

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 # P015A180125

Grants.gov Tracking#: GRANT12659924

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180125

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-2177139"/>	* c. Organizational DUNS: <input type="text" value="0054211360000"/>
--	---

d. Address:

* Street1:	<input type="text" value="5801 South Ellis Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Chicago"/>
County/Parish:	<input type="text" value="Cook"/>
* State:	<input type="text" value="IL: Illinois"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="60637-5418"/>

e. Organizational Unit:

Department Name: <input type="text" value="CMES"/>	Division Name: <input type="text" value="Humanities"/>
---	---

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

Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Emily"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Meyer"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="7737958012"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

The Center for Middle Eastern Studies National Resource Center

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="682,473.39"/>
* 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="682,473.39"/>

*** 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

The University of Chicago

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	141,892.36	144,546.21	146,753.13	149,514.19		582,705.89
2. Fringe Benefits	28,130.78	28,693.40	29,267.26	29,852.61		115,944.05
3. Travel	12,960.00	12,960.00	12,960.00	12,960.00		51,840.00
4. Equipment						
5. Supplies	2,000.00	2,000.00	1,000.00	1,000.00		6,000.00
6. Contractual						
7. Construction						
8. Other	92,770.00	89,520.00	87,770.00	84,370.00		354,430.00
9. Total Direct Costs (lines 1-8)	277,753.14	277,719.61	277,750.39	277,696.80		1,110,919.94
10. Indirect Costs*	22,220.25	22,217.57	22,220.03	22,215.74		88,873.59
11. Training Stipends	382,500.00	382,500.00	382,500.00	382,500.00		1,530,000.00
12. Total Costs (lines 9-11)	682,473.39	682,437.18	682,470.42	682,412.54		2,729,793.53

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Dept. of Health and Human Services

The Indirect Cost Rate is 62.00%.

(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 8.00%.
PR/Award # P015A180125

Name of Institution/Organization The University of Chicago	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	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment						
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual						
7. Construction						
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

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>Emily Meyer</p>	<p>TITLE</p> <p>Associate VP for Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>The University of Chicago</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</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 type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

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

Title: Telephone No.: Date:

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.

1237-GEPA Statement 2018-CMES.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427 Information

I. Equal Employment Opportunity and Affirmative Action

This statement is available on-line at:

<https://humanresources.uchicago.edu/fpg/policies/200/p201.shtml>

The University of Chicago Personnel Policy Guidelines

Subject: **Equal Employment Opportunity (EEO)**

Section: **U201**

Date: **February 2015, last updated 07/25/16**

Prior Version Date(s): **May 17, 2004; February 8, 2011; July 1, 2002; October 31, 1995; October 10, 1985**

PURPOSE:

To express the University's continuing practice of nondiscrimination in employment.

POLICY:

The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers, and is committed to making decisions using reasonable standards based on each individual's qualifications as they relate to a particular employment action (e.g., hiring, training, promotions). No person shall be discriminated against in employment or harassed because of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a physical or mental disability unrelated to ability, protected veteran status, military status, unfavorable discharge from military service, citizenship status, genetic information, marital status, parental status, ancestry, source of income, credit history, housing status, order of protection status, actual or perceived association with such a person or other classes protected by law. This policy includes the commitment to maintaining a work environment free from unlawful harassment.

Under this policy, no employee or applicant shall be subject to retaliation (including harassment, intimidation, threats, coercion or discrimination) because he/she has engaged, in good faith, in the following activities: (i) filing a complaint under this Policy with the University, or with federal, state or local equal employment opportunity agencies; (ii) assisting or participating in an investigation or other activity related to the administration of any federal, state or local equal employment opportunity or affirmative action law; (iii) opposing any act or practice prohibited by this Policy or federal, state or local equal employment opportunity or affirmative action law; or (iv) exercising any other right protected by federal, state or local equal employment opportunity or affirmative action law. Staff employees and applicants for staff jobs should immediately bring any complaint or retaliation under this Policy to the attention of Human Resources (Labor/Employee Relations) or the Affirmative Action Officer.

GUIDELINES:

1. This Policy applies to all terms, conditions, and privileges of employment including: recruitment, hiring, probationary period, training and development opportunities, job assignment, supervision, promotion or transfer, compensation, benefits, layoff and recall, termination, and retirement.
2. The Vice President for Operations & Chief Financial Officer (VP & CFO) is responsible for ensuring that University policies (including this Policy) regarding the fair and equitable treatment of staff employees are implemented.

*University of Chicago Center for Middle Eastern Studies
Comprehensive NRC and FLAS Proposal, FY 2018-2021*

3. The Affirmative Action Officer coordinates the University's compliance with and interpretation of this Policy and advises employees, supervisors, and managers about the policy as needed.
4. Department heads, managers, and supervisors have primary responsibility for ensuring that employment decisions and the work environment are in compliance with this policy. Their own work performance will be evaluated, in part, on the basis of their efforts and results in the area of EEO.
5. Staff employees who believe they have been discriminated against, harassed, or have knowledge of such conduct should discuss their concerns or bring any work-related concerns to their supervisor. However, a staff employee may elect to contact Human Resources (Labor/Employee Relations) or the Affirmative Action Officer. Every reasonable effort will be made to conduct a prompt investigation and to treat complaints impartially and confidentially with a view to arriving at fair resolutions. If an investigation leads to a determination that this Policy was violated, corrective action up to and including termination of employment will be taken.
6. The University will provide, upon request by a job seeker or an applicant, reasonable accommodations for a disability, to complete the application process.
7. In accordance with the Americans with Disabilities Act, the University shall provide upon request by an employee with a disability, reasonable accommodations for the employee when doing so will enable the employee to successfully perform the essential duties of the job. Staff employees should contact Human Resources (Labor/Employee Relations) to initiate the disability accommodation process.

Employees represented by a union may be governed by the appropriate bargaining unit agreement.

In addition, the University has developed and is executing action-oriented programs consisting of the following:

1. The University of Chicago makes available Assistive Learning Devices for the hearing impaired at all events and functions
2. Annually informing its prime recruiting sources of its equal employment and affirmative action policies.
3. Identifying specialized recruiting sources for minorities and females and notifying those sources of the university's new hire needs and of the university's selection process.
4. Notifying the Illinois Department of Employment Security of all staff openings to be filled by outside hires.
5. Working with college and campus organizations to apprise potential minority and female candidates of job openings.
6. Establishing direct links with local schools with significant minority and female enrollment.
7. Maintaining a job posting program.
8. Sponsoring a tuition reimbursement program, open to all minority and women employees on a non-discriminatory basis.
9. Including minorities and women on its Human Resources staff.
10. Reviewing any new position descriptions, developed for open positions, to ensure they accurately reflect position functions.
11. Providing copies of position specifications for job openings to all recruiting sources.
12. Offering part-time employment opportunities and flexible work hours to improve employment opportunities for women and minorities.
13. Participating in various job fairs, including the following: Cook County Job Fair, Regional Minority Job Fair, Hispanic Alliance Career Exposition, Olive Harvey Spring Semester Job Fair, DeVry Institute Career Fairs, Operation Access Job Fair, Diversity Job Fair, Women for Hire, St. Ailbe/Featherfist, Governors' State University Job Fair, Loyola Life Sciences Career Fair, Greater Midwest Sci/Tech Job Fair.

14. The University houses an **Office of Business Diversity**. The Office of Business Diversity works to create opportunities for minority- and women-owned businesses within professional services, construction, goods and other services. The Office’s professional services symposium provides an opportunity for senior leaders at the University to network and build sustainable relationships with minority- and women-owned firms. This forum has resulted in groundbreaking and innovative relationships for the University. In addition to creating contract opportunities with minority- and women-owned businesses, the Office of Business Diversity also provides free workshops to our local south side of Chicago business owners. Through a collaborative undertaking with the University Law School Institute for Justice Clinic on Entrepreneurship, our distinguished professors, students, and alumni have facilitated several workshops about issues pertaining to marketing and financing, that typically draw an average of 40 local business owners. As a result of business diversity efforts, the University of Chicago is building partnerships and setting the standard for urban universities everywhere. More information is available at: <http://businessdiversity.uchicago.edu/>
15. **UChicago Local** is another indication of the University of Chicago’s partnership with the community to create greater economic opportunity. Developed through the University of Chicago Office of Civic Engagement, UChicago Local is an initiative designed to support local businesses and job seekers in the neighborhoods around the University’s campus. UChicago Local includes a variety of programs and tools, including a referral partnership (747 Collaborative), Chicago Jobs Council, non-profit Skills for Chicagoland’s Future, and UChicago Local Workforce Conference, to help connect businesses and residents to opportunities at the University, the University of Chicago Medicine, and their vendor networks. A complete description is available at: <https://civicengagement.uchicago.edu/anchor/uchicago-local/>
16. The University distributed a campus-wide climate survey in 2016 with the aim that all staff could “participate fully and freely” in campus life.

II. Student Policies

A. Non-Discrimination in Admissions

From the University of Chicago Student Manual, <http://studentmanual.uchicago.edu>:

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes as required by law (including Title IX of the Education Amendments of 1972). The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University’s Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing bcollier@uchicago.edu, by calling 773-702-5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 510, Chicago, IL 60637.

B. Disability Accommodations

The University has implemented an extensive Disability Accommodation Protocol to support students with disabilities. The preamble to the protocol is included below. The complete protocol is published in the University of Chicago Student Manual: studentmanual.uchicago.edu.

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research that values the diversity of its community. The University strives to be supportive of the academic, personal and work related needs of each individual and is committed to facilitating the full participation of students with a disability in the life of the University.

Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) prohibit colleges and universities that receive federal funding from discriminating against qualified students with disabilities in educational programs and activities. A "qualified student with a disability" is a disabled student who, with or without reasonable accommodation (e.g., architectural access, communication aids/services, or modifications to policies and practices) meets the University's academic and technical standards required for admission or participation in the University's educational programs or activities. The University is committed to complying with Section 504, the ADA and amendments.

III. Workplace and Academic Environment

The University of Chicago strives to maintain an environment free from discrimination, harassment, and sexual misconduct. Below is an excerpt from the University of Chicago's *Policy on Harassment, Discrimination and Sexual Misconduct*. In compliance with the Violence Against Women Reauthorization Act of 2013 ("VAWA") and the Clery Act, the University uses the State of Illinois Criminal Code's definitions of sexual assault and sexual abuse. The University incorporates the State's definitions of several other important terms, including domestic violence, dating violence, and stalking and recognizes that sexual assault, domestic violence, dating violence, and stalking are not gender-specific crimes. The complete statement, including definitions, prevention and education programs, and procedures for resolution of complaints, is available on-line at <https://humanresources.uchicago.edu/fpg/policies/600/p609.shtml>.

The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University. Freedom of expression is vital to our shared goal of the pursuit of knowledge and should not be restricted by a multitude of rules. At the same time, unlawful discrimination, including harassment, compromises the integrity of the University. The University is committed to taking necessary action to prevent, correct, and, where indicated, discipline unlawful discrimination. Sexual misconduct may violate the law, does violate the standards of our community, and is unacceptable at the University of Chicago. Sexual misconduct can be devastating to the person who experiences it directly and can adversely impact family, friends, and the larger community. Regardless of the definitions provided in this policy, people who believe they have experienced any sexual misconduct are encouraged to report the incident and to seek medical care and support as soon as possible.

Policy Basis and Application

This policy expresses the University's commitment to an environment free from discrimination, sexual harassment and other unlawful forms of harassment, sexual misconduct, sexual assault, domestic violence, dating violence, and stalking and conforms to legal requirements. It applies to students and other program participants, staff, postdoctoral researchers, faculty, and other academic appointees, volunteers, as well as to anyone on whom the University has formally conferred a title, regardless of employment status. The University provides education and prevention resources, offers numerous support services and referrals for anyone who has experienced unlawful harassment or one of these crimes, encourages and facilitates reporting,

which can assist prosecution, and is committed to disciplining anyone whom University procedure determines to have violated this policy. This policy applies to misconduct that occurs: (1) on University property; or (2) off University property, if: (a) the conduct occurred in connection with a University or University-sponsored or -recognized program or activity; or (b) the conduct has or reasonably may have the effect of creating a hostile educational or work environment for a member of the University community. For example, this policy applies to misconduct that occurs between students during an off-campus party in a private residence, during a University-sponsored study abroad program, or during research- or conference-based University-supported travel. Also, misconduct that occurs off-campus and involves an alleged student perpetrator and an unaffiliated complainant is subject to investigation and adjudication, although the circumstances may be such that the inquiry is limited to assessing whether the student poses a threat to campus safety.

Unlawful Discrimination and Harassment

This policy is the basis for the University's commitment to conform with the law in regard to nondiscrimination and maintaining a workplace free from sexual harassment and other unlawful forms of harassment. Discrimination based on factors irrelevant to admission, employment, or program participation violates the University's principles. In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information or other protected classes under the law. Such discrimination is unlawful. Harassment based on one of the factors listed above is verbal or physical conduct or conduct using technology that is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment. A person's subjective belief that behavior is intimidating, hostile, or offensive does not make that behavior harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered a special case and is broadly protected by academic freedom. Such expression will not constitute harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose. Harassment includes same-sex harassment and peer harassment among students, staff, other academic appointees, postdoctoral researchers, faculty members, program participants, volunteers, and anyone on whom the University formally confers a title, regardless of employment status. Harassment by a faculty member, instructor, or teaching assistant of a student over whom the individual has authority, or by a supervisor of a subordinate, is particularly serious.

Sexual Misconduct

Sexual misconduct encompasses a range of conduct, from sexual assault (a criminal act that the U.S. Department of Education defines as a form of sexual harassment) to conduct such as unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. For example, sexual advances, requests for sexual favors, or sexually-directed remarks or behavior constitute sexual harassment when (1) submission to or rejection of such conduct is made, explicitly or implicitly, a basis for an academic or employment decision, or a term or condition of either; or (2) such conduct directed against an individual persists despite its rejection.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION The University of Chicago	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Michael Middle Name:
* Last Name: Ludwig	Suffix:
* Title: Associate VP for Research Administration	
* SIGNATURE: Emily Meyer	* DATE: 06/25/2018

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.	Orit		Bashkin	Ph. D.

Address:

Street1:	5828 S. University Ave.
Street2:	Pick Hall 223
City:	Chicago
County:	Cook
State:	IL: Illinois
Zip Code:	60637-5418
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
7738348346	

Email Address:

oritb@uchicago.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.]

You may now Close the Form

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

* Attachment:



CMES

CENTER FOR MIDDLE EASTERN STUDIES
THE UNIVERSITY OF CHICAGO

Abstract

Since its establishment in 1965, the mandate of the Center for Middle Eastern Studies (CMES) has been to coordinate, stimulate, and encourage interdisciplinary research, teaching, and outreach activities relating to the study of North Africa, the Middle East, and the greater Islamic world. CMES counts 64 faculty members and over 230 graduate students as affiliates. Degrees with a formal Middle Eastern focus are offered in Near Eastern Languages and Civilizations (BA, Ph.D.), Middle Eastern Studies (MA), History (Ph.D.), and Divinity (MA, M.Div., Ph.D.). CMES bridges disciplines across campus; its faculty and students represent a wide variety of fields, including anthropology, area studies, music, political science, comparative literature, social work, medicine, business, and law. CMES directly administers an interdisciplinary two-year master's degree program in Middle Eastern studies, the largest of its kind in the country with over 60 students enrolled. During the FY 2018-21 Title VI grant cycle, CMES aims to meet NRC and FLAS program objectives through the following goals and associated outcomes:

- Offer language instruction from elementary through advanced levels in Arabic, Armenian, Hebrew, Persian, Turkish, and Uzbek, with on-demand offerings available in other Turkic languages. Language programs will be supported through a range of co-curricular activities and investment in pedagogy, ACTFL Oral Proficiency Interview (OPI) testing/training, and professional development for language instructors.
- Support interdisciplinary research through conferences, symposia, lectures, and workshops. Proposed conference topics include:
 - Industry and Industrialism in the Late Antique and Early Islamic Near East
 - Race and Color in the Modern Middle East
 - The Middle East in India
 - Linguistic Hierarchies in the Middle East
 - The Jews of Iraq: Engagement with Modernities

Interdisciplinary research programming will also include regular lectures from prominent Middle Eastern studies scholars, student-organized conferences and workshops, including the annual Middle East History and Theory (MEHAT) conference, and new digital content platforms to make CMES faculty research accessible to wider publics.

- Enhance the University of Chicago’s world-class Middle East library collection through funding for acquisitions and student bibliographic assistant positions.
- Expand CMES’ outreach efforts through the following projects:
 - CMES prides itself on its support for K-12 Arabic education in the Chicago region and beyond. The Chicago Public Schools (CPS) system offers Arabic to 2948 students at elementary and high schools throughout the city. CMES has and will continue to organize regular workshops and conferences that aim to support K-12 Arabic teachers in pedagogy, professional development, and the articulation of secondary and postsecondary Arabic offerings. With a new generation of college students arriving on campus with greater preparation in Arabic, CMES language faculty have recognized the importance of working closely with their counterparts at local high schools and will continue to drive these efforts.
 - University of Chicago Title VI centers will expand a successful partnership with City Colleges of Chicago (CCC), focusing on internationalization of courses and co-curricular programs, along with a range of professional development activities for faculty.
 - The Middle East Education Initiative (MEEI) encompasses the vast array of outreach activities conducted by CMES and will include outreach programming with public libraries, cultural institutions, secondary and postsecondary schools, media, and the Chicago business community.
 - CMES plans to expand arts and culture programming through an annual film series, musician-in-residence program, and public lectures on the social impact of art. These programs are designed to unite CMES campus audiences with the center’s diverse array of outreach constituents.
- Convene career programming for Middle Eastern studies students in undergraduate, graduate, and professional school programs. CMES will draw from its extensive alumni network to arrange workshops and panels that address careers across areas of national need.
- Offer graduate students FLAS awards for Arabic, Armenian, modern Hebrew, Persian, Turkish, and Uzbek. Title VI investment in language instruction ensures that graduate students may apply for awards at the advanced level in all six FLAS languages. The CMES FLAS selection process is highly competitive, annually fielding over 50 total applicants for summer and academic year awards. University of Chicago FLAS fellows go on to careers in diverse areas of national need.

Through the aforementioned activities, CMES intends to fulfill both competitive preference priorities for the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) programs. CMES commits itself to upholding free expression and representing diverse perspectives in all of its programming. The Center also comprehensively addresses national needs by training students for careers in academia, secondary and postsecondary education, the non-profit sector, business, government service, and national security.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

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CMES

CENTER FOR MIDDLE EASTERN STUDIES
THE UNIVERSITY OF CHICAGO

Funding Proposal

for

Comprehensive National Resource Center (NRC)
and Foreign Language and Area Studies (FLAS)
Fellowship Grants Under Title VI of the Higher
Education Act of 1965

FY 2018-2021

Submitted to the International and Foreign Language Education Office
US Department of Education
Washington, DC
June 2018

**University of Chicago Center for Middle Eastern Studies
National Resource Center (NRC) / Foreign Language and Area Studies (FLAS)
Grant Proposal FY 2018-2021**

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

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

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: _\$299,973__ Year 2: _\$299,937__ Year 3: _\$299,970__ Year 4: _\$299,913__

FLAS Request

Year 1: _\$382,500__ Year 2: _\$382,500__ Year 3: _\$382,500__ Year 4: _\$382,500__

Type of Applicant

- Single institution _University of Chicago; Center for Middle Eastern Studies_____
- 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)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input checked="" type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Armenian, modern Hebrew, Persian, Turkish, Uzbek

Material Responding to National Resource Center Absolute Priority 1

1: Diverse Perspectives in Funded Activities

A 2015 report by the University of Chicago's Committee on Free Expression declares that:

The University's fundamental commitment is to the principle that debate or deliberation may not be suppressed...It is for the individual members of the University community...to make those judgments for themselves, and to act on those judgments... by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission.

The University's Center for Middle Eastern Studies (CMES) vigorously upholds this principle that diverse perspectives should be actively represented, facilitated, and protected in its academic, campus, and outreach activities. Title VI funds support instruction in at least six Middle Eastern languages, ensuring that students can access a variety of cultural and national perspectives on the region's history and culture. The Center also encourages a campus-wide conversation by working with multiple units such as the Divinity School, Law School, Medical School, School of Business, Center on Gender and Sexuality Studies, Center for Jewish Studies, and academic departments across the Divisions of Humanities and Social Sciences. In 2016, CMES MA students organized a conference entitled "The Future of Religious Minorities in the Middle East" to provide insight and perspective from marginalized communities in the region. CMES founded the University's Diplomatic Encounters series, which regularly brings representatives of Middle Eastern governments to engage students and provide opportunities for dialogue and debate. In recent years, Diplomatic Encounters has hosted ambassadors and official representatives from Bahrain, Egypt, Turkey, Israel, and the Palestinian Authority. CMES has and will continue to represent diverse viewpoints, promote debate, and challenge sectarian biases by hosting workshops on Shi'a studies, Islamic theology, minority religious communities in the Middle East, and racism in the region. In 2015, then-CMES Director Hakan Karateke initiated a partnership with the Israel Institute in Washington, DC to host a visiting scholar at the University of Chicago who can enhance offerings in Israeli history, politics, and society. CMES will continue to welcome scholars who bring diverse perspectives to campus during the FY 2018-21 grant cycle.

CMES takes no official position on any issue. Rather, CMES strives to be a forum for the open, responsible, and informed exchange of ideas and information among University of Chicago students, faculty, staff, and members of the outside community. All CMES campus and outreach events allow significant time for public Q&A exchanges and interaction with the speaker or speakers. CMES faculty and staff consciously plan the annual schedule of campus and outreach events so that diverse perspectives are represented.

2: Encouraging Service in Areas of National Need

The Center for Middle Eastern Studies (CMES) prides itself on serving diverse areas of national need through its instructional programs, student advising, alumni placements, and outreach endeavors. The singular breadth and intensity of Middle Eastern languages taught at the University of Chicago ensures that many undergraduate, graduate, and professional school students attain advanced levels of proficiency in priority languages (Arabic, Farsi/Persian, modern Hebrew, Kazakh, Kyrgyz, Turkish, Uzbek, Uyghur/Uighur) as identified by the Departments of Defense, Energy, State, and Transportation, along with USAID. CMES facilitates interdisciplinary training and scholarship by working with faculty and students in fields such as political science, public policy, medicine, and law. Students in all programs earn prestigious fellowships such as Fulbright, Boren (leads to government service careers), Fulbright-Hays Doctoral Dissertation Research Abroad, and the Critical Language Scholarship (U.S. Department of State). The CMES MA program, in particular, is designed to support students with career goals in government service. Active service military are regularly admitted to the program, including two Army captains and West Point graduates in the 2018-19 admissions cycle. Several employees of the Chicago FBI office are CMES alumni. Other graduates have gone on to serve in the U.S. Department of State, the U.S. intelligence community, and various branches of the armed services. As part of its expanded career programming in FY 2018-21, CMES will organize several workshops and panels to promote careers in government service.

CMES-affiliated students also go on to careers in business, media, journalism (including placements within the region itself), K-16 education, and the non-profit sector. CMES prides itself on training Middle East specialists who serve national needs as experts in the world of higher education. Recent University of Chicago Ph.D. recipients populate faculty and postdoctoral rosters at colleges and universities across the country, including Harvard, Columbia, Dartmouth, Brandeis, Colorado, Arizona, Virginia, Penn, Yale, and Michigan. Recent CMES MA graduates are enrolled in Ph.D. programs at institutions such as Michigan, Penn, Harvard, Yale, Columbia, Boston U, Minnesota, Cornell, and UCLA.

A cornerstone of the CMES outreach program is support for K-12 Arabic instructors and students. These efforts focus primarily on nearly 3000 Chicago Public Schools students enrolled in Arabic and contribute to national standards of K-12 Arabic curriculum and pedagogy. Through this work, the next generation of students to pursue Arabic in colleges and universities will be even better prepared for careers in government service and other areas of national need.

CMES faculty regularly appear in media as experts and sources of grounded commentary on contemporary issues. In FY 2018-21, CMES will showcase faculty expertise through expanded media content creation.

List of Acronyms and Abbreviations

ABE- Adult Basic Education	MAPSS- Master of Arts Program in Social Sciences (UC)
ACTFL- American Council on the Teaching of Foreign Languages	MEDOC- Middle East Documentation Center (UC)
AIC- American Islamic College	MEHAT- Middle East History and Theory Workshop (UC)
AMIDEAST- America-Mideast Educational Training and Services, Inc.	ME- Middle East
App - Appendix	MEEI- Middle East Education Initiative
BN- Budget Narrative	MERIP- Middle East Research and Information Project
Booth- Chicago Booth School of Business	MES- Middle Eastern studies
CA- Career Advancement	MOU- Memorandum of Understanding
CALC- Center for Arabic Language and Culture	MSI- Minority Serving Institution
CATC- Chicago Arabic Teachers Council	NELC- Department of Near Eastern Languages and Civilizations
CCC- City Colleges of Chicago	NORC- National Opinion Research Center
CCT- Chicago Center for Teaching	NU- Northwestern University
CCJS- Chicago Center for Jewish Studies	OCLC- Online Computer Library Center
CEAS- Center for East Asian Studies	OI- Oriental Institute
CEERES- Center for East European and Russian/Eurasian Studies	OLCE- Office of Language and Cultural Education (CPS)
CIR- Committee on International Relations	OPI- Oral Proficiency Interview (ACTFL)
CISSR- Center for International Social Science Research	PATHS- Professional Advancement and Training for Humanities Scholars (UC)
CLAS- Center for Latin American Studies	PD- Professional development
CLC- Chicago Language Center	PMF- Performance Measure Forms
CMES- Center for Middle Eastern Studies	SIE- Summer Institute for Educators
CPP- Competitive Preference Priority	SLI- Summer Language Institute
CPS- Chicago Public Schools	SSD- Division of the Social Sciences
DIV- Divinity School	The College- Undergraduate division of the University of Chicago
ESL- English as a Second Language	UC- University of Chicago
GED- General Education Diploma (high school equivalency)	UCGrad- UChicagoGRAD (comprehensive graduate student services office)
Harris- Chicago Harris School for Public Policy	UG- Undergraduate
HUM- Division of the Humanities	UIC- University of Illinois at Chicago
IB- International Baccalaureate	UISFL- Undergraduate International Studies and Foreign Language (USED grant)
IEC- International Education Conference	UIUC CGS- University of Illinois at Urbana-Champaign Center for Global Studies
ILL/DD- Interlibrary Loan/Document Delivery Services	URA- University Research Administration
LCTL- Less Commonly Taught Languages	USED- U.S. Department of Education
Lindblom- Lindblom Math and Science Academy (CPS)	
LxC- Language Across the Curriculum	
MAPH- Master of Arts Program in Humanities (UC)	

§ A. PROGRAM PLANNING AND BUDGET

The University of Chicago (UC) offered Arabic during its first teaching quarter in 1892, and a deep institutional commitment to Middle East (ME) teaching and research has continued ever since. The Center for Middle Eastern Studies (CMES) was founded in 1965 as an interdisciplinary unit to facilitate cooperation among ME experts across campus. The Center continues its mission today with 64 faculty affiliates, 62 students in the Center's MA program in Middle Eastern Studies, 168 affiliated PhD students and scores of undergraduate and professional school students who benefit from CMES programs and courses. UC stands among the premier institutions of undergraduate, graduate, and professional education in the world.

§A.1 Quality and Relevance of Proposed Activities: Through Title VI funding in FY 2018-21, CMES aims to advance national needs and meet the goals of the NRC program through the following activities: i) **Language Instruction and Pedagogy** – NRC funds will cover partial salaries for 5 language instructors, thereby enriching intensive and advanced language offerings and co-curricular programming in Arabic, Armenian, Hebrew, Kurdish, Persian, Turkish, and Uzbek. Funds will also support expanded Oral Proficiency Interview (OPI) training and other professional development opportunities for language instructors through the Chicago Language Center (CLC). ii) **Interdisciplinary Research** – Through a range of lectures, conferences, and digital platform content creation, NRC funds will extend the global reach of UC excellence in Middle Eastern Studies (MES). iii) **Library Support** – NRC funds will enhance the University's world-class Middle East library collection through support for acquisitions and 1-2 bibliographic assistant positions. iv) **K-16 Outreach** – Working with other UC area studies centers, CMES will use NRC funds to expand a thriving partnership with the City Colleges of Chicago (CCC) that supports internationalization of curricular and co-curricular programming on CCC's 7 campuses. CMES also prioritizes outreach to K-12 Arabic teachers and students through

curriculum development, teacher education, and co-curricular programming, including direct support for four-skill Arabic proficiency evaluation of Chicago Public Schools (CPS) students. New outreach programs in arts and culture will aim to connect campus audiences with K-12 constituencies and the general public. v) **Career Advising** – Funds will support career advising programming for students in diverse areas of national need.

As noted in §B and App B, CMES faculty, language instructors, and program staff are exceptionally qualified to carry out all aspects of the proposed program. CMES leverages strategic collaborations with other UC Title VI centers, outreach partners (such as CCC, CPS, Pulitzer Center on Crisis Reporting), public library systems across the region, campus arts and culture programming units, and national scholarly and professional organizations.

§A.2 Development Plan and Timeline: The detailed timeline on p.3 illustrates the quality of the proposed project, its stages of development, and the staff resources leveraged to achieve project goals. Additional details on alignment of proposed activities with NRC priorities and the timeframe for project development and evaluation are noted in §C, BN, and PMFs.

§A.3 Costs of Proposed Activities: CMES partially funds five language lecturer positions noted in §A.1 to ensure that all funded instructors are full-time and able to meet student demand for advanced offerings in all FLAS-approved languages. The budget allocates partial support for salaries of core CMES staff members – the Associate Director (Maguire-23%), Project Assistant (Chametzky-25%), and Outreach Coordinator (Barna-50%). As noted in §B, Maguire and Barna both hold advanced degrees in MES. Maguire teaches courses on media in the Middle East. Barna periodically teaches MES offerings in the Graham School of Continuing Liberal and Professional Studies, expanding academic options for the general public and non-traditional students. Beyond Center operations, staff members also make substantive contributions to

The University of Chicago CMES NRC and FLAS Proposal, FY 2018-2021
 Orit Bashkin, Director and PI

CMES Comprehensive NRC Project Timeline						
Activities	Year 1	Year 2	Year 3	Year 4	Outcomes	
Language Instruction and Pedagogy	Enable intensive, advanced, and/or on-demand offerings in Armenian, modern Hebrew, Kazakh, Persian, Turkish, Uzbek. Meet language course demand from undergraduate and graduate students; FLAS fellows eligible to apply for advanced study in all languages through all four years of grant				At least 48 language courses taught by funded instructors; Deeper alignment of language curricula with ACTFL standards	
	Five full-time language lecturers with partial salary support from NRC funds					
	OPI Workshop; Arabic instructors participate in pedagogy initiative		Ongoing OPI training, pedagogy initiative to other languages			
	CMES Associate Director works in collaboration with CLC staff, language instructors					
Interdisciplinary Research	Conference: Industry and Industrialism in the Late Antique and Early Islamic Near East	Conference: The Jews of Iraq: Engagement with Modernities (with the British Library)	Conference: The Middle East in India	Conferences: Linguistic Hierarchies in the Middle East; Race and Color in the modern Middle East	Over 100 academic presentations, many of which will be published in scholarly journals, academic presses, and through innovative digital formats	
	Planned by faculty coordinator and CMES Associate Director, funded cooperatively through various campus units and external sponsors					
	At least 9 academic lectures and 1 student-organized conference per year					
	CMES Associate Director and Project Assistant organize events and/or provide administrative support to students					
Library Support	Acquisitions (\$8900) and bibliographic support	Acquisitions (\$5300) and bibliographic support	Acquisitions (\$4250) and bibliographic support	Acquisitions (\$2500) and bibliographic support	Enhancement to University's world-class ME library collection	
	ME Bibliographer (not supported by grant), library acquisitions staff, and student bibliographic assistant coordinate these activities					
K-16 Outreach	Semiannual K-16 Arabic pedagogy workshop and conference		Semiannual K-16 Arabic pedagogy workshop and conference			Curriculum development and alignment of K-16 Arabic teaching with ACTFL proficiency standards; At least 1000 members of general public reached through libraries and other programs; Ongoing internationalization of City Colleges of Chicago curricula
	At least two Arabic teacher training workshops organized each year with nationally recognized Arabic instructors (topics such as proficiency-based learning, content-based instruction)					
	Proficiency testing for at least 80 CPS Arabic students	Proficiency testing for at least 100 CPS Arabic students	Proficiency testing for at least 125 CPS Arabic students	Proficiency testing for at least 150 CPS Arabic students		
	Planned by CMES' full-time Outreach Coordinator in collaboration with Arabic language instructors on campus and beyond					
	Programming with at least one new public library system each year					
	Annual International Education Conference (IEC) and Summer Institute for Educators (SIE)					
	Ongoing curricular and co-curricular development activities with City Colleges of Chicago (CCC)					
	Collaborative events between UC Title VI centers, CCC administration and teachers, Pulitzer Center on Crisis Reporting, public libraries					
Career Advising	Workshop on security careers	Workshop on government service careers	Workshop on non-profit careers	Workshop on private sector careers	Enhanced campus programming for MES students with career interests in diverse areas of national need	
	Carried out by CMES staff: Associate Director and Project Assistant, in collaboration with UCGrad, Career Advancement, Alumni Relations and Developments, and other campus units					

other Center activities (e.g. outreach programming, content creation) (BN A:1-3, B).

Modest funds are allocated to support library acquisitions and management of the ME collection through student bibliographic assistants, thereby enhancing resources for students, faculty, and visiting researchers at UC (BN A:4, B, E:13). The travel budget enables the Director and CMES staff to attend the annual Middle East Studies Association (MESA) annual meeting, Title VI-related events, and essential professional development opportunities. Language faculty are provided a partial international travel allowance for curriculum development (BN C:1-2).

All interdisciplinary research activities (conferences, lectures, symposia) draw from a combination of Title VI and other campus and external funding. Title VI funding usually covers no more than 50% of associated costs for these events, and often significantly less. CMES functions as the logistical hub for these activities and CMES staff provide organization and oversight (BN E:5,6,11,12,14). With a full-time outreach coordinator, CMES conducts extensive programming for the K-16 community and diverse constituencies among the general public (BN E:3). Many outreach activities are conducted with little to no event cost other than staff effort. NRC funds will support expanding outreach to K-16 Arabic instructors, with a particular emphasis on curriculum development and teacher education for the robust CPS Arabic programs. With Arabic K-12 enrollments growing nationwide, the work CMES has performed with local educators has helped to pioneer standards of K-12 Arabic pedagogy and assessment. Funds devoted to these efforts yield major outcomes in supporting LCTL instruction at the K-12 level and fulfill NRC CPP 2 (BN E:1). Collaborative outreach programs between CMES and other UC Title VI centers respond to NRC CPP 1 through a successful and sustained collaboration with CCC, whose seven campuses are all designated as Minority Serving Institutions (BN E:2). CMES will also expand its outreach work to include greater arts and culture programming, with

the aim of bridging our campus and external audiences (BN E:8).

Grant funds will support language pedagogy, proficiency testing, teacher training, and co-curricular programming on the UC campus (BN E:4,15). The moderate cost of these activities (OPI workshops, curriculum development, language “circles”) demonstrably improves the quality of language instruction on campus. Funds are also requested to organize career advising and support activities for MES students who wish to pursue diverse careers in areas of national need (BN E:10). UC Title VI centers also collaborate on an evaluation plan with Outlier Research, jointly leveraging funds to maximize the benefit of this activity (BN E:7). More information on the Outlier partnership is included in §C.4.a.

§A.4 Long-term Impacts: The timeline on p. 3 shows how proposed activities will amplify UC’s existing record of excellence in providing undergraduate, graduate, and professional school students with advanced training in at least 6 Middle Eastern languages. As noted in §C.5-7, UC ME specialists are extraordinarily well represented in academia and in a wide range of professions covering other areas of national need. Funding will also enhance UC’s leadership as a global center of interdisciplinary ME research and extend its impact to the wider scholarly community. CMES’ outreach to K-12 schools, community colleges, and minority serving institutions builds on successful partnerships and yields significant, sustained impacts on foreign language, area studies, and international education, in many cases with a national reach (see §I on national impact of CMES outreach).

§ B. QUALITY OF STAFF RESOURCES

§B.1 Quality of CMES Faculty: CMES faculty affiliates are exceptional by every measure of academic life: publications, research presentations, student advising, professional service, and international awards (see App B). 34 current or former faculty members are MacArthur Fellows, including CMES’ Cornell Fleischer. CMES faculty include 3 Guggenheim fellows, 9 members

of the American Academy of Arts & Sciences, 3 recipients of UC’s Quantrell Award for Excellence in Undergraduate Teaching, 4 recipients of UC’s Faculty Award for Excellence in Graduate Teaching and Mentoring. Other faculty honors include: UC Provost’s Teaching Award (Bashkin), Janel Mueller Award for Excellence in Pedagogy (Ghahremani), Farabi International Award (Woods), and the Turkish Order of Merit (Fleischer). Yousef Casewit presented the 2018 Ramadan lecture at the Rabat Royal Palace in Morocco. CMES faculty are also leaders on campus and within the global MES scholarly community. Former CMES Director Fred Donner served on the board of the Middle East Studies Association (MESA) in 2011-13 (President in 2012), and was appointed in 2012 to the Tunisian Academy of Sciences, Letters, and Arts. Lisa Wedeen leads the Chicago Center for Contemporary Theory (3CT) and Na’ama Rokem is incoming Director of the Chicago Center for Jewish Studies (CCJS). Of the 64 total faculty affiliates, 37 are tenured, 9 are tenure-track, and 18 are full-time lecturers, postdocs, or other adjuncts. Table 1 illustrates the disciplinary diversity of CMES faculty affiliates.

CMES Director **Orit Bashkin** is Professor of Modern Middle Eastern History in NELC. Her academic work examines the intellectual, social, and cultural history of the modern Middle East. She is a prolific author and recognized global leader in the MES community. Deputy Director **Holly Shissler** is Associate Professor of Ottoman and Modern Turkish History and a leading scholar of nationalism in the late Ottoman Empire. She supports long-range planning and oversight of CMES and will serve as Interim Director in 2019-20 while Director Bashkin is on leave. Deputy Director for Academic Programs **Paul Walker** is a noted

Table 1: Number of Core CMES Faculty Affiliates by Department/School	
Anthropology	3
Art History	2
Booth School of Business	1
CISSR	1
Comparative Literature	2
Divinity	7
Economics	1
English	1
History	3
Law	1
Biological Sciences/Medical School	1
Music	1
Near Eastern Lang. and Civ.	29
Political Science	6
Public Policy	1
Romance Languages	1
South Asian Lang. and Civ.	2
Social Thought	1

expert on Fatimid history. He directs the MA program in MES and chairs the CMES Admissions and Aid Committee, which oversees the FLAS selection process.

CMES administrative staff members hold advanced degrees in MES and contribute to the Center's academic life and outreach programming. Associate Director **Thomas E.R. Maguire** holds a PhD in media studies from the University of Texas at Austin, where he researched digital media and Islam in global contexts. He has also worked on Title VI and/or international education program administration for 12 years, including 8 years at UC. **Ben Chametzky** (BA, Chicago, 2015) serves as Project Assistant and supports event planning, publicity, and center business operations. Outreach Coordinator **Alex Barna** (MA, Harvard, 2007) joined CMES in 2008. As Director of the MEEI, he plans and executes CMES' many educational outreach programs and events, including K-16 teacher training workshops. His work with K-12 teachers, community colleges, and MSIs is detailed in §I. **Marlis J. Saleh** (PhD, UC, 1995; AMLS, 2004) is ME Bibliographer and Director of CMES' Middle East Documentation Center (MEDOC). She is also editor of *Mamluk Studies Review*, published annually by MEDOC, and Chicago Studies on the Middle East, a CMES publication series. She supervises a staff of bibliographic and database assistants dealing with materials in Arabic, Persian, and Turkish.

§B.1.b Professional Development: Beyond pedagogy and proficiency training activities described in §F&§G, the UC Office of the Provost operates an academic development program for faculty members at every stage of their careers. CMES directly sponsors faculty and graduate student workshops to support research in progress. UC's Lynda.com platform offers a wide range of online skill development and training courses for all UC faculty and staff. Advanced interdisciplinary research is supported through a variety of resources and policies, including: options for multiple campus affiliations and joint appointments, research administration support

for grant writing, and dedicated initiatives to fund faculty projects such as the Women's Board, Franke Institute for the Humanities, Stevanovich Institute on the Formation of Knowledge, Center for International Social Science Research, and Neubauer Collegium for Culture and Society. NELC and CMES hold annual retreats for planning and professional development.

§B.1.c Teaching, Supervision, and Advising: 90% of UC courses are taught by faculty and the University-wide faculty:student ratio is 5.5:1. The importance of this high proportion of faculty to students is evident in ME area and language studies where students enjoy ready access to faculty, small classes, and a degree of personal attention to their academic needs not found in most large university programs. The CMES-administered two-year MA program (over 60 students enrolled annually) requires a thesis guided by at least one faculty advisor. App B documents the extent to which CMES faculty supervise MA theses and PhD dissertations across multiple fields. UC faculty serve as administrative directors of both undergraduate and graduate programs. CMES Director Bashkin regularly holds town hall meetings with CMES MA students to solicit feedback and provide advice on academic and career planning.

§B.2 Oversight Arrangements: CMES is administratively situated between the Divisions of Humanities (HUM) and Social Sciences (SSD) with affiliated faculty and students from across campus. Professional human resources and accounting staff oversee center appointments, budgeting, and expenditures. A dedicated business manager in the SSD Local Business Center works with University Research Administration (URA) to ensure CMES compliance with all federal regulations and UC fiscal policies. CMES administration is composed of the faculty Director, Deputy Director, Deputy Director for Academic Programs, Associate Director, Outreach Coordinator, and Project Assistant. An Executive Committee meets at least twice annually and exercises authority over major policy changes and program development. Its

membership includes appointed faculty and staff from diverse departments and professional schools, former center directors, the chair of NELC, the directors of the OI and CCJS, and ME Bibliographer Saleh as a representative of the library. Separate standing committees supervise activities such as lectures, public events, admissions and aid, outreach, and academic programs. CMES Associate Director Thomas Maguire supervises Outreach Coordinator Alex Barna and Program Assistant Ben Chametzky. All staff report to the Deputy Director and Director.

§B.3 Nondiscriminatory Employment Practices: As the city of Chicago’s second-largest private employer, UC draws from and contributes to the diverse strengths of its surrounding community and metropolis. UC has long-standing traditions and policies of affirmative action and equal opportunity employment, forbidding discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments in 1972). The Office of the Vice Provost for Academic Leadership Advancement and Diversity, created in 2016 (formerly the Office of the Deputy Provost for Research and Minority Issues), works across the institution, along with the Diversity Advisory Council, to examine issues of diversity, accessibility, and inclusion as they relate to University staff, faculty, alumni, and surrounding communities. UC distributed a campus-wide climate survey in 2016 with the aim that all staff could “participate fully and freely” in campus life. Initiatives such as targeted hiring of minority faculty members and the Office of Multicultural Student Affairs operate to recruit and retain a diverse body of faculty, staff, and students. §C.3 and the GEPA Section 427 Statement detail initiatives at UC to support equal access for students, staff and faculty from traditionally underrepresented groups. CMES staff and affiliated faculty reflect these diversity goals and we actively recruit applicants from underrepresented groups.

§ C. IMPACT AND EVALUATION

§C.1 Impact on university, community, region, and nation: CMES annually hosts at least a dozen lectures by globally prominent academics, organizes and cosponsors multiple academic conferences, supports graduate student workshops (including MEHAT), convenes language circles, and directly administers the nation's largest MES Master's program. App C illustrates UC's robust MES course offerings/enrollments. §I provides detailed attendance data on campus and outreach programming for the Chicago community and wider region. The center regularly cooperates with local educational and cultural institutions such as the Newberry Library, Middle East Music Ensemble, Silk Road Rising, Oak Park Public Library (over 300 attendees in 2017-18 series), UChicago Presents, Chicago Ideas, and Illinois Humanities Council. Attendance at CCC and K-16 Arabic outreach programs (CPP 1 and 2) is noted in §I.1.a-b. Placements for undergraduate and graduate students in advanced language, graduate, and professional programs are noted in §C.5-7, a vivid illustration of CMES' national impact.

§C.2 Addressing National Needs: CMES comprehensively addresses national needs through scholarship, teaching, and outreach (see §F, §G, and §I). In 2017, CMES Outreach Coordinator Alex Barna led a collaboration among UC Title VI centers to expand and centralize digital resources produced and disseminated through the Title VI centers' Educator Outreach website (see §I.1.b). Beyond CMES' extensive impact in established scholarly networks of research and publishing, the Center has recently expanded production of digital media content aimed at the business community, media, and general public. As noted in tables 3&4 and §C.5-7, CMES graduates serve national needs in diverse career placements. §I provides extensive detail on the Center's public reach.

