, AMCULT 387, JUDAIC 387	History of American Jews [comparative course with MENA content]	25	4	21	1					23	0					X		
HISTORY 389, ARMENIAN 389	From Natives to Foreigners: Armenians in Turkey and the Diaspora	100	3							11	0					X		
HISTORY 394, ISLAM 394, NEAREAST 376	History of the Turkish Republic	100	3							9	0							
HISTORY 398, MEMS 398	The Black Death [global course with MENA content]	25	3									31	0					

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
HISTORY 399	Topics in History: Ottoman Armenians: From Empire to Republic	100	3			3	1											
HISTORY 399, ENVIRON 462, NEAREAST 390	Topics in History: Blood, Oil and Water: Ancient and Modern Environmental History in the Near East, from Turkey to Iraq	100	3			16	1											
HISTORY 399	Topics in History: Islam and the West [international course with MENA content]	33	3							22	0					X		
HISTORY 407, INTLSTD 401	Advanced Study in Comparative & Transnational History: Technology and Power in Africa [international studies course with MENA case studies]	33	3	9	0													
HISTORY 407, INTLSTD 401	Advanced Study in Comparative and Transnational History: Global Cultural Encounters Since 1800 [international studies course with MENA content]	25	3			14	0											
HISTORY 407, INTLSTD 401	Advanced Study in Comparative and Transnational History: Islam through Western Eyes [international studies course with MENA content]	50	3			4	0											
HISTORY 407	Advanced Study in Comparative and Transnational History: Christianity and Politics in African History [comparative course with MENA content]	33	3									X						
HISTORY 407, INTLSTD 401, RCSSCI 461, WOMENSTD 435	Advanced Study in Comparative and Transnational History: Gender, Sexuality, and International Human Rights Law [international studies course with MENA content]	25	3									19	0					

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
HISTORY 428, NEAREAST 413	The Rise of Islam [comparative course with MENA content]	75	3									7	2				
HISTORY 429, NEAREAST 432, RELIGION 496, WOMENSTD 471	Gender and Sexuality in Pre-Modern Islam [comparative course with MENA content]	75	3	12	4												
HISTORY 442, NEAREAST 417	The First Millenium of the Islamic Near East	100	3							7	5						
HISTORY 443, NEAREAST 487	Modern Middle East History: From Young Turk Revolution to Twitter Devolution	100	4	44	0												
HISTORY 445, HISTART 497, NEAREAST 445	Topics in History: People, Places, and Politics: Local Saint Cults in Cross-Cultural Perspective [global course with MENA case studies]	50	3							4	3						
HISTORY 445, ISLAM 490, NEAREAST 411, POLSCI 489, REEES 411, RELIGION 402	Topics in History: Modern Islamic Movements [global course with MENA content]	50	3									12	1				
HISTORY 449, NEAREAST 490	Topics in Middle Eastern History: History of Iran in the Islamic Period	100	3									2	0				

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
HISTORY 449, ISLAM 490, NEAREAST 490, RCSSCI 461, RELIGION 402	Topics in Middle Eastern History: Peace / Nonviolence in Islamic Cultures [international studies course with MENA content]	50	3									9	2				
HISTORY 449, JUDAIC 460, NEAREAST 490	Topics in Middle Eastern History: Protests and Conflict in Israel	100	3									11	0				
HISTORY 449	Topics in Middle Eastern History: Understanding Afghanistan	100	3											X			
HISTORY 487, HISTORY 594	Conversions and Christianities in the Early Modern World and Beyond [global course with MENA case studies]	25	3			1	6					2	3			X	
HISTORY 496	History Colloquium: Global France in the 20th Century and the Present [international studies course with MENA content]	25	4			12	0										
HISTORY 496	History Colloquium: Leaving the World, Changing the World: Christian Monasticism 4th to 16th Century [comparative course with MENA content]	25	4			14	0										
HISTORY 496	History Colloquium: African Leaders: Revolutionaries, Reformers, and Dictators [international studies course with MENA content]	33	4							16	0						
HISTORY 496	History Colloquium: Revolutionary Non-Violence [global course with MENA case studies]	25	4									14	0				

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
HISTORY 496	History Colloquium: The End of Empires: Decolonization after World War II [international course with MENA content]	25	4									18	0				
HISTORY 496	History Colloquium: Christian Egypt, 2nd-7th Centuries A.D.	100	4									6	0				
HISTORY 497	History Colloquium: The Body and the Senses Before Modernity [comparative course with MENA case studies]	50	4	10	0												
HISTORY 497	History Colloquium: The History of Peace in Islam	100	4												X		
HISTORY 497	History Colloquium: Crusade and Jihad [international studies course with MENA content]	50	3											X			
HISTORY 499	Senior Honors Colloquium	100	1-6												X	X	
HISTORY 515, NEAREAST 515	Society and Culture in Early Modern Iran	100	3							0	6						
HISTORY 594, JUDAIC 517	Topics in History: American Jews Since 1945 [comparative course with MENA content]	33	3	1	5												
HISTORY 594	Topics in History: Armenians in Turkey	100	3												X		
HISTORY 610	Graduate Colloquium in World & Global History [international studies course with MENA content]	25	3							0	6						
HISTORY 615	Introduction to the Comparative Study of History [theory & methods course with MENA case studies]	25	3	0	18					0	20				X		
HISTORY 688	Studies in Twentieth-Century American History: The United States and the World [global course with MENA content]	25	3	0	11												

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
HISTORY 700	Independent Research Seminar [taught by MENA specialist instructor only]	100	1-3												X	X	
HISTORY 803	Reading Course for the General Exam [supervised by MENAS specialist instructors only]	100	1-3		1						1				X		
HISTORY 804	Reading Course for the General Exam [supervised by MENAS specialist instructors only]	100	1-3				1						1			X	
HISTORY 900	Preparation for Preliminary Examination [supervised MENA by specialist instructors only]	100	1-3		1		1				1				X	X	
HISTORY 995	Dissertation/Candidate [supervised by MENA specialist faculty only]	100	8		4		3				3		4		X	X	
Literature, Science & the Arts, College of: History of Art																	
HISTART 101	Great Monuments from the Stone Age to the Middle Ages	33	4	38	0			16	0						X		
HISTART 200	Art across Cultures	25	4									68	0				
HISTART 201	Great Monuments from the Stone Age to the Middle Ages [international studies course with MENA case studies]	25	3							37	0				X		
HISTART 205	Sacred Places [global course with MENA case studies]	75	3			40	0										
HISTART 253	The Mediterranean: Art History: Art and Exchange [international course with MENA case studies]	75	3			14	0					24	0			X	
HISTART 382, ANTHRARC 381, NEAREAST 338	Introduction to Egyptian Archaeology	100	4									74	0				
HISTART 393	Undergraduate Seminar: Visual Politics in the Modern Middle East	100	3											X			

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				FA		WN		SS		FA		WN		SS	FA	WN	SS	
				UG	G	UG	G	UG	G	UG	G	UG	G					
HISTART 394	Special Topics: God, Love, and War in Byzantine and Medieval Western Art [international course with MENA case studies]	33	3	5	0													
HISTART 394, HISTART 689, CLARCH 350	Special Topics: The Arts of Empire: Visual Responses to Roman Rule in the Middle East and North Africa	100	3			5	2											
HISTART 399	Independent Study [supervised by MENAS faculty]	100	1			1	0								X	X		
HISTART 497, HISTART 689	Upper-Level Seminar: Modern Islamic Art and Visual Culture [global course with MENA case studies]	50	3	8	1													
HISTART 497, HISTART 689, NEAREAST 490	Upper-Level Seminar: Photography in the Near East	100	3			9	10											
HISTART 600	Graduate Independent Study [supervised by MENAS faculty]	100	1			0	1								X	X		
HISTART 646	Problems in Medieval Art: Medieval Urbanism, 350-1550	25	3									0	10					
HISTART 689	Special Topics in History of Art: Iconoclasm and its discontents, or, How the Byzantines learned to stop worrying and love the icon [comparative course with MENA content]	50	3	0	6													
HISTART 689	Special Topics in History of Art: Islamic Book Arts [global course with MENA case studies]	100	3			0	9											
HISTART 689, COMPLIT 760	Special Topics in History of Art: Globalization and Modern / Contemporary Art [global course with MENA case studies]	25	3							0	2							

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
HISTART 689	Special Topics in History of Art: Encounters with Islamic Art: Studying, Collecting, and Reviving	75	3												X		
HISTART 995	Dissertation/Candidate [supervised by MENAS specialist faculty]	100	8	0	2	0	2			0	2	0	2		X	X	
<i>Literature, Science & the Arts, College of: International & Comparative Studies, Program in</i>																	
INTLSTD 101, GEOG 145	Introduction to International Studies	25	3	268	0	262	0	40	0	259	0	216	0	X	X	X	X
INTLSTD 301	Topics in International Studies [international studies course with MENA content]	25	3	150	0					132	0	122	0		X		
INTLSTD 390	Designing Research in International Studies [international studies course with MENA content]	25	3									6	0				
INTLSTD 391	Directed Studies [international studies course with MENA content]	25	3-4	2	0					1	0	2	0				
INTLSTD 401	International Studies Advanced Seminar: Achieving Liberalization: Influences and Issues in Postwar Democratization [international studies course with MENA case studies]	33	3			36	0					34	0			X	
INTLSTD 401	International Studies Advanced Seminar: Gender in the Middle East	100	3			9	0										
INTLSTD 401	International Studies Advanced Seminar: Establishing Peace: The Actors, Issues, and Activities in Postwar Politics	33	3	49	0			3	0	49	0				X		X
INTLSTD 401	International Studies Advanced Seminar: Never Again? Genocides & Mass Atrocities of the 20th Century [international studies course with MENA content]	25	3							25	0						

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
INTLSTD 401	International Studies Advanced Seminar: Public Health in Conflict and Resolution [international studies course with MENA content]	25	3								25	0						
INTLSTD 470, NEAREAST 483, MENAS 493, MENAS 593	International Studies Special Topics: Crossing Borders in the Middle East and Beyond	100	1	7	3						4	2				X		
INTLSTD 491	Directed Studies	25	3															
INTLSTD 498	Senior Honors Proseminar	25	3															
INTLSTD 499	Senior Honors Proseminar	25	3															
Literature, Science & the Arts, College of: Islam																		
ISLAM 216, NEAREAST 216, RELIGION 204	Introduction to Islam [international studies course with MENA content]	50	4			35	0					25	0				X	
ISLAM 285, HISTART 285, NEAREAST 285	Visual Culture Islam [comparative course with MENA case studies]	50	4	32	5						41	0				X		
ISLAM 292, NEAREAST 295	Humanities Topics in Islamic Studies: Mapping the Middle East: Travelers and Travelogues	100	3			10	0											
ISLAM 315, NEAREAST 315	Introduction to Arab Culture	100	4			90	0					108	0				X	
ISLAM 317, NEAREAST 317	Turkey in the 20th Century: Modernity and the Politics of Culture	100	3			6	1											
ISLAM 323, NEAREAST 323	The Prophet Muhammad in Islam [comparative course with MENA content]	100	3			23	0				10	0						

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
ISLAM 327, MEMS 327, NEAREAST 327, NEAREAST 592	Shahnameh: Iranian Myth, Epic, and History	100	3			13	4										
ISLAM 392, COMPLIT 372, NEAREAST 326, JUDAIC 318	Humanities Topics in Islamic Studies: The Arab-Israeli Conflict in Middle Eastern Literature and Film	100	3	18	0					20	0				X		
ISLAM 424, NEAREAST 424, RELIGION 461	Islamic Intellectual History [comparative course with MENA content]	50	3			8	5										
ISLAM 430, NEAREAST 430	History of the Arabic Literature in English [comparative course with MENA content]	100	3			7	0					19	0			X	
ISLAM 423, NEAREAST 423, RCSSCI 461, RELIGION 402	Islamic Law/Sharia [comparative course with MENA content]	50	3									4	2				
ISLAM 433, NEAREAST 433, WOMENSTD 496	Gender and Representation in the Modern Middle East	100	3			18	2			13	4					X	
Literature, Science & the Arts, College of: Judaic Studies																	

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
JUDAIC 150, NEAREAST 295	First Year Seminar in Judaic Studies: Encountering the Holocaust: A Multi-Perspectival Approach [comparative course with MENA content]	50	3	19	0													
JUDAIC 150	First Year Seminar in Judaic Studies: Social & Political History of Israel	100	3							17	0							
JUDAIC 150, NEAREAST 295	First Year Seminar in Judaic Studies: Coffee, Conversation, and Modern Jewish Culture [comparative course with MENA content]	33	3									12	0					
JUDAIC 205, JUDAIC 505, NEAREAST 276, NEAREAST 576	What is Judaism? [comparative course with MENA content]	50	4	29	1					37	9					X		
JUDAIC 218, NEAREAST 291	Humanities Topics in Judaism: Jews and Christians in the Ancient World: Relations and Rivalries [comparative course with MENA content]	100	3					12	0									
JUDAIC 218, NEAREAST 291	Humanities Topics in Judaism: Encountering the Holocaust [international studies course with MENA content]	50	3							9	0							
JUDAIC 250, NEAREAST 280, SAC 250	Jewish Film: Race, Ethnicity, and Nationality [comparative course with MENA content]	50	4			20	0											
JUDAIC 250, NEAREAST 280, SAC 250	Screening Jewish Cultures	33	4									27	0				X	