§C.3 Equal Access and Treatment: CMES and UC make every effort to ensure equal access and participation in our programs and to integrate underrepresented groups in accordance with GEPA

provisions (see §B3). CMES works closely with CPS (89.8% minority student population, 64.6% minority teacher population) and CCC (all seven campuses designated as MSIs). All CMES activities take place in wheelchair-accessible areas and are open to the public. CMES staff have completed UC's new Title IX training and all students participate in a Title IX orientation when arriving on campus. CMES leadership worked independently with students and faculty to develop guidelines for maintaining safe and welcoming Center spaces. These guidelines are now posted in the office and student lounge. The majority of recent CMES faculty hires are women, ethnic minorities, and/or religious minorities (Azeb, Casewit, Doostdar, Hayek, Heo, Li, Lyamlahy, Terman, Torres). Further details on UC policies of equal access and treatment are included in §B.3 and the GEPA Section 427 Statement.

§C.4.a Evaluation Plan: CMES has developed a comprehensive evaluation plan that will demonstrate impact with objective, measurable, outcome-oriented data. At UC, Title VI centers have long collaborated on joint project evaluation, using common data gathering procedures and instruments to enhance the quality and cost-efficiency of evaluation. From 2010–14, our work with UC's NORC, a leading contributor to social science and educational research, allowed us to locate alumni and conduct baseline surveys. Based on the success of our survey development, representatives from UC area studies centers and NORC helped design the national FLAS survey implemented by USED's International and Foreign Language Education (IFLE) office in 2013.

Since 2014, UC NRCs have collaborated with Outlier Research & Evaluation, a UC organization that conducts wide-ranging evaluation projects that include pre-K through graduate-level learners, in formal school and out-of-school time contexts, and focus on topics such as STEM, health and nutrition, computer science, higher education, and fidelity of implementation. Outlier's expertise in evaluation across diverse educational contexts is ideally suited to Title VI

Table 2. Evaluation Plan: Questions, Sources and Indicators		
Program Goal 1: The Center’s activities and training programs (both area studies and language) significantly impact the university, community, region, and nation.		
Evaluation Questions	Data Sources	Sample Indicators
Are Center resources (e.g., courses, research/language grants, study abroad opportunities, internships, academic advising) effectively serving current students’ short- and long-term goals?	Enrollment data; study abroad & research travel application data; formal language assessments (e.g., OPI); academic event data; career placement data	<ul style="list-style-type: none"> • Student participation in center activities (e.g., courses, research/language grants, study abroad, internships, academic advising) • Scores on language assessments
	Student surveys	<ul style="list-style-type: none"> • Student self-efficacy in area studies expertise and language proficiency • Case studies of impact
To what extent do Center activities support faculty teaching and research?	Scholarly event data	<ul style="list-style-type: none"> • Number of faculty-driven scholarly events and attendance
	Faculty focus groups	<ul style="list-style-type: none"> • Extent to which Center serves as a resource • Case studies of impact
To what extent do alumni use their area studies and language training in their current jobs? To what extent are alumni serving areas of national need?	Alumni surveys	<ul style="list-style-type: none"> • Placement of graduates across areas of professional sectors and national need • Percentage of alumni who are in jobs that use their area studies and/or language training • Percentage of alumni who feel center resources benefited their career
	Alumni interviews	<ul style="list-style-type: none"> • Extent to which Center benefited individual alumni careers • Case studies of impact
Program Goal 2: The Center shows significant measurable regional and national impact on: (1) K–12 teachers; (2) post-secondary instructors; (3) business, media, and the general public.		
Evaluation Questions	Data Sources	Sample Indicators
To what extent do K–12 teachers use Center resources for their professional development and teaching? To what extent do Center resources contribute to MES research and teaching in post-secondary institutions?	Workshop attendance data; attendee evaluations; website traffic	<ul style="list-style-type: none"> • Strong teacher training attendance from a variety of institutions • Attendees’ level of satisfaction with teacher training activities
	Follow-up K–12 and post-secondary surveys	<ul style="list-style-type: none"> • Number of: courses in which workshop content was integrated, students in courses • Educator self-efficacy in topics covered in educator workshops
	K–12 and post-secondary faculty and administrator interviews	<ul style="list-style-type: none"> • Descriptions of program outcomes • Case studies of impact
To what degree does the Center engage a variety of audiences in its programming?	Event attendance data	<ul style="list-style-type: none"> • Number of attendees from outside the university • Number of partnerships with other units/organizations
	Interviews with external partners (e.g., consulates, museums, schools)	<ul style="list-style-type: none"> • Number of outreach partnerships • Extent to which partners are satisfied with joint activities

program needs for comprehensive, objective, quantifiable, and outcomes-oriented assessment across areas as varied as FLAS-scholarship administration, K-12 outreach, and community college curriculum development. Over the past three years, Outlier’s programmatic evaluation

has assessed the degree to which UC Title VI centers have achieved project goals related to two primary foci: 1) the effectiveness of UC NRCs' FLAS administration on fellows' academic and professional development; and 2) developmental evaluation of our growing partnership with the City Colleges of Chicago (CCC). The primary purpose of the evaluation was to inform program improvement in both areas.

Moving forward in FY 2018-21, UC NRCs' partnership with Outlier will aim to broaden the scope of evaluation and meaningfully demonstrate our contributions to the overarching goals of the NRC program. Our work during the 2014-18 grant cycle has laid the groundwork for a longitudinal study of our programs and has demonstrated our joint ability to develop well-rounded metrics. As detailed in Table 2, we will conduct a mixed-methods evaluation, building on existing protocols, to assess a wide range of constructs addressing impact: 1) across the University, community, region, and nation; 2) reaching a diverse range of outreach constituencies (i.e. K-16 educators, business, media and general public; and 3) the experience of Arabic language learners on campus and within K-12 communities. The overarching questions, data sources, and indicators defined in Table 2 have been developed in consultation with Outlier to align with NRC priorities, GRPA indicators, and CMES objectives.

Evaluation will involve Chicago Title VI-affiliated faculty, staff, students, and alumni. Responsibility for different components of the evaluation will be shared by Outlier and CMES: CMES staff will provide administrative support for evaluation activities; Outlier will design and implement evaluation instruments; and the CMES Executive Committee will provide general oversight as well as recommendations for program improvement based on reports. Our mixed-methods evaluation plan includes use of quantitative measures (e.g., enrollments, attendance numbers, language assessments, placement data) as well as qualitative tools (e.g., open-ended

survey questions, focus groups, interviews) to assess achievement of program goals. In Year 1, Outlier will assist in the design of metrics and instruments to further assess the effectiveness of Center resources, academic training, and outreach activities, including a continuation of the evaluation of our CCC partnership and FLAS administration. Each year of the grant, Outlier will provide formative reports. CMES staff and Outlier will work together to review and adjust metrics/instruments based on new interests that arise as programs develop, and to address any gaps in the information presented in previous reports. Outlier will produce reports at the end of each year along with a comprehensive summative evaluation report on the four-year NRC

projects that will inform future program planning.

Beyond the collaborative evaluation plan for grant activities with Outlier, CMES also aims to enhance language assessment and evaluation practices for all priority languages on campus and through outreach with the K-12 Arabic community. See §A.3 and PMF 3 for further detail on language evaluation activities.

Table 3: Selected Alumni Placements (2014-18)	
CMES MA Program in Middle Eastern Studies	CMES-affiliated PhD Students (Post-doc and Tenure-track)
Center for Arabic Study Abroad (CASA) Fellowship	Columbia University (Tenure-track)
University of Michigan (History PhD program)	Northwestern University (Turkish lecturer)
UCLA (Area Studies PhD program-2)	University of Virginia (Tenure-track)
Newberry Library (Chicago)	Wright University (Tenure-track)
University of Pennsylvania (NELC PhD Program)	American University in Cairo (Faculty)
St. James Place Wealth Management (U.K.)	Cambridge University (Postdoctoral fellow)
Christian Solidarity International (Switzerland)	Yale University (Postdoctoral fellow)
Boren Fellowship	Dartmouth College (Postdoctoral fellow)
U.S. Department of Justice	Stony Brook U, SUNY (Tenure-track, 2019)
U.S. Intelligence Community	Boğaziçi University, Turkey (Faculty)
University of Chicago PhD Programs (NELC, Divinity)	Universität Tübingen (Research and teaching fellow)
The College (undergraduates)	Harvard University (Administration)
Brown University PhD	Brandeis University (Tenure-track)
Morningstar (investment research)	University of Arizona (Tenure-track)
Tahrir Institute for Middle East Policy	Harvard University (Postdoctoral fellow)
University of Chicago (Political Science PhD program)	University of Colorado (Tenure-track)
Hale Education Group (UAE)	El Colegio de México (Tenure-track)
Boren Fellowship	University of Michigan (Tenure-track)
The Wylie Agency (UK)	Florida International University (Postdoctoral fellow)
Business Insider	
Federal Reserve, Chicago	College of Charleston (Tenure-track)

§C.4.b Use of recent evaluations: Outlier provides annual reports and meets frequently with center staff throughout the year to provide feedback and enable ongoing improvement of programs. Beyond the Outlier collaboration, CMES regularly administers evaluations at outreach programs to gauge attendee reception and guide future program development. UChicagoGRAD conducts evaluations of its graduate student career services and resources that have led to specific growth targets for career advising noted in PMF 1. The Chicago Language Center (CLC) employs a full-time assessment coordinator to support placement and proficiency evaluation across the full array of ME languages offered at Chicago, which have led to curricular revisions, including the restructuring of Chicago’s intensive summer Arabic sequence.

§C.5 Placements Addressing National Needs: Table 3 illustrates the diverse career placements in areas of national need among undergraduate and graduate students. The CMES MA program is a two-year, language-intensive interdisciplinary degree with flexibility to accommodate

Table 4: Selected Placements of CMES FLAS Fellows 2014-18
PhD Program Placements for MA FLAS Fellows
University of Chicago (NELC-4, Divinity-2)
Cambridge University (Middle Eastern Studies)
University of Minnesota (Public Affairs)
Columbia University (Religion)
Yale University (History)
Princeton University (2-Near Eastern Studies)
Duke University (Political Science)
Graduate Institute of International and Development Studies, Switzerland (International History)
Professional Placements for all FLAS Fellows
Insight Advisory Group (think tank)
Chicago Architecture Foundation
Tampa General Hospital (chaplaincy)
United States – Israel Educational Foundation (Fulbright)
Washington Institute for Near East Policy
Salvation Army (international)
Center for Arabic Study Abroad (fellow)
Al Ahram Newspaper (Egypt)

students with varied career interests. As noted in §A.3 and PMF 1, CMES will enhance career resources for MES Master’s students in FY 2018-21.

§C.6 Contribution to an Improved Supply of ME

Specialists: In both volume of graduates and depth of expertise, UC has few peers in training ME specialists (Table 3). §H.3.b notes the large and multidisciplinary population of PhD students who work on the Middle East. App C documents the variety of courses offered and high levels of enrollment among undergraduate, graduate, and professional school

students. §H.3-4 show how students have successfully competed for national awards that directly support and utilize the advanced language skills they acquired at UC.

§.C.7 Awarded fellowships and national needs: CMES FLAS fellowships address national needs by enabling advanced study of at least six priority ME languages to advanced levels and supporting students who place into a range of professional domains. Among the 54 FLAS fellowships distributed in 2014-18, 21 have been awarded to students who currently remain enrolled in UC PhD programs in anthropology, music, religious studies, NELC, Romance languages, and English. The language distribution for all FLAS awards is: Arabic- 30, Hebrew- 3, Kurdish- 1, Persian- 9, Turkish- 11. For MA students awarded FLAS in 2014-18, placements in elite PhD programs demonstrate the direct contribution of these awards to training ME specialists. Table 4 notes selected graduate school and career placements for FLAS fellows.

§ D. COMMITMENT TO SUBJECT AREA

§D.1.a Operational Support: UC commitment to CMES in 2016-17 included \$5,173,742 for faculty and language instructors, \$164,957 for administrative staff, and \$16,126,389 of direct institutional support for graduate students in Middle Eastern studies (MES). \$1,764,551 was devoted to students enrolled in CMES' two-year MA program, a 24% increase from 2014. UC continues to expand administrative support for MES through: student career support and professional development (detailed in §H.2), study abroad and overseas fellowship advising (UChicagoGRAD and the College Study Abroad Office), research grants (Neubauer Collegium, CISSR, Franke Institute), international collaboration (UChicago Global), and business services (SSD Local Business Center).

§D.1.b Teaching Staff: As noted in Tables 1 and 5, the over \$5 million in direct salary/benefits support for MES faculty and staff covers the full disciplinary and linguistic scope expected for a comprehensive NRC. Since 2014, the University has aggressively pursued hiring new Middle

East faculty in anthropology (Li), Arabic literature (Hayek), and religious studies (Doostdar, Heo). New faculty in literature (Azeb, Lyamlahy) and political science (Terman) will arrive in fall 2018. Extensive detail on the quality of teaching staff is noted in §F, §G, and §H.

§D.1.c Library: The UC Middle East library collection ranks among the best in the world, with over one million distinct volumes, over 10,000 maps, an extensive film and photography archive, and a microfilm

catalog of manuscripts in Arabic, Persian, and Turkish. UC’s Judaica and Hebraica collection includes over 140,000 volumes and many other materials, including those supporting research on modern Hebrew. See §E for further detail on the library’s Middle East collection.

§D.1.d Linkages with Overseas Institutions: Over the past 20 years, UC has concluded multiyear memoranda of understanding with Cairo University (Egypt), Iranian Center for Archaeological Research, Recanati Graduate School of Business Administration (Israel), American University in Beirut (Lebanon), Lebanese American University, and the Primary Healthcare Corporation in Qatar. UChicago Global centrally administers formal University partnerships with overseas institutions, and manages UC’s overseas campuses and centers, including the Oriental Institute’s research center in Luxor, Egypt. The Harris School for Public Policy maintains a graduate student exchange program with the Turkish Ministry of Foreign Affairs and a dual-degree

Table 5: U. Chicago Financial Support of CMES Program, 2016-17	
CENTER OPERATIONS	
Administrative Salaries (plus benefits)	\$164,957
Operating and Other Expenses	\$5900
TEACHING STAFF FOR ME LANGUAGES AND AREA STUDIES	
Faculty Salaries (plus benefits)	\$3,974,915
Language Faculty Salaries (plus benefits)	\$724,852
Language Lecturer Salaries (plus benefits)	\$394,578
Harper-Schmidt and other Postdoc Fellows	\$79,397
ADMINISTRATIVE SUPPORT	
Essential Admin/Student Support	\$1,047,476
LIBRARY	
Salaries and Benefits	\$141,695
Acquisitions and Other	\$211,855
STUDENT FELLOWSHIPS	
Doctoral Students	\$14,361,838
CMES MA Students	\$1,764,551
Undergraduates*	\$2,522,202
TOTAL	\$25,394,215
*Based on average undergraduate grant amount applied to all students with at least five MES courses 2013-2017	

master's program with Tel Aviv University. UC also maintains the Water Research Initiative with Ben-Gurion University (Israel), a project exploring the relationship between clean water and energy. UC maintains study abroad "civilization" programs in Morocco, Turkey, Egypt, and Israel (detailed in §H.4.a), partnering with the Rothberg International School at the Hebrew University, the University of Cairo, Yildiz Technical University (Turkey), and AMIDEAST (Morocco). CMES faculty affiliates also independently cultivate linkages to overseas institutions. Former CMES Director (2014-2017) Hakan Karateke has worked with the Koç University (Turkey) Research Center for Anatolian Civilizations in organizing an annual Ottoman language summer school and arranging regular collaborative symposia. CMES Director Orit Bashkin is currently working with the British Institute for the Study of Iraq and the British Library in organizing "The Jews of Iraq – Engagement with Modernities" (see §A.1 and BN E:6), and she is exploring a new collaboration with Goethe Universität, Frankfurt on Jewish-Muslim-Christian relations. CMES faculty, staff, and students have worked with: Sultan Qaboos Cultural Center (USA-Oman); Sultan Qaboos University (Oman); libraries and archives throughout the world (catalogued in UC student-co-founded Hazine project at hazine.info); Fulbright commissions and AMIDEAST offices in the region; and Qatar Foundation International (QFI).

§D.1.e Outreach: UC supports 50% of the full-time CMES outreach coordinator position and provides facilities and office space for CMES' Middle East Education Initiative (MEEI). Recent accomplishments in outreach programs are included in §I and details on future outreach projects are noted in §A.1 and BN E. Attached PMFs include specific outreach goals for FY 2018-21.

§D.1.f Students: UC financial support to undergraduate and graduate students is noted in Table 5. PhD students generally receive five years of full tuition support along with a stipend (\$27,000/year minimum) and three years of summer research and/or travel support (\$3,000).

Students in the CMES MA program receive up to two-thirds of tuition for their first year in the two-year program, and all MA students receive full tuition for the second year of study if they have made satisfactory academic progress during year one. In 2016-2017, 23 second-year students received \$1,261,700 in total tuition support, and 20 first-year students received \$502,851 in partial tuition support. The College's "No Barriers" program waives application fees for all students applying for financial aid and commits to fund full financial need, debt-free, for admitted students. The College also offers a range of grants to support foreign language study, career development, and overseas research in the Middle East (see §F&G).

§ E. STRENGTH OF LIBRARY

§E.1.a.i Strength of Holdings: The UC Library ranks among America's best, in general and in Middle East materials specifically. As of June 30, 2016, its collections included over 9,056,876 titles (11,594,331 volumes); 152,153 active serials (22,085 in print and access to more than 130,068 in electronic format); approximately 168,077 inactive serials; more than 3,200,000 microforms; 62,320 linear feet of manuscripts and archival materials; 300,000+ rare books; approximately 457,541 maps and aerial photographs; more than 112,873 media items (sound recordings, CDs, DVDs, etc.), and access to an additional 1,648,010 pre-1923 titles through the Hathi Trust Digital Library, of which we are a member. Table 6 summarizes the most recent statistics available. The Library's commitment to MES is part of UC's wider engagement with area studies. Its impressive collection of materials on East Asia, Latin America, Middle East, Slavic and East Europe, and South Asia amounts to more than 3,420,000 volumes (approximately 30% of the Library's total holdings) and comprises one of the world's great resources for area studies. Strong historical commitments have been matched by active collection development, especially during the past sixty-five years. These collections and the supporting

tools (especially electronic) and services provided by Library staff allow for cross-cultural and cross-regional studies of the Islamic world that cut across Asia, the Middle East, parts of Eastern Europe, and even the Americas.

Library resources on MES are among the most extensive in the world. Holdings in all languages amount to well over one million volumes of monographs, texts, serials, manuscripts, lithographs, pamphlets, and microformat materials. In addition, the collection includes large holdings of maps (more than 10,000 of the Middle East), photographs dating from the 1860s to the present, audio- and videotapes, and feature and documentary films (~1000). Of particular scholarly importance are the library’s microfilm collections, which include approximately 2,300 classical manuscripts in Arabic, Persian, and Ottoman Turkish, and three large archives from

Table 6: Selected 2016 Association of Research Libraries Statistics, UC Library	
Volumes	11,594,331
Expenditures (total)	\$33,214,243
Expenditures-materials (53%)	\$17,645,597
Expenditures-salaries (37%)	\$12,320,373
Expenditures-operating (10%)	\$ 3,248,083
Staff (professional=70, support=129, student=26)	225
Number of faculty	1,842
Number of students (college & grad)	13,338

Egypt, Syria, and Turkey, including serials, government documents, and religious, literary, and historical documents, unavailable in any other single depository in the world. Electronic resources have now taken

center stage in identifying, accessing, and creating the material that our students and faculty need. For resources that are already available, the Library’s **Database Finder** is the gateway to the hundreds of purchased and open-access sources, many of which have significant content related to MES. Table 7 includes the databases that focus specifically on Middle Eastern and Islamic topics and regions. The ME collection’s website, containing links to thousands of other open-access sites worldwide, is useful to scholars, students, media, and the general public.

§E.1.a.ii Financial Support: Support from UC provides the financial resources necessary

for consistent and sustained growth of the collection. The staff of the collection presently consists of 1 professional, 1 part-time computer/technical consultant, and 5 part-time (5-15 hrs. per week) positions staffed by graduate students (1 paid with NRC funds), each possessing high-level competence in one or more of the languages of the ME. The Library's digital preservation program is funding the digitization of the Persian serials

Table 7: Middle Eastern and Islamic Databases (purchased)	
	AP Collections Online (Middle East)
	Arab-Israeli Relations, 1917-1970
	Bibliography of Arabic Books Online
	Brockelmann in English
	Brockelmann Online
	Christian-Muslim Relations: A Bibliographical History
	CMCL Corpus dei Manoscritti Copti Letterari
	Confidential Print: Middle East 1839-1969
	Early Arabic Printed Books from the British Library (1475-1900)
	Encyclopaedia Iranica
	Encyclopaedia Islamica
	Encyclopaedia of Islam, Second Edition
	Encyclopaedia of Islam, Three
	Encyclopaedia of the Qur'an
	Encyclopedia of Arabic Language and Linguistics
	Encyclopedia of Jews in the Islamic World
	Encyclopedia of Women and Islamic Culture
	Index Islamicus
	Indo-European Etymological Dictionaries Online
	Interkulturelle Koran-Bibliographie
	Lane's Arabic-English Lexicon
	Mideastwire.com
	Oxford Bibliographies Online (Islamic Studies)
	Oxford Islamic Studies Online
	U.S. Intelligence in the Middle East, 1945-2009
	Western Travellers in the Islamic World

component of the microfilm collections described above, with plans to continue with other components of the collection in future years (see Table 8).

§E.1.b Institutional Cooperation: UC's long-standing commitments to local, regional, and international collaboration have been maintained and renewed. Locally, UC's Middle Eastern collections are the principal resource for scholars at NU, UIC, DePaul, Loyola-Chicago, and Notre Dame, each of which has faculty in MES. In the Midwest region, UC's ME collection is the designated ME resource for the Big Ten Academic Alliance (formerly the CIC), comprised of the eleven "Big Ten" universities plus UC. The ME collection's online photographic archive (one of the most-used sites in the Library system, registering thousands of hits each month, many of which originate from abroad) was recently re-scanned according to updated standards and

with updated metadata to produce a new, user-friendly, and searchable site. Students ranging in age from grade school through graduate school use these images in presentations and research.

Staff	\$113,905
Acquisitions	\$181,971
Student Workers	\$27,790
USED	\$2,884
Digitization	\$27,000
Total	\$353,550

Both borrowing and lending operations at the Library are strongly supported by its Interlibrary Loan Services. Chicago’s ILL is consistently identified as one of North America’s “high-performing borrowing operations” in the Association of Research Libraries ILL/DD Performance Measures Study. We use the OCLC interlibrary loan system, the National Library of Medicine’s DOCLINE system, and various other channels to obtain requested materials. In addition, in the last several years, the Library has entered into two new borrowing partnerships in order to both broaden accessibility of materials needed by our university community (over 50 million volumes from the circulating collections of partner libraries) and to provide speedier and longer access to what has been borrowed. It also significantly helps to avoid “recall wars” for highly-used items in our own collections. In 2012, the Library began participation in UBBorrow (15 research libraries in the Big Ten Academic Alliance of research libraries primarily in the Midwest). In 2013, the Library began participation in BorrowDirect (13 libraries – the Ivy League, Chicago, Duke, Johns Hopkins, MIT, and Stanford). Materials are typically available for pickup within a week and can be borrowed for 12 weeks. Currently, approximately 85% of all of our ILL requests are now filled through one of these partnership programs. The new “Get It” link embedded in each record allows a quick and easy way to make an ILL request. Scan & Deliver is another very popular service provided to obtain scans of book chapters and journal articles in all the collections of the UC Library, including items that do not circulate.

Although a private institution, access to the UC’s Joseph Regenstein Library (social sciences

& humanities), John Crerar Library (sciences), and D'Angelo Law Library is quite extensive, accommodating many varied categories of potential users, particularly students and faculty at other academic institutions. In place are reciprocal access and borrowing privileges with NU, UIC, Big Ten Alliance institutions, the Research Libraries Group (over 140 North American institutions of higher education), as well as the nearly two hundred participating institutional members of the OCLC Reciprocal Borrowing Program. On the local level, access is available to many affiliated institutions (including students and staff at several neighborhood high schools, seminaries, museums, and other Chicago cultural institutions); the public at large can obtain free access on a limited basis through use of an InfoPass obtained from local public libraries. The Joseph Regenstein Library and the D'Angelo Law Library are two of a dozen selective depositories for United States government publications in the Chicago area, and these depository collections are open to the public. Through the UC Library website, its online catalog and its many LibGuides are available to the world at large. A full and detailed list of the categories of library privileges for users not affiliated with UC is available. Conversely, our access to collections elsewhere is equally broad. UC students, faculty, and staff are eligible for the same access and borrowing privileges at the hundreds of institutions in the aforementioned consortia and programs.

§ F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

§F.1.a Quality and Extent of Course Offerings: UC offers an extraordinary depth and breadth of non-language MES courses. In 2016-17, 204 courses were offered with significant Middle East content (50% or more) with 2175 enrolled students across 5 divisions/schools. The geographical reach of offerings in MES covers the Mediterranean region, North Africa, the Levant, the Arabian peninsula, Iraq, Iran, the Caucasus, and Central Asia. Disciplinary diversity is demonstrated by Table 9, and App C details MES course offerings in 2016-2019.

Table 9: Non-language CMES Course Titles, 2016-17		
SUBJECT AREA	NUMBER OF COURSES	100%ME CONTENT
Anthropology	9	0
Art History	4	2
Business	20	0
Divinity and Religion	41	23
Geography	5	1
History	24	9
Humanities (other)	21	2
Interdisciplinary	84	15
Law	17	4
Medicine	2	0
Music	12	3
NELC (non-language)	133	133
Political Science	31	0
Public Policy (Harris)	10	0
South Asian Lang & Civ	6	0
Slavic Lang and Civ	4	0
Social Sciences (other)	11	1

§F.1.b Professional School Courses: CMES faculty affiliates in professional schools offer a range of MES courses (in addition to extensive participation in co-curricular activities). The Law School offers courses on Islamic law, Islamic finance, and international human rights; the Divinity School offers courses in Islamic theology and law, religious minorities in the Middle East, and the anthropology of Islam; Harris offers courses in security, U.S. foreign policy, development, refugee policy, and terrorism studies;

the Booth School of Business includes offerings in international policy and finance and faculty research examines areas such as gender and labor force development in Saudi Arabia (Gonzalez). Table 10 shows examples of MES courses taught in professional schools since 2016. As detailed in §H.3.a, CMES maintains joint degree Master’s programs with Booth and Harris.

§F.2 Interdisciplinary Courses: UC prides itself on interdisciplinarity across all divisions and schools. In 2016-2017, 84 courses were offered under interdisciplinary titles in programs such as human rights, gender and sexuality studies, Jewish studies, and global studies. 190 non-language courses with at least 25% MES content were cross-listed between two or more departments or programs. College Signature Courses, providing gateway experiences to interdisciplinary topics, have been offered by Bashkin and Hayek in recent years. “Big Problems” courses are team-taught, including Bashkin and Heo’s recent “Jews and Christians in the Middle East” course, the regularly offered “Energy and Energy Policy” course, and the “Human Rights” sequence. Rokem taught “Bilingualism: Cognitive, Linguistic, Cultural and Literary Approaches” through

the Center for Disciplinary Innovation, which supports interdisciplinary course development across campus. Graduate programs offer interdisciplinary courses as part of their core experience: CIR (course: Perspectives on International Relations), MAPSS (course: Perspectives-Social Sciences Analysis), MAPH (course: Foundations-Interpretive Theory). All CMES MA students are required to take “Approaches to the Study of the Middle East,” an interdisciplinary course taught by CMES Deputy Director Paul Walker.

Table 10: Selected Professional School Courses	
Booth School of Business	
Energy & Energy Policy	
Global Strategy and Economics	
Harris School of Public Policy Studies	
Political Economy of Development	
Refugees, Security and Forced Migration	
Rethinking the Middle East	
School of Medicine	
Religious Perspectives on Doctoring and Bioethics	
Islamic Bioethics	
Law School	
Islamic Law: Foundations and Current Issues	
Oil and Gas Law	
Independent Research: Islamic Reservations in International Human Rights Law	
Islamic Law and Finance	
Independent Research: New Amendment Proposal to the Constitution of Turkey	

§F.3.a Non-Language Faculty: CMES non-language faculty span the full extent of UC’s academic and professional fields, and many are national leaders in their respective disciplines (see Table 1 and App B). UC’s commitment to growth of MES faculty is demonstrated by recent hires in: anthropology and sociology of religion (Doostdar, Heo), Islamic studies (Casewit), political science (Terman), literature (Azeb, Lyamlahy), and legal anthropology (Li). UC also benefits from visiting fellow programs, including a partnership with the Israel Institute that provides 2-3 new courses on modern Middle East topics per year. 2018-19 fellow Miriam Frenkel will teach courses on Mizrahi discourse and Israeli construction of Jewish history.

§F.3.b Pedagogy training: UC is committed to pedagogical training for graduate students and ongoing professional development for faculty at various phases of their teaching careers. The Chicago Center for Teaching (CCT) offers its “Course Design and College Teaching” course each quarter to support development of graduate student teaching capacities. CCT also offers the College Teaching Certificate (CTC) program, composed of the Teaching@Chicago orientation

Table 11: Selected Specialized Courses, 2016-18		
Department	Instructor	Course Title
Anthropology	Li	Law and Empire
	Agrama	Reading Talal Asad
Divinity	Heo	Transnational Religious Movements
	Casewit	Contemporary Arabic Scholarship on the Qur'an
Art History	Nitzan-Shiftan	Architecture and the Zionist Imagination
Political Science	Wedeen	Comparative Approaches to Civil War
	Rubin	Religion and State in Israel and the ME
	Gans	Jews and Arabs: Three Moralities, Historiographies & Roadmaps
NELC	Bashkin	The History of Iraq in the 20th Century
	Hayek	The Literary Legacies of War in Lebanon
	Donner	Islamic Origins
	Shissler	History of Turkey and Iran in the 20th Century
	Maguire	Media and Social Change in the ME
Law	Bajwa	Islamic Law: Foundations and Current Issues

for new graduate student teachers, a range of teaching development programming, coordination with departmental teaching programs, and course design training. CCT programming includes seminars on inclusive teaching, an annual pedagogy series focused exclusively on the College core, Excellence in Course Design awards, and the Fundamentals of Teaching Series, four 90-minute sessions offered early in the autumn quarter each year. Annually appointed CCT graduate teaching fellows also organize pedagogy training programs for their peers. The UC writing program offers three pedagogy courses for graduate students: Pedagogies of Writing, Principles of Teaching Writing, and Composing Composition. NELC has instituted a required pedagogy course that covers a range of teaching skills, including language instruction. The CMES MA program also employs two preceptors in a teaching mentorship run by Paul Walker. Preceptors support all aspects of the MA program, including admissions, teaching, and thesis advising.

§F.4 Specialized Courses: UC’s primary emphasis on graduate education ensures that all departments with MES faculty offer significantly specialized courses in their respective fields. NELC offers specialized courses (selected examples in Table 11) in early Islamic history and Islamic historiography (Donner), Islamic law (Donner, El-Shamsy), Ottoman/Turkish history, society, and literature (Fleischer, Karateke, Shissler), Persian literature (Lewis), Arabic literature (Hayek, Qutbuddin), Hebrew literature (Rokem), Islamic philosophy and intellectual history (El-

Shamsy, Qutbuddin, and Walker), and modern Middle Eastern history (Bashkin and Shissler). Political Science offers courses in Middle Eastern politics and social movements (Wedeen and Terman) and international relations and security (Mearsheimer and Pape). Other specialized course offerings cover: contemporary Islam (Agrama, Doostdar), Middle Eastern Christianity (Heo), Judeo-Arabic and Al Andalus (Nirenberg), Middle Eastern media (Maguire), Islamic art and archaeology (Berlekamp, Whitcomb), Islamic studies (Sells, Casewit), Islamic finance (Shawamreh), and Iranian and Central Asian history (Woods).

§ G. THE LANGUAGE INSTRUCTIONAL PROGRAM

§G.1 Extent of Language Instruction and Enrollments: UC offers elementary through advanced training (often intensive) in Arabic, Armenian, Hebrew, Persian, Turkish, and Uzbek, with the capacity to teach several other languages on demand. In 2016-17, 707 students enrolled in 93 ME language courses (see App C for detailed listings and enrollments). Table 12 shows total enrollments in ME languages for-2014-17 (total figures include non-degree students, such as those in the high school summer STARTALK program, see §I). Chicago also boasts extensive offerings in ancient Near Eastern languages. While these courses are not the focus of either CMES or the NRC/FLAS programs, they are relevant to the programs of study, disciplines, or scholarship of many center-affiliates, and are therefore included in App C.

§G.2.a Depth and breadth of language training: UC provides three or more levels of instruction in all ME languages. The Arabic program provides intensive instruction (six contact hours/week) in each of the first, second, and third year courses. Third-year Arabic courses are split into two options: High-Intermediate Classical Arabic and High-Intermediate Modern Standard Arabic. Beyond the intensive three-year core sequence, a wide range of intermediate and advanced Arabic courses are also offered, including seminars in advanced Arabic syntax, Arabic in social contexts, colloquial Levantine Arabic, colloquial Egyptian Arabic, Maghrebi literature, Arabic

Table 12: Enrollments in ME Languages, 2014-17

Language	Levels	Freq	# Faculty	Enrollment*			Total
				E	I	A	
Arabic	3+	Y	8	557	351	451	1359
Armenian	3	Y	1	19	15	8	42
Hebrew	3+	Y	3	130	110	57	297
Kazakh	2	D	1	26	7	0	33
Persian	3+	Y	3	124	65	76	265
Turkish	3+	Y	4	149	112	128	389
Uzbek	3	D	2	0	0	1	1

*Advanced enrollments include third year courses and above
 E= Elementary, I=Intermediate, A=Advanced
 Y=Annual, D=On Demand

through film, history and literature, medieval poetry, and modern Arabic novels. The modern Hebrew program provides intensive instruction in introductory (6 hours/week) and intermediate (5 hours/ week) levels; a sequence in third-year advanced modern Hebrew is offered annually. The Persian

program offers intensive instruction (6 hours/week) at the introductory level; the intermediate Persian sequence and advanced literature courses are offered annually. Turkish is offered intensively (5 hours/week) at the introductory level; intermediate and advanced Turkish courses, including reading courses, are offered annually. Intensive courses in Arabic, Hebrew, and Turkish from beginning to advanced levels are offered as part of the overseas civilization study abroad programs (see §H.1). New and on-demand courses are offered in all languages on specialized topics such as advanced grammar and religious texts; additional on-demand Kazakh offerings are noted in App C. As co-curricular options, CMES coordinates regular (often weekly) language circles in Arabic, Armenian, Hebrew, Kurdish, Persian, and Turkish. Presentations and discussions at language circles occur in the target languages. Guest speakers include students and faculty from other universities, along with authors, activists, and members of the business community. UC graduate students use this forum to present scholarly research, an indication of the advanced proficiency that many reach within their respective programs.

§G.2.b Language Courses in Other Disciplines: Chicago offers a Language Across the Curriculum (LxC) option that allows faculty to add weekly language sections to courses in disciplines other than language, linguistics, and literature. In spring 2018, Maguire offered

“Media and Social Change in the Middle East” (Enrollment: 3 UG, 12 G) with a LxC section that focused on media Arabic and Egyptian colloquial Arabic, and Hayek offered a LxC section for her Arab America course. Individual faculty also teach language courses in diverse disciplines. Since 2011, Forster has offered “Arabic in its Social Context,” which incorporates theoretical literature in sociolinguistics. Recent advanced language courses in other disciplines include: Arabic Paleography and Epigraphy (History), Seminar on Afif al-Din al-Tilimsani (Religion), and Introduction to Arabic and Islamic Studies (Religion).

§G.3.a Language Faculty and Teaching Staff: As noted in §D, UC dedicated \$1,449,703 to ME language faculty and instructors in 2016-17. Language courses are taught by tenured and tenure-track faculty, full-time lecturers, and advanced graduate students. NELC employs nine full-time lecturers in ME languages: 4 in Arabic, 1 in modern Hebrew, 2 in Turkish and Turkic languages including Uzbek, 1 in Persian, and 1 in Armenian. Between 2016-18, 30 graduate students taught language courses (22 TAs, 8 instructors of record). 10 tenured and tenure-track faculty also offer a range of advanced courses in Arabic, Persian, Hebrew, and Turkish. Detailed profiles of language faculty and teaching staff are included in App B.

§G.3.b Pedagogy training: The Chicago Language Center (CLC) launched its Language Pedagogy Innovation Initiative (LPII) in 2017 to enhance language pedagogy across the University. LPII uses a reverse design model that builds from assessment toward improvement of language testing and teaching. Participants attend language assessment workshops and engage in curriculum/testing design and development activities. CLC and CCT also offer a Second Language Pedagogy certificate that requires at least 5 hours of general teaching development programming and completion of the “Language Pedagogy for the Contemporary Classroom” course, which acquaints instructors with current pedagogical principles, effective uses of

technology in language instruction, and syllabus design. The certificate requires classroom observation and submission of a teaching portfolio to certify completion of the program.

§G.4.a Performance-Based Instruction: All UC ME language instructors use performance-based instruction for all levels of Armenian, Arabic, Hebrew, Persian, Turkish, and other Turkic languages (enrollments in App C). Instructors emphasize 4-skill language instruction and employ course design and assessment according to best practices in the field. Arabic program Director Noha Forster has led a restructuring of the 3rd-year sequence to build oral proficiency and listening skills, adding to the scholarly comprehension, analysis, and translation of texts that UC has long emphasized. New courses in colloquial Arabic and Arabic through film include 4-skill assessments within diverse cultural and social contexts. The Hebrew program, led by Ari Almog, is currently adapting its curriculum to include an intensive 1st-year study option, a media Hebrew class, and a more targeted range of reading courses. Kagan Arik, Ayasli Lecturer in Turkish and Turkic languages, has developed material to assist in the rapid acquisition of multiple Turkic languages (e.g. Azeri, Kazakh, Kirghiz, Uzbek) by students of modern Turkish. Arik has also designed language proficiency and placement tests for Turkish, Kazakh, and Uzbek, and participated in several professional workshops to develop standard proficiency assessment guidelines for teaching modern Turkish at the American Councils for International Education, and at UC. ACTFL-aligned proficiency requirements are part of the Turkish curriculum. CLC supports instructors in all languages with course and assessment design through workshops such as the UC-developed Academic Reading Comprehension Assessment (ARCA). An Armenian competency assessment is currently under development.

§G.4.b Adequacy of Resources: CLC provides (1) technology-enhanced teaching and learning spaces for students and faculty, (2) support for language instruction, curriculum design,

pedagogical training, and professional development with an emphasis on incorporating useful technologies into teaching via courses, workshops, and staff outreach, and (3) grants and support for language instructors' curriculum development and research. CLC teaching facilities include over 20 rooms and spaces for language instruction that range from an 80-person lecture hall to café-style booths for small groups, all supplied with the latest AV equipment. This ensures that small LCTL classes have access to the multi-media resources formerly only available to larger language classes. The CLC also hosts both video and in-person academic conferences and workshops, lends foreign language materials, and provides foreign language media resources. CLC lends and offers training for AV equipment and computers installed with the latest sound and video editing software. CMES supports language instruction through pedagogy workshops such as "Teaching Arabic: Contexts of Diglossia, Culture, and Heritage" (see §I), weekly language circles, an Arabic film club, and the Arabic-language student magazine, *Majalla*.

§G.4.c Language Proficiency Requirements: Beyond detail provided in §G.4.a, proficiency requirements and testing are increasingly integrated across all levels of language curricula. Baumann, Director of the CLC, is an ACTFL-certified OPI tester and regularly gives workshops for other language-teaching faculty, including graduate students and CCC instructors. Starting in fall 2018, the CLC's Office of Language Assessment (OLA) will offer Practical and Advanced Language Proficiency Certificates. OLA also conducts empirical research on test development to improve language proficiency exams. During the 2014-18 grant cycle, the UC Summer Language Institute (SLI) mandated proficiency testing for students.

§ H. QUALITY OF CURRICULUM DESIGN

§H.1 Undergraduate Study: The College offers unparalleled breadth, depth, and flexibility of courses and programs in ME language and area studies. As part the College's vaunted "Core" liberal arts curriculum, all UG students must complete at least two quarters of a civilization

sequence (study of primary sources from a major world civilization), which may also be fulfilled through College study abroad programs in Istanbul, Cairo, Jerusalem, and Morocco. CMES faculty shape the UG curriculum with interdisciplinary offerings in the Signature Courses (handpicked by UC administration) and Big Problems (funded and awarded competitively) programs (noted in §F.2). All UG students must demonstrate foreign-language skills equal to at least one year of study at UC. The intensive approach to first-year ME languages is noted in §G. The language requirement can be fulfilled by Advanced Placement or International Baccalaureate credit (i.e. IB scores of 5,6, or 7 in ME languages), or through placement tests.

The Department of Near Eastern Languages and Civilizations (NELC) offers over a dozen possible areas of concentration in language, literature, history, and other disciplines that include: Arabic, Armenian, Islamic History, Modern Middle Eastern History, Islamic Thought (including law, theology, Sufism), Israeli and Jewish Studies, Modern Hebrew, Persian and Iranian Studies, and Turkish and Ottoman Studies. Majors must complete: two or three courses in a civilization sequence in MES (in addition to any sequence completed for the general education requirement); six courses in one Near Eastern language at any level (credit may not be granted by examination or placement); three or four approved electives in area of specialization, and a BA Paper Seminar (taught by full faculty members) that leads to development of a required BA thesis (30-50 pages of original research). The NELC minor requires six courses in either the language track (includes at least three language courses) or the culture track. Since 2014, CMES has offered a BA/MA option; College students apply in their third year, enter the program in their fourth year, and then complete a fifth year (usually with full tuition remission based on GPA and regardless of previous financial aid) leading to the second degree. Dual degree students complete both a thesis requirement for their major (fourth year) and for the CMES MA (fifth year).

§H.2 Career Advising: During the 2014-18 grant cycle, UC has prioritized career advising services for all students by expanding resources dramatically and reorganizing its student support infrastructure. UC Career Advancement (CA) works primarily to support undergraduate students in career advising and professional development. CA offers pre-professional programs in business, education, entrepreneurship, health, journalism, arts & media, law, public policy and service, and STEM. Dedicated career advisors with experience in each of these areas facilitate workshops, networking opportunities, and applications to jobs/internships/mentorships. CA also organizes career treks of 10-20 students to national and international destinations (including Cairo), offers recruiting forums with top private sector firms, manages a database of over 10,000 job and internship opportunities, and supports graduate school applications in a variety of fields. CA has dedicated staff teams in Employer Relations and Development, Student Preparation, and External Relations. The Jeff Metcalf Internship Program provides paid internships to over 2000 UC students each year. CMES holds its own career advising and networking sessions that focus on areas of national need, welcoming alumni from the Department of Justice, Department of State, higher education, and various private sector businesses. In 2014, UC leadership directed UCGrad to enhance career advising services for graduate students, leading to the hiring of four dedicated career advisors for different fields. UCGrad also expanded its support for national fellowship applications and its resources for alternative academic careers. UC Title VI centers collaborate with UCGrad in offering Professional Advancement and Training for Humanities Scholars (PATHS) awards to train PhD students in public outreach at local cultural and educational institutions outside of academia. UCGrad coordinates the annual GradUCon (graducon.uchicago.edu) conference that provides career planning and networking support to graduate students; in 2018, 413 students attended GradUCon.

§H.3.a Diverse Disciplinary and Professional Focus: CMES faculty affiliates teach courses, support research, and prepare students for diverse career outcomes through at least eight University divisions including the Harris School for Public Policy, the Law School, the Medical School, Divinity School, and the Booth School for Business. Booth and Harris both offer dual degree programs with CMES, leading to MBA/MA and MPP/MA degrees respectively. Each dual degree program requires an additional year of study so that students can complete advanced language and areas studies coursework. App C provides further detail on the breadth of MES course offerings in professional disciplines. §C.5-7 details career placement information for recent CMES MA and PhD alumni, along with FLAS recipients.

§H.3.b Graduate Study: UC's graduate divisions are home to some of the most prestigious PhD programs in the world. In 2017-18, a total of 168 doctoral students across the University (by Division: HUM: 118; SSD: 33 DIV: 17) were working on MES-focused research, representing departments as varied as Anthropology, Art History, Comparative Human Development, Near Eastern Languages and Civilizations (NELC), History, Music, Political Science, and Sociology. CMES directly supports graduate education across multiple professional schools (e.g. business, public policy, law, medicine, social work), the Humanities and Social Science Divisions (HUM, SSD), and the Divinity School. Students apply to the CMES-administered MA program in Middle Eastern Studies through either HUM or SSD, each of which oversees their respective applicant pool in an independent admissions process. The CMES MA program requires two full years of language study. As detailed in §G.1-2, the first two years of Arabic and Hebrew are offered intensively, while Persian and Turkish are offered intensively in the first year only. Students must also complete a required interdisciplinary core course, "Approaches to the Study of the Middle East," and one civilization sequence in either "Islamic Thought and Literature" or

“Islamic History and Society.” Beyond the core requirements in language and history, the flexibility of the CMES curriculum encourages students to specialize in a wide range of academic and professional fields. Even without formal enrollment in dual degree programs, all CMES MA students are eligible to pursue coursework across the University. In 2017-18, students took courses in law, public policy, geography, and computer science. CMES MA students produce theses of publishable quality and regularly present academic papers at national conferences (MESA, MEHAT). UC has also appointed CMES MA students as interns (often as “lectors” who teach the own courses) in the writing program.