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
JUDAIC 253	The Mediteranean: Jewish Studies [international studies course with MENA content]	50	3			13	0											
JUDAIC 255, NEAREAST 279	Tel Aviv and Jerusalem in Israeli Culture	100	3									19	0				X	
JUDAIC 256, NEAREAST 256	Israeli Literature and Culture	100	3	9	0													
JUDAIC 277, NEAREAST 207, RELIGION 277	The Land of Israel/Palestine through the Ages	100	4	139	0			1		126	0			X	X			X
JUDAIC 317, HISTART 393, MEMS 360, RCCORE 334	Topics in Judaic Studies: City of Jerusalem in Jewish, Christian, and Islamic Culture: Paintings, Architecture, Sculpture, Photography, and Maps	100	3	6	0													
JUDAIC 317, HISTART 489, MEMS 360, RCCORE 334	Topics in Visual Studies: The Holy Land in Visual Culture: Architecture, Maps, Paintings, and Photographs	100	3									22	1					
JUDAIC 318	Humanities Topics in Judaism: Jews in the Middle East	100	3									5	0		X			
JUDAIC 335, NEAREAST 335, RELIGION 359	History and Religion of Second Temple Judaism: Women in Ancient Judaism and Christian Origins [comparative course with MENA content]	100	3									17	0					
JUDAIC 417, HISTORY 449, MENAS 492, MIDEAST 490	Topics in Judaic Studies: Race and Sexuality in Israel and Palestine	100	3												X			

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
JUDAIC 417	Topics in Judaic Studies: Trajectories of Zionist Thought	100	3												X		
JUDAIC 467, NEAREAST 476, RELIGION 471	Seminar: Topics in the Study of Judaism: Rap, Rhythm, and Jews: Jewish Poetry, Religion, and Popular Culture [comparative course with MENA content]	33	3									2	2				
JUDAIC 495	Independent Study [supervised by MENAS faculty]	100	1	1	0	3	0					1	1		X	X	
JUDAIC 517, NEAREAST 590	Topics in Judaic Studies: Flavius Josephus and the Jewish Support to the Romans [international studies course with MENA content]	100	3	4	1												
Literature, Science & the Arts, College of: Latina/o Studies																	
LATINOAM 204, THREMUS 222	Themes in Latina/o Studies: Introduction to Global Theatre [global course with MENA content]	25	3	11	0												
Literature, Science & the Arts, College of: Middle Eastern & North African Studies																	
MENAS 231, HISTORY 231, ISLAM 291	Social Science Topics in MENAS: Peace and Peace Movements in the Muslim World [comparative course with MENA content]	50	4			26	0										
MENAS 244, HISTORY 244, JUDAIC 244, NEAREAST 284	The History of the Arab-Israeli Conflict	100	4			382	0					435	0			X	
MENAS 340, ASIAN 340, HISTORY 340, NEAREAST 340, REES 340	From Genghis Khan to the Taliban Modern Central Asia [international studies course with MENA content]	33	4									43	0				

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
MENAS 492, HISTORY 449, JUDAIC 417, NEAREAST 490	Advanced Topics in MENAS: Race and Sexuality in Israel/Palestine	100	3													X		
*MENAS 593, NEAREAST 483, MENAS 493	Comparative Perspectives of the Middle East and North Africa: Crossing Borders in the Middle East and Beyond	100	1	0	3					0	4					X		
MENAS 695, HISTORY 698, HISTORY 793, NEAREAST 685	The Study of the Near East: Roots of Crisis in the Modern Middle East	100	3	1	4													
MENAS 698	Masters Thesis in Middle Eastern and North African Studies	100	3													X		
<i>Literature, Science & the Arts, College of: Near Eastern Studies</i>																		
NEAREAST 100	Peoples of the Middle East	100	4	39	0													
NEAREAST 200	Introduction to the Middle East	100	4							38	0					X		
NEAREAST 201	Madness, Medicine, and Magic in the Middle East	100	3	29	0											X		
NEAREAST 207, RELIGION 277	The Land of Israel/Palestine through the Ages	100	4													X		
NEAREAST 218	Armenia: Culture and Ethnicity	100	3							4	0					X		
NEAREAST 221	Iranian Cinema	100	3	18	0													
NEAREAST 238	The Historical Jesus in Crhistianity, Judaism, and Islam	100	4	18	0					5	0					X		

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				FA		WN		SS		FA		WN		SS	AY2018-19				
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS		
NEAREAST 243	Ancient Egypt and its World	100	4			18	0					15	0				X		
NEAREAST 291	Humanities Topics in Near Eastern Studies: Love, Sex, and Marriage in Ancient Mesopotamia	100	3	8	0														
NEAREAST 291	Humanities Topics in Near Eastern Studies: What's Love Got to Do With It? Marriage in the Middle East	100	3	9	0														
NEAREAST 295	First Year Seminar in Middle East Studies: Connecting Life Stories, Connecting Lives: The Middle East and Beyond	100	3														X		
NEAREAST 295	First Year Seminar in Near Eastern Studies: Age of Empires: Great Empires of the Ancient World from Egypt to Persia	100	3									13	0						
NEAREAST 295	First Year Seminar in Middle East Studies: Qur'an and its Interpretations	100	3														X		
NEAREAST 295	First Year Seminar in Near Eastern Studies: Mummies, Myth, and Magic: Ancient and Modern Narratives of Egypt	100	3			18	0							18	0			X	
NEAREAST 321	Jihad in History	50	3	5	0														
NEAREAST 325	Introduction to Arab Literature in Translation	100	3	31	0							24	0				X		
NEAREAST 380, AMCULT 320, JUDAIC 320	The Jewish Graphic Novel [comparative course with MENA content]	25	3									17	2						
NEAREAST 390, NEAREAST 595	Topics in Near Eastern Studies: Anatolia from Prehistory to Alexander the Great	100	3	1	2														

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
NEAREAST 391	Humanities Topics in Near Eastern Studies: Empire and Nation: Uprisings, Reforms and Revolutions in the Ottoman and Russian Empires	75	3			7	0											
NEAREAST 391	Humanities Topics in Near Eastern Studies: War, Peace, and Religion in the Ancient Mediterranean World	100	3									11	0					
NEAREAST 391	Humanities Topics in Near Eastern Studies: Till We Have Build Jerusalem: The Making of a (Unique?) City	100	3											X				
NEAREAST 391	Humanities Topics in Near Eastern Studies: Gender and Nation in Recent Israeli and Palestinian Cinema	100	3					6	0									
NEAREAST 414	Nationalities in the Ottoman Empire: The Rise and Demise of Western Armenians	100	3	2	2													
NEAREAST 416	The Sultan and Hist Subjects: Society and Culture in the Ottoman Empire	75	3									4	4					
NEAREAST 421, RELIGION 465	Islamic Mysticism: Sufism in Time and Space	25	3							5	5							
NEAREAST 422, RELIGION 467	Shi'ism: The History of Messianism and the Pursuit of Justice in Islamdom	100	3							1	1							
NEAREAST 426	An Introduction to Modern Armenian Literature	100	3			7	0					3	0				X	
NEAREAST 429	Topics in Modern Arabic Literature in Translation: The Arab Nahdah	100	3	1	2					1	3						X	
NEAREAST 429	Topics in Modern Arabic Literature in Translation: Autobiography in Modern Arabic Literature	100	3							X	X						X	