Ph.D. programs with formal concentrations in MES (NELC, History, Divinity) include significant language requirements. NELC students must attain advanced proficiency in one regional language and at least intermediate proficiency in another, in addition to a reading knowledge of two European research languages. History and Divinity students focused on MES must attain functional scholarly proficiency in at least one regional language. CMES-affiliated students are also well represented in other departments and compete successfully for advanced language study fellowships and training opportunities, including FLAS, Critical Language Scholarships (CLS), Boren, and Fulbright awards. Notably, students in NELC, History, CMES, Political Science, and the College have all won admission to the prestigious Center for Arabic Studies Abroad (CASA) program in Cairo. While the departments of Political Science and Anthropology do not offer formal Middle East concentrations (the criterion used for Title VI enrollment reporting), there is significant expertise among faculty (Agrama, Li, Wedeen, Mearsheimer, Pape) and graduate students (over 20 total in both departments) in these disciplines, and the University has expanded hiring in both areas, as noted in §D.1.

§H.4.a Study and Research Abroad: As detailed in §D.1, UC runs four study abroad Civilization

programs in Egypt, Israel, Morocco, and Turkey for students in the undergraduate College. Enrollments in these programs are noted in App C, p.39. The College also provides financial support to undergraduate students through Foreign Language Acquisition Grants (FLAG) and

COUNTRY	Number of UGs
Israel	2
Jordan	17
Morocco	9
Palestinian Terr.	1
Turkey	4
Total	33

Summer International Travel Grants (SITG). In 2014-17, 33 students received such awards to study in the Middle East and North Africa (see Table 13). UCGrad Assistant Director of Fellowships Sara Mehta supports graduate student applications for international fellowships, e.g. Fulbright, FLAS, Boren, and Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) awards. PhD students regularly study languages and conduct research abroad using travel awards that are included in their multi-year fellowships. CISSR provides research fellowships to faculty (up to \$25K) and field research grants to graduate students (\$5K). UC has received more Fulbright-Hays DDRA awards than any other University, including 11 in 2014-2017. In 2014-2018, 11 UC students won U.S. Department of State Critical Language Scholarships (CLS), 8 of whom studied Arabic or Persian; 28 won Fulbright fellowships (6 for ME countries). To support research of NELC PhD students, UC's OI also maintains Chicago House, a permanent research center in Luxor, Egypt (one of several UC global locations).

§H.4.b Access to other institutions: The College Study Abroad Office also coordinates a range of direct enrollment study abroad programs (not UC-led) for students and provides grants for overseas research and language study. UCGrad coordinates overseas and summer language program approval and course articulation for graduate students. From 2014-18, MES students enrolled in study abroad and summer language programs at the following universities and institutes: Qalam wa Lawh Center (Morocco), Center for Language and Culture (Morocco),

Ulpan Program at Hebrew University (Israel), Turkish Language and Culture Program at Boğaziçi University (Turkey), Living Languages Institute at Mardin Artuklu University (Turkey), Qasid Institute (Jordan), Dilmer Language Institute (Turkey), UW-Madison Arabic, Persian, and Turkish Language Immersion Institute, Middlebury College Summer Arabic School, Intensive Ottoman and Turkish Summer School (Turkey), and Hedaya Institute (Egypt). Former CMES Director Karateke organizes the Ottoman Summer School at Koç University's Research Center for Anatolian Civilizations (ANAMED) in Istanbul, Turkey. Director Bashkin is currently building new connections with the American University of Beirut (AUB).

§ I. OUTREACH ACTIVITIES

The CMES Middle East Education Initiative (MEEI) coordinates MES educational programs for off-campus constituencies and functions as the essential link between UC faculty, staff, and students and the community at large, especially postsecondary and K-12 educators. See BN 3:A for a detailed description of Outreach Coordinator Alex Barna's qualifications. CMES outreach includes academic, teacher education, language pedagogy training, and arts programming.

§I.1.a Elementary and secondary schools: CMES outreach to K-12 educators and students primarily targets: 1) social sciences and humanities teachers and students, and 2) Arabic "world language" educators and their students. In 2014-18, MEEI organized annual workshops for social sciences and humanities educators in collaboration with education and Middle East content experts from several partner institutions (including: University of Minnesota, Vassar College, George Mason University, NU Middle East and North Africa program, the Pulitzer Center on Crisis Reporting, and NU's Kellogg School of Management). PD program content is aligned with Common Core and existing IL state standards – and in 2014-18, it addressed shortcomings in curricula on the history of the Middle East and Islamic world. K-12 PD programs also lead to production of new modular resources available online. In addition to these workshops, the MEEI

Table 14: K-12 Student Attendance at Select Outreach Programs	
Project Year	K-12 Students
2014-15	1,770
2015-16	585
2016-17	3,145
Total 2014-17	5,500

engages K-12 audiences directly at their schools through student-centered content presentations and performing arts programs. In the first three project years of the 2014-18 grant cycle, CMES programs reached an estimated 5,500

K-12 students (see Table 14). Table 15 offers further detail on K-16 programs and illustrates that K-12 and postsecondary educators enjoy access to diverse perspectives on the ME.

In 2014-18, CMES continued to expand its work as a national leader in outreach to Arabic language educators at both the K-12 and postsecondary levels. CPS alone boasts a system-wide Arabic enrollment of 2948 students, and several area private schools also offer Arabic as a world language. In 2014-18, CMES collaborated with local partners like CALC, the CPS Office of Language and Cultural Education, and CATC to reach nearly all of the CPS schools where Arabic is taught. Programs included a calligrapher-in-residence, performances by music ensemble Salaam for CPS students of Arabic in 2015 and 2017, and, in May 2017, a special performance by the bilingual (Arabic and English) hip-hop artist and poet, Omar Offendum. This program was hosted by Lindblom Math & Science Academy, a selective enrollment high school on the city’s south side that is home to one of the nation’s largest non-heritage Arabic language programs with 350 students. In the spring of 2019, a joint initiative of the MEEI, UChicago Presents, and the Logan Center for the Arts will bring Iraqi master ‘oud player and composer Rahim AlHaj to Chicago for a public performance on campus and several visits to local public and private schools. UC annually hosts the summer STARTALK Arabic program, which enrolls 15-30 high school students in Arabic courses taught by UC Arabic faculty. In the summer of 2017, a graduate of the Lindblom Arabic program served as the UC STARTALK teaching assistant. As a senior in high school, this same student qualified to enroll gratis in Intermediate

Arabic at UC through the College Bridge Program. In addition to supplemental language tutoring and cultural enrichment for students, CMES continues to operate a teacher education and professional development program for local K-12 and postsecondary teachers of Arabic. The

Table 15: Select CMES K-12 and Postsecondary Teacher Training Programs, 2014-18			
Professional Development Workshops and Breakout Sessions	Date	Attd[†]	Partners
IB Diploma Programme History and Theory of Knowledge Workshop	10/14	12	CPS Magnet, Gifted, and IB Programs
A Problem Well Put is Half Solved: Middle East Crises in the High School and Community College Classroom	11/14	40	CEAS*, CEERES*, CLAS*, CIS
New Approaches to the Grades 9-12 U.S. Curriculum on North Africa and the Middle East	2/15	45	Newberry Library, CALC
Geometry and Islamic Arts	4/15	20	OI, CALC
Middle Eastern Music in Chicago Public Schools 1 (Salaam Performances)	5/15	50	CPS, CALC
Middle East Content Specialist for Global Exploration for Educators Organization (GEEO) – Western Turkey	7/15	8	GEEO
City Colleges of Chicago Faculty Development Week: NRC Resource Roundtable	8/15	55	CEAS*, CEERES*, CLAS*, CCC
Exploring Resources for Teaching about the Middle East and Islamic World	10/15	5	CCC
Negative Stereotyping of Islam and Muslims	10/15	3	North Central College (IL)
Mathematical Proportion and Geometric Design in Islamic Art and Architecture	10/15	3	Hinsdale South High School (IL)
Refugees, Fragile States and Our Communities – From the Middle East to Chicago	10/15	16	CEAS*, CEERES*, CLAS*, Pulitzer Center, CCC
Bringing Global Stories Home: Integrating From-the-Field Reporting into Educational Curriculum	10/15	6	CEAS*, CEERES*, CLAS*, Pulitzer Center, CCC
Our Shared Past in the Mediterranean: A World History Curriculum Workshop for Educators	2/16	27	CEERES*, Chicago History Museum
Conference on Religion in Public Secondary Schools	4/16	31	Religion Freedom Center, Prospect High School (IL)
Will We Talk about ISIS? Teaching Middle East and Islamic History Today: A Roundtable Discussion	5/16	50	UC MEHAT Workshop
CCC Faculty Development Week: Cross-Disciplinary, Collaborative Approaches: What's the World got to do with it?	8/16	57	CEAS*, CEERES*, CLAS*, Pulitzer Center, CCC
Food Waste: A Global Perspective	10/16	10	CEAS*, CEERES*, CLAS*, Pulitzer Center, CCC
Methods and Benefits of Proficiency-Based Assessment: A Professional Development Workshop for Teachers of Arabic	1/17	15	CPS OLCE, Avant Assessment
Fractured Lands: How the Arab World Came Apart	2/17	40	Pulitzer Center, CCC
Exploring Islam and Islamophobia with CPS Middle and High School Students and Teachers	2/17	21	CPS, Naperville Central High School (IL), UIUC CGS*
Middle Eastern Music in Chicago Public Schools 2 (Salaam Performances)	4/17	24	CPS, CALC
Pollution of Metropolitan Waterways: A Global Perspective	9/17	7	CEAS*, CEERES*, CLAS*, Pulitzer Center, CCC
Islamophobia: Identifying the Problem, Exploring Solutions	2/18	38	CCC
Teaching Arabic: Contexts of Diglossia, Culture, and Heritage	4/18	58	CPS OLCE, private schools, several colleges and universities

[†] number of educators in attendance * denotes NRC

January 2017 “Methods and Benefits” workshop featured presentations by CPS Arabic teachers and Avant Assessment, a language proficiency assessment provider. During 2014-18, CMES partnered with Avant to provide Lindblom students with proficiency testing to measure their improvement according to ACTFL standards (see K.1.b). April 2018’s “Diglossia” conference was attended by Arabic educators at all levels from around the country who workshopped recent innovations in the teaching of Arabic. In addition to UC and local K-12 Arabic teachers, participants came from BYU, Cornell, Harvard, Middlebury, Northwestern, NYU, and James Madison. The success of this conference, developed with considerable faculty involvement from Bashkin, Forster, and Heikkinen, led to the planning of a sequel program scheduled for spring 2019 that promises even broader national reach. In 2018-19, CMES will apply to be the university-based sponsor of CATC, which is supported in part by funding from Qatar Foundation International. A partnership with QFI will enhance MEEI’s efforts to expand outreach to K-12 and postsecondary Arabic educators nationally in the FY 2018-21 funding cycle. MEEI has initiated a conversation with a small but growing cohort of local modern Hebrew educators to explore the possibility of starting a Chicago Hebrew Teachers Council.

§I.1.b Postsecondary institutions: There is significant overlap between CMES’ outreach to K-12 and postsecondary audiences and institutions. The annual IECs and SIEs and several of the PD workshops (see tables 15 and 16) are teacher training programs designed for faculty at community and four-year colleges and universities as well as K-12 teachers. In 2014-18, the cornerstone of MEEI’s outreach to postsecondary institutions was the joint partnership between City Colleges of Chicago (CCC) – a minority serving institution that has enrollment of over 80,000 students across seven citywide campuses – and UC NRCs (including CMES). This collaboration provided CCC faculty with access to OPI workshops; expanded the number of

annual activities for CCC faculty and students educating for global competence; steadily increased CCC student and faculty participation at events; and facilitated the integration of international content into the existing CCC curriculum. Data from the 2016-17 academic year shows that the CCC-UC collaboration resulted in 22 in-class or extra-curricular programs, attendance of 125 faculty and 165 students at extra-curricular events, 200 CCC students reached

Table 16: Summer Institutes for Educators (SIE) and International Education Conferences (IEC), 2014-18			
Summer Institutes for Educators	Date	Attd[†]	Partners
Inequality: Conditions, Consequences, and Solutions	6/15	70	CEAS*, CEERES*, CLAS*, CIS, SA, OI
Global Issues in Local Contexts: Turning International Journalism into Teachable Lessons	6/16	45	CEAS*, CEERES*, CLAS*, Pulitzer Center, CCC
Global Competency at Work: Practicing International Journalism at the Local Level	6/17	37	CEAS*, CEERES*, CLAS*, Pulitzer Center, CCC
Think Like a Journalist: Connecting the World to Your Classroom with Global News	6/18	NA	CEAS*, CEERES*, CLAS*, Pulitzer Center, CCC
International Education Conferences (IEC)	Date	Attd[†]	Partners
IEC 7: Problem-Solving: Classroom, Community, and the World	11/14	115	CEAS*, CEERES*, CLAS*, CIS
IEC 8: Sensing Place, Sharing Stories: Global Literacy in the 21st Century Classroom	4/16	63	CEAS*, CEERES*, CLAS*, CCC
IEC 9: Power in Transition? International Politics and Troubled Elections	11/16	35	CEAS*, CEERES*, CLAS*, CCC
IEC 10: The Digital Museum and Library: Reconstructing International and Intercultural Collections in the Online Space	11/17	58	CEAS*, CEERES*, CLAS*, CCC, The Metropolitan Museum of Art
Total Programs Listed: 8		Estimated Educator Participation: 423+	
† number of educators in attendance * denotes NRC			

directly in the classroom, and the internationalization of 8 CCC courses. CMES created a “Why Study Arabic?” brochure for CCC students in order to promote the importance of language study for various careers, including public sector work at the municipal, state, and federal levels.

Two vital components of teacher training and professional development outreach to CCC and other postsecondary faculty are: 1) the annual SIE and IEC events (joint UC NRC initiatives) and 2) our partnership with the Pulitzer Center on Crisis Reporting, which brings educators, and students into contact with international journalists. Beginning in 2016, CMES oversaw the transfer of all of the content from past IECs and SIEs (dating back to 2001) to the jointly managed UC NRC Educator Outreach website (<http://educatoroutreach.uchicago.edu>). This

website links postsecondary and K-12 educators to transferrable and customizable educational resources and facilitates our capacity to support these important constituencies with our insight and expertise. UC NRCs will continue to manage this site, post new videos, and maintain a library of video content from all past SIEs and IECs on our Educator Outreach YouTube channel.

On campus, PhD and MA student affiliates of CMES organize and host weekly language circles for Arabic, Persian, modern Hebrew, Kurdish, Turkish, and Armenian; these programs are open to students of these languages from other universities as well as the general public. In addition to the annual MEHAT conference, CMES directly sponsored or co-sponsored 14 conferences and symposia in 2014-18 that welcomed scholars from around the world. Notable examples include the “2018 Great Lakes Ottoman Workshop;” “Scripts and Scripture: Writing and Religion in Arabia 500-700 CE;” “The State of Islamic Heritage;” “Future of Religious Minorities in the Middle East;” “Exploring the Gulf Cooperation Council;” “Rethinking the Margins in Arabic Literary Studies;” “Islamicate Studies Symposium;” and multiple iterations of the “Shi‘i Studies Symposium.” Interdisciplinary engagement with faculty from other US universities is consistently maintained through the Farouk Mustafa Memorial Friday Lecture Series, a flagship CMES program for internationally renowned scholars to showcase their work and receive critical feedback from UC’s robust MES academic community. CMES also collaborates with faculty in Booth, Law, Medicine, and Harris to co-sponsor campus programs. In the greater Chicago area, CMES graduate students, alumni, and staff teach ME-related courses at four-year colleges (AIC, Benedictine, DePaul, Lewis, NU, North Central) and for the UC Graham School’s continuing education program. In 2015, CMES conducted a program evaluation of Benedictine U’s emerging Arabic program, which was supported by a UISFL grant. Students at North Central College and Concordia University have benefitted from co-

curricular ME programs presented by CMES experts, and faculty delegations from these and other universities have attended the IEC, SIE, and other teacher training programs.

§I.1.c Business, media, and the general public: CMES organizes the annual Talat Othman Lecture Series, which focuses on the economics and politics of the modern Middle East. The event is regularly held at the Booth downtown campus and CMES works with the Arab-American Business and Professional Association (ABPA) to connect with the wider Chicago business community. In FY 2018-21, CMES will leverage its relationship with the Booth ME student group, ABPA, and other local business leaders to convene programs that will address issues such as ME finance, economics, law, and politics.

CMES' outreach to journalists and the media extends beyond collaboration with the Pulitzer Center on Crisis Reporting. CMES faculty members – including but not limited to Bashkin, Donner, Ginsberg, Hayek, Mearsheimer, Nirenberg, Pape, Sells, Wedeen, and Woods – frequently lend their expert voices to a variety of local, regional, and international media outlets. Since 2014, this has included traditional print newspapers (*The Chicago Tribune*, *The New York Times*, *The Boston Globe*); news magazines (*The Atlantic*, *The New Yorker*, *The New Republic*, *Time*, *The Nation*); radio and television programs and networks (WBEZ, NPR, WBBM Chicago, Chicago Tonight/WTTW, PBS, CNN, MSNBC, C-SPAN, BBC News), online news sources (Jadaliyya, MERIP), and documentary films. All faculty are available to the media both through CMES and through UC's News Office. CMES faculty are regularly invited to American, European, and Middle Eastern universities to deliver lectures for their scholarly communities and interested publics. CMES faculty members continue to be involved in the Chicago Humanities Festival, which features a variety of public events including lectures and performances.

All CMES sponsored on-campus events are free and open to the public. In the area of

performing arts programs, CMES supports the Middle East Music Ensemble's three annual performances: the Persian, Turkish, and Arab concerts, which each attracts hundreds of attendees. In 2014-18 CMES partnered with the student-run film society Doc Films to present film series featuring Israeli and Iranian cinema as well as a special screening of the documentary "Tickling Giants," which featured a Q&A with the documentary's subject, Egyptian comedian and political satirist Bassem Youssef. We are working with Doc Films to develop additional ME-themed film series for FY 2018-21. Throughout 2014-18, CMES sponsored dozens of academic lectures, presentations, and book talks (often in partnership with the local Seminary Co-op Bookstore), which collectively attracted hundreds of participants from the university community and the general public. CMES will explore revitalizing the popular "World Beyond the Headlines" series, which provides scholars, journalists, and policy experts a campus forum through which to engage the public at large.

The Diplomatic Encounters Series, founded by CMES in 2011 and now led jointly by the UC Institute of Politics and International House, provides a venue for the UC community to engage leading diplomats in open dialogue on the issues, challenges, and opportunities facing their nations. Recent events included official representatives from Turkey, Egypt, Bahrain, Israel, and the Palestinian Authority. CMES has steadily expanded its online library of free resources that are available to K-16 constituencies and the general public. For the 2017-18 academic year, the top ten CMES website pages pertaining to educational outreach attracted over 11,000 unique page views. In FY 2018-21, CMES will continue to expand and thoroughly reorganize its online library on a thematic basis. In 2017, CMES launched "CMES Comments", which collects and posts commentary on the ME from UC experts, and a new podcast series is planned for FY 2018-21. CMES outreach to the general public was greatly enhanced through a new initiative with

regional public library systems, inaugurated in 2017 with the “Understanding the World of Islam” series at the Oak Park Public Library. CMES faculty (Bashkin, Lewis, Woods), staff, and PhD students presented 5 public presentations on topics ranging from Sufism to the Jewish community of Iraq in the 20th century. This series culminated in a community voices program that featured local Muslims sharing their cultural experiences and stories. The OPPL series has led to the development of three additional multi-part series on the Islamic world at other libraries (Barrington, Lake Bluff, Naperville) in the Chicago suburbs for FY 2018-21.

§ J. FLAS AWARDEE SELECTION PROCEDURES

CMES is committed to a high quality FLAS selection process. Our procedures have been developed to ensure compliance with USED regulations and guarantee that information about FLAS is distributed widely to potential applicants in all graduate and professional degree programs. The competition for FLAS fellowships involves close coordination between the CMES Admissions and Aid Committee, Deans of Students, and UCGrad. With NRC and FLAS support, UC FLAS fellows have consistently achieved advanced levels of proficiency in one or more ME LCTL, with the majority of alumni reporting that they have found employment utilizing their language skills. There is a strong correlation between receiving FLAS support and later winning prestigious area-focused research grants such as Fulbright, Fulbright-Hays DDRA, Wenner-Gren, and Social Science Research Council. FLAS fellowships are essential for UC to maintain its strong programs for training advanced language learners in priority languages with relevant area studies expertise. CMES requests authorization to award academic year (AY) and summer FLAS for Arabic, Armenian, Hebrew, Persian, Turkish, and Uzbek. We request 10 AY and 7 summer FLAS graduate awards based on the number of highly qualified applicants for ME language training (for 2018-19 competition: 27 summer applicants, 24 AY).

§J.1.a. Advertising: CMES works with UCGrad and the other area studies NRCs on campus to

advertise the FLAS competition for both AY and summer awards via posters, flyers, social media, website announcements, and targeted emails to students, faculty, departments, and other campus offices. Complete information about FLAS fellowships is available on the CMES website, as well as on a centralized student funding website administered by UCGrad. These sites provide information about the competition, details of the selection criteria and application process, information about priority languages, and regulations governing off-campus programs. UC Title VI centers jointly offer workshops to promote the FLAS program and advise prospective fellows on application procedures. All communications highlight the priority given to the study of LCTLs as part of training in ME area studies. At UC, professional school students have long been encouraged to apply for FLAS, and CMES regularly reaches out to staff at these schools to develop targeted information sessions. For incoming students, UC application packets include information on FLAS fellowships. Detailed FLAS information is presented during the CMES MA program Prospective Students Day and Orientation events.

§J.1.b Application Process and Selection Criteria: The annual FLAS competition is officially announced as early as the start of the academic year (October) and the online application goes live during the fall quarter. The application consists of: 1) a form to document academic achievement, intended language study, past language study, intended career, and financial need; 2) at least one academic recommendation and one recommendation from a language instructor; 3) a statement of purpose; and 4) a current transcript. Applications are due in early February for in-residence graduate students. Incoming graduate students are referred by departments and Deans of Students, who verify eligibility (for both summer and academic year FLAS). UC has a centralized FLAS coordinator in UCGrad who works with the Deans of Students to process completed applications for area studies center review. As noted in §K.2 and detailed above,

CMES will fulfill both FLAS competitive preference priorities.

§J.1.c Selection Committee: The CMES Admissions and Aid Committee, chaired by Deputy Director for Academic Programs Paul Walker, evaluates and ranks FLAS applications. Every effort is made to ensure diversity in committee composition. As a result, the committee includes faculty members in both SSD and HUM with extensive teaching experience in FLAS-eligible languages. The selection committee uses a rubric to evaluate the three main components of the FLAS application – academic achievement, letters of recommendation, and statement of purpose – for both quality and alignment with the FLAS program. The rubric is particularly helpful since CMES receives such a high number of FLAS applications. Consistent scoring procedures ensure a fair evaluation of an extremely talented application pool. In 2015, the application forms and rubric were updated to document and evaluate applicants’ financial need in fulfillment of the FLAS CPP. By mid-March each year, the ranked list of awards is submitted to UCGrad and the Deans of Students, who inform successful applicants. In April, after awards have been accepted or declined, FLAS alternates are notified of their status based on the selection committee’s rankings.

§ K COMPETITIVE PREFERENCE PRIORITIES

§K.1.a NRC Competitive Preference Priority 1: In FY 2018-21, UC area studies centers will expand their successful partnership with the City Colleges of Chicago (CCC). CCC consists of seven colleges (all MSIs), six satellite sites, and 70 adult education instruction off-sites citywide, representing the largest community college district in Illinois and one of the largest in the nation. The student population of CCC is diverse, with over 84% of enrolled students representing minority communities. Moreover, CCC’s Harold Washington, Truman, Daley, and Wilbur Wright Colleges are designated by the U.S. Department of Education as Hispanic Serving Institutions, while Malcolm X, Kennedy-King, and Olive-Harvey Colleges are all recognized as

Predominantly Black Institutions. More than 6,000 faculty and staff help prepare 120,000 students annually to enter the workforce, pursue higher education, and advance their careers. CCC also oversees a culinary institute, pastry school, 3 restaurants/cafes, 5 child development centers, a trade school, a center for distance learning, a workforce institute, a public television station, and a radio station. CCC is committed to creating an institution that ensures both student access and success around the following four goals: increasing the number of students earning college credentials; increasing the rate of transfer to 4-year colleges following CCC graduation; improving outcomes for students needing remediation; and increasing the number of ABE, GED, and ESL students who advance to and succeed in college-level courses. The last Title VI grant cycle was successful in establishing a core working group of CCC administrators and faculty to guide implementation of faculty development sessions, workshops, and interdisciplinary programming, some of which, with the Pulitzer Center on Crisis Reporting, led to the creation of an international reporting fellowship and the signing of a tri-party MOU between UC, CCC and Pulitzer Center. In consultation with the CCC Provost's office, and a newly established Advisory Committee, UC NRCs will expand collaboration with CCC faculty and students on the development of teacher training, international curricular content, co-curricular programming, student ambassador opportunities, and program evaluation to support human diversity requirements and accreditation needs, and demonstrate impact through cultural and global competencies (see BN E.2. and App E, letter of support from Brandon Nichols of CCC).

§K.1.b NRC Competitive Preference Priority #2: CMES engages in multiple teacher education activities that fulfill this competitive preference priority. As detailed in §I.1.a, CMES leads professional development efforts for Arabic language teachers in the Chicago region by conducting teacher education workshops, funding curriculum development projects for CPS

Arabic teachers, and placing prospective teachers in Arabic classrooms. CMES' primary partner in Arabic teacher education is the Lindblom Math and Science Academy (see §I.1.a and App E), which employs proficiency-based learning across its entire curriculum. Since 2016, CMES has annually administered the Avant Stamp 4S Arabic test to approximately 80 Lindblom students, enabling Arabic teachers to gain accurate data of student proficiency levels, and improve curriculum design. The STAMP test is valued by Lindblom teachers because it engages students with real-world content that is calibrated according to topics commonly taught at each level. Comprehensive support for K-12 Arabic teacher training will be expanded during the FY 2018-21 grant cycle with increased proficiency testing and professional development programming (see §I.1.a and PMF 3). The work being done with CPS Arabic programs establishes national standards and best practices as K-12 Arabic instruction continues to grow around the country.

CMES and UC Title VI centers will also collaborate with several entities on campus to support the integration of international content into teacher education and to promote the preparation and credentialing of foreign language teachers in LCTLs. Chicago Center for Teaching (CCT) researches and educates on best teaching practices, effective evaluation methods, and innovative course design. CCT offers a wide variety of workshops and seminars on topics such as lecturing for learning, leading classroom discussions, creating syllabi, and designing a teaching portfolio. CCT also has an archive of online resources, tutorials, and guides for future educators. After completing a series of teaching workshops and seminars, a subject-specific pedagogy course, a teaching consultation, and a philosophy of teaching statement, graduate instructors can earn a College Teaching Certificate, which also has a track for Second Language Pedagogy. During this next grant cycle, CMES will partner with CCT on programs to enhance area studies pedagogical training, including support for CCT Teaching Fellows and

teaching portfolio seminars (BN: E.4.b). CLC, with CMES support, will continue to organize workshops for teacher training in foreign languages and assessment of student language proficiency (BN: E.4.a). UC Title VI centers present the annual IEC and SIE teacher training workshops (BN: E.1.b), which offer professional development contact hours to Illinois and Chicago Public Schools (CPS) K-12 educators. To maintain their educational licensing, K-12 teachers are required to complete between 40 and 120 hours of professional development in approved activities every five years (UC's IEC and SIE provide approximately 20 contact hours each year). Area studies centers are also working to enhance international content in the campus-based Urban Education Institute (UEI), a multi-faceted unit engaged in research and teacher training for placement in urban schools. One of the components of UEI is the Urban Teacher Education Program (UTEP), a two-year graduate program accredited by the Illinois State Board of Education that awards a Master of Arts in Teaching (MAT) degree. Alumni receive up to three years of post-graduation support, making UTEP a unique five-year experience.

§K.2.a FLAS Competitive Preference Priority #1: As detailed in §J.1.c, CMES added consideration of financial need as a criterion for FLAS selection in 2015, and this is now a well-instituted practice. FLAS applications request key financial data and require applicants to specify that they have submitted a FAFSA application. Deans of Students in appropriate Divisions collect the necessary documentation to illustrate financial need. CMES consistently receives a large number of exemplary applications. Giving preference for financial need provides an important criterion to distinguish between equally high performing students (as demonstrated by GPA, letters of recommendation, and the FLAS statement of purpose).

§K.2.b FLAS Competitive Preference Priority #2: CMES will make 100% of its FLAS awards in LCTL priority languages—Arabic, Armenian, modern Hebrew, Persian, Turkish, and Uzbek.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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



CMES

CENTER FOR MIDDLE EASTERN STUDIES
THE UNIVERSITY OF CHICAGO

APPENDIX B:
Curricula Vitae for
Project Personnel
(Includes position descriptions for student appointments)

Submitted to the International and Foreign Language Education Office
US Department of Education
Washington, DC
June 2018

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Project Director / Director, CMES

BASHKIN, Orit. Professor of Modern Middle East History, Department of Near Eastern Languages and Civilizations. Tenured.

<p>Percentage of Time Devoted to Middle East Studies: 100%</p> <p>Research/Teaching Specialization: Modern Iraqi History, Arab Intellectual History, History of Iraqi Jews</p>	<p>Languages: Hebrew-5, Arabic-5, French-3, German-3, Turkish-3</p> <p>Overseas Experience: Israel, Egypt, Turkey</p>
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Education: Ph.D., Princeton University, 2005

Academic Experience: Professor of Modern Middle East History, Department of Near Eastern Languages and Civilizations, University of Chicago, 2011-present; Selma Ruben Fellow, Herbert D. Katz Center for Advanced Judaic Studies, University of Pennsylvania, 2011-2012, 2018-2019; Assistant Professor of Modern Middle East History, Department of Near Eastern Languages and Civilizations, University of Chicago, 2004-2011; Fellow, The National Forum on the Future of Liberal Education (funded by the Teagle Foundation), 2009-2011

Distinctions: MESA Board Nominee, 2018-2019; Recipient of Neubauer Collegium (UC) funding for interdisciplinary research project, “What are Arab Jewish Texts? Texts and Questions of Context,” 2012-13; Provost’s Teaching Award, University of Chicago, 2006; Bayard and Cleveland Dodge Memorial Prize, Best Dissertation Award in the Department of Near Eastern Studies, Princeton University, 2005

Theses Directed (past five years): 22 M.A., 2 Ph.D.

Courses (past five years): 19

Selected Courses: Jerusalem in Middle Eastern Civilizations; Modern Islamic Thought and Literature; Modern Arabic Intellectual Thought; Introduction to the History of Modern Iraq; The Arab-Israeli Conflict in Literature and Film; Jews Under Islamic Rule; Egyptian History and the Novels of Naguib Mahfuz; The History of Iraq in the 20th Century; Nationalism and Colonialism in The Middle East; The Modern Discovery of the Ancient Middle East: Archaeology; Jews and Christians in the Middle East; History and Modern Arabic Literature: Temporalities, Modernity, Adaptations; The Arab Press

Publications (past five years): 18

Selected Publications: "Al-Misbah, a Jewish Iraqi Paper" [chapter for a volume on the Arab Press, edited by Anthony Gorman, accepted by University of Edinburgh Press]; “Arabic Thought in the Radical Age: Emile Habibi, the Israeli Communist Party and the Production of Arab Jewish Radicalism, 1946–1961,” Max Weiss and Jens Hanssen (eds.), *Transformations of Modern Arabic Thought: Intellectual Culture after the Liberal Age* accepted to Cambridge University Press); *Impossible Exodus: Iraqi Jews in Israel*, in *Stanford Studies in Middle Eastern and Islamic Societies and Cultures* (Palo Alto: Stanford University Press, 2017); “Unholy Pilgrims in a New Diaspora: Iraqi Jewish Protest in Israel, 1950-1955” in *The Middle East Journal*, 70:4, pp. 609-622, (2016); “When the Safras Met the Dajanis: Arabic in Hebrew and the Rethinking of National Ideology,” in *Journal of Arabic Literature*, 47, pp. 138-168, (2016); “A Patriotic Uprising: Baghdadi Jews and the Wathba,” in *Violence and the City in the Modern Middle East*, N. Fucarro, ed., (Palo Alto: Stanford University Press, 2016); Coedited with Margrit Pernau, Helge Jordheim, Christian Bailey, Oleg Benesch, Jan Ifversen, Mana Kia, Rochona Majumdar, Angelika C. Messner, Myoung-kyu Park, Emmanuelle Saada, Mohinder Singh, and Einar Wigen, *Civilizing Emotions – Concepts in Nineteenth Century Asia and Europe*, Oxford University Press, 2015 “The Middle Eastern Shift and Provincializing Zionism,” edited roundtable in *The International Journal of Middle East Studies*, 46:3, pp. 577-580, (Cambridge: Cambridge University Press 2014); *New Babylonians: A History of Jews in Modern Iraq* (Palo Alto: Stanford University Press, 2012); *The Other Iraq: Pluralism and Culture in Hashemite Iraq*, Stanford University Press, 2009 [Paperback, November 2010]; *Sculpturing Culture in Egypt: Cultural Planning, National Identity and Social Change in Egypt, 1890-1939*, co-authored with Israel Gershoni and Liat Kozma, (Ramot Press, Tel Aviv, 1999).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

MAGUIRE, Thomas E.R. Associate Director, Center for Middle Eastern Studies.	
Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-3; French-3
Research/Teaching Specialization: Media Studies, Middle Eastern Studies, Contemporary Islamic Movements	Overseas Experience: Egypt, Tunisia, Morocco, Oman
Education: Ph.D. in Media Studies, University of Texas at Austin, 2009; M.A., Goldsmiths College, University of London, 2000; B.A., University of Pennsylvania, 1997	
Academic Experience: Lecturer, Department of Near Eastern Languages and Civilizations, University of Chicago (spring 2018 through present); Research Coordinator, Center for International Education, University of Wisconsin-Milwaukee, 2006-2010; Adjunct Instructor, Department of Journalism and Mass Communication, University of Wisconsin-Milwaukee, 2008-2009	
Distinctions: External Evaluator, Benedictine University Undergraduate International Studies and Foreign Language (UISFL) grant program, 2015; Fulbright Scholar, 2004-05; PIC Wagner Award, Department of Radio-Television-Film, University of Texas at Austin, Funding for Dissertation Research, 2004-2006, 2008-2009; Served as Principal Investigator on U.S. Department of Education Fulbright-Hays Group Projects Abroad grant for K-12 teacher summer program in Morocco, 2007; Co-editor of <u>global-e</u> , an innovative online journal in Global Studies, 2006-2010; FLAS fellow, Summer 2002 and Academic Year 2002-03	
Theses Directed (past five years): 2 M.A.	
Courses (past five years): 3	
Selected Courses: Media and Social Change in the Middle East; Islam and the Media (American Islamic Colleges); Islam and World Cinema (American Islamic College); Global Media Systems (UW-Milwaukee) Development in the Arab World (UW-Milwaukee); Islam Through the Primary Texts (UW-Milwaukee); Introduction to Media Studies (University of Texas at Austin)	
Publications (past five years): 2	
Selected Publications: “The Politics of Sheikh Awesome: Quietism in Transnational Media,” in <u>Islam, Islamism, and the Media from the Project on Middle East Political Science</u> , POMEPS, George Washington University, 2017 https://pomeps.org/2017/01/03/islam-islamism-and-the-media/ ; Book Review of Sohail Daulatzai (2012), <u>Black Star, Crescent Moon: The Muslim International and Black Freedom Beyond America</u> , Minneapolis: University of Minnesota Press, in <u>Sociology of Islam</u> , 2014, 2.1-2. Book Review of Matheson, D. and Allan, S. (2009). <u>Digital War Reporting</u> , Cambridge: Polity Press, in <u>Media, War & Conflict</u> , August 2012, Vol. 5: 193-194; “New Media and Islamism in the Arab Winter: A case study of Huda TV in Pre-Revolutionary Egypt” in <u>Journal of Arab and Muslim Media Research</u> , Vol. 4, Issue 2&3 (December 2011), 231-246; “The Islamic Internet: Authority, Authenticity, and Reform” in <u>Media on the Move: Global Flow and Contra Flow</u> . Daya Kishan Thussu, ed. (London: Routledge, 2007).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

BARNA, Alexander. Outreach Coordinator and Director of Middle East Education Initiative, Center for Middle Eastern Studies.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-3, Spanish-2, French-1, Turkish-1
Research/Teaching Specialization: Medieval Islamic History, Modern Middle Eastern History, Islamic Political Thought, Jewish History in the Middle East	Overseas Experience: Egypt, Israel, Jordan, Morocco, Oman, Palestinian Territories, Qatar, Syria, and Turkey

Education: A.M., Harvard University, 2007; B.S., Duke University, 2004 (with second major in Religion)
Academic Experience: Instructor, Graham School of Continuing Liberal and Professional Studies, University of Chicago, Summer 2014-present

Distinctions: External Evaluator, Benedictine University Undergraduate International Studies and Foreign Language (UISFL) grant program, 2015; FLAS fellow, Academic Year 2005-06 and Summer 2006

Theses Directed (past five years): 0

Courses (past five years): 1

Selected Courses: Islamic Civilization through Jewish History; ‘Orientalism’ and the Study of the Middle East (planned for September 2018)

Publications (past five years): 1

Selected Publications: “New Islam Fact Sheet” (2018); “Rulership and Justice” and “The Middle East as Seen Through Foreign Eyes” modules, co-authored with John Woods, for *Teaching the Middle East: A Resource for Educators* website (2010).

WALKER, Paul. Deputy Director for Academic Programs, Center for Middle Eastern Studies; Senior Lecturer, Department of Near Eastern Languages and Civilizations.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-4
Research/Teaching Specialization: Fatimid History, Islamic Thought, Isma‘ili Thought	Overseas Experience: Egypt

Education: Ph.D., University of Chicago, 1974; M.A., American University in Cairo, 1966; B. A., University of Utah, 1964

Academic Experience: Senior Lecturer, Near Eastern Languages, and Deputy Director for Academic Programs, Center for Middle Eastern Studies, University of Chicago, 2009-Present; Research Associate, Near Eastern Languages, University of Chicago, 2005-2009; Visiting Scholar, Center for Middle Eastern Studies, University of Chicago, 1998-2005; Visiting Professor of Islamic Studies, University of Michigan, 1997; Visiting Associate Professor of Islamic Studies, University of Michigan, Ann Arbor, 1993-1994; Associate Professor, Institute of Islamic Studies, McGill University, 1987-1990

Distinctions: National Endowment for the Humanities Fellows, 2004, 1999-2000; Guggenheim Fellowship, 2001-02

Theses Directed (past five years): 18 M.A.

Courses (past five years): 7

Selected Courses: Approaches to the Study of the Middle East; History of the Fatimid Caliphate; Introduction to Islamic Philosophy

Publications (past five years): 18

Selected Publications: “The Pitti Palace Rock Crystal Ewer and the Sordid Story of How and Why it Came to Exist,” in *Journal of Near Eastern Studies*, 77:1, pp. 41-46, (Chicago, 2018); “Libraries, Book Collection, and the Production of Texts by the Fatimids,” in *Intellectual History of the Islamic World*, 4:1-2, pp. 7-21, (Leiden: Brill, 2016); *Epistles of the Brethren of Purity*, Part I, Arabic critical edition and English translation, with I. Poonawala, D. Simonowitz, and G. de Callatay, (Oxford, 2015); *Ithbat al-nubuwwat*, critical edition of Arabic text, with W. Madelung, (Tehran, forthcoming 2015); “Intellectual Traditions,” in *The Shi‘I World: Pathways in Tradition and Modernity*, F. Daftary, A. Sanjoo, and S. Jiwa, eds., pp. 94-110 (London, 2015); “Philosophy of Religion in the Islamic World,” “Sijistani, Aby Ya‘qub al-,” and “Kirmani, Hamid al-Din al-,” in *The Oxford Encyclopedia of Philosophy, Science, and Technology in Islam*, (Oxford, 2014); “The Role of the Imam-caliph as Depicted in Official Treatises and Documents Issued by the Fatimids,” in *The Study of Shi‘I Islam*, F. Daftary and G. Miskinzoda, eds., pp. 411-432, (London, 2014).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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CHAMETZKY, Benjamin. Center Assistant, Center for Middle Eastern Studies.

Percentage of Time Devoted to Middle East Studies: 100%
Research/Teaching Specialization:

Languages: Arabic-2, German-2, Urdu-1
Overseas Experience: Germany

Education: B.A., University of Chicago, 2015

SALEH, Marlis. Bibliographer for Middle Eastern Studies, Regenstein Library; Director, Middle East Documentation Center, Center for Middle Eastern Studies.

Percentage of Time Devoted to Middle East Studies: 100%
Research/Teaching Specialization: Mamluk Studies, Medieval Middle Eastern History

Languages: Arabic-4, Persian-4, French-3, German-3
Overseas Experience: Egypt, Oman, Syria, Yemen, Morocco, Lebanon, Turkey

Education: Ph.D., University of Chicago, 1995; M.A., Yale University, 1982; B.A., University of California – Berkeley, 1979

Academic Experience: Bibliographer for Middle Eastern Studies, University of Chicago, 2011-present; Assistant Bibliographer for Middle Eastern Studies, University of Chicago, 1996-2011; Editor, Mamluk Studies Review, 1998-present; Assistant Secretary of the Board of Trustees, University of Chicago, 1989-94

Distinctions: Middle East Studies Association of North America Malcolm H. Kerr Dissertation Award in the Humanities (Honorable Mention), 1995

Professional Training and Certification: ACRL Immersion Program for instruction librarians, 2015; Certificate, Publishing Program, University of Chicago Graham School of General Studies, 1999

Theses Directed (past five years): N/A

Courses (past five years): N/A

Publications (past five years): 0

Selected Publications: Editor, Middle East Librarians Association MELA Notes (the official journal of the Middle East Librarians Association), 2008-present; Review of Coptic Identity and Ayyubid Politics in Egypt, 1218–1250, by Kurt J. Werthmuller, Speculum 87:4, pp. 112-114, (2012); Review of “The Middle East Online: Series 1: Arab-Israeli Relations, 1917–1970,” The Charleston Advisor 13, no. 4 (2012); “Church Building, Repair, and Destruction in Fatimid Egypt,” Ismaili and Fatimid Studies in Honor of Paul E. Walker, Bruce D. Craig, ed., Chicago Studies on the Middle East, no. 7, (Chicago: Middle East Documentation Center, 2010); “Al-Āqid li-Dīn Allāh.” The Encyclopaedia of Islam, 3rd edition (Leiden: E. J. Brill, 2007-present).

BAUMANN, Catherine C. Director, Chicago Language Center; Senior Lecturer, Department of Germanic Studies.

Percentage of Time Devoted to Middle East Studies: 0%
Research/Teaching Specialization: German Language, Language Instruction, Secondary Language Pedagogy

Languages: German-5
Overseas Experience: Germany

Education: Ph.D., University of Minnesota, 1994; M.A., University of Minnesota, 1987; B.S., University of Minnesota, 1979

Academic Experience: Assistant Professor of German Instruction, Department of German and Slavic, Wayne State University, 1993-1999; Workshop Director, American Council on the Teaching of Foreign Languages, 1990-1992

Distinctions: Michigan Association of Governing Boards of State Universities Distinguished Faculty Award, 1998; Wayne State University President’s Excellence in Teaching Award, 1997

Courses (past five years): 6

Selected Courses: Introductory German; Intermediate German; Graduate Course in Pedagogy

Publications (past five years): 1

Selected Publications: Review of Teaching and Learning Second Language Listening: Metacognition in Action, by L. Vandergrift and C.C.M. Goh, Modern Language Review, Summer 2013; German Pronunciation, (Lincolnwood, IL: National Textbook Company, 1990).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

LANGUAGE INSTRUCTORS

ABU-ELEDAM, Osama. Lecturer in Arabic, Department of Near Eastern Languages and Civilizations.

Percentage of Time Devoted to Middle East Studies: 100%
Research/Teaching Specialization: Arabic Language Pedagogy, Applied Technology to Language, Romance and Semitic Languages, Second Language Acquisition

Languages: Arabic-5, French-4, Spanish-4
Overseas Experience: Jordan

Education: M.S., Purdue University, 2000; B.S., Purdue University

Academic Experience: Lecturer in Arabic, Department of Near Eastern Languages and Civilizations, University of Chicago, 2006-present; Lecturer, Department of Modern Languages and Literatures, Loyola University, 2005-06

Distinctions: Tony Lamb Award, Purdue University, “Grant to create four skill assessment for first year Arabic, Language Pedagogy Innovation Initiative, Mellon Foundation

Pedagogy Training: ACTFL OPI, CLC professional development, language proficiency test workshop
Theses Directed (past five years): 0

Courses (past five years): 16

Selected Courses: Elementary and Intermediate Arabic; Colloquial Levantine Arabic

Publications (past five years): 0

Selected Publications: none

ALMOG, Ari (formerly Ariela Finkelstein). Senior Lecturer in Hebrew, Department of Near Eastern Languages and Civilizations.

Percentage of Time Devoted to Middle East Studies: 100%
Research/Teaching Specialization: Hebrew Language and Literature

Languages: Hebrew-5, Aramaic-5, Arabic-3, Italian-3
Overseas Experience: Israel, France, Italy

Education: M.A., University of Chicago, 1996; B.A., The Hebrew University of Jerusalem, 1983;

Academic Experience: Senior Lecturer and Lecturer in Hebrew, Department of Near Eastern Languages of Civilizations, University of Chicago, 1988-present

Distinctions: Co-founder, Council for Hebrew Language and Culture, 2013; 2003 Pinkert Annual Grant, Committee on Jewish Studies, 2000-2003

Pedagogy Training: ACTFL OPI, CLC professional development, language proficiency test workshop

Theses Directed (past five years): 1 M.A.

Courses (past five years): 26

Selected Courses: Introductory, Intermediate, and Advanced Modern Hebrew; Reading Course: Hebrew; Reading/Research Courses in Jewish Studies

Publications (past five years): 0

Selected Publications: Conference papers: “Can and should we teach ‘One’ language?,” presented at “Which Hebrew should We Teach: The Spoken Language or the Written Language,” 2003; “Using cultural material as a teaching tool,” presented at “Hebrew Language Education at the University Level: A Worldwide Comparison,” 2002; “The Reflection of Israeli Culture in Israeli Papers,” presented at “Hebrew Styles in the Israeli Press Generations,” 2001.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

ANETSHOFER, Helga. Lecturer in Uzbek and other Turkic languages, Department of Near Eastern Languages and Civilizations.

<p>Percentage of Time Devoted to Middle East Studies: 100%</p> <p>Research/Teaching Specialization: Turkic Languages and Cultures (Turkish, Ottoman Turkish, Old Anatolian Turkish, Uzbek, Kyrgyz, Azeri), Ottoman Studies</p>	<p>Languages: Turkish-5; German-5; Chagatay-3, Azeri-3, Kyrgyz-3, Uzbek-3, Modern Uyghur-3; Ottoman Turkish, Persian, Russian, Classical Mongolian (reading proficiency)</p> <p>Overseas Experience: Turkey, Iran, Xinjiang (China), Kyrgyzstan, Kazakhstan, Uzbekistan, Russia, Cyprus, Tunisia, Syria</p>
<p>Education: Ph.D., University of Vienna, 2001; M.Phil., University of Vienna, 1995</p> <p>Academic Experience: Lecturer in Uzbek and other Turkic languages, Department of Near Eastern Languages and Civilizations, University of Chicago, 2009-present; Preceptor in Ottoman Turkish and Other Turkic Languages, Department of Near Eastern Languages and Civilizations, Harvard University, 2006-07</p>	
<p>Distinctions: ARIT-John Freely Fellow, Istanbul, 2008-09</p> <p>Pedagogy Training: ACTFL OPI, CLC professional development, language proficiency test workshop</p> <p>Theses Directed (past five years): 0</p>	
<p>Courses (past five years): 12</p> <p>Selected Courses: Turkish (Introductory and Advanced); Ottoman Turkish (Introductory, Intermediate, Advanced); Old Anatolian Turkish (Introductory, Intermediate); Middle Turkic (Karakhanid, Khorazmian Turkic); Introduction to Turkic Languages; Uzbek (Introductory); Kyrgyz (Introductory); Azeri (Introductory and Intermediate)</p>	
<p>Publications (past five years): 1</p> <p>Selected Publications: “Dāniṣmendnāme,” “Dehhānī,” in <i>Encyclopaedia of Islam</i>, 3, G. Krämer; D. Matringe; J. Nawas; E. Rowson, eds., (Leiden: Brill, 2017); Review: M. I. Ersen-Rasch, “Türkisch für Fortgeschrittene: Grammatik – Texte – Übungen” B1–C1/C2, 2011. <i>Journal of Near Eastern Studies</i>, Vol. 72, No. 1 (April 2013), 147-148; “Legends of Sari Saltık in the Seyahatnāme and the Bektashi Oral Tradition.” N. Tezcan, S. Tezcan, R. Dankoff (eds.).</p>	

ARIK, Kagan. Ayasli Lecturer in Turkish and Turkic Languages, Department of Near Eastern Languages and Civilizations.

<p>Percentage of Time Devoted to Middle East Studies: 100%</p> <p>Research/Teaching Specialization: Turkic Languages and Cultures (Uzbek, Kazak, Kirghiz, Tatar), Anthropology of Central Asia</p>	<p>Languages: Turkish-5, Uzebek-5, Kazak-5, Kirghiz-5, Azeri-4, Tatar/Bashkir-4, Turkmen-4, Uyghur-4, Tuvan-3, Altay-3, Tajik-2, Russian-2</p> <p>Overseas Experience: Xinjiang Uyghur A.R., Kazakhstan, Kirghizstan, Tatarstan, Turkey</p>
<p>Education: Ph.D., University of Washington, 1999; M.A., University of Washington, 1993; B.A., University of Pennsylvania, 1991; Diploma, Lycee St. Germain-en-Laye, France, 1980</p> <p>Academic Experience: Ayasli Lecturer in Turkish, Department of Near Eastern Languages and Civilizations, University of Chicago, 2008-present; Lecturer in Central Asian Languages and Culture, Department of Near Eastern Languages and Civilizations, University of Chicago, 2000-present</p>	
<p>Distinctions: Correspondent for Radio Free Europe/Radio Liberty, Uzbek Service, Prague, 2001-present</p> <p>Pedagogy Training: ACTFL OPI, CLC professional development, language proficiency test workshop</p> <p>Theses Directed (past five years): 1 M.A.</p>	
<p>Courses (past five years): 34</p> <p>Selected Courses: Turkish (Introductory and Intermediate); Uzbek (Introductory, Intermediate, Advanced); Turkic Peoples of Central Asia; Musical Folklore of Central Asia; Shamans and Epic Poets of Central Asia; History and Culture of Central Asia</p>	
<p>Publications (past five years): 0</p> <p>Selected Publications: “Using Sound in Traditional Kazak Healing” in <i>Oriental Medicine Journal</i>, (Forthcoming). “The Languages of Central, Northern and Western Asia” in <i>Encyclopedia of 1000 Languages</i> (Lewes: The Ivy Press, 2008).</p>	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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CHOUDAR, Lakhdar. Lecturer in Arabic, Department of Near Eastern Languages and Civilizations.	
Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5, French-5
Research/Teaching Specialization: Arabic Language and Literature	Overseas Experience: Algeria
Education: Ph.D., French and Francophone Literatures, University of Florida, 2006; Ph.D., Arabic Language and Literature, University of Algiers;	
Academic Experience: Lecturer in Arabic, Department of Near Eastern Languages and Civilizations, University of Chicago, 2013-present; Visiting Lecturer of Arabic, University of Michigan, 2011-12; Visiting Lecturer of Arabic, Wayne State University, 2009-2011	
Pedagogy Training: ACTFL OPI, CLC professional development, language proficiency test workshop	
Theses Directed (past five years): 0	
Courses (past five years): 14	
Selected Courses: Elementary and Intermediate Arabic; Arabic through Maghrebi Literature	
Publications (past five years): 0	
Selected Publications: none	

FORSTER, Noha. Lecturer in Arabic, Department of Near Eastern Languages and Civilizations.	
Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5, French-4, Persian-3
Research/Teaching Specialization: Modern Arabic in Social Contexts, Arabic Through Film, Arab Music	Overseas Experience: Egypt
Education: Ph.D., Princeton University (in progress); M.A., Princeton University, 1983; B.A., American University in Cairo, 1979	
Academic Experience: Lecturer in Arabic, Department of Near Eastern Languages and Civilizations, University of Chicago, 2002-present; Arabic Instructor, DePaul University, 1997-2002	
Distinctions: Lead Instructor, STARTALK Summer Arabic for High School Students, University of Chicago, Summers, 2008-Present	
Pedagogy Training: ACTFL OPI, CLC professional development, language proficiency test workshop	
Theses Directed (past five years): 3 M.A.	
Courses (past five years): 15	
Selected Courses: Elementary and Intermediate Arabic; High Intermediate Arabic; Arabic in its Social Context	
Publications (past five years): 0	
Selected Publications: none	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

GHAHREMANI, Saeed. Senior Lecturer of Persian, Department of Near Eastern Languages and Civilizations.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Persian-5, German-5, Arabic-2, French-2, Turkish-2
Research/Teaching Specialization: Persian Language and Literature, ESL and TOEFL courses	Overseas Experience: Iran, Germany, Canada

Education: Ph.D. University of Toronto, 2004; M.A., J.W. Goethe University; 1988 B.A., University of Mashhad 1971
Academic Experience: Senior Lecturer in Persian, Department of Near Eastern Languages and Civilizations, University of Chicago, 2007-present; Lecturer in Persian, Department of Near Eastern Languages and Civilizations, University of Chicago, 2002-2007; Lecturer in Persian, University of Michigan, 2001-02; Research Assistant for ITER Project, Victoria University (Toronto), 1999-2000

Distinctions: Inaugural recipient, Janel M. Mueller Award for Excellence in Pedagogy, University of Chicago Division of the Humanities, 2014

Pedagogy Training: ACTFL OPI, CLC professional development, TOEFL training workshop, language proficiency test workshop

Theses Directed (past five years): 0

Courses (past five years): 11

Selected Courses: Elementary and Intermediate Persian; Poetics and Politics in Modern Iran; Satire Against Tyranny: 20th-Century Iran in Satirical Works; Reading/Research Courses in Persian Studies

Publications (past five years): 11

Selected Publications (under pen name Saeed Yousef): *Persian – A Comprehensive Grammar*, [English,] (London: Routledge, 2018); *Intermediate Persian – A Grammar and Workbook* [English, with Hayedeh Torabi], (London: Routledge, 2013); *Basic Persian – A Grammar and Workbook* [English, with Hayedeh Torabi] (London: Routledge, 2012); (*Articles and chapters*): “Poetry in Praise of Passion” in *The Road Not Taken*, T. Atabaki, ed., (Forthcoming 2018); Book review of *Mirror of Dew – A Poetry of Alam-Taj Zhaleh Qa’em Maqami*, Asghar Seyed-Ghorab, in *SCTIW Review Journal*, (2015).

HAROUTUNIAN, Hripsime. Lecturer in Armenian, Department of Near Eastern Languages and Civilizations.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Armenian-5, Russian-5, German-4, Spanish-4, Italian-3, Polish-3, French-3, Turkish-3
Research/Teaching Specialization: Armenian Language and Literature, Ancient Near Eastern Thought and Literature	Overseas Experience: Armenia, USSR, Russia

Education: B.A., Armenian Secondary School, 1978; M.A., Armenian Pedagogical Institute, 1983; Ph.D., Institut Vostokovedeniya, 1992

Academic Experience: Lecturer in Armenian, Department of Near Eastern Languages and Civilizations, University of Chicago, 2001-present; Research Associate, Chicago Hittite Dictionary Project, Oriental Institute, University of Chicago, 1993-2001

Distinctions: Co-coordinator, Central Eurasian Studies Committee

Pedagogy Training: ACTFL OPI, CLC professional development, proficiency test workshop, OPI-ILR certified Rater/Tester

Theses Directed (past five years): 3 M.A.

Courses (past five years): 13

Selected Courses: Elementary and Intermediate Modern Armenian; Contemporary Armenia; Introduction to the History and Culture of Armenia; Ancient Near Eastern Thought and Literature: Anatolian Literature

Publications (past five years): 1

Selected Publications: Review of *Armenian-English Dictionary*, N. Baratyan et al., eds., in *Journal of the Society for Armenian Studies*, (2007), 590.; “The Hittite Ritual Against a Curse” in *Hittite Studies in Honor of Harry A. Hoffner, Jr.*, G.M. Beckman et al., eds. (Winona Lake, IN: Eisenbrauns, 2003).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

HEIKKINEN, Kay. Ibn Rushd Lecturer in Arabic, Department of Near Eastern Languages and Civilizations.

Percentage of Time Devoted to Middle East Studies: 100%

Research/Teaching Specialization: Arabic Language, History of Islam, Medieval Islamic Spain

Languages: Arabic-4, French-4, Spanish-4

Overseas Experience: Egypt

Education: Ph.D., Harvard University, 1980

Academic Experience: Ibn Rushd Lecturer in Arabic, Department of Near Eastern Languages and Civilizations, University of Chicago, 2015-present; Lecturer in Arabic, Department of Near Eastern Languages and Civilizations, University of Chicago, 2004-2015

Distinctions: Invited Lecture, the Arabic School at Middlebury College, 2017

Pedagogy Training: ACTFL OPI, CLC professional development, language proficiency test workshop

Theses Directed (past five years): 0

Courses (past five years): 10

Selected Courses: Elementary and Intermediate Arabic; Advanced Readings in Arabic; Arabic in al-Andalus

Publications (past five years): 3

Selected Publications: Translation, Alexandria under a Cloud, (in press); Translation, The Woman from Tantara by Radwa Ashour (Cairo: American University of Cairo Press, 2014); Review of Tree of Pearls Queen of Egypt, Samah Selim, trans., in The Review of Middle East Studies, (2014); Translation, Ben Barka Lane by Mahmoud Saeed (Northampton, MA: Interlink, 2013); Translation, In the Time of Love by Naguib Mahfouz (Cairo: American University in Cairo Press, 2010).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

ACTIVE CMES FACULTY AFFILIATES

AGRAMA, Hussein Ali. Associate Professor of Anthropology and of the Social Sciences, Department of Anthropology. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%

Research/Teaching Specialization: Anthropology of Law, Religion, Islam and the Middle East, Secularism, Law and Colonial Power, Genealogies of Sovereignty and Emergency States

Languages: Arabic-5

Overseas Experience: Egypt

Education: Ph.D., Johns Hopkins University, 2005

Academic Experience: Associate Professor, Department of Anthropology, University of Chicago, 2013-present; Assistant Professor, Department of Anthropology, University of Chicago, 2006-2013

Distinctions: Carnegie Scholars Program Fellow, 2008-2010; Dissertation Write-Up Grant, Johns Hopkins University, 2002-03; Fulbright Fellowship, 1999-2000; Wenner-Gren Foundation Dissertation Research Grant, 1999-2000

Theses Directed (past five years): 3 Ph.D.

Courses (past five years): 14

Selected Courses: Questions of Embodiment; Discourse Emotion, Action; Provocations of an Anthropology of Ethics, Anthropology of Liberalism; Anthropological Readings on Contemporary Islam; Tradition, Temporality, Authority; Colonizations

Publications (past five years): 5

Selected Publications: “Justice between Islamic Shari'a and Western Legal Tradition: Remarks on the Comparative Context,” in *A Companion to the Anthropology of the Middle East*, S. Turki, ed., (Wiley, 2016); “Religious Freedom and the Bind of Suspicion in Contemporary Secularity,” in *Politics of Religious Freedom*, S. Mahmood, W. Sullivan, and E. Hurd, eds., (Chicago, 2015); *Questioning Secularism: Islam, Sovereignty and the Rule of Law in Egypt* (Chicago: University of Chicago Press, 2012); “Reflections on Secularism, Democracy and Politics in Egypt” in *American Ethnologist*, 39(1): 2012.

ALAM, Muzaffar. George V. Brobinsky Professor in South Asian Languages and Civilizations, Department of South Asian Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 50%

Research/Teaching Specialization: Mughal History, History of Religious and Literary Cultures of Pre-Colonial Northern India, Indo-Persian Travel Accounts

Languages: Urdu-5, Hindi-5, Persian-5

Overseas Experience: India

Education: Ph.D., Jawaharlal Nehru University, New Delhi, 1976; M.Phil. A.M.U., Aligarh, 1970; M.A. A.M.U., Aligarh, 1969; B.A. Jamia Millia, New Delhi, 1967

Academic Experience: Professor, Department of South Asian Languages and Civilizations, University of Chicago, 2001-present; Centre for Historical Studies, Jawaharlal Nehru University, 1977-2001

Distinctions: Visiting Fellow, School of Oriental and African Studies, London, 2008; London Nominated President of the Medieval Section, Indian History Congress, 2000

Theses Directed (past five years): 1 M.A., 2 Ph.D.

Courses (past five years): 21

Selected Courses: Third and Fourth-year Urdu; Advanced Readings in Urdu; Introduction to South Asian Civilizations-2 (1000-1800AD); Persian Poetry and Philology; Mughal India: Tradition and Transition; Readings in Indo-Persian Literature

Publications (past five years): 7

Selected Publications: “Mediterranean Exemplars, Jesuit Political Lessons for a Mughal Emperor,” with S. Subrahmanyam, in *Machiavelli, Islam, and the East*, L. Biasori and G. Marcocci, eds., pp. 105-129, (Palgrave Macmillan 2018); “A View from Mecca: Notes on Gujarat, the Red Sea, and the Ottomans, 1517–39/923–946 H.,” with S. Subrahmanyam, in *New Directions in Social and Economic History: Essays in Honour of David Washbrook*, 51:2, pp. 268-318, (Cambridge, 2017); “In Search of a Sacred King: Dārā Shukoh and the *Yogavāsīṣṭhas* of Mughal India,” in *History of Religions*, 55:4, (Chicago, 2016).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

AZEB, Sophia. Provost Fellow, Department of English Language and Literature.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: Egyptian Arabic-5, French-4
Research/Teaching Specialization: African and African Diasporic Culture, Diaspora Theory, the Trans-Sahara, Postcolonial Theory, Memory, Global Islam, Race and Sport, Third Worldism, the Global South	Overseas Experience: Egypt
Education: Ph.D., University of Southern California, 2016; M.A., SUNY Buffalo, 2011; B.A., SUNY Buffalo, 2008	
Academic Experience: Provost Fellow, Department of English Language and Literature, University of Chicago, 2018-present; Assistant Professor and Faculty Fellow, Gallatin School of Individualized Study, New York University, 2016-2018	
Distinctions: Provost’s Research Enhancement Fellow, University of Southern California, 2014-2015; American Studies and Ethnicity Summer Research Grant, University of Southern California, 2014; College Doctoral Fellow, University of Southern California, 2011-2016; Arthur A. Schomburg Fellow, SUNY Buffalo, 2009-2011	
Theses Directed (past five years): 0	
Courses (past five years): 3	
Selected Courses: War and Memory in Graphic Novel and Film; ‘Third World’ in Women’s Writing; Islam and Race in the United States (all taught at NYU)	
Publications (past five years): 6	
Selected Publications: “Crossing the Saharan Boundary: Lotus and the Legibility of Africanness.” <i>Research in African Literatures</i> , (forthcoming 2018); “Decolonizing Palestine,” <i>The Funambulist</i> , no. 10, Architecture & Colonialism, (2017); “Can the Tate Britain curate a post-imperial future?” <i>Africa Is A Country</i> , (Online, 2016); “The Pharaoh’s New Clothes,” <i>Chimurenga Chronic</i> 6 (2015); “There Will Be Thinkpieces” <i>The New Inquiry</i> , (online, 2015); “Palestine made flesh,” in <i>Funambulist Papers</i> , Vol. 2, L. Lambert, ed., pp. 31-35, (Brooklyn: punctum books, 2015).	

BERLEKAMP, Persis. Associate Professor of Art History, Department of Art History. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-4, Persian-4
Research/Teaching Specialization: Islamic Art and Architecture, Arabic and Persian Manuscripts of Late Abbasid and Mongol Periods	Overseas Experience: Egypt, Syria, Iraq, Iran, Turkey
Education: Ph.D. Harvard University, 2003; M.A., Georgetown University, 1994; B.A., Yale University, 1990	
Academic Experience: Associate Professor, Department of Art History, University of Chicago, 2012-present; Assistant Professor, Department of Art History, University of Chicago, 2005-2012; Assistant Professor of Art History, University of Texas at Austin, 2003-2005	
Distinctions: <i>Wonder, Image, and Cosmos in Medieval Islam</i> selected by Choice Magazine as Outstanding Academic Title for Art and Architecture, 2012; Fellow, The Aga Khan Program, Harvard University, 2011-12; Member, Institute for Advanced Study, Princeton, NJ, 2007-08; Sultan Postdoctoral Fellowship in Arab Studies, UC-Berkeley, 2003; FLAS Fellowship, 2002-03	
Theses Directed (past five years): 2 Ph.D.	
Courses (past five years): 14	
Selected Courses: Medieval Islamic Art and Architecture: Mongols and Mamluks; Islamic Gardens in Landscape and Image; Art, Architecture, and Identity in the Ottoman Empire; Art, Science, and Magic in Pre-Modern Islamic World	
Publications (past five years): 5	
Selected Publications: “Reflections on a Bridge and its Waters: Fleeting Access at Jazirat b. ‘Umar / Cizre / ‘Ain Diwar,” in <i>Espacio, Tiempo, Y Forma, Serie VII, Historia del Arte</i> , 5 (Madrid, 2017); “Symmetry, Sympathy, and Sensation: Talismanic Efficacy and Slippery Iconographies in Early Thirteenth-Century Iraq, Syria, and Anatolia,” <i>Representations</i> , 133:1, (Berkeley: University of California Press, 2016); “Administering Art, History, and Science in the Mongol Empire: Rashid al-Din and Bolad Chengxiang,” with V. Lo and Y. Wang, in <i>Pearls on a String: Art in the Age of Great Islamic Empires</i> , ed. A. Landau (Baltimore and Seattle: Walters Art Museum and Washington University Press, 2015); “Visible Art, Invisible Knowledge,” contribution to the Roundtable: Studying Visual Culture, <i>International Journal of Middle East Studies</i> 45, 3 (Cambridge: Cambridge University Press, 2013).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

BOHLMAN, Philip V. Ludwig Rosenberger Distinguished Service Professor in Jewish History and in the Humanities, Department of Music. Tenured.

Percentage of Time Devoted to Middle East Studies: 50%	Languages: German-5, Hebrew-4, French-4, Latin-3, Arabic-2
Research/Teaching Specialization: Ethnomusicology, Music and Modernity, Folk and Popular Music in North America and Europe, Jewish Music, Music of the Middle East and South Asia	Overseas Experience: Germany, Israel, Slovakia, Central and Eastern Europe
Education: Ph.D., University of Illinois at Urbana-Champaign, 1984; M.M., University of Illinois at Urbana-Champaign, 1980; B.M., University of Wisconsin – Madison, 1975	
Academic Experience: Professor of Music, Department of Music, University of Chicago, 1999-present; Associate Professor of Music, Department of Music, University of Chicago, 1994-99; Assistant Professor of Music Department of Music, University of Chicago, 1987-1994; Assistant Professor of Music, University of Illinois at Chicago, 1985-87	
Distinctions: Grammy Nomination with New Budapest Orpheum, 2016; Bruno Nettl Prize, 2015; Franz Rosenzweig Gastprofessor, Universität Kassel, Sommersemester 2014; John Simon Guggenheim Memorial Fellowship, 2013–2014; Staatliche Museen zu Berlin – Forschungsstipendium für Gastwissenschaftler, Summer 2012; Fellow, American Academy of Arts and Sciences, 2011	
Theses Directed (past five years): 4 M.A., 10 Ph.D.	
Courses (past five years): 13	
Selected Courses: Anthropology of Music and Musical Anthropology; Russian Folk Music; Music and the Holocaust; Ethnomusicology; Music & Race; Seminar: Jewish Music at the End of Centuries/Jewish; Music at the End of History.	
Publications (past five years): 8	
Selected Publications: “Mizrah, Jewish Music and the Journey to the East,” with R. Davis, in <u>Music and Orientalism in the British Empire, 1780s-1940s</u> , B. Zon, pp. 113-144, (Routledge, 2017); <u>Song Loves the Masses: Herder on Music and Nationalism</u> , (Berkeley: University of California Press, 2016); <u>Wie sängen wir Seinen Gesang auf dem Boden der Fremde! Jüdische Musik zwischen Aschkenas und Moderne</u> , (Münster: LIT Verlag, 2016); <u>Jazz Worlds / World Jazz</u> , with G. Plastino, eds., (Chicago: University of Chicago Press, 2016); <u>Resounding Transcendence: Transitions in Music, Religion, and Ritual</u> , with J. Engelhardt, eds., (Oxford University Press, 2016); <u>Balkan Epic: Song, History, Modernity</u> (co-edited with Nada Petkovic), Scarecrow Press, Forthcoming, 2014.	

BUENO DE MESQUITA, Ethan. Deputy Dean and Sydney Stein Professor, Harris School. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%	Overseas Experience: Israel, Pakistan
Research/Teaching Specialization: Accountability in Democratic Systems, Political Violence, Rebel groups	
Education: Ph.D., Harvard, 2003; B.A., University of Chicago, 1996	
Academic Experience: Sydney Stein Professor, Harris School of Public Policy, 2016-present; Faculty Associate, Department of Political Science, 2017-present; Professor, Harris School of Public Policy, 2011-2016; Associate Professor (with tenure), Harris School of Public Policy, 2007-2011; Assistant Professor, Department of Political Science, Washington University in St. Louis, 2003-2007	
Distinctions: CIC Academic Leadership Fellow, 2015-16; Elected Member, Empirical Studies of Conflict Project, 2015; Office of Naval Research Grant, “Rebellion and Counter-Rebellion: Tactics and Targeting,” 2013-2016; National Science Foundation Grant, “Empirical Implications of Theoretical Models (EITM) Summer Institutes,” 2011-2015; Office of Naval Research Grant, “Factions, Internal Competition, and Asymmetric Violence,” 2010-2013	
Theses Directed (past five years): 3 Ph.D.	
Courses (past five years): 6	
Selected Courses: Terrorism, Insurgency, and Civil War; Political Economy for Public Policy	
Publications (past five years): 10	
Selected Publications: <u>Political Economy for Public Policy</u> , (Princeton University Press, 2016); “Learning About Voter Competence,” with S. Ashworth and A. Friedenberg, in <u>American Journal of Political Science</u> 62:1, pp. 37-54, (2018); “Measuring Political Violence in Pakistan: Insights from the BFRS Dataset” with C. C. Fair, J. Jordan, R. B. Rais, and J. Shapiro, <u>Conflict Management and Peace Science</u> 32:5, pp. 536-558, (2015).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

CASEWIT, Yousef. Assistant Professor of Qur’anic Studies, the Divinity School. Tenure Track

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5, French-4, Spanish-4, German-2, Persian-2
Research/Teaching Specialization: Sufism, Islamic Theology and Philosophy, Qur’anic Exegesis, Scriptural Reasoning	Overseas Experience: Morocco, UAE, Mauritania, Syria
Education: Ph.D., Yale University, 2014; M.Phil., M.A., Yale University, 2012; B.A., George Washington University, 2006	
Academic Experience: Assistant Professor, University of Chicago, 2016-present; Adjunct Professor, Yale University, 2014; Adjunct Professor, Fairfield University, 2014; Adjunct Professor, New York University, 2014	
Distinctions: Humanities Research Fellowship, NYU Abu Dhabi, 2015-16; MacMillan Doctoral Fellowship, 2011-12	
Theses Directed (past five years): 2 M.A.	
Courses (past five years): 10	
Selected Courses: Divine Names in Islamic Thought; Introduction to the Qur’an; Sufism in Al-Andalus	
Publications (past five years): 4	
Selected Publications: <u>The Mystics of al-Andalus: Ibn Barrajān and Islamic Thought in the Twelfth Century</u> , (Cambridge University Press, 2016); <u>A Qur’ān Commentary by Ibn Barrajān of Seville (d. 536/1141): Wisdom Deciphered, the Unseen Discovered - Īdāh al-Hikma bi-’Aḥkām al-’Ibra</u> , (Leiden: Brill, 2015); <u>A Muslim Scholar of the Bible: Biblical Proof-Texts for Qur’anic Teachings in the Works of Ibn Barrajān (d. 536/1141)</u> ,” <u>Journal of Qur’anic Studies</u> , 2016; “A Reconsideration of the Life and Works of Ibn Barrajān,” <u>al-Abhath</u> , 2012-13.	

D’HUBERT, Thibaut. Assistant Professor, Department of South Asian Lang. and Civilizations. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 50%	Languages: French-5, Bengali-4, English-4, German-3, Hindi-3, Persian-3, Urdu-3, Apabhramsha-2, Arabic-2, Assamese-2, Maithili-2, Oriya-2, Prakrit-2, Pali-2, Sanskrit-2
Research/Teaching Specialization: Middle Bengali Poetry, Literary History of Bengal, Indic and Perso-Arabic Poetics, Middle Bengali Philology, Scribal Practices, Traditional South Asian Hermeneutics, Literary Multilingualism, History of Translation.	Overseas Experience: Bangladesh, India
Education: Ph.D., École Pratique des Hautes Études, 2010; B.A. (Licence), University Paris III, 2006; M.Phil., École Pratique des Hautes Études, 2005; M.A., Insitute National des Langues et Civilisations Orientales (INALCO), 2004; B.A., INALCO, 2003	
Academic Experience: Assistant Professor, Department of South Asian Languages and Civilizations, University of Chicago, 2010-present; Lecturer, Department of South Asian Studies, INALCO, 2007-2009; Lecturer, French Department, Central Institute for English and Foreign Languages, Andhra Pradesh, 2003-04	
Distinctions: Member, Board of Trustees, American Institute of Bangladesh Studies; Norman Cutler Grant for Research Travels, Univ. of Chicago, 2014; Fellow, Zukunftsphilologie, Forum Transregionale Studien, Berlin, 2013	
Theses Directed (past five years): 0	
Courses (past five years): 18	
Selected Courses: A Poem in Every House: An Introduction to Premodern South Asian Literatures; First-Fourth Year Bangla; Introduction to Premodern South Asian Literature: Courts, Poets, Power; Readings in Indo-Persian Literature; Persian Philology and Poetry in South Asia	
Publications (past five years): 6	
Selected Publications: “Persian at the Court or in the Village? The Elusive presence of Persian in Bengal.” Edited by Nile Green, <u>The Frontiers of Persian Learning</u> . (Berkeley: University of California Press, forthcoming); “Foundational Mahabbat-nāmas: The Reception of Jāmī’s Yūsuf u Zulaikhā in Bengal (ca.16th-19th),” Thibaut d’Hubert and Alexandre Papas, eds., <u>Jāmī in Regional Contexts: The Reception of ‘Abd Al-Rahmān Jāmī’s Works in the Islamicate World, ca. 9th/15th -14th/20th</u> . (Leiden: Brill, forthcoming 2018); “Living in Marvelous Lands: Islamic Cosmography and a Bengali Version of the Adventures of Saif al-Mulūk,” Abbas Amanat and Assef Ashraf, eds., <u>In The Persianate World: Towards a Conceptual Framework</u> , (Leiden: Brill, forthcoming 2018).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

DONNER, Fred M. Professor of Near Eastern History, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-4, German-4, French-3, Spanish-2, Persian-1
Research/Teaching Specialization: Islamic Origins, Early Islamic History, Late Antique Near East	Overseas Experience: Lebanon, Egypt, Syria, Turkey, Jordan, Iraq, Iran, Tunisia, Algeria, Austria

Education: Ph.D., Princeton University, 1975; M.A., Princeton University, 1973; B.A., Princeton University, 1967
Academic Experience: Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1997-present; Associate Professor, University of Chicago, 1982-1997; Associate Professor, Department of History, Yale University, 1980-1982; Assistant Professor, Yale University, 1975-1980

Distinctions: President, Middle East Studies Association of North America, 2012; The Middle East Studies Association of North America’s Jere L. Bacharach Award for Service to the Profession of Middle East Studies, November 2008

Theses Directed (past five years): 3 M.A., 6 Ph.D.

Courses (past five years): 13

Selected Courses: Islamic Origins; The High Caliphate; Readings: The Sira Literature; Arabic Palaeography and Epigraphy; The Early Islamic Historical Tradition; Introduction to the Middle East

Publications (past five years): 12

Selected Publications: Christians and Others in the Umayyad State, with Antoine Borrut, eds., (Chicago: Oriental Institute, 2016); “Dīn, Islām, und Muslim im Koran,” in G. Tamer, ed., Kritische Koranhermeneutik: in memoriam Günter Lüling (forthcoming); “Early Muslims and Peoples of the Book,” in Herbert Berg, ed., The Routledge Handbook on Early Islam (Routledge, forthcoming); “A Typology of Eschatological Concepts,” in S. Günther and T. Lawson, eds., Roads to Paradise. Eschatology in the Islamic Tradition (Leiden: Brill, 2017); “Was Marwān ibn al-Ḥakam the first Real Muslim?” in S. B. Savant and H. de Felipe eds., Genealogy and Knowledge in Muslim societies: understanding the past, pp. 105-14, (Edinburgh: Edinburgh University Press, 2014).

DOOSTAR, Alireza. Assistant Professor of Islamic Studies and the Anthropology and Sociology of Religion, the Divinity School. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Persian-5, Arabic-4
Research/Teaching Specialization: Anthropology of Religion, Contemporary Shi’ism, Modern Iranian Religious History	Overseas Experience: Iran

Education: Ph.D., Harvard University, 2012; M.A., Harvard University, 2009; Ed.M., Harvard University, 2004; B.Sc., University of Tehran, Iran, 2000

Academic Experience: Assistant Professor, Divinity School, University of Chicago, 2012-present; Lecturer in Iranian Studies, University of Michigan, 2012

Distinctions: Editorial Committee, Journal of Religion; University of Chicago, Stevanovich Institute Faculty Research Grant, 2016-2018; Harvard University Presidential Dissertation Completion Fellowship, 2011

Theses Directed (past five years): 16 M.A., 10 Ph.D.

Courses (past five years): 19

Selected Courses: Shi’ism: History, Memory, Politics; The Anthropology of Religion; Islam, Media and Mediation; Shi’ism and Modernity; The Occult in the Islamic World; Feminism and Islamic Studies; Islam and Modern Science; Witchcraft; Feminism and Islamic Studies

Publications (past five years): 4

Selected Publications: “The Iranian Metaphysicals: Explorations in Science, Islam, and the Uncanny,” (Princeton: Princeton University Press, 2018); “Tradition, Virtue, Impasse: Iranian Occultism and the Anthropology of Islam,” American Ethnologist, (forthcoming); “Hollywood Cosmopolitanisms and the Occult Resonance of Cinema,” Journal of Comparative Islamic Studies, (forthcoming 2018); “Empirical Spirits: Islam, Spiritism, and the Virtues of Science in Iran,” Comparative Studies in Society and History, (2016); “How Not to Understand ISIS,” Sightings (online, 2014); “Portrait of an Iranian Witch,” The New Inquiry, (online, 2013).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

EL SHAMSY, Ahmed. Associate Professor of Islamic Thought, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5, German-4, French-4
Research/Teaching Specialization: Islamic Law, History of Islamic Jurisprudence, Modern Middle Eastern Intellectual History, Qur’anic Studies, Islamic Theology and Hermeneutics	Overseas Experience: Egypt
Education: Ph.D., Harvard University, 2009	
Academic Experience: Associate Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 2016-present; Assistant Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 2011-2016; Assistant Professor, Department of History, UNC– Chapel Hill, 2009-2011	
Distinctions: Volkswagen Foundation Postdoctoral Fellowship, 2014-15; American Council of Learned Societies/Mellon Recent Doctoral Recipient Fellowship 2010-11; Middle East Studies Association Malcolm H. Kerr Dissertation Award, 2009; American Council of Learned Societies/Mellon Dissertation Completion Fellowship, 2008-09; Islamic Legal Studies Program at Harvard Law School Visiting Fellowship 2007-2009; Social Science Research Council International Dissertation Research Fellowship 2006-07	
Theses Directed (past five years): 3 M.A., 4 Ph.D.	
Courses (past five years): 19	
Selected Courses: Introduction to Islamic Law; Readings in Islamic Theology and Hermeneutics; Sciences of the Qur’an; Islamic Classics and the Printing Press; Reason and Revolution in Islamic Thought; Critical Arabic Philology; The Medieval Muslim Curriculum; Introduction to Islamic and Jewish Law	
Publications (past five years): 14	
Selected Publications: <u>The Canonization of Islamic Law: A Social and Intellectual History</u> , (New York: Cambridge University Press, 2013); “Islamic Book Culture through the Lens of Two Private Libraries, 1850–1940,” <u>Intellectual History of the Islamic World</u> 4, pp. 61-81, (2016); “Al-Ghazālī’s Teleology and the Galenic Tradition,” in <u>Islam and Rationality: The Impact of al-Ghazālī</u> , 2, pp. 90-112, Frank Griffel, ed., (Leiden: Brill, 2015); “Shame, Sin, and Virtue: Islamic Notions of Privacy,” in <u>Public and Private in Ancient Mediterranean Law and Religion</u> , C. Ando and J. Rüpke, eds., pp. 237–49 (Berlin: De Gruyter, 2015); <u>The Canonization of Islamic Law: A Social and Intellectual History</u> , (New York: Cambridge University Press, 2013).	

ELRAN, Meir. Israel Institute Visiting Scholar (2018-19), Center for International Social Science Research.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: Hebrew-5
Research/Teaching Specialization: Security, Social Resilience	Overseas Experience: Israel
Education: Ph.D., University of Haifa, 2017; M.A., Indiana University, 1970; B.A., Hebrew University, 1965	
Academic Experience: Israel Institute Visiting Scholar, Center for International Social Science Research, 2018-19	
Distinctions: Senior Research Fellow, Institute for National Security Studies, Israel; Head, Homeland Security Program, Institute for National Security Studies, Israel; Co-head, Society–Military Program, Institute for National Security Studies, Israel	
Theses Directed (past five years): 0	
Courses (past five years): 1	
Selected Courses: Society, Politics, and Security in Israel	
Publications (past five years): 3	
Selected Publications: <u>The IDF Strategy in the Perspective of National Security</u> , with G. Siboni and K. Michael, (INSS, 2016); “The Arab citizens in Israel: Current trends according to recent opinion polls,” with M. Makladeh, M. Kornberg, and I. Radai, <u>Strategic Assessment</u> , 18:2, pp. 101-116, (2015); “The Civilian Front in Operation Protective Edge,” in <u>The Lessons of Operation Protective Edge</u> , with A. Altshuler, pp. 121-128, (2014); <u>Societal Resilience</u> with A. McLellan, (Homeland Security and Analysis Institute, 2012); <u>The Second Lebanon War: Strategic Perspectives</u> , with S. Brom, (Yeditot Ahronot and INSS, 2007); <u>Israel’s national resilience: The influence of the second intifada on Israel society</u> , Tel Aviv University: Jaffee Center for Strategic Studies, (2006).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

FELDMAN, Leah. Assistant Professor of Comparative Literature, Department of Comparative Literature. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: French-4, Russian-4, Azeri-3, Arabic-2, Persian-2
Research/Teaching Specialization: Twentieth Century Russian and Azeri Turkic Poetics and Theatre, Marxist Aesthetics, Postcolonial Theory, Semiotics, Narrative and Translation Theory	Overseas Experience: Russia, Azerbaijan
Education: Ph.D., University of California, Los Angeles, 2013; B.A. University of Texas at Austin, 2006	
Academic Experience: Assistant Professor, Department of Comparative Literature, University of Chicago, 2016-present	
Distinctions: ACLS Fellowship Program, 2017; Central European University Institute for Advanced Study Junior Fellow, 2014-15; Postdoctoral Research Fellow, Princeton Institute for International and Regional Studies, 2013-14	
Theses Directed (past five years): 1 M.A.	
Courses (past five years): 7	
Selected Courses: Islams and Modernities; Literatures of Eurasia; Nowhere Lands: Utopia, Dystopia, and the Afterlife of Empire; Readings in World Literature 2; The Politics of Hybridity	
Publications (past five years): 3	
Selected Publications: Red Jihad: Translating Communism in the Muslim Caucasus,” in <i>Boundary 2</i> 43(3) 221-249, (Durham: Duke University Press, 2016); “Reading Gogol’ in Azeri: Parodic Genealogies and the Revolutionary Geopoetics of 1905,” in <i>Slavic Review</i> 75(2) 256-278, (Cambridge: Cambridge University Press, 2016).	

FISHBANE, Michael. Nathan Cummings Professor of Jewish Studies, the Divinity School; Lecturer, The University of Chicago Law School. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Hebrew-4, Arabic-2, French-4, German-4
Research/Teaching Specialization: Biblical Studies, Jewish Mysticism	Overseas Experience: Israel
Education: Ph.D., Brandeis University, 1971	
Academic Experience: Distinguished Service Professor, University of Chicago, 2012-present; Professor, University of Chicago, 1990-2012; Visiting Professor (Tikvah Fellow), Princeton University, 2008-09; Visiting Professor, University of California – Los Angeles, 2006; Professor, Jewish Religious History and Social Ethics, Brandeis University, 1968-1990; Visiting Professor, Jewish Studies, Harvard University, 1986-87; Visiting Associate Professor, Judaic Studies, Stanford University, 1981-82	
Distinctions: Fellow, Oxford University, Centre for Jewish Studies, 2011; Fellow, Institute for Advanced Studies, Hebrew University, Jerusalem, 2004	
Theses Directed (past five years): 1 Ph.D.	
Courses (past five years): 17	
Selected Courses: Comparative Issues in Monotheistic Mystical Traditions; Midrash and Revelation; Jewish Hermeneutical Theology; Jerusalem in Middle Eastern Civilizations; The Wrath of God in the Hebrew Bible; The Bible and its Ancient Interpreters	
Publications (past five years): 5	
Selected Publications: <u>The JPS Commentary: Song of Songs</u> , (Jewish Public Society, 2015); <u>Midrash Unbound: The Afterlife of a Genre</u> , Co-edited with Joanna Weinberg (Oxford: Littman Library of Jewish Studies, 2013); <u>Sacred Attunement: A Jewish Theology</u> (Chicago: University of Chicago Press, 2008).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

FLEISCHER, Cornell. Kanuni Suleyman Professor of Ottoman and Modern Turkish Studies, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-4, Turkish-4, Persian-3, French-4, German-3, Italian-3, Spanish-2, Latin-3, Russian-2
Research/Teaching Specialization: Early Modern Intellectual and Cultural History of the Ottoman Empire	Overseas Experience: Turkey, Egypt, Iran, Afghanistan, Syria, Iraq
Education: Ph.D., Princeton University, 1982; M.A., Princeton University, 1976; B.A., Princeton University, 1972	
Academic Experience: Professor, University of Chicago, 1993-present; Professor, Department of History, Washington University in St. Louis, 1989-1993; Associate Professor, Washington University, 1985-1989; Director, Center for Middle Eastern Studies, 1995-1998	
Distinctions: Elected member, American Academy of Arts and Sciences, 1998; President, Turkish Studies Association, 1996-1998; Rockefeller Foundation Residency, Bellagio Center, 1990; MacArthur Fellowship, 1988-1993	
Theses Directed (past five years): 1 M.A., 6 Ph.D.	
Courses (past five years): 13	
Selected Courses: Ottoman Diplomats and Paleography; The Ottoman World in the Age of Suleyman the Magnificent; Radical Islamic Pieties 1200-1600; Renaissance East and West; Advanced Ottoman Historical Texts; Islamic History & Society-1: The Rise of Islam and the Caliphate;	
Publications (past five years): 4	
Selected Publications: “A Mediterranean Apocalypse: Prophecies of Empire in the Fifteenth and Sixteenth Centuries,” in <i>Journal for the Economic and Social History of the Orient</i> , 61:1-2, (Leiden: Brill, 2018); <i>Bureaucrat and Intellectual in the Ottoman Empire: The Historian Mustafa Ali (1541-1600)</i> , (Princeton, NJ: Princeton University Press, 2014, new paperback edition); “Shadows of Shadows: Prophecy in Politics in 1530s Istanbul,” <i>International Journal of Turkish Studies</i> , 13 (2007).	

GIBSON, McGuire. Professor of Mesopotamian Archaeology, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-3, German-4, French-4
Research/Teaching Specialization: Mesopotamian Archaeology, Anthropological Approaches to Archaeology, Ancient Ecology	Overseas Experience: Iraq, Lebanon, Syria, Iran
Education: Ph.D. University of Chicago, 1968; M.A., University of Chicago, 1964; B.A., University of Chicago, 1958	
Academic Experience: Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1981-present; Associate Professor, University of Chicago, 1973-81; Assistant Professor, University of Chicago, 1972-73; Assistant Professor, University of Arizona, 1971-72; Assistant Professor, Department of Anthropology, University of Illinois at Chicago, 1968-71	
Distinctions: President, American Institute for Yemeni Studies 1992-94; Executive Committee Member and Past President, The American Academic Research Institute in Iraq (TAARII)	
Theses Directed (past five years): 1 M.A., 5 Ph.D.	
Courses (past five years): 10	
Selected Courses: Archaeology of the Ancient Near East I: Mesopotamia; Mesopotamian Archaeology; Thesis Research: Near Eastern Archaeology; Reading Course: Near Eastern Archaeology; Mesopotamian Pottery; Seals in the Ancient Near East; Problems in Mesopotamian Archaeology	
Publications (past five years): 1	
Selected Publications: “Erich F. Schmidt” in <i>Reallexikon der Assyriologie</i> , 2010; “The Legal and Illegal Acquisition of Antiquities in Iraq, 19th Century to 2003” in J. A. R. Nafziger and A. Nicgorski, eds., <i>Cultural Heritage Issues: The Legacy of Conquest, Colonization and Commerce</i> . (Leiden: Brill/Martinus Nijhoff: 2010); “The Dead Hand of Deimel” in R. Carter, ed., <i>The Ubaid Reconsidered</i> . (Durham: Institute of Archaeology/Oriental Institute Press, 2010); “Tell Abu-Sheija/Ancient Pashime,” Muhammad Hussein, <i>et al.</i> , edited and with additional comments by M. Gibson. <i>Akkadica</i> 131:47-103, 2010, in “Hamoukar,” Special Anniversary Publication of the Syrian Directorate of Antiquities Press and Museums.	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

GINSBERG, Tom. Leo Spitz Professor of International Law and Professor of Political Science; Ludwig and Hilde Wolf Research Scholar, The University of Chicago Law School. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%	Overseas Experience: Egypt, Israel
Research/Teaching Specialization: Constitutions, International Law	
Education: Ph.D., University of California – Berkeley, 1999; J.D., University of California – Berkeley, 1997; B.A., University of California – Berkeley, 1989	
Academic Experience: Leo Spitz Professor, University of Chicago Law School, 2011-present; Professor, University of Chicago Law School, 2008-2011; Professor, University of Illinois College of Law, 2005-2008; Associate Professor, University of Illinois College of Law, 2003-2005; Assistant Professor, University of Illinois College of Law, 2000-2003	
Distinctions: Constitute Project: Tribeca Disruptive Innovation Award for a top “disruptive innovations”, 2014; Nominet Trust 100 Social Technology Project, 2013; Fulbright Award, University of Trento, 2014; Best Dataset Award, American Political Science Association Section on Comparative Democratization (Comparative Constitutions Project), 2013; Best Book Award, American Political Science Association Section on Comparative Democratization, 2010	
Theses Directed (past five years): 11 M.A., 6 Ph.D.	
Courses (past five years): 30	
Selected Courses: Comparative Legal Institutions; World Bank Practicum; International Human Rights; Greenberg Seminar: Iran	
Publications (past five years): 95	
Selected Publications: “Introduction to the Symposium on Thomas Franck, ‘Emerging Right to Democratic Governance’ at 25,” <i>AJIL Unbound</i> , 112, pp. 64-66, (2018); “Constitutional Knowledge,” <i>KNOW: A Journal on the Formation of Knowledge</i> , 2:1, pp. 15-29 (2018); “Constitutions and Foreign Relations Law: The Dynamics of Substitutes and Complements,” in , 111, pp. 326-330, (2017); “The Concepts of Law,” <i>University of Chicago Law Review</i> 84, p. 147, (2017); “Judicial Roles in Nonjudicial Functions,” with N. Garoupa, <i>Washington University Global Studies Law Review</i> , 755 (2013).	