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
NEAREAST 438	Exhibiting Ancient Egypt: Past Culture in the Modern Museum	100	3	7	3												
NEAREAST 441, WOMENSTD 487	Gender and Society in Ancient Egypt	100	3							5	5						
NEAREAST 443, RELIGION 442	Mythology and Literature of Ancient Mesopotamia	100	3			7	0										
NEAREAST 445	Selected Topics in Ancient Egyptian History and Culture: Cities in Text and Context	100	3			2	1					1	3			X	
NEAREAST 490	Topics in Near Eastern Studies: Politics of Heritage: Culture and History in the Middle East	100	3	2	4												
NEAREAST 490	Topics in Near Eastern Studies: Muslim Ethics in the Global Age	25	3	2	0												
NEAREAST 499	Independent Study [supervised by MENAS faculty]	100	1			4	2			3	1	0	1		X	X	
NEAREAST 518	Persianate History Through Political and Cultural Texts	100	3	0	6												
NEAREAST 590, COMPLIT 720, GERMAN 702, JUDAIC 517	Topics in Near Eastern Studies: The Task of the Self-Translator	75	3														
NEAREAST 699	Directed Graduate Readings [supervised by MENAS faculty]	100	1			0	2			0	1	0	2		X	X	
NEAREAST 990	Dissertation-Candidate [independent study supervised by MENAS faculty]	100	1	0	1	0	3			0	2				X	X	
NEAREAST 995	Dissertation-Candidate [independent study supervised by MENAS faculty]	100	8	0	16	0	16			0	17	0	16		X	X	
Literature, Science & the Arts, College of: Philosophy																	

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
PHIL 224	Global Justice [global course with MENA case studies]	25	4			94	0										
PHIL 576	Topics in Social-Political Philosophy: Colonialism Past and Present [international studies course with MENA content]	25	3	0	8												
<i>Literature, Science & the Arts, College of: Political Science</i>																	
POLSCI 160	Introduction to World Politics [international studies course with MENA case studies]	25	4	293	0	167	0	28	0	281	0	103	0	X	X	X	X
POLSCI 352	How to Be an Autocrat [comparative course with MENA content]	25	4									58	0				
POLSCI 353	The Arab-Israeli Conflict	100	4	72	0					73	0				X		
POLSCI 368	Modern Warfare [international studies course with MENA case studies]	25	4	74	0												
POLSCI 369	Politics of International Economic Relations [international studies course with MENA case studies]	25	4	112	0	71	0			97	0	71	0		X	X	
POLSCI 372	International Security Affairs	25	3							62	0				X		
POLSCI 389	Topics in Contemporary Political Science: International Organization [international studies course with MENA content]	25	3	31	0												
POLSCI 389	Topics in Contemporary Political Science: Comparative Nationalism and Ethnic Politics [comparative course with MENA content]	25	3												X		
POLSCI 389	Topics in Contemporary Political Science: International Legal Theory [international studies course with MENA content]	25	3												X		

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
POLSCI 389	Topics in Contemporary Political Science: The Political Economy of Conflict: Terrorism and Civil War [international studies course with MENA content]	25	3	42	0					45	0				X		
POLSCI 389	Topics in Contemporary Political Science: The Roots of Radical Political Islam [international studies course with MENA content]	100	4			71	0										
POLSCI 389	Topics in Contemporary Political Science: Coercion in Autocracies [international studies course with MENA case studies]	25	4			74	0										
POLSCI 389, INTLSTD 385	Topics in Contemporary Political Science: International Law and Human Rights [international studies course with MENA content]	25	3									74	0				
POLSCI 464	Advanced Public International Law [international studies course with MENA content]	25	3							9	0						
POLSCI 489	Advanced Topics in Contemporary Political Science: Authoritarianism and State Repression [comparative studies course with MENA content]	25	3												X		
POLSCI 489, INTLSTD 486	Advanced Topics in Contemporary Political Science: Electoral Politics in the Developing World [international studies course with MENA content]	25	3									42	0			X	
POLSCI 496, INTLSTD 401	Undergraduate Seminar in American Government and Politics: Racial Attitudes in the US and Around the World [international studies course with MENA content]	25	3			21	10										

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				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
POLSCI 497	Undergraduate Seminar in Comparative and Foreign Government: Research Seminar on the Israeli-Palestinian Conflict	100	3			14	0											
POLSCI 497, INTLSTD 401	Undergraduate Seminar in Comparative and Foreign Government: Middle East Politics	100	3							19	0							
POLSCI 497	Undergraduate Seminar in Comparative and Foreign Government: US Foreign Policy in the Middle East	100	3	4	0					5	0					X		
POLSCI 497	Undergraduate Seminar in Comparative and Foreign Government: Research Seminar on Politics in the Middle East and North Africa	100	3									14	0					
POLSCI 498	Undergraduate Seminar in International Politics: The Historical Evolution of the Sovereign State System [international studies course with MENA content]	25	3			20	0											
POLSCI 498, INTLSTD 401	Undergraduate Seminar in International Politics: Human Rights [international studies course with MENA content]	25	3			23	0					31	0				X	
POLSCI 641	Proseminar in Comparative Politics [comparative studies course with MENA case studies]	25	3	0	11					0	7					X		
POLSCI 688	Selected Topics in Political Science: Authoritarian Regimes [international studies course with MENA case studies]	25	3	0	11											X		

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
POLSCI 688	Selected Topics in Political Science: Terrorism and Insurgency [international studies course with MENA case studies]	33	3	0	4					0	8				X		
POLSCI 688	Selected Topics in Political Science: Advanced Studies in State Repression [international studies course with MENA content]	25	3			0	9					0	5			X	
POLSCI 688	Selected Topics in Political Science: Comparative Political Behavior [comparative course with MENA case studies]	25	3			0	9					0	6			X	
POLSCI 691	Directed Readings [independent study supervised by MENAS faculty]	100	1-6			0	1								X	X	
POLSCI 692	Directed Readings [independent study supervised by MENAS faculty]	100	1-6			0	1									X	
POLSCI 990	Dissertation-Precandidate [supervised by MENAS faculty only]	100	1-8			0	1							X	X	X	X
POLSCI 995	Dissertation-Candidate [supervised by MENAS specialist faculty only]	100	8	0	1	0	1			0	2	0	3	X	X	X	X
Literature, Science & the Arts, College of: Psychology																	
PSYCH 312, ALA 228, SOC 375	Intergroup Conflict and Coexistence: Religion, Ethnicity, and Culture [global course with MENA content]	33	3							20	0	32	0		X	X	
PSYCH 325	Practicum in the Multicultural Community [comparative course with MENA content]	33	3			28	0	13	0	10	0			X	X		X
PSYCH 390	Topics in Personality and Social Contexts: Psychology in Urban Contexts [comparative course with MENA content]	25	3							16	0						
PSYCH 808	Special Seminar: Urbanicity and Prosocial Development [comparative studies course with MENA content]	25	3			0	6										