GOLB, Norman. Ludwig Rosenberger Professor of Jewish History and Civilization, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Hebrew-5, Arabic-5, German-4, French-4
Research/Teaching Specialization: Dead Sea Scrolls, Judaeo-Arabic Studies	Overseas Experience: Israel, France
Education: Ph.D., Johns Hopkins University, 1954	
Academic Experience: Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1964-present; Visiting Faculty, Jewish Studies, Tel Aviv University, 1969-70; Faculty, Hebrew Union College in Cincinnati, 1963-64	
Distinctions: Founder, Society for Judeo-Arabic Studies; 1973, Eleanor Roosevelt Key Award, Roosevelt University; 1970, NEH grant; 1966, Guggenheim Fellowship	
Theses Directed (past five years): 1 Ph.D.	
Courses (past five years): 3	
Selected Courses: Tannaitic Hebrew Texts; Seminar: New Qumran Manuscripts; The Dead Sea Scrolls 1, 2; Medieval Jewish History; Readings: Judeo-Arabic; Medieval Hebrew Grammarians	
Publications (past five years): 1	
Selected Publications: “The Rabbinic Master Jacob Tam and Events of the Second Crusade at Reims,” in <i>Crusades</i> , pp. 69-80, (Routledge, 2016).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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GONZALEZ, Alessandra L. Senior Research Associate, Department of Economics.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Spanish-4, Arabic-3
Research/Teaching Specialization: Gender, Organizations, Development	Overseas Experience: Kuwait, Saudi Arabia

Education: Ph.D., Baylor University, 2011; M.A., Baylor University, 2008; B.A., Rice University, 2005
Academic Experience: Senior Research Associate, Department of Economics, University of Chicago, 2015-present; Visiting Postdoctoral Scholar, Stanford Institute for Economic Policy Research, Stanford University 2017-18; Non-Resident Research Fellow, Liechtenstein Institute on Self Determination, Woodrow Wilson School of Public and International Affairs, Princeton University, 2014-15; Postdoctoral Research Associate, James Madison Program, Department of Politics, Princeton University, 2013-14; Postdoctoral Research Fellow, Extremist Crime Database Study, John Jay College-CUNY, 2012-13

Distinctions: Keynote Speaker, Glowork HR Innovation Summit, Saudi Arabia, 2017; Principal Investigator, Harvard University Evidence for Policy Design (EPOD), “Supply and Demand: Understanding Saudi College Student-Employer Matches and Preferences,” 2017; Initiative on Global Markets, University of Chicago Booth School of Business, “US Firm Diversity Practices,” 2017; Harvard University Evidence for Policy Design (EPOD) Travel Grant to Saudi Arabia, 2016; Term Member, Council on Foreign Relations, 2015; National Center for Institutional Diversity at the University of Michigan, Emerging Diversity Scholar, 2012

Theses Directed (past five years): 0

Courses (past five years): 3

Selected Courses: Gender and Development; Problems of Policy Implementation

Publications (past five years): 6

Selected Publications: “Women in the News: A U.S.-Arab Gulf Comparison” in *Arab Women and Media in Changing Landscapes*, (New York: Palgrave-Macmillan, 2017); “‘Not At All Religious’: Irreligiosity as Deviance in a Majority Muslim Context,” *Deviant Behavior*, December 2015; “How Women Engage Homegrown Terrorism,” with J. Freilich and S. Chermak, *Feminist Criminology*, 2014; *Islamic Feminism in Kuwait: The Politics and Paradoxes*, (New York: Palgrave-Macmillan, 2013).

HASSELBACH-Andee, Rebecca. Associate Professor of Comparative Semitics, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Akkadian, Aramaic
Research/Teaching Specialization: Semitic Philology, Northwest Semitic Languages	Overseas Experience:

Education: Ph.D., Harvard University, 2004; M.A., University of Heidelberg, 1998
Academic Experience: Associate Professor of Comparative Semitics, Department of Near Eastern Languages and Civilizations, University of Chicago, 2012-present; Assistant Professor of Comparative Semitics, Department of Near Eastern Languages and Civilizations, University of Chicago, 2005-2012

Distinctions: *Journal of Near Eastern Studies* Book Review Editor, 2007; Joint Theory Institute grant, 2007; doctorate awarded with distinction, 2004

Theses Directed (past five years): 1 M.A, 1 Ph.D.

Courses (past five years): 14

Selected Courses: Ancient Near Eastern Thought and Literature; West Semitic Literature; Introduction to Comparative Semitic Grammar

Publications (past five years): 8

Selected Publications: “The Comparative Method in Semitic Linguistics,” in *Comparative Indo-European Linguistics: An International Handbook of Language Comparison and the Reconstruction of Indo-European*, M. Fritz and J. Klein, eds., (forthcoming); “Explicit Performative Utterances in Semitic,” in *Arabic and Semitic Linguistics Contextualized: A Festschrift for Jan Retsö*, L. Edzard, ed., pp. 448-485, (Wiesbaden: Harrassowitz, 2015); “Agreement and the Development of Gender in Semitic (Part II),” *Zeitschrift der Deutschen Morgenländischen Gesellschaft*, 164:2, pp. 319-344, (2014); “Agreement and the Development of Gender in Semitic (Part I),” *Zeitschrift der Deutschen Morgenländischen Gesellschaft*, 164:1, pp. 33-64, (2014).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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HAYEK, Ghenwa. Assistant Professor of Modern Arabic Literature, Department of Near Eastern Languages and Civilizations. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5
Research/Teaching Specialization: Nineteenth and Twentieth century Arab Middle East, Literary and Cultural production, identity formation; literary and cultural studies, critical geography, nationalism and identity, emigration in the national imaginary.	Overseas Experience: Lebanon
Education: Ph.D., Brown University, 2011	
Academic Experience: Assistant Professor of Modern Arabic Literature, Department of Near Eastern Languages and Cultures, 2015-present; Assistant Professor of Arabic Language and Literature, Department of Modern Languages and Literatures, Claremont McKenna College, 2012-2015; Postdoctoral Fellow in Literature, Massachusetts Institute of Technology, 2011-12	
Distinctions: Franke Institute for the Humanities Faculty Fellowship, 2016-17; Khayrallah Prize in Middle East Diaspora Studies, 2015	
Theses Directed (past five years): 1 M.A.	
Courses (past five years): 12	
Selected Courses: Arab America; Middle Eastern Civilization in Morocco (Study Abroad); The City in Modern Arabic Literature; Narrative Conflict in Modern Arabic Literature	
Publications (past five years): 10	
Selected Publications: “Whitewashing Race for Global Consumption: Translating Race in The Story of Zahra,” <i>Middle Eastern Literatures</i> , Vol 20:1, pp. 91-104 (2017); “Making Ordinary: Recuperating the Everyday in Post-2005 Beirut Novels,” <i>Arab Studies Journal</i> , Vol. XXV.1, pp.8-28 (2017); “The Urban Gateway: Teaching the City in Modern Arabic Literature”, in <i>Arabic Literature for the Classroom: Teaching Methods, Theories, Themes and Texts</i> , ed. Muhsin al-Musawi, pp. 156-170 (New York: Routledge, 2017); “Beirut”, in <i>The Palgrave Handbook of Literature and the City</i> , ed. Jeremy Tambling, pp. 587-599 (London: Macmillan Publishers, 2017).	

HEO, Angie. Assistant Professor of the Anthropology and Sociology of Religion, Divinity School. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: Coptic-4, Korean-4
Research/Teaching Specialization: Global Christianities in the Modern World, Everyday Religious Practices and Colonial and National Institutions of Rule, Political Economies of Development and Globalization, Ethnography of Coptic Orthodoxy and Christian-Muslim Relations, Protestantism and Cold War Capitalism in the Korean Peninsula	Overseas Experience: Egypt, South Korea
Education: Ph.D., University of California – Berkeley; M.A., University of California – Berkeley; B.A., Harvard University	
Academic Experience: Assistant Professor of the Anthropology and Sociology of Religion, Divinity School, 2015-present	
Distinctions: CISSR Monograph Enhancement Award, 2018	
Theses Directed (past five years): 3 M.A.	
Courses (past five years): 9	
Selected Courses: Transnational Religious Movements; Material Religion; Jews and Christians in the Middle East; Religion and the Cold War; Spirits of Capitalism	
Publications (past five years): 11	
Selected Publications: “Imagining Holy Personhood: Anthropological Thresholds of the Icon,” in <i>Praying with the Senses: Contemporary Orthodox Christian Spirituality in Practice</i> , ed. Sonja Luehrmann, pp. 83-102 (Bloomington: Indiana University Press, 2017); “Christians in Egypt: Strategies and Survival by Andrea B. Rugh,” review, <i>The Middle East Journal</i> , 70:3, pp. 492-494. (Washington: Middle East Institute, 2016); “Relic technics and the extensible memory of Coptic orthodoxy,” <i>Material Religion</i> 11:1, pp. 50-74, (Taylor and Francis, 2015)	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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JOHNSON, Janet H. Morton D. Hull Distinguished Service Professor of Egyptology, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Egyptian-5, Demotic-5, Coptic-5, Arabic-2
Research/Teaching Specialization: Egyptology, Egyptian Grammar, Hellenistic Egypt, Urbanism and Urbanization	Overseas Experience: Jordan, Egypt

Education: Ph.D., University of Chicago, 1972; B.A., University of Chicago, 1967
Academic Experience: Distinguished Service Professor of Egyptology, Department of Near Eastern Languages and Civilizations, University of Chicago, 2003-present; Professor of Egyptology, Department of Near Eastern Languages and Civilizations, University of Chicago, 1981-2003; Associate Professor of Egyptology, Department of Near Eastern Languages and Civilizations, University of Chicago, 1979-81; Assistant Professor of Egyptology, Department of Near Eastern Languages and Civilizations, University of Chicago, 1972-79

Distinctions: Mellon Foundation grant, 1998-2001, extensions, 2002, 2004; NEH grant, 1978-1981
Theses Directed (past five years): 2 M.A., 4 Ph.D.

Courses (past five years): 19
Selected Courses: Gender in Ancient Egypt; Late Egyptian Texts; Rameside Historical Inscriptions; Coptic Texts; Demotic Texts; Introduction to Middle Egyptian Hieroglyphs; Old Egyptian Texts; Middle Egyptian Texts; Late Egyptian Texts; Ptolemaic Inscriptions

Publications (past five years): 3
Selected Publications: “The Range of Private Property Envisioned in Demotic Documents Pertaining to Marriage and Inheritance” in *Mélanges Offerts à Ola el-Aguizy*, F. Haikal, ed., Bibliothèque d’Étude, 165 (Cairo: Institut Français D’Archéologie Orientale, 2015); “R + infinitive in the Instructions of ‘Onchsheshonqy,” in *Florilegium Aegyptiacum - Eine wissenschaftliche Blütenlese von Schülern und Freunden für Helmut Satzinger zum 75. Geburtstag am 21. Jänner 2013*, ed. by Julia Budka, Roman Gundacker & Gabriele Peak, Göttinger Miszellen, beiheft 14 (Göttingen, 2013);

KARATEKE, Hakan. Associate Professor of Ottoman and Turkish Culture, Language, and Literature, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Turkish-5, Ottoman Turkish-4
Research/Teaching Specialization: Ottoman Turkish Language and Literature, Ottoman History	Overseas Experience: Turkey

Education: Habilitation, University of Vienna, 2007; Ph.D., Bamberg University, 1998; B.A., Boğaziçi University, 1993
Academic Experience: Senior Preceptor in Ottoman and Modern Turkish, Harvard University, Department of Near Eastern Languages and Civilizations, 2004-08; Preceptor in Modern Turkish Language, Harvard University, Department of Near Eastern Languages and Civilizations, 2002-04; Instructor, Harvard University Extension School, 2002-08; Primary Faculty, Center for Middle Eastern Studies, Harvard University, 2002-2007

Distinctions: National Endowment for the Humanities Research Fellow at the American Research Institute in Turkey, Istanbul, 2007-08

Theses Directed (past five years): 4 M.A.
Courses (past five years): 13

Selected Courses: Contemporary Turkish Media Language; Jerusalem in Middle Eastern Civilizations 3; Topics in Ottoman Cultural History; Advanced Ottoman Reading 1,2

Publications (past five years): 5
Selected Publications: “The Ottoman Official Gazette Taqvim-i Veqayi, 1831: An Ottoman Annal in its Own Right,” *Turkish Language, Literature, and History: Travelers’ Tales, Sultans, and Scholars Since the Eighth Century*, B. Hickmann, G. Leiser, eds., pp. 191-207, (2015); “The Politics of Translation: Two Stories from the Turkish Ferec ba’de Şidde in Les mille et une nuit, contes arabes,” *The Journal of Near Eastern Studies*, 74:2, pp. 211-224, (2015); “Illuminating Ottoman Ceremonial,” *God Is the Light of the Heavens and the Earth: Light in Islamic Art and Culture*, S. Blair, J. Bloom, PP. 292-307, (Yale, 2015); *Evliya Çelebi’s Journey from Bursa to the Dardanelles and Edirne: From the Fifth Book of Seyahatname*, edited with an introduction, translation and annotations, (Leiden: E.J. Brill, 2013).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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LEWIS, Franklin. Associate Professor of Persian Language and Literature and Department Chair, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Persian-4, Arabic-2, French-2, German-2
Research/Teaching Specialization: Islamic Thought and Literature, Iranian and Persian Literature and Poetry	Overseas Experience: Iran

Education: Ph.D., University of Chicago, 1995; B.A., University of California – Berkeley, 1983
Academic Experience: Associate Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 2005-present; Associate Professor, Emory University, 2003-2005; Assistant Professor, Emory University, 1997-2003

Distinctions: Director of Graduate Studies, Department of Near Eastern Languages and Civilizations; 2001 British-Kuwaiti Friendship Society Award

Theses Directed (past five years): 1 M.A., 5 Ph.D.

Courses (past five years): 22

Selected Courses: Persian Sufi Texts; Persian Lyric Poetry: History of the Ghazal; The Book of Kings: Ferdowsi’s Shahnameh as World Literature; Narrating the Middle East; Rumi’s Masnavi and the Persian Sufi Tradition; Shi’a Poetry; Layli and Majnun of Nezami; Women Writing Persian: Survey of Poetry and Prose; Modern Persian Fiction: Short Stories; Iranian Cinema

Publications (past five years): 6

Selected Publications: “Authorship, Auctoritas and the Management of Literary Estates in Pre-Modern Persian Literature,” *Jerusalem Studies in Arabic and Islam*, 44 (in preparation 2017); “The Shahnameh of Ferdowsi as World Literature,” F. Lewis, guest editor, special issue of *The Journal of Iranian Studies*, 48:30, pp. 313-487, (2015); “The Shahnameh of Ferdowsi as World Literature,” *Iranian Studies* 48:3, pp. 313-336, (2015); “The Spirituality of Persian Islamic Poetry,” in *The Wiley-Blackwell Companion to Islamic Spirituality*, B. Lawrence and V. Cornell, (Wiley-Blackwell, forthcoming, 2016); “Soltân Valad (d. 1312) and the Poetical Order: Framing the Ethos and Praxis of Poetry in the Mevlevi Tradition After Rumi,” in *New Leaves, Fresh Looks: Essays on Persian Language, Literature and Culture*, K. Talattof, ed., pp. 23-47, (London and New York: Routledge, 2015).

LI, Darryl. Assistant Professor, Department of Anthropology. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: Arabic-4
Research/Teaching Specialization: Law, War, Empire and Colonialism, Race, Mobility, Migration, Carcerality, Universalism, Region Formation, Sovereignty, Violence, Security, Humanitarianism, Human rights	Overseas Experience: Middle East, Balkans

Education: Ph.D., Harvard University, 2012; J.D., Yale University, 2009
Academic Experience: Assistant Professor, Department of Anthropology, University of Chicago, 2016-present; Associate Research Scholar, Yale Law School, 2014-2016; Postdoctoral Fellow, Committee on Global Thought, Columbia University, 2012-14

Distinctions: Social Science Research Council Postdoctoral Fellowship for Transregional Research, 2013-14

Theses Directed (past five years): 0

Courses (past five years): 7

Selected Courses: Captivity; Anthropology against the Law; Law and Empire; Anthropology of Law; Power, Identity, Resistance 1, 2

Publications (past five years): 9

Selected Publications: “From Exception to Empire: Sovereignty, Carceral Circulation, and the ‘Global War on Terror,’” in *Ethnographies of U.S. Empire*, Carole McGranahan and John Collins, eds., (Durham: Duke University Press, forthcoming); “Jihad in a World of Sovereigns: Violence and Islam in the Bosnia Crisis,” *Law and Social Inquiry* 41(2), (2016); “Offshoring the Army: Migrant Workers and the U.S. Military,” *UCLA Law Review* 62, Rev. 124 (2015); “Capital, Migration, Intervention: Rethinking Gulf Islamic Charities,” in *Gulf Charities and Islamic Philanthropy in the "Age of Terror" and Beyond*, Robert Lacey & Jonathan Benthall, eds., (Berlin: Gerlach Press, 2014).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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LINCOLN, Bruce. Caroline E. Haskell Distinguished Service Professor Emeritus of the History of Religions, the Divinity School. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%	Languages: French-5, Italian-5, Tokpisin-4,
Research/Teaching Specialization: Pre-Islamic Iran, Myth and Ritual, Religion and Nationalism	Anglo-Saxon-3, Avestan-4, German-3, Gothic-4, Latin-3, Old Norse-4, Old Persian-4, Pahlavi-4, Sanskrit-4

Education: Ph.D., University of Chicago, 1976; B.A. Haverford College, 1970
Academic Experience: Professor, History of Religions, Divinity School, University of Chicago, 1993-present; Professor, Comparative Studies in Discourse and Society Program, University of Minnesota, 1976-93; Associate Professor, University of Minnesota, 1979-86; Assistant Professor, University of Minnesota, 1976-79

Distinctions: Frank Moore Cross Award, American Schools of Oriental Research, 2007; Provost's Award for Outstanding Teaching (1st Recipient), University of Chicago, 2005-06; Award of Merit, Associated Church Press, 2004; Gordon J. Laing Prize, University of Chicago Press

Theses Directed (past five years): 3 M.A., 3 Ph.D.

Courses (past five years): 14

Selected Courses: Pahlavi Language and Literature; Early Zoroastrianism; Medieval Zoroastrianism; Classic Theories of Religion; Historiography for Historians of Religion; American Mythologies: Screwball Comedies; Shamans, Witches, and Werewolves; Classic Theories of Religion; The Ghost Dance of 1890; Ghosts and Unquiet Spirits; Rituals of Sacrifice; Religion and Culture in Pre-Christian Europe; Liminal Beings: Vampires and Others; Oracles, Divination, and Prophecy in the Ancient Mediterranean World

Publications (past five years): 20

Selected Publications: "Myth, History, Cosmology and Hydrology in Achaemenian Iran," in Wouter Henkelman, Charles Jones, Michael Kozuh, and Christopher Woods, eds., Extraction and Control: Studies in Honor of Matthew W. Stolper (Chicago: Oriental Institute Press, 2014); Between History and Myth: Stories of Harald 'Fairhair' and the Founding of the State. (Chicago: University of Chicago Press, 2013); "Happiness for Mankind": Achaemenian Religion and the Imperial Project. Acta Iranica vol. 53. (Louvain: Peeters, 2012); Gods and Demons, Priests and Scholars: Critical Explorations in the History of Religions. (Chicago: University of Chicago Press, 2012).

LIPSON, Charles. Peter B. Ritzma Professor of Political Science, Department of Political Science. Tenured.

Percentage of Time Devoted to Middle East Studies: 10%	Languages: French-3
Research/Teaching Specialization: International Political Economy	Overseas Experience: Western Europe

Education: Ph.D., Harvard University, 1976; M.A., Harvard University, 1974; B.A., Yale University, 1970
Academic Experience: Director, Program on International Politics, Economics and Security, 1987-present; Professor, Department of Political Science, University of Chicago, 2003-present; Associate Professor, University of Chicago, 1984-2002; Assistant Professor, University of Chicago, 1977-84

Distinctions: New York Times College Program Advisory Board, 1997-present; MacArthur Foundation grant, 1994 and 1985-92; Pew Charitable Trusts, Project on Economics and National Security, Principle Investigator, 1987-92

Theses Directed (past five years): 12 M.A., 1 Ph.D.

Courses (past five years): 9

Selected Courses: Two Faces of Security; Big Wars: Ancient, Medieval, and Early Modern; Great Power Politics in the Nineteenth Century; Core Values of the West; 20th Century World Politics; Hard Questions in International Relations Theory

Publications (past five years): 3

Selected Publications: Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success, 2nd ed., (Chicago: University of Chicago Press, 2008); Designing Rational International Institutions with Duncan Snidal and Barbara Koremonos, (Cambridge: Cambridge University Press, 2004); Reliable Partners: How Democracies Have Made a Separate Peace, (Princeton, NJ: Princeton University Press, 2003).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

LYAMLAHY, Khalid. Assistant Professor, Department of Romance Languages and Literatures (starting Fall 2018). Tenure Track.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: French-5, Arabic-5, Spanish-1
Research/Teaching Specialization: Francophone Literature in the Maghreb, Modern French Fiction, Autobiographical Writing, Literary Theory, Postcolonialism, the Arab Left	Overseas Experience: Morocco
Education: Ph.D., Oxford University, 2018; M.A., University of Paris III Sorbonne Nouvelle, 2014; Postgraduate Diploma, University of Paris III Sorbonne Nouvelle, 2013; B.A., University of Paris III Sorbonne Nouvelle	
Academic Experience: Teacher, French and Francophone Literatures, University of Oxford, 2017-18; Co-teacher, French and Francophone Literatures, University of Oxford, 2016-17; Language Helper, French, University of Oxford 2015-16; Tutor, French literature, University of Paris III Sorbonne Nouvelle, 2013-14; Tutor, French and Arabic language, University of Southampton and Ecole des Mines (Alès), 2004-2008	
Distinctions: Book Reviews Editor of the Bulletin of Francophone Postcolonial Studies; The Mica and Ahmet Ertegun Graduate Scholarship in the Humanities, Oxford, 2015-2018; First Prize at the Literary Contest for the “Promotion of Professional Ethics” sponsored by UNESCO, 2008	
Publications (past five years): 16	
Selected Publications: “From dictatorship to self-constitution: Historical fiction and aesthetics of tyranny in Bensalem Himmich’s <i>Le Calife de l’épouvante</i> ”, in <i>Fictions of African Dictatorship</i> , C. Baker and H. Grayson, eds.(forthcoming); “Towards an aesthetics of self-sovereignty: the symbolic of anti-authoritarian discourse in Mohammed Khaïr-Eddine’s <i>Agadir</i> ” in <i>Research in African Literature</i> , 48:2, (forthcoming); “La métamorphose de Kertész: le sujet-écrivain et les défis de la mémoire”, in <i>Götzendämmerung – Crépuscule des idoles. Seconde Guerre mondiale dans la mémoire collective: Littérature – Art – Histoire</i> G. Seybert, ed., pp.225-247, (Frankfurt am Main: Peter Lang Verlag, 2017).	

MEARSHEIMER, John. John J. R. Wendell Harrison Distinguished Service Professor of Political Science, Department of Political Science. Tenured.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: Russian-3
Research/Teaching Specialization: International Relations Theory, International Security, Arab-Israeli Conflict	Overseas Experience: USSR, Russia
Education: Ph.D., Cornell University, 1981; M.A., University of Southern California, 1974; B.S., United States Military Academy at West Point, 1970	
Academic Experience: John J. R. Wendell Harrison Distinguished Service Professor of Political Science, Department of Political Science, University of Chicago, 1996-Present; Professor of Political Science, Department of Political Science, University of Chicago, 1987-1995; Visiting Scholar, Olin Institute for Strategic Studies, Harvard University, 1992-1993; Department Chair, Department of Political Science, University of Chicago, 1989-1992	
Distinctions: Annual Orator of the Philomathean Society, The University of Pennsylvania, 2016; Honorary Patronage of the Philosophical Society, Trinity College, Dublin, 2012; Hall of Distinguished Graduates, Croton-Harmon High School, 2012; Honorary Professorship, Beijing Foreign Studies University, 2012; Honorary Professorship, Renmin University of China, 2012; Honorary Doctorate, Panteion University, Athens, Greece, 2011	
Theses Directed (past five years): 18 M.A., 8 Ph.D.	
Courses (past five years): 11	
Selected Courses: War and the Nation State; Liberalism and American Foreign Policy; Seminar on Realism; Zionism and Palestine; Nationalism in the Age of Globalization; American Grand Strategy	
Publications (past five years): 29	
Selected Publications: “The Case for Offshore Balancing,” with S. Walt, <i>Foreign Affairs</i> , 95:4, pp. 70-83, (2016); “Defining a New Security Architecture for Europe that Brings Russia in from the Cold,” <i>Military Review</i> , 96:3, pp.27-31 (2016); “Benign Hegemony,” <i>International Studies Review</i> , 18:1, pp. 1-3, (2016); “What is America's Purpose?” <i>National Interest</i> 139, pp. 34-35, (2015); “Preface,” <i>Routledge Handbook of Latin American Studies</i> , in D. Mares and A. Kacowicz, eds., pp. x-xi (New York: Routledge, 2016); “Israel and Academic Freedom” in <i>Who's Afraid of Academic Freedom?</i> , A. Bilgrami and J. R. Cole, pp. 316-333 (Columbia University Press, 2015); “Moscow's Choice,” <i>Foreign Affairs</i> , pp. 93:6, pp. 167-171, (2014).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

MENDES-FLOHR, Paul. Dorothy Grant Maclear Professor of Modern Jewish History and Thought, the Divinity School. Tenured

Percentage of Time Devoted to Middle East Studies: 75%	Languages: Hebrew-4, German-4
Research/Teaching Specialization: Modern Jewish Philosophy and Intellectual History	Overseas Experience: Israel
Education: Ph.D., Brandeis University, 1972; B.A., Brooklyn College, 1964	
Academic Experience: Professor, Modern Jewish History and Thought, Divinity School, University of Chicago, 1999-present; Professor, Jewish Thought, The Hebrew University, 1988-99; 1984-88, Associate Professor, Hebrew University	
Distinctions: Editor-in-chief, German edition, collected works of Martin Buber, sponsored by the Berlin-Brandenburgische Akademie der Wissenschaften, the Israel Academy of Sciences and Humanities, and the Heinrich Heine Universität	
Theses Directed (past five years): 1 M.A., 8 Ph.D.	
Courses (past five years): 18	
Selected Courses: The Messiah and Messianism in Modern Jewish Thought; Leo Strauss and Judaism; Religion in European Enlightenment: Spinoza to Kant; Martin Buber's I and Thou; History and Memory in Jewish Thought; Spinoza and Mendelssohn; Modern Jewish Intellectual History; Moses, Paul, and Modernity; Neighbor Love	
Publications (past five years): 8	
Selected Publications: <u>Dialogue as a Trans-disciplinary Concept: Martin Buber's Philosophy of Dialogue and its Contemporary Reception</u> , editor, (Walter de Gruyter GmbH & Co KG, 2015); "Martin Buber on Monotheism and Its Discontents," <u>The Value of the Particular: Lessons from Judaism and the Modern Jewish Experience: Festschrift for Steven T. Katz on the Occasion of his Seventieth Birthday</u> , p. 183 (2015); <u>Gustav Landauer: Anarchist and Jew</u> , Paul Mendes-Flohr and Anya Mali, eds., (Chicago: University of Chicago Press, 2008); <u>Love, Accusative and Dative: Reflections on Leviticus 19:18</u> (Syracuse, NY: Syracuse University, 2007).	

MUHS, Brian. Associate Professor of Egyptology, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Coptic-4
Research/Teaching Specialization: Egyptology	Overseas Experience: Egypt
Education: Ph.D., University of Pennsylvania, 1996; B.A., University of California – Berkeley, 1985	
Academic Experience: Associate Professor of Egyptology, University of Chicago, 2011-present; University Lecturer, Greek Papyrology, Papyrological Institute, Leiden University, 2009-11; Lecturer, Demotic Papyrology, Papyrological Institute, Leiden University, 1997-2011	
Distinctions: Gratema Stichting Grant, 2005-2008, Leiden University; School of Arts and Sciences Dissertation Fellowship, University of Pennsylvania, 1992-93; Department of Oriental Studies Scholarship, 1990-1992, University of Pennsylvania; William Penn Fellowship, 1986-1990, University of Pennsylvania	
Theses Directed (past five years): 5 M.A.	
Courses (past five years): 14	
Selected Courses: Approaches to the Study of the Ancient Near East; Introduction to Old Egyptian; Introduction to Coptic; Introduction to Hieratic; Late Egyptian Texts; Demotic Texts; Coptic Texts; The Second Intermediate Period of Egypt; Introduction to Middle Egyptian Hieroglyphs 1, 2	
Publications (past five years): 3	
Selected Publications: <u>The Ancient Egyptian Economy: 3000–30 BCE</u> , (Cambridge University Press, 2016); "Transaction Costs and Institutional Change in Egypt, ca. 1070–525 BCE," <u>Law and Transaction Costs in the Ancient Economy</u> , 80, (2015); "Agriculture and Taxation in Early Ptolemaic Egypt: Demotic Land Surveys and Accounts (P. Agri)," <u>Papyrologische Texte und Abhandlungen</u> , 46, pp. 241-244, (2014); "Two 'Orders for Burial' from the Valley of the Kings," <u>Journal of the American Research Center in Egypt</u> 45 (2009), p. 393-395; "A Late Ptolemaic Grapheion Archive in Berkeley," p. 581-588 in T. Gagos (ed.), <u>Proceedings of the 25th International Congress of Papyrology</u> , Ann Arbor, July 29 – August 4, 2007 (American Studies in Papyrology, Special Edition. Ann Arbor: 2010).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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NIRENBERG, David. Deborah R. and Edgar D. Jannotta Professor of Social Thought, Medieval History, and Middle East Studies, Department of History and Committee on Social Thought; Dean, Divinity School. Tenured.

Percentage of Time Devoted to Middle East Studies: 30%	Languages: German-4, French-4, Spanish-4
Research/Teaching Specialization: Christians, Jews, and Muslims in Medieval Europe and the Mediterranean	Overseas Experience: Germany, Spain, Israel
Education: Ph.D., Princeton University, 1992; B.A., Yale University, 1986	
Academic Experience: Interim Dean, Divinity School, University of Chicago 2018-present; Professor, Department of History, University of Chicago, 2006-present; Charlotte Bloomberg Professor of the Humanities, Johns Hopkins University, 1996-2006; Director, Neubauer Collegium for Culture and Society, University of Chicago, 2012-2014; Dean, Division of the Social Sciences, University of Chicago, 2014-2017.	
Distinctions: Fellow, Wissenschaftskolleg zu Berlin, 2004-05; Johns Hopkins Alumni Association Excellence in Teaching Award, 2003; First Book Prize, Society for Spanish and Portuguese Historical Studies	
Theses Directed (past five years): 4 Ph.D.	
Courses (past five years): 9	
Selected Courses: Seminar: Christians, Muslims, and Jews in Medieval Spain; Augustine, the City of God; A Scandal for Gentiles and Jews; Secularization and Resacralization of the Work of Art; Jerusalem in Middle Eastern Civilization; Racial Theories of Religious Difference in 15th Century Spain; Kings, Culture, and the Three Religions of Medieval Spain; Western Mediterranean Civilization 2	
Publications (past five years): 20	
Selected Publications: “What Is Islam? (What Is Christianity? What Is Judaism?),” <i>Raritan</i> 35, pp. 1-14 (Fall 2016); <i>Aesthetic Theology and Its Enemies: Judaism in Christian Painting, Poetry, and Politics</i> , (Lebanon, NH: University Press of New England, 2015); “Religions of Love: Judaism, Christianity, Islam,” <i>The Oxford Handbook of the Abrahamic Religions</i> , A. Silverstein and G. Stroumsa, eds., pp. 518–535. (Oxford: Oxford University Press, 2015); “Posthumous Love in Judaism,” <i>Love After Death: Concepts of Posthumous Love in Medieval and Early Modern Europe</i> , B. Jussen and R Targoff, eds., pp. 55–70, (Berlin: De Gruyter, 2015); <i>Neighboring Faiths: Christianity, Islam, and Judaism in the Middle Ages and Today</i> , (Chicago: University of Chicago, 2014); <i>Anti-Judaism: The Western Tradition</i> , (New York: W. W. Norton & Company, 2013).	

NITZAN-SHIFTAN, Alona. Israel Institute Visiting Scholar (2017-18), Department of Art History and Center for Middle Eastern Studies.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Hebrew-5
Research/Teaching Specialization: Modernity and Modernism, History, Theory and Criticism of Twentieth Century and Contemporary Architecture, Post-WWII Architectural Culture in Israel and the U.S., Politics of Architecture, Israeli Architectures in History, Architectural Historiography	Overseas Experience: Israel
Education: Ph.D., Massachusetts Institute of Technology, 2002; S.M.Arch.S., Massachusetts Institute of Technology, 1993; B.Arch., Technion, Israeli Institute of Technology, 1987	
Academic Experience: Associate Professor, Technion, 2014-present; Assistant Professor, Technion, 2011-2013; Senior Lecturer, Technion, 2003-2011; Visiting Assistant Professor, University of Michigan, 2007-08; Kress Curatorial Fellow, The National Gallery of Art, Washington, D.C., 2002-03; Adjunct Lecturer, Technion, 1997-2000	
Distinctions: Azrieli Fund for Advanced Studies writing grant, 2016; Graham Foundation, Chicago, grantee, 2014; Israel Science Foundation grant, 2012-2015; Pais, Research of Visual Arts, 2012	
Courses (past five years): 2	
Selected Courses: Architecture in Action: Modernism and Politics in Israel/Palestine; Architecture and the Zionist Imagination (co-taught with Na’ama Rokem)	
Publications (past five years): 9	
Selected Publications: <i>Seizing Jerusalem: Architecture in Action 1967-1977</i> , (Minneapolis, MN: University of Minnesota Press, 2017); “Industrial Complexes, Foreign Expertise, and the Imagining of a New Levant,” in special issue: “Expertise in Islamic Architecture”, <i>International Journal of Islamic Architecture</i> , 4:2, 2015.	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

PADELA, Aasim. Associate Professor of Medicine, Sections of Emergency Medicine and General Internal Medicine; Director, Program on Medicine and Religion, Initiative on Islam and Medicine. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%

Research/Teaching Specialization: Bioethics and Islam

Languages: Arabic-4

Overseas Experience:

Education: M.D., Weill Cornell Medical College, 2005; B.S., Biomedical Engineering and B.A., Classical Arabic Literature, University of Rochester, 2001

Academic Experience: Associate Professor of Medicine, University of Chicago, 2014-present; Assistant Professor of Medicine, University of Chicago, 2011-14; Research Fellow, Department of Internal Medicine, University of Michigan, 2008-2011; Visiting Fellow, Centre of Islamic Studies, Oxford University, 2010; Postdoctoral Fellow Affiliate, Population Studies Center, Institute of Survey Research, University of Michigan, 2009-2011

Distinctions: Ibn Sina Achievement Award, Compassionate Care Network, 2012; Making a Difference Award, Wolverine Team Mission Member for Medical Relief in Haiti, 2010; Research Distinction, Emergency Medicine Residency, 2008

Theses Directed (past five years): 0

Courses (past five years): 1

Selected Courses: Religious Perspectives on Doctoring and Bioethics

Publications (past five years): 43

Selected Publications: “Reducing Muslim Mammography Disparities: Outcomes From a Religiously Tailored Mosque-Based Intervention,” with S. Malik, S. Akila Ally, M. Quinn, S. Hall, and M. Peek, Health Education & Behavior (2018); “Developing religiously-tailored health messages for behavioral change: Introducing the reframe, reprioritize, and reform (‘3R’) model,” with S. Malik, M. Vu, M. Quinn, and M. Peek, Social Science & Medicine 204 (2018); “Religious identity and workplace discrimination: A national survey of American Muslim physicians,” with H. Adam, M. Ahmad, Z. Hosseinian, and F. Curlin, AJOB Empirical Bioethics 7:3, pp. 149-159 (2016); “[Re] considering Respect for Persons in a Globalizing World,” with A. Malik, F. Curlin, and R. De Vries, Developing World Bioethics 15:2, pp. 98-106, (2015).

PAPE, Robert Jr. Professor of Political Science, Department of Political Science. Tenured.

Percentage of Time Devoted to Middle East Studies: 50%

Research/Teaching Specialization: International Relations Theory, National Security Affairs, Causes of Suicide Terrorism, Politics of Unipolarity

Education: Ph.D., University of Chicago, 1988; B.A., University of Pittsburgh, 1982

Academic Experience: Professor, Department of Political Science, University of Chicago, 2005-present; Associate Professor, University of Chicago, 1999-2005; Assistant Professor, Dartmouth College, 1994-1999; Assistant Professor, Air University, 1991-1994; Visiting Professor, University of Michigan, 1990

Distinctions: Director, Chicago Project on Security and Threats; Smith Richardson, Program on International Security Policy grant, 2004-2007; Department of Defense, Chicago Project on Suicide Terrorism grant, 2004

Theses Directed (past five years): 18 M.A., 6 Ph.D.

Courses (past five years): 9

Selected Courses: Strategy; Militant Power Politics; Terrorism, Insurgency, and Martyrdom; Seminar on Humanitarian Intervention; Terrorism; Politics of Unipolarity

Publications (past five years): 16

Selected Publications: “Days of Action or Restraint? How the Islamic Calendar Impacts Violence,” with M. Reese and K. Ruby, American Political Science Review 111:3, pp. 439-459, (2017); “A multilevel social neuroscience perspective on radicalization and terrorism,” with J. Decety and C. Workman, Social neuroscience, pp. 1-19, (2017); “The American face of ISIS,” with J. Decety, K. Ruby, A. Albanez Rivas, J. Jessen, C. Wegner, P. Mik, Australian Strategic Policy Institute, (2017); Dying to Win: The Strategic Logic of Suicide Terrorism, (New York: Random House, 2005)

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

PARDEE, Dennis. Henry Crown Professor of Hebrew Studies, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Hebrew-5, Aramaic-5, French-5
Research/Teaching Specialization: Northwest Semitic Languages, Ugaritic and Hebrew Poetics and Ritual	Overseas Experience: France, Syria, Israel
Education: Ph.D., University of Chicago, 1974	
Academic Experience: Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1972-present	
Theses Directed (past five years): 1 M.A., 9 Ph.D.	
Courses (past five years): 13	
Selected Courses: Intermediate Classical Hebrew 1, 2, 3; Punic Inscriptions; Hebrew Letters/Inscriptions; Phoenician Inscriptions; Ugaritic 1, 2, 3; Ugaritic: The Aqht Cycle; Ugaritic: The Baal Cycle; Targum; Aramaic; Readings: The Dead Sea Scrolls; Imperial Aramaic; Seminar: Greek and Semitic Religion	
Publications (past five years): 20	
Selected Publications: “«Mets en terre la guerre...», histoire de l’interprétation d’une formule ougaritique,” <i>Archéologie, art et histoire</i> , 94, pp. 205-254, (2017); “The Scribal Culture of Ugarit,” with R. Hawley and C. Roche-Hawley, <i>Journal of Ancient Near Eastern History</i> , 2:2, pp. 229-267, (2016); “The Katumuwa inscription,” <i>In Remembrance of Me</i> , (Chicago: Oriental Institute, 2014); “A brief case for the language of the ‘Gezer Calendar’ as Phoenician,” <i>Linguistic Studies in Phoenician</i> , pp. 226-46, (2013); “Ugaritic,” in <i>The Semitic Languages</i> , R. Hetzron, ed., pp. 131-144, (2013); <i>Ritual and cult at Ugarit</i> , (Atlanta: Society of Biblical Literature, 2002).	

PITTS, Jennifer. Associate Professor of Political Science, Department of Political Science. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: French-4
Research/Teaching Specialization: Imperialism, International Law, Global History, Modern Political Thought	Overseas Experience: France
Education: Ph.D., Harvard University, 2000; B.A., Yale University, 1992	
Academic Experience: Associate Professor, Department of Political Science, University of Chicago, 2007-present; Assistant Professor, Department of Politics, Princeton University, 2004-2007; Assistant Professor, Department of Political Science, Yale University, 2000-2004	
Distinctions: Professeur invité, Ecole des Hautes Études en Sciences Sociales, 2007; Institute for Advanced Study, Member in Social Science, 2006-07; Co-winner of the Best First Book award, Foundations of Political Theory, APSA, 2006; John K. Castle Scholar of Ethics in Political Science, Yale University, 2003-04; Junior Faculty Fellowship, Yale University	
Theses Directed (past five years): 2 M.A.	
Courses (past five years): 15	
Selected Courses: Modern Theories of the State; Adam Smith's Social and Political Thought; Advanced Study: Political Science; Approaches to the History of Political Thought; Classics of Social and Political Thought 2, 3; History of International Thought; Liberalism and Empire; Teaching Political Science; Democracy, Revolution and Empire in Toqueville's Thought	
Publications (past five years): 8	
Selected Publications: <i>The Law of Nations in Global History</i> , an edited collection of the essays of Charles Henry Alexandrowicz, co-edited with David Armitage, (Oxford University Press: 2017); <i>A Turn to Empire: the rise of imperial liberalism in Britain and France</i> , (Princeton University Press, 2005); “International Relations and the Critical History of International Law,” <i>International Relations</i> , 31.3, 282–298 (2017); “Irony in Adam Smith’s Critical Global History,” <i>Political Theory</i> , 45.2 (2015); “International Law,” in <i>Historicism and the human sciences in Victorian Britain</i> , ed. Mark Bevir (Cambridge University Press, 2017).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

QUTBUDDIN, Tahera. Associate Professor of Arabic Literature, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5, Urdu-5, Gujarati-5, Hindi-5, Persian-3
Research/Teaching Specialization: Modern Arabic Literature, Literary Translations, Medieval Islamic History, Medieval Islamic Literature, Islamic Law	Overseas Experience: Syria, Egypt, India

Education: Ph.D., Harvard University, 1999; M.A., Harvard University, 1994; M.A., Ain Shams University 1990; B.A., Ain Shams University, 1988

Academic Experience: Associate Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 2012-present; Assistant Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 2002-2012; Assistant Professor, University of Utah, 2000-2002; Visiting Assistant Professor, Yale University, 1999-2000

Distinctions: Carnegie Scholar, 2009; Faculty Fellowship, Franke Institute, 2007

Theses Directed (past five years): 1 Ph.D.

Courses (past five years): 13

Selected Courses: Islamicate Civilizations in Spain; Seminar: Poetry (Al-Mutanabbi); Qur'an, Hadith, and Khutba; Abbasid Prose; Shi'a Poetry; Survey: Classical Arabic Literature in Translation; Ali: Orations, Epistles, Words of Wisdom; Women in Arabic Literature; Readings: Sufi Literature in Translation; Advanced Arabic Syntax

Publications (past five years): 7

Selected Publications: "Idrīs 'Imād al-Dīn," Encyclopaedia of Islam, part 4 3rd ed., K. Fleet, G. Krämer, D. Matringe, J. Nawas and E. Rowson, eds., pp. 111-114, (Leiden: Brill, 2018); "Ibn Abī l-Hadīd," Encyclopaedia of Islam, part 2, 3rd ed., K. Fleet, G. Krämer, D. Matringe, J. Nawas and E. Rowson, eds., pp. 78-81, (Leiden: Brill, 2018); "Qur'an Citation in Early Arabic Orations (Khuṭba): Mnemonic, Liturgical and Testimonial Functions," in The Qur'an and Adab: The Shaping of Literary Traditions in Classical Islam, ed. N. Alshaar, pp. 315-340, (Oxford: Oxford University Press, 2017); "'Alī's Contemplations on this World and the Hereafter in the Context of His Life and Times," in Essays in Islamic Philology, History, and Philosophy, A. Korany, W. M. Thackston, R. P. Mottahedeh, and W. Granara, eds., pp. 333-353, (Berlin: De Gruyter, 2016); Light in the Heavens: Sayings of the Prophet Muhammad, facing page critical edition and translation of Kitāb al-Shihāb compiled by al-Qādī al-Qudā'ī (d. 454/1062), Library of Arabic Literature, (New York: New York University Press, 2016); A Treasury of Virtues: Sayings, Sermons, and Teachings of 'Alī, (New York: New York University Press, 2013); "Khoṭba," Encyclopaedia Iranica, E. Yarshater, ed., online edition, 2013, available at <http://www.iranicaonline.org/articles/kotba-sermon>; "Bohras," in Encyclopaedia of Islam, 3rd edition, K. Fleet, G. Krämer, D. Matringe, J. Nawas and E. Rowson, eds., (Brill Online, 2013).

RABIE, Kareem. Collegiate Assistant Professor in the Social Sciences, Lecturer, Department of Anthropology.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5
Research/Teaching Specialization: Urban Anthropology and Geography, Anthropology of the State, Political Economy	Overseas Experience: Israel, Palestinian Territories, China

Education: Ph.D., CUNY Graduate Center, 2014

Academic Experience: Collegiate Assistant Professor, Lecturer, University of Chicago, 2016-present; Senior Researcher and Marie Curie Fellow, Research Associate, Oxford University, 2014-15

Distinctions: Harper-Schmidt Fellow, 2016-present

Theses Directed (past five years): 0

Courses (past five years): 4

Selected Courses: Geographies of Circulation and Exchange; Self, Culture, and Society 1, 2, 3

Publications (past five years): 3

Selected Publications: Palestine is Throwing a Party and the Whole World is Invited: Private Development and State Building in the Contemporary West Bank, (Durham, NC: Duke University Press, forthcoming).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

ROKEM, Na'ama. Associate Professor of Modern Hebrew and Comparative Literature, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Hebrew-5, German-5, Yiddish-4
Research/Teaching Specialization: Modern Hebrew Literature, Cultural and Intellectual History of Zionism	Overseas Experience: Israel
Education: Ph.D., Stanford University, 2006	
Academic Experience: Associate Professor of Modern Hebrew and Comparative Literature, Department of Near Eastern Languages and Civilizations, 2016-present; Assistant Professor of Modern Hebrew Literature, Department of Near Eastern Languages and Civilizations, 2009-2016; Faculty Fellow at the Frankel Institute for Advanced Judaic Studies, University of Michigan, 2010-2011	
Distinctions: Gray Center for Arts and Inquiry Grant for developing and co-teaching “Bilingualism Laboratory,” 2014-2015; Faculty Fellow at the Franke Institute of Humanities, University of Chicago, 2013-2014; Center for Disciplinary Innovation Grant, for co-teaching a course on Bilingualism, 2011-12; Faculty Fellow at the Frankel Institute for Advanced Judaic Studies, University of Michigan, 2010-11	
Theses Directed (past five years): 1 M.A.	
Courses (past five years): 16	
Selected Courses: Jewish Thought and Literature 3; Israeli Poetry; World Literature – Jewish Literature; Writing the Jewish State; Multilingualism and Translation in Modern Jewish Literature; Jewish Literature in a Century of Transformation 1880-1980; Architecture and the Zionist Imagination (co-taught with Alona Nitzan-Fishtan)	
Publications (past five years): 5	
Selected Publications: “Questioning Weltliteratur: Heinrich Heine, Leah Goldberg, and the Department of Comparative Literature at the Hebrew University of Jerusalem,” <i>Prooftexts</i> 36:1, pp. 217-239, (2017); “Berlin and Jerusalem: Toward German-Hebrew Studies,” with A. Eshel, <i>The German-Jewish Experience Revisited</i> , S. Aschheim and A. Liska, p. 265, (2015); <i>Prosaic Conditions: Heinrich Heine and the Spaces of Zionist Literature</i> , (Evanston, IL: Northwestern University Press, 2013); “German Hebrew Encounters in the Poetry and Correspondence of Yehuda Amichai and Paul Celan,” <i>Prooftexts</i> , 30 (2010), 97-127; “Heinrich Heine, Theodor Herzl and the Poetics of Space,” <i>Journal of Modern Jewish Studies</i> , 8:1 (2009), 65-82; “Zionism before the Law: The Politics of Representation in Herzl and Kafka,” <i>Germanic Review</i> , 83:4 (2008), 321-342.	

ROLNIK, Guy. Clinical Associate Professor of Strategic Management, University of Chicago Booth School of Business.

Percentage of Time Devoted to Middle East Studies: 50%	Languages: Hebrew-5
Research/Teaching Specialization: Business, Regulation, Media, Israeli Economy	Overseas Experience: Israel
Education: M.B.A., Tel Aviv University and Northwestern University Kellogg-Recanati Program, 1998; B.A., Tel Aviv University, 1996	
Academic Experience: Faculty of Management, Tel Aviv University and the Arison School of Business at the Interdisciplinary Center (IDC), Herzliya	
Distinctions: “Regulatory Capture” research grants, SNI Research Institute in the Israeli Institute of Technology (Technion Research University), 2014-15; Sokolov Lifetime Achievement Award, 2013; Certificate of Appreciate, Kinneret College, 2012; Quality of Economic Journalism Award, Society for the Public’s Right to Know, Israel, 2008	
Theses Directed (past five years): 0	
Courses (past five years): 5	
Selected Courses: Reputation, Regulation, and Communications: How Media Influences Business; Storytelling and Narratives in Business	
Publications (past five years): 1	
Selected Publications: "A Way to Own Your Social-Media Data [online]," with L. Zingales, <i>New York Times</i> (2017); "Mission for Israel 2028: Stay ahead of the Game," with E. Azran, <i>The Marker</i> (2011).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

SALEM, Basil. Postdoctoral Teaching Fellow, Department of History.	
Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5, Turkish-3, French-3
Research/Teaching Specialization: Cultural History of the Early Modern and Modern Middle East, Arab and Ottoman History, Poetry as Social Theory, Social Theory in Comparative Perspective, Print and Book Cultures	Overseas Experience: Jordan
Education: Ph.D., University of Chicago, 2016; M.A., University of Chicago, 2010; B.A., Loyola University Chicago, 2007	
Academic Experience: Postdoctoral Teaching Fellow, University of Chicago, 2016-present; Lecturer, Loyola University Chicago, 2016	
Distinctions: Von Holst Prize Lectureship, University of Chicago (declined), 2016; Francois Furet Grant, University of Chicago, 2014; Janco Travel Grant, University of Chicago, 2014; American Research Institute in Turkey Summer Fellowship, 2011; FLAS Fellowship, 2009-10	
Theses Directed (past five years): 2 M.A.	
Courses (past five years): 8	
Selected Courses: Self, Culture, and Society 1, 2, and 3; Scandal as Historical Document – 17 th -21 st Centuries; Power, Identity, Resistance 3; Introductory Arabic; Writing Seminar	
Publications (past five years): 1	
Selected Publications: “Critiquing the Ottomans: Arab Invective against the Ottoman Center in the Long Eighteenth Century” in <u>Disliking Others: Loathing, Hostility, and Distrust in Pre-Modern Ottoman Lands</u> Indiana University Press, (Bloomington, IN: Indiana University Press, expected 2019).	

SELLS, Michael. John Henry Barrows Professor of the History and Literature of Islam, the Divinity School. Tenured.	
Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5, Persian-3, French-3, German-3
Research/Teaching Specialization: Islamic Poetry, Construction of Muslim Enemy in the West, Qur’anic Language and Recitation, Arabic literature	Overseas Experience: Egypt, Morocco
Education: Ph.D., University of Chicago, 1982; M.A. University of Chicago, 1977; B.A. Gonzaga University, 1971	
Academic Experience: John Henry Barrows Professor of the History and Literature of Islam, Divinity School, University of Chicago, 2005-present; Professor of Religion and Emily Judson Baugh and John Marshall Gest Professor of Comparative Religion, Haverford College, 1995-2005	
Distinctions: Choice Academic Book of the Year Award (2004); Andrew Mellon New Directions Fellowship (2003)	
Theses Directed (past five years): 3 M.A., 3 Ph.D.	
Courses (past five years): 15	
Selected Courses: Islamicate Civilizations in Spain 2; Writings of Ibn ‘Arabi; Islamic Love Poetry; Arabic Sufi Poetry; Comparative Issues in Monotheistic Mystical Traditions; Blood Libel: Damascus to Riyadh; Comparative Mystical Literature; Readings in Qur’an, Tafsir, and Sira	
Publications (past five years): 6	
Selected Publications: <u>Qur’anic Studies Today</u> , with A. Neuwirth, eds., (New York: Routledge, 2016); “Holocaust Abuse,” <u>Journal of Religious Ethics</u> , 43:4, pp. 723-759, (2015); “Religion, History, and Genocide,” in <u>Religion and Justice in the War Over Bosnia</u> , p. 23 (2014); “Armageddon in Christian, Sunni, and Shia traditions,” <u>Oxford Handbook of Religion and Violence</u> (Oxford University Press, 2012); <u>Approaching the Qur’an</u> (Ashland, OR: White Cloud Press, 2007).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

SHISSLER, A. Holly. Associate Professor of Ottoman and Modern Turkish History, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Turkish-4, Azerbaijani-2
Research/Teaching Specialization: Ottoman History, History of the Early Turkish Republic, Nationalism, Intellectual History, Women in the Late Ottoman Empire	Overseas Experience: Turkey, Greece, Spain
Education: Ph.D., University of California – Los Angeles, 1995; M.A., University of California – Los Angeles, 1989; B.A., Vassar College, 1983	
Academic Experience: Assistant and Associate Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1999-present; Assistant Professor, Indiana University of Pennsylvania, 1995-1999; Director, Center for Middle Eastern Studies, University of Chicago, 2007-2009	
Distinctions: Faculty Fellowship, Franke Institute, 2002-03	
Theses Directed (past five years): 3 M.A., 10 Ph.D.	
Courses (past five years): 17	
Selected Courses: Early Turkish Republic; History of Turkey and Iran in the 20th Century; Islamic History & Society 3: The Modern Middle East; Late Ottoman History 1, 2; Introduction to the Ottoman Press; World War I in the Ottoman Empire; The Woman Question and Reform in the Ottoman Empire	
Publications (past five years): 1	
Selected Publications: “The Al-Afghani-Renan Debate, Reconsidered,” with M. Ringer, <i>Iran Nameh</i> , 30:3, pp. XXVIII-XLV, (2015); “The Harem as the Seat of Middle-Class Industry and Morality,” <i>Harem Histories: Envisioning Places and Living Spaces</i> , pp. 319-342, (2010).	

STEIN, Gil. Professor of Archaeology, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Overseas Experience: Turkey
Research/Teaching Specialization: Evolution of Complex Societies, Political Economy of Early States, Urbanism, Near Eastern Archaeology	
Education: Ph.D., University of Pennsylvania, 1988; B.A. Yale University, 1978	
Academic Experience: Professor, Department of Near Eastern Languages and Civilizations, 2002-present; Director, Oriental Institute, University of Chicago, 2002-2017; Northwestern University, Professor, 2001-02; Northwestern University, Associate Professor, 1996-2001; Northwestern University, Assistant Professor, 1990-1996; New York University, Visiting Assistant Professor, 1989-90; Smithsonian Institution, Postdoctoral Fellow, 1988-89	
Distinctions: U.S. State Department Grant (US Embassy-Kabul) to develop Mobile Museums and Museum Outreach for the National Museum of Afghanistan, 2016; Carnegie Corporation: “Planning Grant – Preserving the Cultural Heritage of States –in-Transition: The Chicago Center for Archaeological Heritage Preservation (CCAHP)”, 2015-16; US State Department Grant for the Afghan Heritage Mapping project, 2015-16; U.S. State Department Grant for the Museum Partnership between the Oriental Institute and the National Museum of Afghanistan, 2012-2015; Wenner-Gren Foundation for Anthropological Research, 2010; National Science Foundation Research Grant, 2009-11	
Theses Directed (past five years): 5 M.A., 4 Ph.D.	
Courses (past five years): 7	
Selected Courses: Economic Organization of Ancient Complex Societies; Introduction to the Archaeology of Afghanistan; Zooarchaeology; Rise of the State in the Near East; the Ubaid Horizon	
Publications (past five years): 16	
Selected Publications: “The Oriental Institute Partnership with the National Museum of Afghanistan 2015-2016 Report” <i>Oriental Institute Annual Report 2015-2016</i> , pp. 130-135, (University of Chicago Oriental Institute Publications, 2017); “The growth of early social networks: New geochemical results of obsidian from the Ubaid to Chalcolithic Period in Syria, Iraq and the Gulf,” with L. Khalidi, B. Gratuze, A. McMahon, S. Al-Quntar, R. Carter, R. Cuttler, P. Drechsler, E. Healey, M. Inizan, PhD; D. Mouralis, E. Pernicka, A. Robin, <i>Journal of Archaeological Science: Reports</i> , 9, pp. 743-757, (2016); “Aks of War: A Digital Museum inventory for a War-torn Afghanistan,” with M. Fisher, <i>Proceedings, 9th ICAANE, Basel 2014</i> , pp. 453-467, (2016); “Ubaid Plant Use at Tell Zeidan, Syria,” with A. Smith and P. Graham, <i>Paléorient</i> 41:2, pp. 51-69, (2016).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

STOLPER, Matthew. Professor of Assyriology and the John A. Wilson Professor of Oriental Studies in the Oriental Institute, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Akkadian-4, Elate-4, Old Persian-3, Sumerian-1, Hebrew-1, Ugaritic-1, Persian-1, German-2
Research/Teaching Specialization: Late Babylonian Legal Texts, History of Ancient Iran, Elamite History and Grammar	Overseas Experience: Iran, Libya

Education: Ph.D., University of Michigan, 1974; M.A., University of Michigan, 1967; B.A., Harvard College, 1965
Academic Experience: Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1987-present; Associate Professor, University of Chicago, 1980-1986; Associate Professor, University of Michigan, 1979-80; Assistant Professor, University of Michigan, 1975-1979

Distinctions: Parsa Community Foundation Grant, 2007-08; University of Chicago Women’s Board Grant, 2007-08; National Geographic Society Committee for Research and Exploration Grant, 2007-08; Provost’s Program for Academic Technology Innovation, 2006-2008; Mellon Foundation Grant, 2007-2009; Fellowship, American Council of Learned Societies, 2005-06; American Institute of Iranian Studies, Institutional Trustee, 1998-present

Theses Directed (past five years): 3

Courses (past five years): 4

Selected Courses: Achaemenid Elamite Administrative Texts; Introduction to Elamite; Introduction to Neo-Assyrian and Neo-Babylonian Legal Documents; Elementary Akkadian; Akkadian Literary Texts; Old Persian Readings; Sargon’s Eighth Campaign; Neo-Babylonian Letters

Publications (past five years): 4

Selected Publications: “Achaemenid Elamite Administrative Tablets, 4: BM 108963,” with M. Garrison and C. Jones, *Journal of Near Eastern Studies*, 77:1, pp. 1-14, (2018); “An old Persian cuneiform inscription on a tomb in the Woodlawn Cemetery, New York City,” *Journal of American Oriental Society*, 136:3, pp. 591-601, (2016); “Achaemenid Elamite Administrative Tablets, Three Fragments from Old Kandahar, Afghanistan,” *Arta*, 1, pp. 1-26, (2015); “Case in Point: The Persepolis Fortification Archive,” *Archaeologies of Text: Archaeology, Technology, and Ethics*, M. Rutz and M. Kersel, eds., pp. 14-30 (2014).

TERMAN, Rochelle Layla. Assistant Professor, Department of Political Science (starting Fall 2018). Tenure Track.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: Persian-2
Research/Teaching Specialization: International Relations, Comparative Politics, Gender and Women’s Studies	

Education: Ph.D., University of California – Berkeley, 2016; B.A., University of Chicago, 2008
Academic Experience: Assistant Professor, Department of Political Science, University of Chicago, Fall 2018; Post-Doctoral Fellow, Center for International Security and Cooperation, Stanford University, 2016-2018

Distinctions: Merze Tate Award American Political Science Association, 2017; Feminist Theory and Gender Studies Best Graduate Student Paper Award, International Studies Association, 2016

Publications (past five years): 4

Selected Publications: “Islamophobia and Media Portrayals of Women’s Rights: A Computational Text Analysis of U.S. News Coverage,” *International Studies Quarterly* (forthcoming 2018); “The Relational Politics of Shame: Evidence from the Universal Periodic Review,” with E. Voeten, *Review of International Organizations*, (forthcoming 2018); “Researching Gender & Women in Muslim Contexts: Beyond Orientalism?,” in *CP: Newsletter of the Comparative Politics Organized Section of the American Political Science Association*, 27:1, pp. 1-109, (2017); “The News Media Offer Slanted Coverage of Muslim Countries’ Treatment of Women,” *The Monkey Cage*, Washington Post, (May 5, 2017); “Islamophobia, Feminism, and the Politics of Critique,” *Theory, Culture & Society*, 33:2, (2016); “Trans(ing) in Iran,” *World Policy Journal*, (2014); “Piety of Public Participation: The Revolutionary Muslim Woman in the Islamic Republic of Iran,” *Politics, Religion, and Ideology*, 11:3, (2010); “To Specify or Single Out: Should We Use the Term ‘Honor Killing’?,” *The Muslim World Journal of Human Rights*, 7:1, (2010)

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

TORRES, Anna Elena. Provost's Postdoctoral Scholar, Department of Comparative Literature.	
Percentage of Time Devoted to Middle East Studies: 25%	Languages: Yiddish -4, Hebrew -3, Latin -3, Spanish, -4
Research/Teaching Specialization: Yiddish Literature, Diaspora Studies, Radical Politics	Overseas Experience: Israel, Lithuania
Education: Ph.D., University of California – Berkeley, 2015; M.A., Harvard Divinity School, 2010; B.A. Swarthmore College, 2007	
Academic Experience: Postdoctoral Scholar, University of Chicago, 2016-present; Literary Translator, National Yiddish Book Center, 2014-2015	
Distinctions: Harvard Presidential Scholar, 2010	
Theses Directed (past five years): 0	
Courses (past five years): 2	
Selected Courses: Gender and the Body in Yiddish Literature; Language is Migrant: Yiddish Poetics of the Border	
Publications (past five years): 4	
Selected Publications: “Imagining a Dictionary for Solidarity: A Conversation with Artist Yevgeniy Fiks on Russian, Yiddish, and Transnational Queer Dialects,” interview with <u>In Geveb – A Journal of Yiddish Studies</u> , 2016; “Spectacular Vernacular: An Interview with Ezra Berkley Nepon on New Yiddish Theater, Queer Performance Arts, and ‘Dazzle Camouflage,’” interview with <u>In Geveb – A Journal of Yiddish Studies</u> , 2016; “Notes on Teaching Yiddish Literature and Critical Theory,” <u>In Geveb – A Journal of Yiddish</u> , 2016; Translation of “Mannequins” by Dvoyre Fogel, <i>PaknTreger</i> , 2015.	

WEDEEN, Lisa. Mary R. Morton Professor of Political Science, Department of Political Science. Tenured. Co-Director of the Chicago Center for Contemporary Theory.	
Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-4, French-4
Research/Teaching Specialization: Comparative Politics, Political Theory, Feminist Theory	Overseas Experience: Syria, Yemen, Egypt, France
Education: Ph.D., University of California – Berkeley, 1995; M.A., University of California – Berkeley, 1987; B.A. University of California – Berkeley, 1986	
Academic Experience: Mary R. Morton Professor of Political Science, University of Chicago, 2012-present; Professor, University of Chicago, 2010-2012; Associate Professor, University of Chicago, 2005-2010; Assistant Professor, University of Chicago, 1997-2005; Assistant Professor, Wesleyan University, 1996-97; Visiting Faculty Appointment, Department of Political Science, University of Chicago, 1995-96	
Distinctions: David Collier Mid-Career Achievement Award, American Political Science Association, 2010; Malcolm H. Kerr Dissertation Award Honorable Mention, Middle East Studies Association, 1996	
Theses Directed (past five years): 4 M.A., 4 Ph.D.	
Courses (past five years): 13	
Selected Courses: Nationalism, Sentimentality, Judgment; Neoliberalism in Comparative Perspective; Ideology; Arab Uprisings: Popular Protest, Regime Retrenchment, and Civil War; Postcolonial Intersections: The Middle East and South Asia; Comparative Politics of the Middle East and North Africa; Death, Mourning, and the Politics of Self-Sacrifice in the Middle East; Islamic Politics; Authoritarianism and Political Change in the Mideast; Classics of Social and Political Thought	
Publications (past five years): 6	
Selected Publications: “Scientific Knowledge, Liberalism, and Empire: American Political Science in the Modern Middle East,” <u>Middle East Studies for the New Millennium: Infrastructures of Knowledge</u> , S. Shami and C. Miller-Idriss, pp. 31-81, (2016); ; <u>Ambiguities of domination: Politics, rhetoric, and symbols in contemporary Syria</u> , (Chicago: University of Chicago Press, 2004, 2015); “Could You Please Look into the Camera?,” <u>TDR/The Drama Review</u> , 58:3, pp. 124-155, (2014); “Ideology and Humor in Dark Times: Notes from Syria,” <u>Critical Inquiry</u> 39 (2013).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

WHITCOMB, Donald. Associate Professor of Islamic Archaeology, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Persian-2, Arabic-1
Research/Teaching Specialization: Islamic Archaeology, Urbanism and Urbanization, Interregional Trade	Overseas Experience: Egypt, Jordan, Syria, Iran, Oman

Education: Ph.D., University of Chicago, 1979
Academic Experience: Associate Professor, Oriental Institute, University of Chicago 1990-present; Research Associate, Near Eastern Languages and Civilizations, University of Chicago, 1981-83; Assistant Curator, Metropolitan Museum, New York, 1979-81

Distinctions: Van Berchem Society, subvention for Aqaba excavations, 1993 and 1995; USAID Aqaba excavations, 1992-93 and 1987-1989

Theses Directed (past five years): 1 M.A.

Courses (past five years): 10

Selected Courses: Problems in Islamic Archaeology: The Islamic City; Late Levant: Archaeology of Syria-Palestine; Problems in Islamic Archaeology; Islamic Pottery; Architecture of Coptic and Islamic Egypt; Islamic Architecture of Arabia; Islamic Architecture of Iraq and Iran

Publications (past five years): 10

Selected Publications: “Khirbet al-Mafjar: New Excavations and Hypotheses for an Umayyad Monument,” with M. Jennings, A. Creekmore, and I. Arce, *Near Eastern Archaeology*, 79:2, pp. 78-87, (2016); “Landscape signatures in Sasanian archaeology,” *Journal of Ancient History*, 2:2, pp. 209-215, (2014); “Formation of the Islamic City: A Second Archaeological Period of Urban Transition,” in *Proceedings of the 7th International Congress on the Archaeology of the Ancient Near East, Vol. 2: Ancient & Modern Issues in Cultural Heritage—Colour & Light in Architecture, Art and Material Culture—Islamic Archaeology*, pp. 619-31, (Wiesbaden: Harrassowitz, 2012); “An Umayyad Legacy for the Early Islamic City: Fustāt and the Experience of Egypt,” in *Umayyad Legacies*, pp. 403-416, (Brill, 2010).

WOODS, John E. Professor of Iranian and Central Asian History, Departments of History and Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Persian-4, Arabic-4, Turkish-3, French-4, Spanish-4, Italian-3, German-2, Portuguese-2, Russian-2, Modern Greek-2
Research/Teaching Specialization: Political and Social History of Turkey, Iran, Central Asia (13th-18th Century)	Overseas Experience: Iran, Iraq, Lebanon, Syria, Egypt, Turkey, Uzbekistan, Kazakhstan, Tajikistan, Mongolia, Israel, Palestinian Territories, Japan

Education: Ph.D., Princeton University, 1974; M.A., Princeton University, 1965; B.A., University of Texas at Austin, 1960

Academic Experience: Professor, University of Chicago, 1992-present; Associate Professor, University of Chicago, 1977-92; Assistant Professor, University of Chicago, 1970-77; Assistant Director, Academic Center, Iran-America Society, 1967-69; Director, Center for Middle Eastern Studies, University of Chicago, 1985-1991, 1998-2004

Distinctions: Quantrell Award for Excellence in Undergraduate Teaching, University of Chicago, 2014; Farabi International Award in the Humanities and Islamic Studies presented by the Iranian Ministry of Science, Research, and Technology and UNESCO, 2008; U.S. Academic Director, Chinggis Khan Geo-Historical Expedition, 2001

Theses Directed (past five years): 12 M.A., 3 Ph.D.

Courses (past five years): 11

Selected Courses: Islamic History and Society 2: The Middle Period; Iran and Central Asia; Persian Historical Texts; Sources for Islamic History; The Age of Timur; Iran Under the Safavids; The Mongol World Empire; Islamic Institutions: Kingship; Persian Paleography and Diplomats

Publications (past five years): 0

Selected Publications: *The Aqqyunlu: Clan, Confederation, Empire*, revised and expanded edition (Salt Lake City: University of Utah Press, 1999); Editor of the Persian Text, *Fadlullah Khunji-Isfahani's Tarikh-i 'Alam-ara-yi Amini* with an abridged English translation by Vladimir Minorsky (London: Royal Asiatic Society, 1992).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

OTHER FACULTY WITH MIDDLE EAST EXPERTISE

ANNAN, Jeannie. Senior Research Associate, Harris School of Public Policy.

Percentage of Time Devoted to Middle East Studies: 25%	Overseas Experience: Burundi, Democratic Republic of Congo, Côte d'Ivoire, Kosovo, Lebanon, Liberia, Sudan, Thailand, Uganda
Research/Teaching Specialization: Sexual and Gender Based Violence Against Women, Children and Youth in Armed Conflict, and Psychosocial Programs for Victims of Wartime and Sexual Violence	

Education: Ph.D., Indiana University-Bloomington, 2007; B.A., Grove City College, 1996

Academic Experience: Senior Research Associate, Harris School of Public Policy, University of Chicago, 2016-present; Senior Director of Research and Evaluation, International Rescue Committee, 2009-present; Visiting Scientist, Harvard School of Public Health, 2009-2016; NIMH Postdoctoral Fellow, Yale University School of Public Health, 2008-09; Postdoctoral Fellow, New York University School of Medicine Program for Survivors of Torture, 2007-08

Distinctions: Former interim director, co-principal investigator, UK Department for International Development, 2014-2019; Co-principal investigator, USAID grant, Opportunities for Equitable Access to Quality Basic Education, 2010-2015

Publications (past five years): 23

Selected Publications: “Exploring opportunities for coordinated responses to intimate partner violence and child maltreatment in low and middle income countries: a scoping review,” *Psychology, Health & Medicine*, 1–31, 2017; “Does poverty alleviation decrease depression symptoms in post-conflict settings? A cluster-randomized trial of microenterprise assistance in northern Uganda” with E. Green, C. Blattman, and J. Jamison in *Global Public Health* (2016); “Achieving gender equality to reduce intimate partner violence against women” with K. Falb and J. Gupta in *The Lancet* 3, e302-e303 (2015).

ASHWORTH, Scott. Professor and Director of Ph.D. Program, Harris School of Public Policy. Tenured.

Percentage of Time Devoted to Middle East Studies: 10%

Research/Teaching Specialization: Political Science and Methodology, Game Theory, Contract Theory, and Political Accountability, Campaigns and Elections, Welfare Economics of Campaign Finance, Incumbency Advantage, Media Influence on Policy Choice, Suicide Terrorism.

Education: Ph.D., Massachusetts Institute of Technology, 2001; B.S., University of Pennsylvania, 1995

Academic Experience: Professor, Harris School of Public Policy, 2016-present; Associate Professor, Harris School of Public Policy, 2009-2016; Assistant Professor, Department of Politics, Princeton University, 2004-2009; Assistant Professor, Department of Government, Harvard University, 2001-2004

Distinctions: Elias Boudinot Bicentennial Preceptor, Princeton University, 2008-09

Theses Directed (past five years): 4 Ph.D.

Courses (past five years): 7

Selected Courses: Theory of Organizations; Political Economy 1, 2, and 3; Advanced Microeconomics for Policy Analysis

Publications (past five years): 5

Selected Publications: Accountability and Information in Elections,” with E. Bueno de Mesquita and A. Friedenber, *The American Economic Journal: Microeconomics*, (forthcoming); “Is Voter Competence Good for Voters?: Information, Rationality, and Democratic Performance,” with E. Bueno de Mesquita, *The American Political Science Review*, 108:3, pp. 565–587, (2014); “Electoral Accountability: Recent Theoretical and Empirical Work,” *Annual Review of Political Science*, 15, pp. 183–201, (2012); “Design, Inference, and The Strategic Logic of Suicide Terrorism” with J. Clinton, A. Meirowitz, and K. Ramsay, in *American Political Science Review*, 10:2, pp. 269–273, (2008); “Design, Inference, and The Strategic Logic of Suicide Terrorism: A Rejoinder” with J. Clinton, A. Meirowitz, and K. Ramsay, working paper, (2008).

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

BAJWA, Kamran S. Lecturer in Law, The University of Chicago Law School.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-5, Punjabi-5
Research/Teaching Specialization: Islamic Finance, Securities Regulations, Mergers and Acquisitions, Private Equity, Investment Funds, Corporate Finance	Overseas Experience: Egypt, UAE, Saudi Arabia, Turkey, Pakistan, Malaysia,
Education: J.D., University of Michigan, 1999; B.A., University of Michigan, 1994; Independent Studies in Arabic and Islamic Law, Al-Azhar University, Egypt	
Academic Experience: Lecturer, The University of Chicago Law School, 2017-present	
Distinctions: Board Member, Chicago Project on Security and Terrorism, University of Chicago; Fellow, Emerging Leaders Program, Chicago Council on Global Affairs; Member, US Naval War College Foundation, Newport, RI	
Theses Directed (past five years): 2 M.A.	
Courses (past five years): 2	
Selected Courses: From Caliphate to Nation State: A Survey of Modern Muslim Constitutional Thought; Islamic Law: Foundations and Contemporary Issues	
Publications (past five years): 3	
Selected Publications: “Bankruptcy Reform in Saudi Arabia: Bridging Islamic Law and Modern Bankruptcy?,” <i>The Bankruptcy Strategist</i> , 2016; “Arcapita and the Need for Mideast Restructuring Regimes,” <i>Insol World</i> , 2014; “Lost in Translation: Unique Due Diligence Challenges that Arise in Middle East Business Transactions,” <i>Inside the Minds: Business Due Diligence Strategies</i> , 2013; “CHAPTER 11: Joint Ventures, Part II: Structures and Terms,” <i>AFIRE Guide to US Real Estate Investing</i> .	

CITRO, Brian. Clinical Lecturer in Law and Acting Associate Director, International Human Rights Clinic, The University of Chicago Law School.

Percentage of Time Devoted to Middle East Studies: 50%	Overseas Experience: India, China, Azerbaijan, Tajikistan
Research/Teaching Specialization: Human Rights Law, HIV, Tuberculosis	
Education: J.D., University of Chicago Law School, 2010; B.A. Northern Illinois University, 2001	
Academic Experience: Assistant Professor, Northwestern Pritzker School of Law, 2017-present; Clinical Assistant Professor, Northwestern Kellogg School of Management, 2017-present; Associate Director, University of Chicago Human Rights Clinic, 2015-2017; Clinical Lecturer in Law and Clinic Fellow, 2013-2014	
Distinctions: Technical Assistance Consultant, United Nations Stop TB Partnership, 2017-present; “Tuberculosis and the Law,” Project Director, University of Chicago Center in Beijing and in Hong Kong, 2015; “Tuberculosis and Human Rights,” Project Director, Pozen Family Center for Human Rights, 2014; “Developing a Rights-Based Approach to Tuberculosis in India,” Project Director, University of Chicago Center in Delhi, 2014; Burton & Adreinne Glazov Scholar, 2007-2010; Co-founder and President, Human Rights Law Society, 2007-2010	
Courses (past five years): 2	
Selected Courses: International Human Rights Clinic	
Publications (past five years): 6	
Selected Publications: “Police Use of Force in the United States: An Empirical and Legal Analysis,” University of Chicago Law School and Amnesty International, USA (Forthcoming, 2018); “Accountability for Tuberculosis Deaths in Daru, Papua New Guinea?,” in <i>Privilege and Impunity: Accountability and crisis in global health governance</i> , (Duke University Press, forthcoming 2018); “A Human Rights Framework for Climate Engineering: A Response to the Limits of Cost-Benefit Analysis,” with P. Smith, in <i>Climate Geoengineering: Law and Governance</i> , (Springer, Forthcoming 2018); “Health Care Gaps in the Global Burden of Drug-Resistant Tuberculosis,” with V. Cox, J. Stillo, H. Cox and M. Pai, <i>International Journal on Tuberculosis and Lung Disease</i> , (Forthcoming, 2018); “The Stringent Justificatory Conditions Necessary for Ethical Involuntary Isolation,” with D. Silva, <i>International Journal on Tuberculosis and Lung Disease</i> , (Forthcoming, 2018); “Measuring Structural Stigma: Human Rights and Legal Discrimination,” in <i>TB Stigma Measurement Guidance</i> , (2017); “Measuring TB-related Stigma, <i>International Journal of Tuberculosis and Lung Disease</i> ,” with P. Tisile, A. Maleche, and T. Abdullaev, (November 2017); “Developing a Human Rights-Based Approach to Tuberculosis,” with E. Lyon, M. Mankad, K. R. Pandey, and C. Gianella, <i>Health and Human Rights</i> (2016).	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

HUQ, Aziz. Frank and Bernice J. Greenberg Professor of Law, The University of Chicago Law School. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%

Research/Teaching Specialization: Civil Rights and Liberties, Constitutional Law, Foreign Relations Law, Government and Regulatory Affairs, Immigration Law, National Security, Privacy, Search and Seizure

Education: J.D., Columbia Law School, 2001; B.A. University of North Carolina – Chapel Hill, 1996

Academic Experience: Frank and Bernice J. Greenberg Professor of Law, University of Chicago Law School, 2016-present; Professor of Law, University of Chicago Law School, 2013-2015; Assistant Professor of Law, University of Chicago Law School, 2009-2013; Lecturer in Law, University of Chicago Law School, 2009

Distinctions: Graduating Students Award for Teaching Excellence, 2015; Muslim Advocates and ACLU, Cooperating Counsel, 2012-present; Co-investigator, counter-terrorism policing and US and UK Muslims research project, National Science Foundation, 2008; Carnegie Scholars Fellow, 2006-2008; Director, Liberty and National Security Project, Brennan Center for Justice, 2005-2009

Courses (past five years): 10

Selected Courses: Greenberg Seminar: What is Racism?; Civil Rights Practicum; Greenberg Seminar: US Foreign Policy After the Arab Spring and the Death of Bin Laden; The Law of Counterterrorism: Emerging Problems of Civil Liberties and Human Rights in the New Nation; The Law of Armed Conflict: the Conduct of Hostilities

Publications (past five years): 68

Selected Publications: How Constitutional Democracy is Lost (and Saved), with Tom Ginsburg, (Chicago: University of Chicago Press, forthcoming 2018); The Empire of Disgust, with Martha Nussbaum, Vidhu Verma, and Zoya Hasan, eds. (Oxford: Oxford University Press, forthcoming 2018); “Terrorism and Democratic Recession,” University of Chicago Law Review 85,(2018); “Community-Led Counterterrorism,” Studies in Conflict and Terrorism, 39(1), (2017).

ISMAYILOVA, Leyla. Assistant Professor, School of Social Service Administration. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 50%

Research/Teaching Specialization: Public Health, Mental Health

Languages: Russian-5, Azeri-3, Italian-2, French-1

Overseas Experience: Russia, Azerbaijan, Burkina Faso, Nigeria

Education: Ph.D., Columbia University, 2009; M.S.W., Columbia University, 2002; B.S., Baku State University, 1997

Academic Experience: Assistant Professor, School of Social Service Administration, University of Chicago, 2012-present; Adjunct Assistant Professor, School of Social Work, Columbia University, 2009-2012; Preceptor, School of Social Work, Columbia University, 2006-2009; Clinical Case Evaluation, Program Evaluation, International Social Development Practice, School of Social Work, Columbia University, 2006-2012; Adjunct Lecturer, Silver School of Social Work, New York University, 2008-09

Distinctions: Research Fellowship in Global Health, DHS Fellow Program, USAID, 2009-10; Ph.D. Development Fellowship, Azerbaijan Diplomatic Academy, 2009; Junior Research Fellowship, Harriman Institute on Eastern and Central Europe, Columbia University, School of International and Public Affairs (SIPA), 2008; Ergas Memorial Fellowship: Research in Turkic Studies, Columbia University, SIPA, 2008; Summer FLAS Fellowship, Middle East Institute, Columbia University, 2007

Courses (past five years): 4

Selected Courses: International Perspectives on Social Policy and Practice; Program Evaluation in International Settings; Clinical Research: Using Evidence in Clinical Decision Making

Publications (past five years): 14

Selected Publications: “Integrating Economic Strengthening and Family Coaching to Reduce Work-Related Health Hazards Among Children of Poor Households: Burkina Faso,” with L. Karimli and L. Rost in Journal of Adolescent Health 62(1), pp. S6-S14, (in press, 2018); “An Integrated Approach to Increasing Women’s Empowerment Status and Reducing Domestic Violence: Results of a Cluster-Randomized Controlled Trial in a West African Country,” in Psychology of Violence (2017); “Intimate partner violence and HIV risks among migrant women in Central Asia” in Journal of AIDS and Clinical Research, 6(3): 428-436, 2015; “Intimate partner physical and sexual violence and pregnancy outcomes in the three former Soviet Union countries: Azerbaijan, Moldova, and Ukraine,” Violence Against Women, 20(6):633-652, 2014.

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

ROBINSON, James. The Reverend Dr. Richard L. Pearson Professor of Global Conflict, Harris School of Public Policy; Director, The Pearson Institute for the Study and Resolution of Global Conflicts. Tenured.

Percentage of Time Devoted to Middle East Studies: 10%

Research/Teaching Specialization: Development Economics

Education: Ph.D. Yale University, 1993; M.A. University of Warwick, 1986; BSc., London School of Economics and Political Science, 1982

Academic Experience: Dr. Richard L. Pearson Professor of Global Conflict Studies, 2016-present; Professor, Harris School of Public Policy, University of Chicago, 2015-present; Wilbur A. Cowett Professor of Government, Harvard University, 2014-2015; David Florence Professor of Government, Harvard University, 2009-2014; Professor of Government, Harvard, 2004-2009; Associate Professor of Political Science and Economics, University of California – Berkeley, 2001-2004; Assistant Professor of Political Science, University of California – Berkeley, 1999-2001

Distinctions: Academic Adviser to the World Bank’s World Development Report 2017; Member of the board of the Global Development Network, January 1, 2009 – December 31, 2011; Member of the Swedish Development Policy Council, 2007-2010; Senior Scholar of the Harvard Academy for International and Area Studies, 2004-2015; Academic Adviser to the World Bank’s World Development Report 2005; Fellow, American Academy of Arts and Sciences, 2012; Florence Gould Fellowship, Paris School of Economics, France, 2010 Why Nations Fail: 2013 Honorable Mention by Council on Foreign Relations, (CFR) Arthur Ross Book Award for the best book published on international affairs;

Theses Directed (past five years): 3 M.A., 2 Ph.D.

Courses (past five years): 3

Selected Courses: Political Economy of Development; African Development; Why Nations Fail

Publications (past five years): 55

Selected Publications: “Endogenous Presidentialism,” with R. Torvik, Journal of the European Economic Association, 14(4), pp. 907-942, (2016); “Wars and State-Making Reconsidered: The Rise of the Developmental State,” with S. Pincus, Annales, Histoire et Sciences Sociales, 71(1), pp. 7-35, (2016); “The Need for Enemies,” with L. Fergusson, R. Torvik, and J. Vargas, Economic Journal, 126(593), pp. 1018–1054, (201).

PAULUS, Susanne. Assistant Professor of Assyriology, Department of Near Eastern Languages and Civilizations. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 100%

Research/Teaching Specialization: Social, Legal and Economic History of the Ancient Near East, Middle Babylonian Period (1500–1000 B.C.), Diplomacy and ancient forgeries

Languages: Akkadian-4, Sumerian-4

Overseas Experience: Germany, France

Education: Ph.D., University of Münster, 2011; M.A., University of Munster, 2006

Academic Experience: Tablet Collection Curator, The Oriental Institute Museum, 2016-present; Assistant Professor of Assyriology, Department of Near Eastern Languages and Civilizations, 2015-present; Scientific Assistant/Lecturer, Institut für Altorientalische Philologie und Vorderasiatische Altertumskunde, Westfälische Wilhelms-Universität Münster, 2008-2015; Research Assistant, Institut für Altorientalische Philologie und Vorderasiatische Altertumskunde, Westfälische Wilhelms-Universität Münster, 2006-2009

Distinctions: Franke Institute Fellowship, 2017; Heinz Maier-Leibnitz-Prize 2015, DFG, 2015; Karl Arnold-Prize 2015, North Rhine-Westphalian Academy of Sciences, Humanities and the Arts; 2015

Courses (past five years): 10

Selected Courses: Ancient Near Eastern Thought and Literature 1 – Mesopotamian Literature; Elementary Sumerian; Elementary Akkadian; Old Akkadian - Texts about History & Culture; Kassite Legal and Administrative Texts; Late Babylonian Texts about Family Law; Semitic Languages, Cultures, and Civilizations: Semitic Languages in the Ancient and Modern Middle East

Publications (past five years): 8

Selected Publications: Studies on Babylonia under the Sealand Dynasty and the Kassite, with T. Clayden, eds., (Berlin: de Gruyter, forthcoming 2018); “Fraud, Forgery, and Fiction: Is there still hope for Agum(-kakrime)?,” Journal of Cuneiform Studies (accepted), ca. 59 pp., (forthcoming 2018).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

ROTH, Martha. Chauncey S. Boucher Distinguished Service Professor of Assyriology, Department of Near Eastern Languages and Civilizations. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%	Languages: Hebrew-4, French-4, German-4, Assyrian-4, Sumerian-4,
Research/Teaching Specialization: Mesopotamian Languages and Literatures, Social-Legal History	
Education: Ph.D., University of Pennsylvania, 1979; B.A., Case Western Reserve University, 1974	
Academic Experience: Professor of Assyriology, University of Chicago, 1979-present; Dean, Division of the Humanities, University of Chicago, 2007-2016	
Distinctions: Editor-in-charge of the Chicago Assyrian Dictionary, 1996-2011; Fellowship, Franke Institute for the Humanities, 1999-2000	
Theses Directed (past five years): 0	
Courses (past five years): 6	
Selected Courses: Elementary and Intermediate Akkadian; Mesopotamian Law	
Publications (past five years): 2	
Selected Publications: “Women and law,” in <u>Women in the Ancient Near East</u> , pp. 156-186, (Routledge, 2013); “On mār awīlim in the Old Babylonian Law Collections,” <u>Journal of Near Eastern Studies</u> , 72:2, pp. 267-272, (2013); “How We Wrote the Chicago Assyrian Dictionary,” <u>Journal of Near Eastern Studies</u> , 69:1, pp. 1-21, (2010); <u>Law Collections from Mesopotamia and Asia Minor</u> (Atlanta: Scholars Press, 1995), 2nd edition (1997); 2rd rev. edition (2000); <u>Babylonian Marriage Agreements, 7th-3rd Centuries B.C.</u> (Kevelaer: Butzon und Bercker, 1989).	