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				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
<i>Literature, Science & the Arts, College of: Residential College Humanities</i>																	
RCHUMS 330, ISLAM 330, NEAREAST 330, RELIGION 330	The Arabian Nights	100	3								31	0					
RCHUMS 334	Special Topics in the Humanities: Love and Conflict: Christian-Muslim Relations Around the Medieval Mediterranean [international course with MENA content]	100	3			6	0						6	0			X
RCHUMS 334	Special Topics in the Humanities: The Arts and Urban Transformation in Global Cities [comparative course with MENA content]	33	3			7	0										
RCHUMS 390	Special Period and Place Drama: "Theatre for Dark Times:" Tyrants and Demagogues in World Theatre [comparative course with MENA content]	25	4								10	0					
RCHUMS 390, THTRE 399	Special Period and Place Drama: Contemporary Plays on Race [global course with MENA content]	25	4	11	0												
<i>Literature, Science & the Arts, College of: Russian</i>																	
RUSSIAN 418, ISLAM 418, NEAREAST 418, REEES 418	Islam in/and Russia: Russia's Encounters with Islam and Muslims	25	3														X
<i>Literature, Science & the Arts, College of: Russian, East European, and Eurasian Studies</i>																	
REEES 405, HISTORY 449	Topics in Russian, East European, and Eurasian Studies: Understanding Afghanistan	100	3											X			

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		UG	WN	SS
Literature, Science & the Arts, College of: Screen Arts & Cultures																	
SAC 321, NEAREAST 331	Iranian Cinema: Re/Presenting a Nation	100	3														X
Literature, Science & the Arts, College of: Sociology																	
SOC 102	Introduction to Sociology: Special Topics: Race, Ethnicity, and Social Inclusion in the Contemporary World [global course with MENA content]	25	3							108	0	17	0				X
SOC 105	First Year Seminar in Sociology: Globalization, Culture, & Social Change [international studies course with MENA content]	25	3	17	0					16	0						X
SOC 204	International Migration and the Politics of Membership in a Globalizing World [international studies course with MENA content]	25	3									29	0				X
SOC 207	Social Suffering [global studies course with MENA content]	25	3	39	0							29	0				
SOC 208	Terrorism, Torture, and Violence [international studies course with MENA content]	33	4							100	0						X
SOC 350	Human Rights in the United Nations [international studies course with MENA case studies]	25	4	87	0												
SOC 430, SOC 530	World Population Dynamics / Social Demography [international studies course with MENA case studies]	25	3	64	14												X
SOC 455, RELIGION 455	Religion and Society [global course with MENA content]	25	3	24	0												X
SOC 555	Culture and Knowledge [comparative course with MENA content]	25	3			0	13			0	4						

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19			
				FA		WN		SS		FA		WN		SS	FA	WN	SS	
				UG	G	UG	G	UG	G	UG	G	UG	G					
SOC 595	Topics in Sociology: Postcolonial Theory [international studies course with MENA content]	25	3	11	2													
SOC 695	Directed Research [independent study supervised by MENAS faculty]	100	1	0	2										X	X		
SOC 990	Dissertation-Precandidate [independent study with MENAS faculty]	100	1							0	1	0	1		X	X		
SOC 995	Dissertation-Candidate [independent study with MENAS faculty]	100	8			0	1			0	2	0	3		X	X		
<i>Literature, Science & the Arts, College of: Study Abroad</i>																		
STDABRD 304	Int Arabic Amman JO: Jordanian Society	100	3			1												
STDABRD 304	CGIS: Intensive Arabic Language and Culture in Amman, Jordan	100	1-15			0	6	0		2		2	0		X	X	X	
STDABRD 305	Lang & Cult Morocco: History of Ideas & Arts	100	3			1												
STDABRD 305	Lang & Cult Morocco: Islam in Morocco & North Africa	100	3			2												
STDABRD 305	Lang & Cult Morocco: Maghrebian Francophone Literature	100	3			1												
STDABRD 305	Lang & Cult Morocco: Modern Arabic in Context: Novice Abroad	100	6			2												
STDABRD 305	Lang & Cult Morocco: North African Politics	100	3			2												
STDABRD 305	Lang & Cult Morocco: N African Cultural Ident	100	3			1												
STDABRD 305	CGIS: Language and Culture in Morocco	100	1-15												X	X		
<i>Literature, Science & the Arts, College of: University Courses</i>																		
UC 178	Global Understanding [thoretical course with MENA case studies]	25	3	10	0													

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	AY2018-19		
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS
UC 270	University Courses Special Topics: Global Scholars Program: Defining Critical Global Issues [international studies course with MENA content]	25	2														
UC 275	Global Intercultural Experience for Undergraduates [pre-departure orientation course for summer overseas projects; includes MENA destinations]	25	2	99	0	113	0			107		103			X	X	
UC 470	Organizing for Global Justice [global course studies with MENA content]	25	2														
Literature, Science & the Arts, College of: Women's Studies																	
WOMENSTD 150, JUDAIC 150, SAC 190	Humanities Seminars on Women and Gender: Film, Fiction, and Female in Israel	100	3												X		
WOMENSTD 250	Race, Gender, and Nation [international studies course with MENA content]	33	3	24	0	25	0					25	0		X	X	
WOMENSTD 335, POLSCI 489	Gender and Globalization	25	3												X		
WOMENSTD 345	Special Topics in Gender in a Global Context: Sexual Violence and the State [global studies course with MENA content]	25	3	25	0					28	0	26	0		X		
WOMENSTD 380, POLSCI 385	Special Topics: Arab Feminism: Lessons from Tunisia	100	2							19	0						
WOMENSTD 432	Advanced Topics in Gender and Health: Introduction to Global Health: Issues and Challenges	25	3												X		
Music, Theater & Dance, School of: Musicology																	