SHARKEY, Amanda. Associate Professor of Organizations and Strategy, Booth School of Business. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%
Research/Teaching Specialization: Status and Reputation in Markets, Role of Firms in Society, External Ratings and Industry Peers in Firms’ Tendency to Pollute, the Nursing Home Industry, Islamic Banking and Diversity Management
Education: Ph.D., Stanford University, 2011
Academic Experience: Associate Professor of Organizations and Strategy, Booth School of Business, 2015-present; Assistant Professor of Organizations and Strategy, Booth School of Business, 2011-2015; Visiting Assistant Professor of Organizational Behavior, Yale University School of Management, 2013-14.
Distinctions: William S. Fishman Faculty Scholar, 2014-17
Theses Directed (past five years): 1 M.A.
Courses (past five years): 2
Selected Courses: Strategy and Structure: Markets and Organizations; Workshop: Organizations and Markets
Publications (past five years): 9
Selected Publications: “The Many Gifts of Status: How Attending to Audience Reactions Drives the Use of Status,” with Balazs Kovacs, in <u>Management Science</u> , (forthcoming 2017); “Forging Consensus: An Integrated View of How Categories Shape the Perception of Organizational Identity,” with Lionel Paoella, in <u>Research in the Sociology of Organizations</u> , vol. 51., pp. 327-353 (2017); “Casting Call: The Expanding Nature of Actorhood in U.S. Firms, 1960-2010,” with Patricia Bromley, in <u>Accounting, Organizations and Society</u> , 59: 3-20, (2017)

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

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SONIN, Konstantin. John Dewey Distinguished Service Professor, Harris School of Public Policy. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%

Languages: Russian-5

Research/Teaching Specialization: Political Economics, Development, Economic Theory

Overseas Experience: Russia

Education: Ph.D., Moscow State University, 1998; M.A., New Economic School, Moscow, 1998; M.Sc. Moscow State University, 1995

Academic Experience: John Dewey Distinguished Service Professor, Harris School of Public Policy, University of Chicago, 2016-present, Professor, 2015-2016; Associated Faculty, Department of Economics, University of Chicago, 2018-present; Adjunct Professor, Department of Economics, Higher School of Economics University Moscow, 2015-present, Professor, 2013-2015; associated faculty, Stockholm Institute for Transition Economics, 2015-present; Professor, New Economic School Moscow, 2009-2013, Assistant Professor, 2001-2009; Visiting Professor of Managerial Economics and Decision Sciences, Kellogg School of Management, Northwestern University, 2009-2010;

Distinctions: National Award in Applied Economics (Russia), honorable mention, 2014; Visiting Scholar, Becker-Friedman Institute, University of Chicago, May 2014; Prime-Minister Award for Excellence in Teaching and Research (Russia), 2012; Achievement of the Year Award, NES Alumni Association, 2011; Visiting Scholar, Cowles Foundation, Yale University, November 2009; Boris Ovsievich Prize in Mathematical Economics, 2008

Courses (past five years): 7

Selected Courses: Principles of Microeconomics and Public Policy; Readings and Research in Russian Eastern European Studies; Political Economy 1: Introduction to Applied Game Theory.

Publications (past five years): 10

Selected Publications: “Economic Transition and the Alternative Institutions: Political Connections in Putin’s Russia,” with N. Lamberbova, in *Economics of Transition*, (forthcoming); “Social Mobility and Stability of Democracy: Re-evaluating De Tocqueville,” with D. Acemoglu and G. Egorov, *Quarterly Journal of Economics* 133: 2, pp. 1041–1105, (May 2018); “Social Media and Corruption,” with R. Enikolopov and M. Petrova, *American Economic Journal: Applied Economics*, 10(1), 1-27, (2018); “Formal Models of Non-Democratic Politics,” with S. Gehlbach and M. Svobik, *Annual Review of Political Science*, 19, pp. 565-584, (2016); “Political Economy in a Changing World,” with D. Acemoglu and G. Egorov, *Journal of Political Economy*, 123 (5), pp. 1038-1086, (2015).

WRIGHT, Austin. Assistant Professor, Harris School of Public Policy. Tenure Track.

Percentage of Time Devoted to Middle East Studies: 25%

Overseas Experience: Thailand, Afghanistan

Research/Teaching Specialization: Political Economy of Conflict and Crime, Development, Corruption

Education: Ph.D., Princeton University, 2016; M.A., Princeton University, 2013; B.S. and B.A., University of Texas at Austin, 2009.

Academic Experience: Assistant Professor, Harris School of Public Policy, University of Chicago, 2016-present; Non-resident Fellow, The Lichtenstein Institute for Self Determination, Princeton University; Non-resident Research Associate, Deep South Watch, Prince of Songkla University

Distinctions: Most Outstanding Junior Faculty Member Award, 2016-17; University Nomination, ProQuest, best dissertation in the social sciences, 2016; National Science Foundation Graduate Research Fellowship, 2012 – 2015; Princeton University President’s Fellowship, 2011 – 2016

Theses Directed (past five years): 0

Courses (past five years): 8

Selected Courses: Statistics for Data Analysis 2 – Regression; Insurgency in South and Southeast Asia

Publications (past five years): 14

Selected Publications: “Economic Shocks and Rebel Tactics,” (under review). —Runner-up, Best Paper Prize, 2015 UCLA COMPASS Conference on Comparative Politics —Households in Conflict Network (HiCN) Working Paper no. 232, (under review); “The Logic of Insurgent Electoral Violence,” with L. Condra, J. Long, and A. Shaver, *American Economic Review* (revise and resubmit); “Are Modern Insurgencies Predictable? New Evidence from the Afghanistan and Iraq Wars,” with A. Shaver, *PLOS One*, (revise and submit).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

EMERITI AND RECENT FACULTY (ACTIVE IN 2016-17)

AUSTEN, Ralph A. Professor Emeritus of African History and African Studies, Department of History. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%

Research/Teaching Specialization: African History and Literature, Colonialism, Slavery and Slave Trades

Languages: German-5, French-4, Hebrew-3, Swahili-2, Spanish-2, Duala-2

Overseas Experience: France, Germany, Cameroon, Mali, Nigeria, Tanzania, Uganda, Kenya, Senegal

Education: Ph.D., Harvard University, 1966; M.A., University of California – Berkeley, 1960; B.A., Harvard University, 1958

Academic Experience: Professor Emeritus, Department of History, University of Chicago, 2007-present; Professor, Department of History, University of Chicago, 1985-2007; Associate Professor, University of Chicago, 1974-1985; Assistant Professor, University of Chicago, 1967-1974; Assistant Professor, New York University, 1965-1967

Distinctions: Faculty Guest, Centre of Historical Studies, Jawaharlal Nehru University, New Delhi, India, 2001; Visiting Fellow, Forschungsschwerpunkt Moderner Orient, Berlin, 1995; NEH grant, 1991

Theses Directed (past five years): 1 Ph.D.

Courses (past five years): 5

Selected Courses: Introduction to African Civilization 2; Atlantic Slave Trade; Modern Africa; Europe/Colonialism/Globalism; Seminar: Atlantic Slave Trade; Reading/ Research: History

Publications (past five years): 4

Selected Publications: “Monsters of Proto-colonial Economic Enterprise: East India Companies and Slave Plantations,” in *Critical Historical Studies*, 4:2, pp. 139-177, (2017); “Indigenous Agents of Colonial Rule in Africa and India: Defining the Colonial State through Its Secondary Bureaucracy,” in *Cooperation and Empire: Local Realities of Global Processes*, T. Bührer, F. Eichmann, S. Förster, and B. Stuchtey, eds., pp. 325–62, (Oxford: Berghahn, 2017); “Finding the Historical Wangrin or the Banality of Virtue,” in *Journal of West African History* 1:1, pp. 37-58, (East Lansing: Michigan State University Press, 2015); “Struggling with the African Bildungsroman,” in *Research in African Literatures*, 46:3, pp. 214-231, (Bloomington: Indiana University Press, 2015).

FRIEDMAN, Victor. Andrew W. Mellon Professor Emeritus in the Humanities, Department of Linguistics. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%

Research/Teaching Specialization: Slavic and Balkan Languages and Linguistics

Languages: Macedonian-5, Albania-5, Bulgarian-5, Georgian-4, Lak-4, Romani-4, Russian-5, Turkish-4

Overseas Experience: Macedonia, Serbia, Kosovo, Albania, Romania, Hungary, Bulgaria, Greece, Turkey, Daghestan

Education: Ph.D., University of Chicago, 1975; M.A., University of Chicago, 1971; B.A., Reed College, 1970

Academic Experience: Andrew W. Mellon Professor in the Humanities, University of Chicago, 2000-2015; Emeritus, 2015-present; Professor, University of Chicago, 1993-2000; Professor, University of North Carolina – Chapel Hill, 1984-93; Associate Professor, University of North Carolina – Chapel Hill, 1979-84; Assistant Professor, University of North Carolina – Chapel Hill, 1975-79

Distinctions: ACTR/ACCELS Title VIII Research Scholar 2012-2013; ACLS/NEH/SSRC International and Area Studies Fellowship 2012-2013; Guest of Honor, Third Meeting, International Council Traditional Music, Study Group on Music and Dance in Southeastern Europe, Berovo, Macedonia, 2012

Theses Directed (past five years): 3 Ph.D.

Courses (past five years): 7

Selected Courses: Language, Power, and Identity in Southeastern Europe; Contact Linguistics; Structure of Albanian; The Brighter Side of the Balkans: Humor and Satire in Literature and Film; Old Church Slavonic; Middle Eastern Civilizations 2, 3 (taught in study abroad programs in Paris and Istanbul)

Publications (past five years): 18

Selected Publications: “Seven varieties of Arli: Skopje as a center of convergence and divergence of Romani dialects,” *Romani Studies*, 27:1, pp. 29-45, (2017).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

HASSAN, Tarek A. Associate Professor of Economics, Department of Economics, Boston University. Tenured.

Percentage of Time Devoted to Middle East Studies: 25%

Research/Teaching Specialization: Global markets, International Economics and Macroeconomics, Economic Growth

Education: Ph.D., Harvard University, 2009; A.M., Harvard University, 2007; Diploma in Economics, University of Mannheim, 2004

Academic Experience: Associate Professor, Department of Economics, Boston University, 2017-present; Associate Professor of Finance and Economics, Booth School of Business, University of Chicago, 2013-2017; Assistant Professor of Finance, Booth School of Business, 2009-2013; Visiting positions at Stanford University, LSE

Distinctions: American Economic Review Excellence in Refereeing Award, 2017, 2014, 2013; Fama-Miller Center Research Grants, 2011-2017; Initiative on Global Markets Research Grants, 2012-2017; Neubauer Faculty Fellow, 2014-15; NSF Grant, 2013-2015; Leo Melamed Prize for Outstanding Research in Finance, 2013; Klaus Liebscher Award (awarded by Austrian Central Bank), 2009

Theses Directed (past five years): 1 M.A.

Courses (past five years): 2

Selected Courses: International Macroeconomics and Finance; Investments

Publications (past five years): 4

Selected Publications: “The Power of the Street: Evidence from Egypt’s Arab Spring,” with D. Acemoglu and A. Tahoun, in *The Review of Financial Studies*, 31:1, pp. 1-42 (2017); “The Social Cost of Near-Rational Investment,” with T. Mertens, *American Economic Review*, 107:4, pp. 1059-1103, (2017); “Not So Disconnected: Exchange Rates and the Capital Stock,” with T. Mertens, and T. Zhang, *Journal of International Economics*, 99, S43-S57, (2016); “Country Size, Currency Unions, and International Asset Returns,” *The Journal of Finance* (2013).

KADI, Wadad. Avalon Foundation Distinguished Service Professor Emerita of Islamic Studies, Department of Near Eastern Languages and Civilization. Tenured.

Percentage of Time Devoted to Middle East Studies: 100%

Research/Teaching Specialization: Islamic thought and Classical Arabic Prose, Early Islam, Islamic Political Thought, Early Islamic Theology and Sectarianism, Early Islamic Administrative History, Islamic Papyrology.

Languages: Arabic-5, English-5, German-4, French-4, Italian-3, Persian-3, Spanish-3

Overseas Experience: Egypt, Lebanon, Sweden

Education: Ph.D., American University of Beirut, 1973

Academic Experience: Avalon Foundation Distinguished Service Professor, University of Chicago, 1997-2009; Emerita, 2009-present; Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1988-1997; Associate Professor, Department of Near Eastern Languages and Civilizations, Yale University, 1986-1988; Associate Professor, American University of Beirut, 1980-1986; Assistant Professor, American University of Beirut, 1975-1980; Visiting Lecturer and Fellow, Department of Near Eastern Languages and Civilizations and Center for Middle Eastern Studies, Harvard University, 1976-77.

Distinctions: Associate Editor, Encyclopaedia of the Qur'an; Co-editor, E.J. Brill series on Islamic History and Civilization; Editor, *Journal of Near Eastern Studies*, 2007-2009; Member, Dean’s policy Committee, Division of the Humanities, University of Chicago, 2004-2007; Chair, Department of Near Eastern Languages and Civilizations, 1991-97; Member, Selection Committee for the King Faisal International Prize in Arabic Literature, 2000 and 2005

Theses Directed (past five years): 1 Ph.D.

Courses (past five years): 0

Selected Courses: Islamic Heresiography and Sectarianism; Early Arabic Papyri; Islamic Readings in Al-Jahiz; Methodology; Historical Hadith

Publications (past five years): 1

Selected Publications: “Identity Formation of the Bureaucracy of the Early Islamic State: ‘Abd al-Ḥamīd’s ‘Letter to the Secretaries’,” *Mediterranean Identities in the Premodern Era: Entrepôts, Islands, Empires*, p. 141(2016); “Caliph, Caliphate,” *Encyclopaedia of Islamic Political Thought*, with Aram Shahin, ed. Gerhard Bowering, (Princeton: Princeton University Press, 2012); *Education in Islam: Myths and Truths*, with Victor Billeh, (University of Chicago Press, 2007).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

KAEGI, Walter. Professor Emeritus of Byzantine and Roman History, Department of History. Tenured.

Percentage of Time Devoted to Middle East Studies: 75%	Languages: Arabic-4, French-5, German-5, Greek-5, Italian-4, Latin-5, Russian-2
Research/Teaching Specialization: Byzantine and Roman History	Overseas Experience: Middle East, North Africa, Europe, Russia
Education: Ph.D., Harvard University, 1965; M.A., Harvard University, 1960; B.A., Haverford College, 1959	
Academic Experience: Professor of Byzantine and Roman History, Department of History, University of Chicago, 1974-2018; Emeritus, 2018-present; Associate Professor, University of Chicago, 1969-74, Assistant Professor, University of Chicago, 1965-69; Teaching Fellow, Harvard University, 1961-63	
Distinctions: 1996-97, National Humanities Center Fellowship; 1991, IREX grant to visit USSR; 1988-89, NEH Fellowship	
Theses Directed (past five years): 6 M.A.	
Courses (past five years): 9	
Selected Courses: History of Western Civilization; Byzantine Empire 330-610; Byzantine Empire 610-1025; Byzantium and the Arabs; Reading Research: Byzantium/Military History; Thesis Preparation: History	
Publications (past five years): 2	
Selected Publications: Review of “The Long Seventh Century: Continuity and Discontinuity in an Age of Transition,” A. Gnasso, E. Intagliata, T. MacMaster, and B. Morris, <i>Historian</i> 79:3, pp. 628-630 (2017); <i>Byzantium and the Decline of the Roman Empire</i> , (Princeton University Press, 2015); “Inventing Byzantine Iconoclasm,” <i>Studies in Early Medieval History</i> , (2014); “The Early Muslim Raids into Anatolia and the Byzantine Reactions under Emperor Constans II,” in <i>The Encounter of Eastern Christianity with Early Islam</i> , Emmanouel Grypeou, Mark N. Swanson, and David Thomas, eds., (Leiden: E.J. Brill, 2006).	

MIKESELL, Marvin. Professor of Geography, Committee on Geographical Studies. Tenured. (Deceased 2017)

Percentage of Time Devoted to Middle East Studies: 10%	Languages: French-5, Arabic-2, German -4, Spanish-4
Research/Teaching Specialization: Cultural Geography, Environmental Studies	Overseas Experience: Turkey, Lebanon, Morocco, Syria, Jordan, Israel, Palestinian Territories
Education: Ph.D., University of California – Berkeley, 1959; M.A., University of California – Los Angeles, 1953; B.A., University of California – Los Angeles, 1952	
Academic Experience: Professor of Geography, University of Chicago, 1966-present; Associate Professor, University of Chicago, 1963-66; Assistant Professor, University of Chicago, 1959-63; Instructor, University of Chicago, 1958-59	
Distinctions: Distinguished Career Award of the Association of American Geographers, 1995	
Theses Directed (past five years): 0	
Courses (past five years): 5	
Selected Courses: Introduction to Geography; Cultural Geography; Seminar: Problems in Human Geography: Middle East; Readings: Culture and Nationality	
Publications (past five years): 0	
Selected Publications: “Ethnicity and Nationality in the Middle East” in <i>The Challenge of Ethnic Conflict to National and International Order in the 1990s: Geographical Perspectives</i> (Washington, D.C.: Central Intelligence Agency, 1995) pp. 99-107.	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

RUBIN, Aviad. Israel Institute Visiting Scholar (2016-17), Department of Near Eastern Languages and Civilization and Center for Middle Eastern Studies.	
Percentage of Time Devoted to Middle East Studies: 100%	Languages: Hebrew-5
Research/Teaching Specialization: State-Society Relationship, State Policy toward Religion, Democracy and the State, Israel, Turkey	Overseas Experience: Israel, Turkey
Education: Ph.D., McGill University, 2010; M.A., McGill University, 2005; B.A., Tel Aviv University, 2004	
Academic Experience: Senior Lecturer, University of Haifa, 2010-present; Visiting Lecturer, University of Haifa, 2009-10; Visiting Lecturer, Tel Aviv University, 2008-09	
Distinctions: Dusty and Etti Miller outstanding young scholar prize, University of Haifa, 2014; Azrieli International Post-Doctoral Fellowship, 2010; Rabin Fellow, The Gilo Center for Citizenship, Democracy and Civic Education, Hebrew University, 2008-09; Member, Research Group on Modern Turkey, Van Leer Institute, 2008-2013	
Theses Directed (past five years): 0	
Courses (past five years): 2	
Selected Courses: Turkish and Israeli Politics: Modern Foundations and Contemporary Trends; Religion and State in Israel and the Middle East	
Publications (past five years): 11	
Selected Publications: “Cultural Nationalism and Liberal Values: An Elusive Synthesis,” <u>International Political Science Review</u> , 36:2, 2015; “Bifurcated loyalty and religious actors' behavior in democratic politics: The case of religious Zionism in Israel,” <u>Religion, State and Society</u> , 42:1, 2014; “The 2013 Israeli General Election– Travails of the Former King,” <u>The Middle East Journal</u> , 68:2, 2014; “Integration of Religion in Democratizing Societies: Lessons from the Israeli Experience,” <u>Shofar: An Interdisciplinary Journal of Jewish Studies</u> , 31:2, 2013; “The Status of Religion in Emergent Political Regimes: Lessons from Turkey and Israel,” <u>Nations and Nationalism</u> , 19:3, 2013.	
SHAWAMREH, Cynthia. Lecturer in Law, The University of Chicago Law School. (Left in 2017)	
Percentage of Time Devoted to Middle East Studies: 100%	Languages: Arabic-4
Research/Teaching Specialization: Community Development, Constitutional Law, Contracts, Government/Regulatory Affairs, Housing/Homelessness, Human Rights Law, International and Comparative Law, International Gender Issues, Islamic Legal Perspectives, Islamic Finance, Public Service and Public Interest Law, Racial Justice, Religion and Law, State and Local Government	Overseas Experience: Bahrain, Qatar, UAE
Education: J.D., University of Chicago Law School; BA, Grinnell College	
Academic Experience: Lecturer, University of Chicago Law School, 2008-present	
Distinctions: Co-chair, Subcommittee on Hate Crime and Discrimination against Religious Institutions for the Illinois Advisory Committee of the United States Commission on Civil Rights, 2015; Senior counsel for the City of Chicago Department of Law, Finance and Economic Development Division	
Theses Directed (past five years): 7 M.A.	
Courses (past five years): 2	
Selected Courses: Islamic Law and Finance; Introduction to Islamic Law; Law, Politics, Economics and the Making of the Modern Middle East; Hate Crime	
Publications (past five years): 1	
Selected Publications: “The Legal Framework of Islamic Finance,” in <u>Contemporary Islamic Finance: Innovations, Applications and Best Practices</u> , ed. Karen Hunt-Ahmed, (John Wiley & Sons, 2013); “Islamic Legal Theory and the Context of Islamist Movements” <u>Notre Dame Journal of International & Comparative Law</u> (2012); “Chicago Islamic Microfinance Project,” with K.H. Ahmed, (2009)	

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

STERN, Josef. Professor Emeritus of Philosophy, Department of Philosophy.

Percentage of Time Devoted to Middle East Studies: 30%	Languages: Hebrew-4, Arabic-1, French-3, German-2
Research/Teaching Specialization: Philosophy of Language and Linguistics, Jewish and Arabic Philosophy	Overseas Experience: Israel

Education: Ph.D., Columbia University, 1979; M.A., Columbia University, 1976; B.A., Columbia College, 1972

Academic Experience: Professor Emeritus, Department of Philosophy, University of Chicago, 2016-present; Director, Center for Jewish Studies, 2009-2014; Professor, Department of Philosophy, University of Chicago, 1998-2016; Associate Professor, University of Chicago, 1988-98; Assistant Professor, University of Chicago, 1981-88; William Rainey Harper Fellow, 1979-81

Distinctions: Fellow, American Council of Learned Societies, 2007-08; Grant for Conference on Society and Literature in Twentieth Century Land of Israel in honor of Menachem Brinker, Franke Institute, University of Chicago, 2006

Theses Directed (past five years): 2 Ph.D.

Courses (past five years): 9

Selected Courses: Medieval Philosophy; Maimonides and Hume on Religion; Philosophy of Language; Jerusalem in the Middle Eastern Civilizations 1; History of Philosophy 2; Philosophers on Abstraction, Representation, and Figuration

Publications (past five years): 2

Selected Publications: The Matter and Form of Maimonides' Guide, (Harvard University Press, 2013); "Metaphor and Minimalism," Philosophical Studies (2011); "Introduction: Themes in the Thought of Eliezer Berkovits," Shofar: An Interdisciplinary Journal of Jewish Studies 31:4, pp. 1-3, (2013); "Maimonides on wars and their justification," Journal of Military Ethics, 11:3, pp. 245-263, (2012); Adaptations and Innovations: Studies on the Interaction between Jewish and Islamic Thought and Literature from the Early Middle Ages to the Late Twentieth Century, Dedicated to Professor Joel L. Kraemer, Ed. with Y. T. Langermann, (Paris-Louven: Peeters, 2007).

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

POSITION DESCRIPTIONS FOR UNFILLED STUDENT POSITIONS

Title: Bibliographic Assistant – \$15/hr

Department Head: Marlis Saleh, Bibliographer for Middle East Studies

Responsibilities:

- Aid in the creation and maintenance of databases
- Aid in special projects involving materials in the Arabic collection
- Take special role in identifying, locating, and adding citations to Mamluk Bibliography (primary and secondary sources)
- Assist patrons by phone and in person
- Search on VuFind, OCLC, and other catalogues
- Translate and transliterate Arabic materials
- Assist Department head or Bibliographic Assistants when necessary

Qualifications:

College degree and graduate work in a field related to Middle East studies required; experience with Middle Eastern-language diacritics fonts; knowledge of library procedures and operations; considerable skill in organizing work and working independently; skill in handling public contacts with discretion, patience, tact, and courtesy; reading comprehension of Middle Eastern and European languages necessary; fluency in Arabic and skill in transliterating Arabic according to LC/ALA guidelines; knowledge of academic libraries.

Title: Language Circle Coordinator (6 positions – Arabic, Armenian, Hebrew, Kurdish, Persian, Turkish) – \$15/hr

Department Head: Thomas Maguire, CMES Associate Director

Responsibilities:

- Organize weekly/semiweekly language circle
 - Work with CMES Associate Director in reserving rooms for duration of academic year
 - Work with language faculty to plan agenda for academic year
 - Contact and schedule guest speakers
 - Moderate language circle and introduce speakers, facilitate Q&A
- Manage budget for language circle in close cooperation with CMES Associate Director

Qualifications:

Graduate student in Middle East studies required, doctoral student preferred; advanced proficiency in target language, fluency preferred; ability to interact professionally with a diverse array of presenters (academics, members of business community, authors, artists, etc.); strong public speaking and/or teaching skills; ability to work independently while coordinating with CMES Associate Director and language faculty.

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.

Appendix B: Curricula Vitae for Project Personnel, University of Chicago CMES

Title: Outreach Assistant– \$15/hr

Department Head: Alexander Barna, CMES Outreach Coordinator

Responsibilities:

- Assist maintenance and development of CMES outreach materials and resources, including UChicago Educational Outreach website
- Assist in planning and organizing outreach workshops and professional development events
- Staff outreach events (some weekend work required)
- Support outreach coordinator on other tasks, as needed

Qualifications:

Graduate student in Middle Eastern studies required; adept at Microsoft Office and open source content management systems; good public relations skills; ability to adapt to pressure in managing high profile events; professional writing skills.

Language levels: 1-beginner, 2-intermediate, 3-advanced, 4-fluent, 5-native.



CMES

CENTER FOR MIDDLE EASTERN STUDIES
THE UNIVERSITY OF CHICAGO

APPENDIX C: Course List

Submitted to the International and Foreign Language Education Office
US Department of Education
Washington, DC
June 2018

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			Tot.
DIVISION OF THE HUMANITIES											
Center for Disciplinary Innovation											
CDIN 41717		The Mediterranean Sea in Antiquity: Imperial Connections	Kearns,Catherine	50%	CDIN 41717 1; NEHC 40020 1; CLAS 41717 1; ANCM 41717 1; HIST 51300 1; ANTH 46715 1	Autumn				X	
CDIN 42117	1	A Global Sonic History in 30 Objects	Bohlman,Philip V	25%	CDIN 42117 1; MUSI 42117 1; SALC 42117 1; CMES 42117 1	Winter	0	10	10		
CDIN 43105	1	Women's Rights, Cultural Nationalism, Moral Panics: Africa and India	Majumdar,Rochona	50%	CDIN 43105 1; SALC 43105 1; CHDV 30609 1; ANTH 35218 1; HIST 40101 1	Winter	0	21	21		
CDIN 50204		Destruction of Images, Books & Artifacts in Europe and S. Asia	Solovieva,Olga	50%	CDIN 50204 1; SALC 50204 1; CMLT 50204 1; SCTH 50204 1; HREL 50204 1; ARTH 40204 1; RLVC 50204 1	Spring				X	
Art History											
ARTH 16211	1	Introduction to African Art	Fromont,Cecile Alice	25%	ARTH 16211 1; LACS 16211 1	Spring	23	0	23		
ARTH 16709	1	Islamic Art & Architecture, 1100-1500	Berlekamp,Persis	100%	ARTH 16709 1; NEHC 16709 1; NEAA 10630 1	Winter	20	0	20	X	X
ARTH 24350	1	Art and Colonialism	Fromont,Cecile Alice	25%	ARTH 24350 1; ARTH 34350 1; LACS 24350 1; LACS 34350 1	Spring	3	10	14		
ARTH 26510	1	Architecture and the Zionist Imagination	Nitzan-Shiftan,Alona	100%	ARTH 26510 1; ARTH 36510 1; NEHC 25149 1; NEHC 35149 1	Autumn				X	

Course credits are measured in units, with 100 units for each language and area studies course

Courses in 2018-19 column marked with * will be supported with Title VI funds

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Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			Tot.
ARTH 26515	1	Architecture in Action: Modernism & Politics in Israel/Palestine	Nitzan-Shiftan,Alona	100%	ARTH 26515 1; ARTH 36515 1; NEHC 26515 1; NEHC 36515 1; JWSC 26515 1	Spring				X	
ARTH 42009	1	Art, Science, & Magic in the Pre-Modern Islamic World	Berlekamp,Persis	100%	ARTH 42009 1; NEHC 40723 1	Autumn	1	11	12		
ARTH 42106	1	Art of the Book in the Islamic World	Berlekamp,Persis	100%	ARTH 42106 1; NEHC 30685 1	Autumn					
ARTH 50101	1	Teaching Colloquium	Berlekamp,Persis	50%		Autumn				X	X
ARTH 70000	1	Advanced Study: Art History	Berlekamp,Persis	50%		Autumn				X	X

Department of ClassicsProgram on the Ancient Mediterranean World

ANCM 32212	1	Intro To Classical Armenian	Haroutunian,Hripsime	75%	ARME 10501 1; ANCM 32212 1; ARME 10501 1	Winter	0	2	2	X	X
ANCM 34307	1	Byzantine Empire: 610-1025	Kaegi,Walter E	50%	HIST 21702 1; CLAS 34307 1; CLCV 24307 1; HIST 31702 1; NEHC 21702 1; NEHC 31702 1; ANCM 34307 1	Spring	0	1	1		
ANCM 37416	1	Curses and Cursing in the Ancient Mediterranean World	Faraone,Christopher	50%	ANCM 37416 1; HREL 47416 1; CLAS 37416 1; CLCV 27416 1	Spring	5	5	10		
ANCM 43516	1	Ancient Mediterranean Environments and Landscapes	Kearns,Catherine	75%		Spring	0	5	5		
ANCM 45516	1	Seminar: State and Society under the Ptolemies	Muhs,Brian	100%	ANCM 45516 1; ANCM 45516 1; NEHC 45516 1; NEHC 45516 1; HIST 70407 1; HIST 70407 1	Autumn	1	6	7		X
ANCM 45517	1	Seminar: State and Society under the Ptolemies II	Muhs,Brian	100%	ANCM 45517 1; NELC 45517 1; HIST 70408 1	Winter	1	3	4		X

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			
Classical Civilizations											
CLCV 24118	1	Coptic Bible	Torallas-Tovar,Sophia	100%		Autumn				X	X
Comparative Literature											
CMLT 24105	1	Letters to Zion	Rokem,Na'ama	75%	CMLT 24105; CMLT 34105; JWSC 24105	Autumn				X	X
CMLT 25002	1	Gender and the Body in Yiddish Literature	Torres,Anna Elena	25%	CMLT 25002; CMLT 35002; GNSE 25011; JWSC 24310; YDDH 25002; YDDH 35002	Spring	2	0	2		
CMLT 25017	1	Islams and Modernities	Feldman,Leah M.	100%	CMLT 25017 1; CMLT 35017 1	Winter	0	1	1		
CMLT 29024		States of Surveillance	Ilieva,Angelina Emilova	25%	REES 29024 1; REES 39024 1; CMLT 29024 1; CMLT 39024 1	Autumn				X	
CMLT 29402	1	Language is Migrant: Yiddish Poetics of the Border	Torres,Anna Elena	25%	CMLT 29402; CMLT 39402; ENGL 29413; ENGL 34913; JWSC 29402	Spring				X	
CMLT 30330		Layli and Majnun of Nezami		100%	PERS 30330 1; CMLT 30330 1	Spring				X	
CMLT 30905	1	Literatures of Eurasia	Feldman,Leah M.	50%	CMLT 30905 1; CMLT 20905 1; HIST 23603 1; HIST 33603 1; REES 29812 1; NEHC 20705 1; NEHC 30705 1	Autumn	4	2	6		
CMLT 50106	1	Literary Theory: Pre-Modern, Non-Western, Not Exclusively Literary	Saussy,Haun	25%		Autumn	1	10	12	X	

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
Cinema and Media Studies											
CMST 14519	1	Global Melodrama	Skvirsky,Salome Aguilera	25%		Spring	4	0	4	X	X
CMST 28500	1	History of Intl Cinema-1	Gunning,Thomas R	25%	CMST 28500 1; CMLT 22400 1; ENGL 48700 1; ARTH 28500 1; ARTH 38500 1; CMST 48500 1; MAPH 33600 1; ARTV 36500 1; ARTV 26500 1; ENGL 29300 1; CMLT 32400 1	Autumn	26	16	42	X	X
CMST 28600	1	Hist Of International Cinema-2	Morgan,Daniel R	25%	CMST 28600 1; CMLT 32500 1; ARTH 28600 1; CMLT 22500 1; MAPH 33700 1; CMST 48600 1; ARTV 26600 1; ARTH 38600 1; ENGL 48900 1; ENGL 29600 1	Winter	28	13	41	X	X
CMST 28601	1	History of International Film, Part III: 1960 to Present	Lastra,James F	25%	CMST 28601 1; CMST 38601 1	Spring	6	1	7	X	X
Creative Writing											
CRWR 18200	4	Poetry and the Human III	Hayek,Ghenwa	25%		Spring				X	X
English											
ENGL 21102	1	Introduction to Postcolonial Literature and Theory	Oh,Rebecca Sohee	25%	ENGL 21102 1; CRES 21102 1	Winter	17	0	17	X	X
ENGL 25011	1	Migrations, Refugees, Races	Garcia,Edgar	25%	ENGL 25011 1; ENGL 36183 1; LACS 26183 1; CRES 25011 1; CRES 36183 1	Spring	15	8	23		
ENGL 25013	1	Literature of the Refugee	Bakara,Hadji	50%		Autumn	24	0	25		
ENGL 46707	1	Race and the Human in Anticolonial Thought	Thakkar,Sonali	25%	ENGL 46707 1; CRES 46707 1	Autumn	0	14	14		
ENGL 46750	1	What Was Postcolonial Theory?	Taylor,Christopher	25%		Spring				X	

Course credits are measured in units, with 100 units for each degree and area studies course

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
Master of Arts Program in the Humanities											
MAPH 34520	1	Postcolonial Openings	Chia,Darrel Kwong Yung	25%	MAPH 34520 1; ENGL 28619 1	Spring	4	1	5		
Music											
MUSI 10200	1	Introduction To World Music	Jackson,Travis A	25%	MUSI 10200 1; CRES 10200 1	Autumn	18	0	18	X	X
MUSI 10200	2	Introduction To World Music	Nimjee,Ameera Mehdi	25%		Autumn	18	0	19	X	X
MUSI 10200	3	Introduction To World Music	Shearing,Laura Catherine Olivia	25%		Autumn	17	0	17	X	X
MUSI 10200	1	Introduction To World Music	Maurer,Joseph Michael	25%	MUSI 10200 1; CRES 10200 1	Winter	16	0	16	X	X
MUSI 10200	2	Introduction To World Music	Gough,Daniel Joseph	25%	MUSI 10200 2; CRES 10200 2	Winter	18	0	18	X	X
MUSI 10200	1	Introduction To World Music	Baker,Jessica	25%	MUSI 10200 1; CRES 10200 1	Spring	18	0	18	X	X
MUSI 10200	2	Introduction To World Music	Allemana,Michael	25%	MUSI 10200 2; CRES 10200 2	Spring	21	0	21	X	X
MUSI 10200	3	Introduction To World Music	Chana,Nadia	25%	MUSI 10200 3; CRES 10200 3	Spring	18	0	18	X	X
MUSI 17023	1	Middle East Music Ensemble	Zarour,Wanees	100%		Autumn	8	0	8	X	X
MUSI 17023	1	Middle East Music Ensemble	Zarour,Wanees	100%		Winter	7	0	7	X	X
MUSI 17023	1	Middle East Music Ensemble	Zarour,Wanees	100%		Spring	7	0	7	X	X
MUSI 23300	1	Introduction to the Social and Cultural Study of Music	Bohlman,Philip V	50%		Autumn	16	0	16	X	X
Department of Near Eastern Languages and Civilizations											
Near Eastern Art and Architecture											
NEAA 20001	1	Archaeology of the Ancient Near East I: Mesopotamia	Gibson,McGuire	100%	NEAA 20001 1; NEAA 30001 1	Autumn				X	X
NEAA 20002	1	Archaeology of the Ancient Near East-2: Anatolia	Osborne,James	100%	NEAA 20002 1; NEAA 30002 1	Spring	4	11	15	X	X
NEAA 20003	1	Archaeology of the Ancient Near East III: Levant	Schloen,David	100%	NEAA 20003 1; NEAA 30003 1	Winter				X	X
NEAA 20006	1	Archaeology of the Ancient Near East-6; Egypt	Moeller,Nadine	100%	NEAA 20006 1; NEAA 30006 1	Winter	2	9	11	X	X
NEAA 20034	1	Historical Archaeology of Mesopotamia	Rost,Stephanie	100%	NEAA 20034 1; NEAA 30034 1	Spring	2	5	7	X	X

Course credits are measured in units, with 100 units for each language and area studies course

Courses in 2018-19 column marked with * will be supported with Title VI funds

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
NEAA 20045	1	Economic Organization of Ancient Complex Societies	Stein,Gil J	75%	NEAA 20045 1; NEAA 30045 1; ANTH 26740 1; ANTH 36740 1	Spring	4	4	8		X
NEAA 20051	1	Method/Theory in Near Eastern Archaeology	Schloen,David	100%	NEAA 20051 1; NEAA 30051 1	Winter	0	6	6		X
NEAA 20061	1	Ancient Landscapes-1: Near East	Hammer,Emily	100%	NEAA 20061 1; GEOG 25400 1; GEOG 35400 1; NEAA 30061 1; ANTH 36710 1; ANTH 26710 1	Autumn	4	19	23	X	X
NEAA 20062	1	Ancient Landscapes-2	Hammer,Emily	100%	NEAA 20062 1; NEAA 30062 1; ANTH 26711 1; ANTH 36711 1; GEOG 25800 1; GEOG 35800 1	Winter	3	10	13	X	X
NEAA 20070	1	Intro to the Archaeology of Afghanistan	Stein,Gil J	50%	NEAA 20070 1; ANTH 36755 1; NEAA 30070 1; ANTH 26755 1	Winter	4	4	8		X
NEAA 20071	1	Texts in Context: Documents in Archaeology	Gibson,McGuire	75%	NEAA 20071 1; NEAA 30071 1	Autumn	0	3	3	X	X
NEAA 20122	1	Mesopotamian Archaeology-2	Gibson,McGuire	100%	NEAA 20122 1; NEAA 30122 1	Spring	0	3	3	X	X
NEAA 20123	1	Mesopotamian Archaeology-3	Gibson,McGuire	100%	NEAA 20123 1; NEAA 30123 1	Winter				X	X
NEAA 20250	1	The Archaeology of the Amarna Period in Egypt	Moeller,Nadine	100%	NEAA 20250 1; NEAA 30250 1	Spring	5	13	18		
NEAA 20373	1	Forensic Archaeology	Rohret,Sasha Annalicia	75%		Winter				X	
NEAA 20501	1	Art/Arch Ne: Introduction to Islamic Archaeology	Whitcomb,Donald S	100%	NEAA 20501 1; NEAA 30501 1	Autumn	1	6	7	X	X
NEAA 20522	1	Late Levant: Archaeology of Syria-Palestine	Whitcomb,Donald S	100%	NEAA 20522 1; NEAA 30522 1	Autumn				X	
NEAA 20532	1	Problems in Islamic Archaeology: The Islamic City	Whitcomb,Donald S	100%	NEAA 20532 1; NEAA 30532 1	Spring				X	

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
NEAA 20533	1	Problems Islamic Archaeology	Whitcomb,Donald S	100%	NEAA 20533 1; NEAA 30533 1	Spring	1	3	4	X	X
NEAA 30091	1	Field Archaeology	Moeller,Nadine	75%		Autumn	0	2	2	X	X
NEAA 30131	1	Problems in Mesopotamian Archaeology	Gibson,McGuire	100%		Autumn					X
NEAA 30211	1	Introduction to Ancient Egyptian Art	Moeller,Nadine	100%	NEAA 30211 1; EGPT 30211 1; NEAA 20211 1	Winter				X	X
NEAA 30224	1	Urbanism in Ancient Egypt	Moeller,Nadine	100%	NEAA 30224 1; NEAA 30224 1	Spring				X	
NEAA 30237	1	New Kingdom Archaeology	Moeller,Nadine	100%		Winter	0	5	5	X	X
NEAA 30330	1	The Neo-Hittite and Aramaean City-States	Osborne,James	100%		Winter	1	6	7		X
NEAA 30541	1	Islamic Pottery		100%	NEAA 20541 1; NEAA 30541 1	Spring				X	
NEAA 40020	1	Ceramic Analysis	Osborne,James	75%	NEAA 40020 1; ANTH 36200 1; NEAA 40020 1	Spring				X	

Near Eastern History and Civilization

NEHC 10101	1	Intro To The Middle East	Donner,Fred M	100%	NEHC 10101 1; HIST 15801 1; SIGN 26005 1	Spring	45	0	46	X	X
NEHC 20001	1	Ancient Near Eastern History & Society-1: Egypt	Muhs,Brian	100%	NEHC 20001 1; NEHC 30001 1	Autumn				X	X
NEHC 20002	1	Ancient Near Eastern History and Society II	Osborne,James	100%	NEHC 20002 1; NEHC 30002 1	Winter				X	X
NEHC 20003	1	History & Society of Ancient Near East-3	Reculeau,Herve	100%	NEHC 20003 1; NEHC 30003 1	Spring				X	X
NEHC 20004	1	Ancient Near Eastern Thought & Literature-1: Mesopotamian Lit	Woods,Christopher	100%	NEHC 20004 1; NEHC 30004 1	Autumn	21	2	23	X	X
NEHC 20005	1	Ancient Near Eastern Thought & Literature-2: Anatolian Lit	Haroutunian,Hripsime	100%	NEHC 20005 1; NEHC 30005 1	Spring	10	3	13	X	X
NEHC 20006	1	Ancient Near Eastern Thought & Literature-3	Muhs,Brian	100%	NEHC 20006 1; NEHC 30006 1	Winter	18	1	19	X	X
NEHC 20011	1	Ancient Empires-1	Haroutunian,Hripsime	100%	NEHC 20011 1; CLCV 25700 1; HIST 15602 1	Autumn	64	0	64	X	X
NEHC 20012	1	Ancient Empires-2	Karateke,Hakan	100%	NEHC 20012 1; HIST 15603 1; CLCV 25800 1	Winter	63	0	63	X	X

Course credits are measured in units, with 100 units for each language and area studies course

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The University of Chicago Center for Middle Eastern Studies NRC and FLAS Proposal, FY 2018-21

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			Tot.
NEHC 20012	1	Ancient Empires-2	Arik,Kagan	100%	NEHC 20012 1; HIST 15603 1; CLCV 25800 1	Winter				X	X
NEHC 20013	1	Ancient Empires-3	Moeller,Nadine	100%	NEHC 20013 1; HIST 15604 1; CLCV 25900 1	Spring	66	0	66	X	X
NEHC 20060	1	The Discovery of Egypt in the Age of European Enlightenment and its Aftermath	Moeller,Nadine	100%	NEHC 20060 1; SIGN 26032 1	Winter				X	
NEHC 20075	1	The Exotic and the Exotified: Gender in the Ancient Near East	Buck,Mary Ellen	100%	NEHC 20075 1; NEHC 30075 1	Winter	4	1	5		
NEHC 20085	1	BIG: Monumental Buildings and Sculptures in the Past and Present	Osborne,James	100%	NEHC 20085 1; SIGN 26000 1	Spring	13	0	13		
NEHC 20160	1	Central Asia Past and Present/From Alexander the Great to Al Qaeda	Zanca,Russell	100%	NEHC 20160 1; NEHC 30160 1; ANTH 23616 1; ANTH 32206 1	Winter				X	
NEHC 20287	1	Egypt in Late Antiquity	Torallas-Tovar,Sofia	100%	NEHC 20287 1; NEHC 30287 1; CLCV 20216 1; HREL 30287 1; CLAS 35716 1	Spring	11	4	15		
NEHC 20417	1	Semitic Languages, Cultures, and Civilizations: Ancient Near East	Reculeau,Herve	100%	NEHC 20417 1; NEHC 30417 1; HIST 15703 1	Winter	14	0	14	X	X
NEHC 20418	1	Semitic Lang, Culture & Civ: Semetic Culture, Lang & History in the Modern Middle East	Payne,Richard E.	100%	NEHC 20418 1; JWSC 21100 1; HIST 15704 1; NEHC 30418 1	Spring	6	3	9	X	X
NEHC 20501	1	Islamic History & Society-1: The Rise of Islam & the Caliphate	Donner,Fred M	100%	NEHC 20501 1; HIST 35704 1; ISLM 30500 1; RLST 20501 1; NEHC 30501 1; HIST 25704 1; CMES 30501 1	Autumn	38	17	55	X	X
NEHC 20502	1	Islamic History & Society-2: The Middle Period	Woods,John E	100%	NEHC 20502 1; NEHC 30502 1; HIST 35804 1; HIST 25804 1	Winter	33	19	52	X	X

Course credits are measured in units, with 100 units for each language and area studies course

Courses in 2018-19 column marked with P will be supported with Title VI funds

The University of Chicago Center for Middle Eastern Studies NRC and FLAS Proposal, FY 2018-21

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
NEHC 20503	1	Islamic History & Society-3:The Modern Middle East	Shissler,Ada Holly	100%	NEHC 20503 1; HIST 35904 1; HIST 25904 1; NEHC 30503 1	Spring	24	25	49	X	X
NEHC 20601	1	Islamic Thought & Literature-1	El Shamsy,Ahmed	100%	NEHC 20601 1; SOSC 22000 1; ISLM 30601 1; HIST 25610 1; HIST 35610 1; NEHC 30601 1; RLST 20401 1; CMES 30601 1	Autumn	29	15	44	X	X
NEHC 20602	1	Islamic Thought & Literature-2	Lewis,Franklin Dean	100%	NEHC 20602 1; NEHC 30602 1; SOSC 22100 1; CMES 30602 1; RLST 20402 1; ISLM 30602 1; HIST 25615 1; HIST 35615 1	Winter	26	11	39	X	X
NEHC 20603	1	Islamic Thought and Literature-3	Bashkin,Orit	100%	NEHC 20603 1; RLST 20403 1; NEHC 30603 1; SOSC 22200 1; ISLM 30603 1; HIST 25616 1; HIST 35616 1	Spring	21	20	42	X	X
NEHC 20605	1	Colloq: Sources for the Study of Islamic History	Woods,John E	100%	NEHC 20605 1; NEHC 30605 1; HIST 26005 1; HIST 36005 1	Autumn	2	7	9		X
NEHC 20609	1	Saints and Sinners in Late Antiquity	Payne,Richard E.	100%	NEHC 20609 1; NEHC 30609 1	Winter	1	5	6		
NEHC 20630	1	Introduction to Islamic Philosophy	Walker,Paul Ernest	100%	NEHC 20630 1; NEHC 30630 1; ISLM 30630 1	Spring				X	