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19			
				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
MUSICOL 122	Introduction to World Music [international studies course with MENA content]	25	3			49	0						47	0			X	
MUSICOL 139	Introduction to Music [global course with MENA content]	25	2													X		
MUSICOL 343	Music and Islam [international course with MENA content]	25	3	5	1					9	0						X	
*MUSICOL 505	Special Course-Introduction to World Music Educators [global course with MENA content]	25	3					0	11						X			X
<i>Nursing, School of</i>																		
NURS 421	Perspectives in Global Health [international studies course with MENA content]	25	2			28	11						33	0			X	
<i>Officer Education Programs: Air Force</i>																		
AERO 201, UC 201	U.S. Aviation History & Its Development into Air Power I [includes MENA case studies]	25	1	9	0					13	0					X		
AERO 411	National Security Forces in Contemporary American Society [international studies course with MENA content]	50	3			10	0						11	0			X	
<i>Public Health, School of: Environmental Health Sciences</i>																		
EHS 614	Water & Global Health [international studies course with MENA content]	25	2			0	19						0	21			X	
EHS 690	Practice in Global Environmental Health	25	2													X		
<i>Public Health, School of: Epidemiology</i>																		
EPID 618	Global Social Epidemiology [global course with MENA content]	25	3	0	5					0	9					X		
<i>Public Health, School of: Health Behavior & Health Education</i>																		
HBEHED 617	Global Public Health [international studies course with MENA content]	25	3	1	22					0	25					X		
<i>Public Health, School of: Public Health</i>																		

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19		
				FA		WN		SS		FA		WN		SS	FA	WN	SS
				UG	G	UG	G	UG	G	UG	G	UG	G				
PUBHLTH 554	Applications in Global Public Health [global course with MENA content]	25	3												X		
PUBHLTH 616	Public Health in Action: International [international course prior to MENA study abroad]	25	4			0	10					0	6			X	
Public Policy, Gerald R. Ford School of																	
PUBPOL 224	Nuclear Proliferation [international studies course with MENA content]	25	4	9	0												
PUBPOL 495	Policy Seminar: Crime, Drugs & Terrorism [international course with MENA content]	50	4							22	0				X		
PUBPOL 495	Policy Seminar: Global Financial Markets [global course with MENA case studies]	25	4												X		
PUBPOL 495	Policy Seminar: International Development-Metrics and Analysis [international course with MENA case studies]	25	4												X		
PUBPOL 534	Economics of Developing Countries [international course with MENA content]	25	3												X		
PUBPOL 621	Peacebuilding: Law, Diplomacy, and the Transition from Conflict [global course with MENA content]	25	1.5									0	17				
PUBPOL 675	Human Rights & International Policy [international studies course with MENA content]	25	3	0	19												
PUBPOL 676	International Politics of Poverty [international studies course with MENA content]	25	3									0	22				
PUBPOL 717	Democracy and Globalization from the Perspective of the Global South	25	3												X		

APPENDIX II-B: INTERNATIONAL & AREA STUDIES COURSES

School/College, Department & Course Number	Course Title	% MENA Content	Cred Hrs	Enrollment AY2016-17						Enrollment AY2017-18					Planned AY2018-19			
				FA		WN		SS		FA		WN		SS	AY2018-19			
				UG	G	UG	G	UG	G	UG	G	UG	G		FA	WN	SS	
PUBPOL 750	Special Topics: Comparative Law and Policy [theoretical course with MENA case studies]	25	3			0	7						0	6			X	
PUBPOL 750	Special Topics: Economic Development in the Persian Gulf	100	1.5							0	7							
PUBPOL 763	Global Issues: Drugs, Crime, and Terrorism [global course with MENA case studies]	25	3													X		
PUBPOL 766	Issues in U.S. National Security [international studies course with MENA content]	25	2			0	24						0	18			X	
<i>Social Work, School of</i>																		
SW 701	Practice in International Social Work [international studies course with MENA content]	25	3	0	14											X		
SW 788	Immigration, Social Justice, and the Practice of Social Work [international studies course with MENA content]	25	3	0	19											X		

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Statement on Diverse Perspectives and Generating Debate in Funded Activities

Center for Middle Eastern & North African Studies
University of Michigan

The University of Michigan serves as an educational institution for the benefit of society and the world, and the free exchange of ideas is a cornerstone of that enterprise. The university's Standard Practice Guide, which governs faculty conduct, affirms an unwavering commitment to free speech and the spirit of debate. It notes that "expression of diverse points of view is of the highest importance, not only for those who espouse a cause or position and then defend it, but also for those who hear and pass judgment on that defense. The belief that an opinion is pernicious, false, or in any other way detestable cannot be grounds for its suppression."

CMENAS is committed to reflecting diverse perspectives and a wide range of views. The Center has consistently sought to generate debate as an important measure of effectiveness. As part of UM's culture of debate and free expression, CMENAS will ensure a diversity of perspectives by partnering with a wide spectrum of units and groups on campus and in the community, mindful that events should serve as a forum for debate and diverse perspectives. Our commitment reflects a concern for the time-honored values of tolerance, mutual respect, and human dignity.

In the 2018-22 Title VI cycle, CMENAS will employ practices and procedures that have served it well in the past: As part of the CMENAS commitment to the university's Diversity, Equity, and Inclusion initiative, the Center will continue to include all relevant faculty who wish to affiliate on all three campuses. In most cases, we reach out to new faculty members upon hire in order to welcome them and incorporate their talents and ideas into our activities. Because of these practices, we comprise 128 faculty members on 3 campuses in 36 disciplines and professional schools. CMENAS is governed by an Executive Committee elected from this broad constituency. In organizing events, we seek out stakeholders and partners. This encourages publicity and a diverse audience, and guarantees "buy-in" across many stakeholders at the university who contribute their perspectives and ideas. At our events, we consistently use discussion formats and/or dedicate time for audience questions and the free exchange of views. The Center also invites speakers and guests from diverse perspectives and career trajectories in order to generate debate.

In Section C of the Narrative, the CMENAS Evaluation Plan also stipulates that event participants will be asked to complete a quick survey to share their post-event feedback. In the final analysis, the cause of knowledge and human betterment can only be served by openness.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
	1. PERSONNEL						
	A. Administrative						
p. 8	Program Manager, Jessica Hill Riggs (100% MENA) (50% of 1.0 FTE Salary) (31% Fringe) Manages CMENAS activities and programming, Title VI reporting and budgeting, and program evaluation.	\$25,000	\$25,750	\$26,523	\$27,318		II
		\$7,750	\$7,983	\$8,222	\$8,469		
p. 8	Evaluation and Collaborative Outreach Assistant, Evan Vowell (10% MENA) (10% of 1.0 FTE Salary) (31% Fringe) Coordinates evaluation, reporting, and logistics for shared projects among the 5 UM-NRCs.	\$4,326	\$4,456	\$4,589	\$4,727		5 UM-NRCS
		\$1,341	\$1,381	\$1,423	\$1,465		
	Administrative Subtotal (minus fringe)	\$29,326	\$30,206	\$31,112	\$32,045		
	B. Language Instruction						
p. 6	Lecturer in Turkish, Nilay Sevinc (100% MENA) (40% of 1.0 FTE Salary) (31% Fringe) Turkish language instruction.	\$20,000	\$20,600	\$21,218	\$21,855	AP 1; FLAS CPP 2	LSA & DNES
		\$6,200	\$6,386	\$6,578	\$6,775		
p. 6	Lecturer in Armenian, TBD (100% MENA) (50% of 1.0 FTE Salary) (31% Fringe) Armenian language instruction.	\$25,000	\$25,750	\$26,523	\$27,318	AP 1; FLAS CPP 2	LSA, DNES ASP
		\$7,750	\$7,983	\$8,222	\$8,469		
	Language Instruction Subtotal (minus fringe)	\$45,000	\$46,350	\$47,741	\$49,173		

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
p. 8	UPR Outreach Assistant, TBD	\$2,250	\$2,318	\$2,387	\$2,459		5 UM-NRCs
	(10% MENA)	\$698	\$718	\$740	\$762		
	(5% of 1.0 FTE Salary)						
	(31% Fringe)						
	Oversees coordination and logistics of UPR-UM Symposium.						
	Translates educational toolkits from English to Spanish.						
p. 2	SoE Arabic Teacher Preparation Consultant, Maria Coolican	\$0	\$6,171	\$6,356	\$6,547		DNES & SoE
	(100% MENA)	\$0	\$1,913	\$1,970	\$2,030		
	(50% of Summer 9th Salary)						
	(31% Fringe)						
	UM Faculty						
	Outreach Subtotal (minus fringe)	\$24,750	\$31,664	\$32,613	\$33,592		
	Subtotal All Salaries (minus fringe)	\$100,679	\$113,822	\$115,466	\$118,810		
	2. FRINGE BENEFITS						
	A. Administrative	\$9,091	\$9,364	\$9,645	\$9,934		
	B. Language Instruction	\$13,950	\$14,369	\$14,800	\$15,244		
	C. Area and Other Instruction	\$497	\$1,737	\$1,240	\$1,240		
	D. Outreach	\$7,673	\$9,816	\$10,110	\$10,413		
	Subtotal Fringe Benefits	\$31,210	\$35,285	\$35,794	\$36,831		
	Salaries and Fringe Benefits Subtotal	\$131,889	\$149,107	\$151,260	\$155,641		
	3. TRAVEL						
	A. Foreign Travel						
p. 7	Faculty and Staff Travel for Institutional Linkages-						
	International airfare, ground transfer, lodging, per diem, and registration fees for up to 3-4 UM faculty/staff/librarians a year at \$2,250 to develop and strengthen linkages abroad, attend conferences, acquire library materials, and develop curricula.	\$9,000	\$9,000	\$9,000	\$9,000	AP 1-2; CPP 1-2	

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
	B. Domestic Travel						
p. 7-8	NRC Directors' Meetings and Professional Conferences Travel- Domestic airfare, ground transfer, lodging, per diem, and registration fees for up to 4-5 UM faculty/staff/librarians estimated at \$1200 each to attend professional conferences and meetings (e.g. MESA, MEOC, and other conferences, etc.).	\$6,000	\$6,000	\$6,000	\$6,000	AP 1-2; CPP 1-2	
p. 6-7	Professional Development for Language and Non-MENA Faculty- Contribution to domestic airfare, ground transfer, lodging, per diem, registration fees for up to 3-5 UM lecturers at \$1200/each to attend language pedagogy workshops/conferences (e.g. ACTFL OPI workshops, MESA Curriculum Development Initiative, etc.).	\$6,000	\$6,000	\$6,000	\$6,000	AP 1-2	
	Travel Subtotal	\$21,000	\$21,000	\$21,000	\$21,000		
	4. SUPPLIES						
	A. Library Acquisitions						
p. 8	Books, subscriptions, limited edition publications, and electronic media.	\$20,000	\$0	\$0	\$0	AP 1-2	
	B. Office Supplies, Mailing, Communication, Copying						
	Supplies- Program, outreach, and curriculum development supplies for UPR, WHaLI, and MENA-SEA Teacher Training, MENA-SEA Annual Teacher Workshop, and Conferences (Posters, brochures, flyer design, books, notebooks, supplies, printing, mailing, online live-streaming fees).	\$3,900	\$3,900	\$3,900	\$3,900	AP 1-2, CPP 1-2	
p. 8	Newsletter- Production twice per year for graphic design, printing, mailing.	\$3,800	\$3,800	\$3,800	\$3,800	AP 1-2, CPP1-2	

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
	Supplies Subtotal	\$27,700	\$7,700	\$7,700	\$7,700		
	5. OTHER						
	A. CMENAS Course Related Initiatives and Programming						
p. 4	CMENAS Fall Colloquium, Winter Lecture Series, and Companion Events -Speaker fees for up to 10-12 speakers/yr estimated at \$500/each. Domestic or international airfare, lodging, ground transfer, and per diem for 10-12 speakers at \$1200/speaker. Themes: Digital Media (Year 1); Peace and Nonviolence (Year 2); Insurgency (Year 3); Pluralism (Year 4). Companion events include a second lecture with local partner such as UM Detroit Center, AANM, EMU-CMENAS Partnership, and others. Speakers may include UM faculty or graduate students.	\$18,000	\$18,000	\$18,000	\$18,000	AP 1-2, CPP 1-2	EMU, AANM
p. 5	Shared II Collaborative Conferences -Speaker fees for approximately 1 speaker/yr estimated at \$500/each. Domestic or international airfare, ground transfer, lodging, meals, and per diem for 1 speaker at \$2000. Themes: Indigenous Languages (Year 1); Migrations (Year 2); Arts of Islam (Year 3); Gender and Health (Year 4). Speakers may include UM faculty or graduate students.	\$2,500	\$2,500	\$2,500	\$2,500	AP 1-2	5 UM-NRCs
p. 7	CMENAS Co-Sponsorship of Career and Alumni Events -Speaker fees for 1-3 speakers/yr estimated at \$500. Domestic or international airfare, ground transfer, lodging, meals, and per diem for 1-3 speakers from \$500-\$1000. Events will focus on national need jobs. Speakers may include UM faculty or graduate students.	\$5,000	\$2,000	\$2,000	\$1,000	AP 1	

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
p. 2	World History & Literature Initiative Student Assistant, TBD (20% MENA) (50 hours X \$20 per hour) (8% Fringe) Co-coordinates workshops and follows up on curriculum development. Supervises pilot teaching and SOE review of curriculum units.	\$1,000	\$1,030	\$1,061	\$1,093		5 UM-NRCs
		\$80	\$82	\$85	\$87		
p. 3	UM-UPR Project Consultant, Juan Hernandez (20% MENA) (50 hours X \$25 per hour) (8% Fringe) Coordinates the annual workshop at UPR and follows up on curriculum development and coordination of website materials.	\$1,250	\$1,250	\$1,250	\$1,250		5 UM-NRCs
		\$100	\$100	\$100	\$100		
p. 2	SoE Arabic Teacher Preparation Student Assistant, TBD (100 % MENA) (270 hours X \$20 per hour) (8% Fringe) Supports research and feasibility study on how to strengthen Arabic language certification.	\$0	\$5,400	\$5,400	\$5,400		DNES & SoE
		\$0	\$432	\$432	\$432		
	Teacher Training and Outreach Support Salary	\$17,110	\$22,540	\$21,571	\$21,603		
	Teacher Training and Outreach Support Fringe	\$1,369	\$1,803	\$1,726	\$1,728		
	Teacher Training and Outreach Support Subtotal	\$18,479	\$24,343	\$23,297	\$23,331		

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
	C. Teacher Training and Outreach Initiatives						
p. 1	MENA-SEA Teacher Training Program -Professional service fees for curriculum developments project for up to 3-4 teachers/yr estimated at \$1,000.	\$4,000	\$4,000	\$4,000	\$4,000	AP 1-2, CPP 2	CSEAS & ASI
p. 1	MENA-SEA Teacher Training Program -Ground transfer and lodging for 2-3 teachers estimated at \$500 each.	\$1,000	\$1,000	\$1,000	\$1,000	AP 1-2, CPP 2	CSEAS
p. 1	MENA-SEA Teacher Training Program -Tickets and fees for cultural events, museums, tours, artistic events, and performances.	\$750	\$750	\$500	\$500	AP 1-2, CPP 2	CSEAS
p. 1	MENA-SEA Teacher Training Program -Speaker fees for up to 3-5 speakers/yr estimated at \$300-\$500 per speaker. Speakers may include UM faculty or graduate students.	\$1,000	\$1,000	\$1,000	\$1,000	AP 1-2, CPP 2	SEAS & DNE
p. 1	MENA-SEA Annual K-12 Teacher Workshop -Speaker fees for 1-2 speakers/yr estimated at \$300; Airfare, lodging, ground transfer, per diem estimated \$1,000 per speaker. Speakers may include UM faculty or graduate students.	\$2,600	\$2,600	\$2,600	\$2,600	AP 1-2; CPP 2	CSEAS

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
p. 2	World History & Literature Initiative -Presenters with MENA expertise will develop presentations and a resource toolkit for an annual WHaLI 3-day workshop on thematic topics related to world history and literature for K-12 teachers. Speaker fees for approximately 1-2 speakers/yr estimated at \$300 each. Speakers may include UM faculty or graduate students.	\$600	\$600	\$300	\$300	AP 1-2; CPP 1-2	5 UM-NRCs
p. 3	UPR Curriculum Development Workshop Travel -Airfare, lodging, ground transfer, and per diem for 1 UM faculty or graduate student presenter estimated at \$1500 each.	\$1,500	\$1,500	\$1,500	\$1,500	AP 1-2; CPP 1-2	5 UM-NRCs DNES
p. 3	UM-UPR Curriculum Development Workshop Travel -Contribution towards airfare, lodging, ground transfer, and per diem for 1 CEDER design coordinator, 1 keynote speaker, 1 outreach coordinator.	\$900	\$900	\$900	\$900	AP 1-2; CPP 1-2	5 UM-NRCs
p. 3	UM-UPR Professional Service Fees for CEDER - Service fees to create educational toolkits and provide pedagogical consultation to presenters for annual UM-UPR symposium.	\$1,200	\$1,200	\$1,200	\$1,200	AP 1-2; CPP 1-2	5 UM-NRCs
p. 5	CMENAS Knight-Wallace Journalism Seminars -Speaker fees for 1-2 speakers/yr at \$300 to give MENA content training to Knight-Wallace Journalism Fellows on MENA related topics. Speakers may include UM faculty or graduate students.	\$600	\$600	\$600	\$300	AP 1	CSEAS

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
p. 4	GPASS Program with Washtenaw Community College- Contribution towards speaker fees for 1-2 speakers/yr as well as airfare, lodging, ground transfer and per diem for professional development program for community college faculty and students. Speakers may include UM faculty or graduate students.	\$500	\$500	\$500	\$500	AP 1-2; CPP 1	CSEAS
p. 3	Cosponsorship of MIIE International Education Plan- Community college teams will undertake a 3-4 year plan to build/enhance international education on their campuses.	\$500	\$500	\$500	\$500	AP 1-2; CPP 1	ASP
p. 2	Middle East Outreach Council Membership- Fees to support the organization and planning of the Middle East Book Award, the Global Read Webinar Series, the participation in the National Council for Social Studies and the National Council of Teachers of English conference.	\$150	\$150	\$150	\$150	AP 1-2; CPP 2	Other ME NRCs
	Outreach Subtotal	\$15,300	\$15,300	\$14,750	\$14,450		

University of Michigan							
Center for Middle Eastern & North African Studies							
2018-2022 National Resource Center Budget							
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22	Priorities	Collab. Partners
	E. Evaluation						
p. 18	Evaluation -Fees for professional evaluation company, Formative Evaluation Research Associates (FERA) with UM area centers (East Asia, Latin America and the Caribbean, Southeast Asia, South East Asia).	\$8,000	\$8,000	\$8,000	\$8,000	AP 1-2; CPP 1-2	5 UM-NRCs
	Evaluation Subtotal	\$8,000	\$8,000	\$8,000	\$8,000		
	Other Subtotal	\$70,279	\$73,143	\$71,547	\$67,281		
	Total Salary, Travel, Supplies, Other	\$250,868	\$250,950	\$251,507	\$251,622		
	Indirect Costs at 8% of All Direct Costs	\$20,069	\$20,076	\$20,121	\$20,130		
	Total Center Support Requested	\$270,938	\$271,026	\$271,627	\$271,752		

University of Michigan					
Center for Middle Eastern & North African Studies					
2018-2022 Foreign Language and Area Studies Fellowship Budget					
(Arabic, Armenian, Hebrew, Persian, Turkish, and Uzbek)					
Narr. Ref.	NRC Budget Category	2018-19	2019-20	2020-21	2021-22
	1. Academic Year Undergraduate Fellowships				
p. 47	5 AY Undergraduate Institutional Payment @ \$10,000	\$50,000	\$50,000	\$50,000	\$50,000
	5 AY Undergraduate Subsistence Allowance @ \$5,000	\$25,000	\$25,000	\$25,000	\$25,000
	Subtotal	\$75,000	\$75,000	\$75,000	\$75,000
	2. Academic Year Graduate Fellowships				
p. 47	7 AY Graduate Institutional Payments @ \$18,000	\$126,000	\$126,000	\$126,000	\$126,000
	7 AY Graduate Subsistence Allowance @ \$15,000	\$105,000	\$105,000	\$105,000	\$105,000
	Subtotal	\$231,000	\$231,000	\$231,000	\$231,000
	3. Summer Fellowships (Undergraduate & Graduate)				
p. 47	8 Summer Institutional Payments @ \$5,000	\$40,000	\$40,000	\$40,000	\$40,000
	8 Summer Subsistence Allowance @ \$2,500	\$20,000	\$20,000	\$20,000	\$20,000
	Subtotal	\$60,000	\$60,000	\$60,000	\$60,000
	Total FLAS Awards Requested	\$366,000	\$366,000	\$366,000	\$366,000