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
NEHC 20642	1	The High Caliphate	Donner,Fred M	100%	NEHC 20642 1; HIST 25807 1; ISLM 30642 1; HIST 35807 1; NEHC 30642 1	Autumn	0	11	11	X	X
NEHC 20645	1	History of the Fatimid Caliphate	Walker,Paul Ernest	100%	NEHC 20645 1; NEHC 30645 1; HIST 34401 1; HIST 24401 1	Winter	5	1	6		X
NEHC 20647	1	Islamic Political Thought in the Global Era	Elfenbein,Madeleine Suzanne	100%		Spring	6	0	7		
NEHC 20659	1	The Task of the Self Translator	Rokem,Na'ama	100%	NEHC 20659 1; NEHC 30659 1; CMLT 30610 1	Winter	1	3	4		
NEHC 20745	1	A Social History of the Poet in the Arab and Islamic World	Salem,Basil	100%	HIST 22609 1; CMLT 22609 1; NEHC 20745 1	Spring				X	
NEHC 20765	1	Introduction to the Musical Folklore of Central Asia	Arik,Kagan	100%	NEHC 20765 1; MUSI 23503 1; MUSI 33503 1; NEHC 30765 1; ANTH 25905 1; REES 25001 1; REES 35001 1	Spring	24	2	26		X
NEHC 20766	1	Shamans & Oral Poets of Central Asia	Arik,Kagan	100%	NEHC 20766 1; ANTH 25906 1; NEHC 30766 1	Spring				X	
NEHC 20827	1	Woman Question/Reform/Ottoman	Shissler,Ada Holly	100%	NEHC 20827 1; NEHC 30827 1	Winter	5	2	8		
NEHC 20904	1	Religion and State in Israel and the Middle East	Rubin,Aviad	100%	NEHC 20904 1; NEHC 30904 1; JWSC 20904 1; HIST 36006 1; PLSC 30904 1	Winter	5	4	9		
NEHC 20920	1	Turkish and Israeli Politics: Modern Foundations and Contemporary Trends	Rubin,Aviad	100%	NEHC 20920 1; NEHC 30920 1	Spring	6	11	17		
NEHC 20940	1	History of Modern Syria	Rivera,Julio Carlos	100%	NEHC 20940 1; NEHC 30942 1	Spring	19	0	20		
NEHC 20944	1	Who Owns the Past?	Phillips,Monica Louise	100%		Autumn				X	

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			Tot.
NEHC 27001	1	Introduction to the History of Central Asia	Fan,Rong	100%	NEHC 27001 1; HIST 25803 1; NEHC 37001 1	Autumn				X	X
NEHC 27002	1	Introduction to the History of Central Asia-2	Samie, August Nabe	100%	NEHC 27002 1; HIST 25805 1; NEHC 37002 1	Spring				X	X
NEHC 29700	42	Rdg/Rsch Course: NEHC	Haroutunian,Hripsime	100%		Spring	1	0	1	X	X
NEHC 29700	54	Rdg/Rsch Course: NEHC	El Shamsy,Ahmed	100%		Spring	1	0	1	X	X
NEHC 29800	1	B.A. Paper Seminar	El Shamsy,Ahmed	100%		Autumn	9	0	9	X	X
NEHC 29999	1	BA Paper Preparation	El Shamsy,Ahmed	100%		Winter	3	0	3	X	X
NEHC 30019	1	Mesopotamian Law	Roth,Martha T	100%	NEHC 30019 1; NEHC 20019 1; LLSO 20019 1; SIGN 26022 1	Winter				X	X
NEHC 30037	1	Introduction to Islamic and Jewish Law	El Shamsy,Ahmed	100%	NEHC 30037 1; NEHC 20037 1	Winter	7	10	17		
NEHC 30109	1	The Rise of Christianity in Iran	Payne,Richard E.	100%		Spring	0	3	3		
NEHC 30115	1	Iran and Turan	Payne,Richard E.	100%		Autumn	0	5	5		
NEHC 30155	1	A Political History of the Ancient Kingdom of Greater Armenia (ca. 188 BCE - 428 CE)	Traina,Giusto	100%	NEHC 30155 1; NEHC 20155 1; CLCV 21716 1; CLAS 31716 1	Spring	0	3	3		
NEHC 30290	1	Media and Social Change in the Middle East*	Maguire,Thomas	100%	NEHC 30290 1; NEHC 30290 1	Spring				X	X
NEHC 30416	1	Semitic Languages, Cultures, and Civilizations: Semitic Lang. in the Ancient & Modern Middle East	Paulus,Susanne	100%	NEHC 30416 1; HIST 15702 1; NEHC 20416 1	Autumn	13	1	15	X	X
NEHC 30589	1	Sefarad and Andalus: Jewish Thinkers in Islamic Spain	Stroumsa,Sarah	100%	NEHC 30589 1; ISLM 30589 1; HIJD 30589 1	Autumn	0	2	2		
NEHC 30641	1	Islamic Origins	Donner,Fred M	100%	NEHC 30641 1; ISLM 30641 1	Spring				X	
NEHC 30838	1	Further Topics in Late Ottoman History-1	Shissler,Ada Holly	100%		Autumn	0	4	4	X	X
NEHC 30839	1	Further Topics in Late Ottoman History-2	Shissler,Ada Holly	100%		Winter	0	2	2	X	X
NEHC 30852	1	The Ottoman World in the Age of Suleyman the Magnificent	Fleischer,Cornell H	100%	NEHC 30852 1; HIST 58302 1; CMES 30852 1	Autumn				X	X

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						Term	UG	G Tot.			
NEHC 30853	1	Ottoman World/Suleyman-2	Fleischer,Cornell H	100%	NEHC 30853 1; HIST 58303 1; CMES 38052 1	Winter				X	X
NEHC 30914	1	History of Turkey and Iran in the 20th Century	Shissler,Ada Holly	100%	NEHC 30914 1; NEHC 20914 1	Autumn					
NEHC 30920	1	Turkish and Israeli Politics: Modern Foundations and Contemporary Trends	Rubin,Aviad	100%	NEHC 20920 1; NEHC 30920 1	Spring	1	11	12		
NEHC 30921	1	Arab America	Hayek,Ghenwa	100%	NEHC 30921 1; NEHC 20921 1; SIGN 26026 1	Spring					
NEHC 30937	1	Nationalism & Colonialism in the Middle East	Bashkin,Orit	100%	NEHC 30937 1; NEHC 20937 1	Autumn	6	11	17	X	X
NEHC 36150	1	The Modern Discovery of the Ancient Middle East: Archaeology	Bashkin,Orit	100%	NEHC 26150 1; NEHC 36150 1	Winter				X	
NEHC 36151	1	The History of Iraq in the 20th Century	Bashkin,Orit	100%	NEHC 26151 1; SIGN 26028 1; HIST 26008 1; NEHC 36151 1	Winter				X	
NEHC 39501	1	Politics of Gender, Modernity, and Home: Armenians in the Late Ottoman Empire and Early Rep. Turkey	Bilal,Melissa	100%	NEHC 39501 1; HIST 25708 1; GNSE 39501 1	Spring				X	
NEHC 40583	1	Ottoman Diplomats/Paleography	Fleischer,Cornell H	100%	NEHC 40583 1; HIST 58300 1	Winter				X	X
NEHC 40680	1	Readings in Islamic Thought I	El Shamsy,Ahmed	100%		Autumn	1	6	7	X	X
NEHC 40681	1	Readings in Islamic Thought II: 1200-1600	El Shamsy,Ahmed	100%	NEHC 40681 1; ISLM 40681 1	Spring	0	11	11	X	X
NEHC 49000	40	Thesis Research: Nehc	Lewis,Franklin Dean	100%		Autumn	0	2	2	X	X
NEHC 49000	2	Thesis Research: Nehc	Choudar,Lakhdar	100%		Winter	0	1	1	X	X
NEHC 49000	4	Thesis Research: Nehc	Donner,Fred M	100%		Winter	0	2	2	X	X
NEHC 49000	11	Thesis Research: Nehc	Osborne,James	100%		Winter	0	1	1	X	X
NEHC 49000	12	Thesis Research: Nehc	Johnson,Janet H	100%		Winter	0	1	1	X	X
NEHC 49000	14	Thesis Research: Nehc	Paulus,Susanne	100%		Winter	0	1	1	X	X
NEHC 49000	22	Thesis Research: Nehc	Shissler,Ada Holly	100%		Winter	0	1	1	X	X
NEHC 49000	23	Thesis Research: Nehc	Stein,Gil J	100%		Winter	0	1	1	X	X
NEHC 49000	29	Thesis Research: Nehc	Woods,John E	100%		Winter	0	1	1	X	X
NEHC 49000	34	Thesis Research: Nehc	Bashkin,Orit	100%		Winter	0	8	8	X	X

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						Term	UG	G	Tot.		
NEHC 49000	51	Thesis Research: Nehc	Goedegebuure, Petra Marian	100%		Winter	0	1	1	X	X
NEHC 49000	53	Thesis Research: Nehc	Walker, Paul Ernest	100%		Winter	0	2	2	X	X
NEHC 49000	54	Thesis Research: Nehc	El Shamsy, Ahmed	100%		Winter	0	2	2	X	X
NEHC 49000	59	Thesis Research: Nehc	Payne, Richard E.	100%		Winter	0	1	1	X	X
NEHC 49000	4	Thesis Research: Nehc	Donner, Fred M	100%		Spring	0	1	1	X	X
NEHC 49000	53	Thesis Research: Nehc	Walker, Paul Ernest	100%		Spring	0	1	1	X	X
NEHC 49000	54	Thesis Research: Nehc	El Shamsy, Ahmed	100%		Spring	0	1	1	X	X
NEHC 49000	60	Thesis Research: Nehc	Abu-Eledam, Osama	100%		Spring	0	1	1	X	X
NEHC 49900	27	Reading Course: NEHC	Whitcomb, Donald S	100%		Autumn	0	1	1	X	X
NEHC 49900	34	Reading Course: NEHC	Bashkin, Orit	100%		Autumn	0	1	1	X	X
NEHC 49900	54	Reading Course: NEHC	El Shamsy, Ahmed	100%		Autumn	0	1	1	X	X
NEHC 49900	60	Reading Course: NEHC	Abu-Eledam, Osama	100%		Autumn	1	0	1	X	X
NEHC 49900	4	Reading Course: NEHC	Donner, Fred M	100%		Winter	0	1	1	X	X
NEHC 49900	10	Reading Course: NEHC	Heikkinen, Kay	100%		Winter	1	0	1	X	X
NEHC 49900	34	Reading Course: NEHC	Bashkin, Orit	100%		Winter	0	3	3	X	X
NEHC 49900	44	Reading Course: NEHC	Moeller, Nadine	100%		Winter	0	2	2	X	X
NEHC 49900	50	Reading Course: NEHC	Karateke, Hakan	100%		Winter	0	1	1	X	X
NEHC 49900	54	Reading Course: NEHC	El Shamsy, Ahmed	100%		Winter	0	1	1	X	X
NEHC 49900	2	Reading Course: NEHC	Choudar, Lakhdar	100%		Spring	1	0	1	X	X
NEHC 49900	4	Reading Course: NEHC	Donner, Fred M	100%		Spring	0	1	1	X	X
NEHC 49900	22	Reading Course: NEHC	Shissler, Ada Holly	100%		Spring	0	1	1	X	X
NEHC 49900	34	Reading Course: NEHC	Bashkin, Orit	100%		Spring	0	3	3	X	X
NEHC 49900	50	Reading Course: NEHC	Karateke, Hakan	100%		Spring	0	1	1	X	X
NEHC 49900	53	Reading Course: NEHC	Walker, Paul Ernest	100%		Spring	0	1	1	X	X
NEHC 49900	60	Reading Course: NEHC	Abu-Eledam, Osama	100%		Spring	0	1	1	X	X

Near Eastern Language and Civilization

NELC 10102	91	Gender in the Middle East	Cora, Nazli Ipek	100%	NELC 10102 91; HIST 16000 91; GNSE 16100 91	Summer	2	8	10	X	X
NELC 70000	1	Advanced Study: Near Eastern Languages and Civilizations	Qutbuddin, Tahera	100%		Summer	0	10	10		X

Near Eastern Languages

NELG 30325	1	Intro: Old South Arabian	Hasselbach, Rebecca	100%	NELG 30325 1; LGLN 30325 1	Spring	0	5	5		X
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						Term	UG	G	Tot.		
Ancient Anatolian Languages											
AANL 10101	1	Elementary Hittite-1	Smith,Emily Marie	100%		Autumn	0	2	2	X	X
AANL 10102	1	Elementary Hittite-2	Lysen,Thalia Elisabeth	100%		Winter	0	2	2	X	X
AANL 10103	1	Elementary Hittite-3	Marineau,Robert	100%	AANL 10103 1; AANL 10103 1	Spring	0	2	2	X	X
AANL 20125	1	Advanced Readings: Hittite	Van Den Hout,Theo	100%	AANL 20125 1; AANL 20125 1	Autumn				X	X
AANL 20125	1	Advanced Readings: Hittite	Van Den Hout,Theo	100%	AANL 20125 1; AANL 20125 1	Winter				X	X
AANL 20127	1	Advanced Readings: Hittite Historical Texts	Goedegebuure,Petra Marian	100%	AANL 20127 1; AANL 20127 1	Autumn	0	4	4	X	X
AANL 20128	1	Advanced Hittite: Hittite Wisdom Literature	Goedegebuure,Petra Marian	100%		Spring	0	4	4	X	X
AANL 20301	1	Hieroglyphic Luwian -1	Goedegebuure,Petra Marian	100%	AANL 20301 1; AANL 20301 1	Autumn	0	4	4		X
AANL 20302	1	Luwian-2: Second Millennium Texts	Goedegebuure,Petra Marian	100%		Spring	0	3	3		X
AANL 20401	1	Lydian and Carian	Van Den Hout,Theo	100%	AANL 20401 1; AANL 20401 1	Spring				X	
AANL 30701	1	Linguistic Methods for Extinct Languages	Goedegebuure,Petra Marian	100%	AANL 30701 1; LING 31410 1; AANL 30701 1	Spring				X	X
AANL 49000	1	Thesis Research	Van Den Hout,Theo	100%		Spring				X	X
AANL 49900	51	Reading & Research	Goedegebuure,Petra Marian	100%		Autumn	0	1	1	X	X
Akkadian											
AKKD 10101	1	Elementary Akkadian-1	Reculeau,Herve	100%	AKKD 10101 1; AKKD 10101 1	Autumn	1	10	11	X	X
AKKD 10102	1	Elementary Akkadian-2	Wee,John	100%	AKKD 10102 1; AKKD 10102 1	Winter	1	9	10	X	X
AKKD 10103	1	Elementary Akkadian-3	Huang,Ami	100%	AKKD 10103 1; AKKD 10103 1	Spring	1	0	1	X	X
AKKD 10103	1	Elementary Akkadian-3	Paulus,Susanne	100%	AKKD 10103 1; AKKD 10103 1	Spring	1	9	10	X	X
AKKD 10501	1	Introduction to Babylonian	Paulus,Susanne	100%	AKKD 10501 1; AKKD 10501 1	Autumn				X	
AKKD 20601	1	Intermediate Akkadian: Myths of Creation and Destruction	Wee,John	100%	AKKD 20601 1; AKKD 20601 1	Autumn	0	6	7		

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						Term	UG	G	Tot.		
AKKD 20602	1	Intermediate Akkadian	Roth,Martha T	100%	AKKD 20602 1; AKKD 20602 1	Autumn				X	X
AKKD 30318	1	Old Akkadian - Texts about History & Culture	Paulus,Susanne	100%		Winter	1	4	6		
AKKD 30320	1	Akkadian Texts from Ugarit	Reculeau,Herve	100%		Winter	0	6	6		
AKKD 30326	1	Akkadian Medical Texts	Wee,John	100%	AKKD 30326 1; AKKD 30326 1	Winter					
AKKD 30348	1	Middle Assyrian Texts	Reculeau,Herve	100%		Autumn	0	2	2	X	X
AKKD 30354	1	Late Babylonian Texts about Family Law	Paulus,Susanne	100%		Autumn	1	4	5		
AKKD 30355	1	Assyrian Dialect	Wee,John	100%	AKKD 30355 1; AKKD 30355 1	Spring	1	8	10	X	X
AKKD 30811	1	Akkadian Astronomical Texts	Wee,John	100%	AKKD 30811 1; AKKD 30811 1	Spring				X	
AKKD 30820	1	Readings in the letters from Tell el-Amarna	Hasselbach,Rebecca	100%		Winter				X	

Arabic

ARAB 10101	1	Elementary Arabic-1	Forster,Noha	100%	ARAB 10101 1; ARAB 10101 1	Autumn	9	6	15	X	X
ARAB 10101	2	Elementary Arabic-1	Benavidez,Justin Mauro	100%	ARAB 10101 2; ARAB 10101 2	Autumn	13	2	15	X	X
ARAB 10101	3	Elementary Arabic-1	Olsen,Pelle Valentin	100%	ARAB 10101 3; ARAB 10101 3	Autumn	10	5	16	X	X
ARAB 10101	4	Elementary Arabic-1	Choudar,Lakhdar	100%	ARAB 10101 4; ARAB 10101 4	Autumn	11	1	12	X	X
ARAB 10102	1	Elementary Arabic-2	Forster,Noha	100%	ARAB 10102 1; ARAB 10102 1	Winter	8	5	13	X	X
ARAB 10102	2	Elementary Arabic-2	Abu-Eledam,Osama	100%	ARAB 10102 2; ARAB 10102 2	Winter	14	1	15	X	X
ARAB 10102	3	Elementary Arabic-2	Olsen,Pelle Valentin	100%	ARAB 10102 3; ARAB 10102 3	Winter	8	6	15	X	X
ARAB 10102	4	Elementary Arabic-2	Choudar,Lakhdar	100%	ARAB 10102 4; ARAB 10102 4	Winter	7	1	8	X	X
ARAB 10103	1	Elementary Arabic-3	Zhang,Hongwei	100%	ARAB 10103 1; ARAB 10103 1	Spring	9	8	17	X	X
ARAB 10103	2	Elementary Arabic-3	Abu-Eledam,Osama	100%	ARAB 10103 2; ARAB 10103 2	Spring	15	1	16	X	X
ARAB 10103	3	Elementary Arabic-3	Choudar,Lakhdar	100%	ARAB 10103 3; ARAB 10103 3	Spring	5	2	7	X	X

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						Term	UG	G	Tot.		
ARAB 10103	4	Elementary Arabic-3	Choudar,Lakhdar	100%	ARAB 10103 4; ARAB 10103 4	Spring	7	4	11	X	X
ARAB 10123	91	Summer Intensive Introductory Arabic Level 1	Hager,Ahmed	100%	ARAB 10123 91; ARAB 10123 91	Summer	2	8	10	X	X
ARAB 10250	1	Colloquial Levantine Arabic	Abu-Eledam,Osama	100%	ARAB 10250 1; ARAB 10250 1	Winter	2	4	6	X	X
ARAB 10257	1	Colloquial Levantine Arabic II	Abu-Eledam,Osama	100%	ARAB 10257 1; ARAB 10257 1	Spring	2	6	8	X	X
ARAB 10456	91	Summer Intensive Introductory Arabic Level 1,.5	Mili,Amel	100%	ARAB 10456 91; ARAB 10456 91	Summer	0	4	4	X	X
ARAB 15001	99	Elementary Arabic in Jerusalem		100%		Spring				X	X
ARAB 15003	99	Intermediate Arabic in Jerusalem		100%		Spring				X	X
ARAB 15006	99	Advanced Arabic in Jerusalem		100%		Spring				X	X
ARAB 15013	99	Elementary Arabic in Morocco		100%		Winter				X	X
ARAB 15016	99	Intermediate Arabic in Morocco		100%		Winter				X	X
ARAB 15018	99	Advanced Arabic in Morocco		100%		Winter				X	X
ARAB 15019	99	Elementary Arabic in Granada		100%		Spring				X	
ARAB 15021	99	Intermediate Arabic in Granada		100%		Spring				X	
ARAB 15024	99	Advanced Arabic in Granada		100%		Spring				X	
ARAB 20100	94	Intermediate Modern Arabic for CPS Students	Forster,Noha	100%		Summer	0	0	15	X	X
ARAB 20101	1	Intermediate Arabic-1	Abu-Eledam,Osama	100%	ARAB 20101 1; ARAB 20101 1	Autumn	12	6	19	X	X
ARAB 20101	2	Intermediate Arabic-1	Beers,Theodore Samuel	100%	ARAB 20101 2; ARAB 20101 2	Autumn	3	3	6	X	X
ARAB 20101	3	Intermediate Arabic-1	Heikkinen,Kay	100%	ARAB 20101 3; ARAB 20101 3	Autumn	5	4	9	X	X
ARAB 20102	1	Intermediate Arabic-2	Abu-Eledam,Osama	100%	ARAB 20102 1; ARAB 20102 1	Winter	12	5	18	X	X
ARAB 20102	2	Intermediate Arabic-2	Beers,Theodore Samuel	100%	ARAB 20102 2; ARAB 20102 2	Winter	1	3	4	X	X
ARAB 20102	3	Intermediate Arabic-2	Heikkinen,Kay	100%	ARAB 20102 3; ARAB 20102 3	Winter	4	5	9	X	X
ARAB 20103	1	Intermediate Arabic III	Abu-Eledam,Osama	100%	ARAB 20103 1; ARAB 20103 1	Spring	9	3	13	X	X
ARAB 20103	2	Intermediate Arabic III	Beers,Theodore Samuel	100%	ARAB 20103 2; ARAB 20103 2	Spring	1	3	4	X	X

Course credits are measured in units, with 100 units for each language and area studies course

Courses in 2018-19 column marked with * will be supported with Title VI funds

The University of Chicago Center for Middle Eastern Studies NRC and FLAS Proposal, FY 2018-21

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
ARAB 20103	3	Intermediate Arabic III	Heikkinen,Kay	100%	ARAB 20103 3; ARAB 20103 3	Spring	4	6	10	X	X
ARAB 20123	91	Summer Intensive Introductory Arabic Level 2	Abu-Eledam,Osama	100%	ARAB 20123 91; ARAB 20123 91	Summer	1	5	6	X	X
ARAB 29001	1	Arabic Through Film	Forster,Noha	100%	ARAB 29001 1; ARAB 29001 1	Autumn	5	3	8		X
ARAB 29700	48	Rdg/Rsch Course: Arab	Forster,Noha	100%		Autumn	1	0	1	X	X
ARAB 29700	49	Rdg/Rsch Course: Arab	Abu-Eledam,Osama	100%		Winter	2	0	2	X	X
ARAB 29700	49	Rdg/Rsch Course: Arab	Abu-Eledam,Osama	100%		Spring	2	0	2	X	X
ARAB 30201	1	High Intermediate Modern Standard Arabic-1	Forster,Noha	100%	ARAB 30201 1; ARAB 30201 1	Autumn	9	10	19	X	X
ARAB 30202	1	High Intermediate Modern Standard Arabic-2	Forster,Noha	100%	ARAB 30202 1; ARAB 30202 1	Winter	7	9	16	X	X
ARAB 30203	1	High Intermediate Modern Standard Arabic-3	Forster,Noha	100%	ARAB 30203 1; ARAB 30203 1	Spring	8	8	16	X	X
ARAB 30301	1	High Intermediate Classical Arabic-1	Heikkinen,Kay	100%	ARAB 30301 1; ARAB 30301 1	Autumn	0	10	10	X	X
ARAB 30302	1	High Intermediate Classical Arabic-2	Heikkinen,Kay	100%	ARAB 30302 1; ARAB 30302 1	Winter	0	9	9	X	X
ARAB 30303	1	High Intermediate Classical Arabic-3	Heikkinen,Kay	100%	ARAB 30303 1; ARAB 30303 1	Spring	0	8	8	X	X
ARAB 30351	1	Maghribi Colloquial and Culture	Choudar,Lakhdar	100%	ARAB 30351 1; ARAB 20351 1	Autumn	5	0	5		X
ARAB 30352	1	Arabic Through Maghribi Literature	Choudar,Lakhdar	100%	ARAB 30352 1; ARAB 30352 1	Winter	1	0	1		X
ARAB 30390	1	Arabic in Social Context	Forster,Noha	100%	ARAB 30390 1; ARAB 20390 1	Spring				X	X
ARAB 30551	1	History and Modern Arabic Literature	Bashkin,Orit	100%	ARAB 30551 1; CMLT 30551 1; ARAB 30551 1; CMLT 30551 1	Autumn	0	4	4		
ARAB 30680	1	Readings: Islamic Ritual Law	Donner,Fred M	100%	ARAB 30680 1; ARAB 30680 1	Autumn				X	
ARAB 40101	1	Advanced Arabic Syntax I	Qutbuddin,Tahera	100%	ARAB 40101 1; ARAB 40101 1; ISLM 40101 1	Autumn				X	X
ARAB 40102	1	Advanced Arabic Syntax II	Qutbuddin,Tahera	100%	ARAB 40102 1; ARAB 40102 1	Winter				X	X

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Courses in 2018-19 column marked with P will be supported with Title VI funds

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			Tot.
ARAB 40200	1	Advanced Readings in Arabic	Heikkinen,Kay	100%	ARAB 40200 1; ARAB 40200 1	Autumn				X	X
ARAB 40200	1	Advanced Readings in Arabic	Forster,Noha	100%	ARAB 40200 1; ARAB 40200 1	Winter				X	X
ARAB 40200	1	Advanced Readings in Arabic	Choudar,Lakhdar	100%	ARAB 40200 1; ARAB 40200 1	Spring				X	X
ARAB 40250	1	The Literary Legacies of War in Lebanon	Hayek,Ghenwa	100%		Autumn				X	
ARAB 40383	1	Seminar: Poetry (Al-Mutanabbi)	Qutbuddin,Tahera	100%	ARAB 40383 1; ARAB 40383 1	Winter				X	
ARAB 40415	1	Arabic Palaeography and Epigraphy	Donner,Fred M	100%		Spring	0	10	10	X	
ARAB 40629	1	Nahj al-balagha: Virtue and Piety in the Teachings of Ali	Qutbuddin,Tahera	100%	ARAB 40629; FNDL 22629; ISLM 40629	Autumn					X

Aramaic

ARAM 10101	1	Biblical Aramaic	Creason,Stuart Alan	100%	ARAM 10101 1; JWSC 11000 1; ARAM 10101 1; JWSC 11000 1	Autumn	0	6	6		X
ARAM 10102	1	Old Aramaic Inscriptions	Creason,Stuart Alan	100%	ARAM 10102 1; JWSC 11100 1; ARAM 10102 1	Spring	0	4	4		X
ARAM 10103	1	Imperial Aramaic	Creason,Stuart Alan	100%	ARAM 10103 1; JWSC 11200 1; ARAM 10103 1	Winter	0	4	4		X
ARAM 10401	1	Elementary Syriac-1	Creason,Stuart Alan	100%	ARAM 10401 1; ARAM 10401 1	Autumn				X	
ARAM 10402	1	Elementary Syriac-2	Creason,Stuart Alan	100%	ARAM 10402 1; ARAM 10402 1	Winter				X	
ARAM 10403	1	Elementary Syriac-3	Creason,Stuart Alan	100%	ARAM 10403 1; ARAM 10403 1	Spring				X	
ARAM 20404	1	Advanced Syriac-1	Creason,Stuart Alan	100%	ARAM 20404 1; ARAM 20404 1	Winter	0	6	6		X

Armenian

ARME 10101	1	Elementary Modern Armenian-1*	Haroutunian,Hripsime	100%	ARME 10101 1; ARME 10101 1	Autumn	1	0	1	X	X
ARME 10102	1	Elementary Modern Armenian-2*	Haroutunian,Hripsime	100%	ARME 10102 1; ARME 10102 1	Winter	1	0	1	X	X
ARME 10103	1	Elementary Modern Armenian-3*	Haroutunian,Hripsime	100%	ARME 10103 1; ARME 10103 1	Spring	1	0	1	X	X

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
ARME 20101	1	Intermediate Modern Armenian-1*	Haroutunian,Hripsime	100%	ARME 20101 1; ARME 20101 1	Autumn	2	0	2	X	X
ARME 20102	1	Intermediate Modern Armenian-2*	Haroutunian,Hripsime	100%	ARME 20102 1; ARME 20102 1	Winter	2	0	2	X	X
ARME 20103	1	Intermediate Modern Armenian-3*	Haroutunian,Hripsime	100%	ARME 20103 1; ARME 20103 1	Spring	2	1	3	X	X
ARME 30101	1	Advanced Modern Armenian-1*	Haroutunian,Hripsime	100%	ARME 30101 1; ARME 30101 1	Autumn				X	X
ARME 30102	1	Advanced Modern Armenian-2*	Haroutunian,Hripsime	100%	ARME 30102 1; ARME 30102 1	Winter				X	X
ARME 30103	1	Advanced Modern Armenian-3*	Haroutunian,Hripsime	100%	ARME 30103 1; ARME 30103 1	Spring				X	X

Egyptian

EGPT 10101	1	Intro Mid Egypt Hieroglyphs-1	Ritner,Robert Kriech	100%	EGPT 10101 1; ANCM 30500 1; EGPT 10101 1	Autumn	2	6	8	X	X
EGPT 10102	1	Intro to Middle Egyptian Hieroglyphs-2	Ritner,Robert Kriech	100%	EGPT 10102 1; ANCM 30501 1; EGPT 10102 1	Winter	2	6	8	X	X
EGPT 10103	1	Middle Egyptian Texts-1	Johnson,Janet H	100%	EGPT 10103 1; ANCM 30502 1; EGPT 10103 1	Spring	1	6	7	X	X
EGPT 10201	1	Introduction to Coptic	Muhs,Brian	100%	EGPT 10201 1; EGPT 10201 1	Autumn				X	X
EGPT 20101	1	Middle Egyptian Texts-2	Johnson,Janet H	100%	EGPT 20101 1; EGPT 20101 1	Autumn	2	2	5	X	X
EGPT 20102	1	Introduction to Hieratic	Muhs,Brian	100%	EGPT 20102 1; EGPT 20102 1	Winter	2	2	4	X	X
EGPT 20110	1	Introduction to Old Egyptian	Muhs,Brian	100%	EGPT 20110 1; EGPT 20110 1	Spring				X	X
EGPT 20210	1	Introduction to Late Egyptian	Johnson,Janet H	100%	EGPT 20210 1; EGPT 20210 1	Spring	1	1	2	X	X
EGPT 20211	1	Late Egyptian Texts	Muhs,Brian	100%	EGPT 20211 1; EGPT 20211 1	Autumn	0	3	4	X	X
EGPT 20590	1	Gender in Ancient Egypt	Johnson,Janet H	100%	EGPT 20590 1; EGPT 30590 1; GNSE 40590 1	Spring				X	X
EGPT 30120	1	Introduction to Demotic	Johnson,Janet H	100%	EGPT 30120 1; ANCM 32100 1; EGPT 30120 1	Winter	0	3	3	X	X

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
EGPT 30121	1	Demotic Texts	Ritner,Robert Kriech	100%		Spring	0	3	3	X	X
EGPT 30446	1	Ptolemaic Hieroglyphs	Ritner,Robert Kriech	100%		Spring				X	X
EGPT 40420	1	Texts from Expeditions	Ritner,Robert Kriech	100%		Winter	0	1	1	X	X
EGPT 49900	12	Rdg/Rsch: Egyptology	Johnson,Janet H	100%		Autumn	0	1	1	X	X
<u>Geez</u>											
GEEZ 10101	1	Elementary Ge'ez 1	Hasselbach,Rebecca	100%		Autumn				X	
GEEZ 10102	1	Elementary Ge'ez 2	Hasselbach,Rebecca	100%		Winter				X	
GEEZ 10103		Readings: Classical Ethipoic	Hasselbach,Rebecca	100%		Spring				X	
<u>Modern Hebrew</u>											
HEBR 10501	1	Introductory Modern Hebrew-1*	Almog,Ari	100%	HEBR 10501 1; HEBR 10501 1	Autumn	7	8	15	X	X
HEBR 10502	1	Introductory Modern Hebrew-2*	Almog,Ari	100%	HEBR 10502 1; JWSC 25100 1; HEBR 10502 1; JWSC 25100 1	Winter	7	7	14	X	X
HEBR 10503	1	Introductory Modern Hebrew III*	Almog,Ari	100%	HEBR 10503 1; JWSC 25200 1; HEBR 10503 1	Spring	6	7	13	X	X
HEBR 15001	99	Elementary Hebrew in Jerusalem		100%		Spring				X	X
HEBR 15003	99	Intermediate Hebrew in Jerusalem		100%		Spring				X	X
HEBR 15005	99	Advanced Hebrew in Jerusalem		100%		Spring				X	X
HEBR 20501	1	Intermediate Modern Hebrew-1*	Almog,Ari	100%	HEBR 20501 1; HEBR 20501 1	Autumn	8	1	9	X	X
HEBR 20502	1	Intermediate Modern Hebrew-2*	Almog,Ari	100%	HEBR 20502 1; JWSC 25400 1; HEBR 20502 1	Winter	5	1	6	X	X
HEBR 20503	1	Intermediate Modern Hebrew-3*	Almog,Ari	100%	HEBR 20503 1; JWSC 25500 1; HEBR 20503 1	Spring	4	1	5	X	X
HEBR 30001	1	Intensive Modern Hebrew I*	Almog,Ari	100%		Autumn				X	X
HEBR 30501	1	Advanced Modern Hebrew-1	Rokem,Na'ama	100%	HEBR 30501 1; HEBR 30501 1	Autumn	4	0	4	X	X
HEBR 30502	1	Advanced Modern Hebrew-2*	Almog,Ari	100%	HEBR 30502 1; HEBR 30502 1	Winter	3	2	5	X	X
HEBR 30503	1	Advanced Modern Hebrew-3	Peles Almagor,Michal	100%	HEBR 30503 1; JWSC 25800 1; HEBR 30503 1	Spring	2	1	3	X	X

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
HEBR 33300	91	Reading Hebrew for Research Purposes*	Almog,Ari	100%	HEBR 33300 91; HEBR 33300 91	Summer	0	3	4	X	X
HEBR 49900	35	Advanced Hebrew Seminar*	Almog,Ari	100%		Autumn	0	2	2	X	X
Kazakh											
KAZK 10101	1	Elementary Kazakh-1*	Arik,Kagan	100%	KAZK 10101 1; KAZK 10101 1	Autumn	1	2	3	X	X
KAZK 10102	1	Elementary Kazakh-2*	Arik,Kagan	100%	KAZK 10102 1; KAZK 10102 1	Winter	2	1	3	X	X
KAZK 10103	1	Elementary Kazakh-3*	Arik,Kagan	100%	KAZK 10103 1; KAZK 10103 1	Spring	2	1	3	X	X
KAZK 20101	1	Intermediate Kazakh*	Arik,Kagan	100%	KAZK 20101 1; KAZK 20101 1	Autumn				X	
Persian											
PERS 10101	1	Elementary Persian-1*	Ghahremani,Saeed	100%	PERS 10101 1; PERS 10101 1	Autumn	5	10	16	X	X
PERS 10102	1	Elementary Persian-2*	Ghahremani,Saeed	100%	PERS 10102 1; PERS 10102 1	Winter	4	11	16	X	X
PERS 10103	1	Elementary Persian-3*	Ghahremani,Saeed	100%	PERS 10103 1; PERS 10103 1	Spring	3	9	13	X	X
PERS 20101	1	Intermediate Persian-1*	Ghahremani,Saeed	100%	PERS 20101 1; PERS 20101 1	Autumn	3	4	7	X	X
PERS 20102	1	Intermediate Persian-2*	Ghahremani,Saeed	100%	PERS 20102 1; PERS 20102 1	Winter	3	4	8	X	X
PERS 20103	1	Intermediate Persian-3*	Ghahremani,Saeed	100%	PERS 20103 1; PERS 20103 1	Spring	3	4	7	X	X
PERS 20123	91	Summer Intensive Intermediate Persian*	Ghahremani,Saeed	100%	PERS 20123 91; PERS 20123 91	Summer	0	0	5	X	X
PERS 30220	1	Poetics/Politics Modern Iran*	Ghahremani,Saeed	100%	PERS 30220 1; PERS 20220 1	Spring				X	X
PERS 30230	1	Persian Travelogues: The Safar-nâma Genre	Lewis, Franklin Dean	100%		Winter				X	
PERS 30250	1	Persian Paleography, Codicology and Textual Editing	Lewis, Franklin Dean	100%	PERS 30250 1; PERS 30250 1	Winter	2	6	8		X
PERS 30332	1	Persian Sufi Texts	Lewis, Franklin Dean	100%	PERS 30332 1; ISLM 30339 1; SALC 30332 1; RLST 20503 1; PERS 30332 1	Autumn					

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
PERS 30337	1	Persian Lyric Poetry-1:History of the Ghazal	Lewis, Franklin Dean	100%	PERS 30337 1; PERS 30337 1; ISLM 30337 1	Autumn	1	8	9		X
PERS 30338	1	Persian Lyric Poetry-2: History of the Ghazal	Lewis, Franklin Dean	100%	PERS 30338 1; ISLM 30338 1; PERS 30338 1	Spring	0	3	3		X
PERS 30370	1	Poetry of Nezami	Lewis, Franklin Dean	100%		Spring					
PERS 30423	1	Persian Prose: Modern Scholarly Prose*	Ghahremani, Saeed	100%	PERS 30423 1; PERS 30423 1	Winter				X	X

Sumerian

SUMR 10101	1	Elementary Sumerian-1	Huang, Ami	100%	SUMR 10101 1; SUMR 10101 1	Winter	2	0	2	X	X
SUMR 10101	1	Elementary Sumerian-1	Woods, Christopher	100%	SUMR 10101 1; SUMR 10101 1	Winter	0	9	9	X	X
SUMR 10102	1	Elementary Sumerian-2	Huang, Ami	100%	SUMR 10102 1; SUMR 10102 1	Spring	2	0	2	X	X
SUMR 10102	1	Elementary Sumerian-2	Woods, Christopher	100%	SUMR 10102 1; SUMR 10102 1	Spring	2	5	7	X	X
SUMR 10103	1	Elementary Sumerian-3	Woods, Christopher	100%	SUMR 10103 1; SUMR 10103 1	Autumn				X	X
SUMR 20310	1	Sumerian Literary Texts 1	Woods, Christopher	100%	SUMR 20310 1; SUMR 20310 1	Spring	0	1	1	X	X
SUMR 30608	1	Advanced Sumerian Literary Texts	Woods, Christopher	100%	SUMR 30608 1; SUMR 30608 1	Winter				X	X

Turkish

TURK 10101	1	Elementary Turkish-1*	Arik, Kagan	100%	TURK 10101 1; TURK 10101 1	Autumn	7	4	11	X	X
TURK 10102	1	Elementary Turkish-2*	Arik, Kagan	100%	TURK 10102 1; TURK 10102 1	Winter	5	2	7	X	X
TURK 10103	1	Elementary Turkish-3*	Arik, Kagan	100%	TURK 10103 1; TURK 10103 1	Spring	4	2	6	X	X
TURK 10105	1	Introduction to Old Turkic	Arik, Kagan	100%	TURK 10105 1; TURK 10105 1	Autumn				X	X
TURK 10106	1	Introduction to Old Turkic 2	Arik, Kagan	100%	TURK 10106 1; TURK 10106 1	Winter	2	0	2	X	X
TURK 10107	1	Introduction to Old Turkic-3	Arik, Kagan	100%	TURK 10107 1; TURK 10107 1	Spring	2	1	3	X	X
TURK 20101	1	Intermediate Turkish-1*	Anetshofer-Karateke, Helga	100%	TURK 20101 1; TURK 20101 1	Autumn	3	2	5	X	X

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
TURK 20102	1	Intermediate Turkish-2*	Anetshofer-Karateke, Helga	100%	TURK 20102 1; TURK 20102 1	Winter	3	2	5	X	X
TURK 20103	1	Intermediate Turkish-3*	Anetshofer-Karateke, Helga	100%	TURK 20103 1; TURK 20103 1	Spring	1	2	3	X	X
TURK 20123	91	Summer Intensive Intermediate Turkish*	Arik, Kagan	100%	TURK 20123 91; TURK 20123 91	Summer	1	0	3	X	X
TURK 30101	1	Advanced Turkish 1*	Arik, Kagan	100%	TURK 30101 1; NELG 30101 1; TURK 30101 1; NELG 30101 1	Autumn	2	7	9	X	X
TURK 30102	1	Advanced Turkish / Ottoman Turkish 2*	Arik, Kagan	100%	TURK 30102 1; NELG 30102 1; TURK 30102 1	Winter	1	7	8	X	X
TURK 30102	1	Advanced Turkish 2*	Arik, Kagan	100%	TURK 30102 1; NELG 30102 1; TURK 30102 1	Winter	0	4	4	X	X
TURK 30103	1	Advanced Turkish 3	Karateke, Hakan	100%	TURK 30103 1; NELG 30103 1; TURK 30103 1; NELG 30103 1	Spring	0	4	4	X	X
TURK 30501	1	Ottoman Turkish-1*	Anetshofer-Karateke, Helga	100%	TURK 30501 1; TURK 30501 1	Autumn	0	8	8	X	X
TURK 30502	1	Ottoman Turkish-2*	Anetshofer-Karateke, Helga	100%	TURK 30502 1; TURK 30502 1	Winter	0	8	8	X	X
TURK 30503	1	Ottoman Turkish-3*	Anetshofer-Karateke, Helga	100%	TURK 30503 1; TURK 30503 1	Spring	0	7	7	X	X
TURK 40586	1	Advanced Ottoman Reading I	Karateke, Hakan	100%		Autumn	0	3	3	X	X
TURK 40589	1	Advanced Ottoman Historical Texts	Fleischer, Cornell H	100%	TURK 40589 1; HIST 58301 1	Autumn				X	X
TURK 49900	57	TURK Reading/Research*	Anetshofer-Karateke, Helga	100%		Spring	0	2	2	X	X

Ugaritic

UGAR 20101	1	Ugaritic-1	Pardee, Dennis G	100%	UGAR 20101 1; UGAR 20101 1	Winter	0	5	5		X
UGAR 20102	1	Ugaritic-2	Pardee, Dennis G	100%	UGAR 20102 1; UGAR 20102 1	Winter	0	5	5		X
UGAR 20103	1	Ugaritic-3	Pardee, Dennis G	100%	UGAR 20103 1; UGAR 20103 1	Spring	0	4	4		X

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Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G Tot.			
Uzbek											
UZBK 10101	1	Elementary Uzbek-1*	Arik,Kagan	100%	UZBK 10101 1; UZBK 10101 1	Autumn				X	
Exam Courses											
EXAM 74500	1	Lang Exam: Hebrew Reading	Dursun,Ahmet	100%		Autumn	0	3	3	X	X
EXAM 74500	1	Lang Exam: Hebrew Reading	Dursun,Ahmet	100%		Winter	0	1	1	X	X
EXAM 74500	1	Lang Exam: Hebrew Reading	Dursun,Ahmet	100%		Spring	0	1	1	X	X
EXAM 81000	1	Lang Exam: Turkish Reading	Dursun,Ahmet	100%		Winter	0	1	1	X	X
Department of South Asian Languages and Civilization											
South Asian Language and Civilization											
SALC 20100	1	Intro To South Asian Civ-1	Alam,Muzaffar	25%	SALC 20100 1; ANTH 24101 1; HIST 10800 1; SOSC 23000 1	Winter	17	0	17	X	X
SALC 22603	1	Intro to Premodern South Asian Lit: Courts, Poets, Power	D'hubert,Thibaut	50%	SALC 22603; SALC 42605	Autumn				X	
SALC 22603	1	"A Poem in Every House": An Introduction to Premodern South Asian Literatures 2	D'hubert,Thibaut	50%		Autumn				X	X
SALC 27701	1	Mughal India: Tradition & Transition	Alam,Muzaffar	75%	SALC 27701 1; HIST 36602 1; SALC 37701 1; HIST 26602 1; NEHC 30570 1; NEHC 20570 1	Autumn	3	5	8	X	X
SALC 30722	1	Colonialisms and Literature: Adventures, Exoticisms, East and West	Ebeling,Sascha	25%	SALC 20722 1; SALC 30722 1; CMLT 20702 1; CMLT 30702 1	Spring				X	
SALC 39900	1	Informal Course: South Asia	D'hubert,Thibaut	25%		Autumn	0	5	5	X	X
SALC 39900	13	Informal Course: South Asia	Alam,Muzaffar	25%		Spring	0	0	1	X	X
SALC 48602	1	Persian Poetry and Philology	Alam,Muzaffar; D'hubert,Thibaut	75%	SALC 48602 1; PERS 48602 1; NEHC 48602 1	Spring	2	13	17		
SALC 70000	1	Advanced Study: South Asian Languages and Civilizations	Alam,Muzaffar	50%		Summer	0	3	3	X	X

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Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G Tot.			
Department of Slavic Languages and Literatures											
Russian and Eastern European Studies											
REES 29009	1	Balkan Folklore	Ilieva,Angelina Emilova	25%	REES 29009 1; NEHC 30568 1; ANTH 35908 1; CMLT 33301 1; NEHC 20568 1; CMLT 23301 1; REES 39009 1; ANTH 25908 1	Winter	19	1	20	X	X
REES 29013	1	The Burden of History: The Nation and Its Lost Paradise	Ilieva,Angelina Emilova	25%	REES 29013 1; HIST 34005 1; REES 39013 1; NEHC 20573 1; HIST 24005 1; NEHC 30573 1; CMLT 23401 1; CMLT 33401 1	Spring	19	8	27		X
REES 29023	1	Returning the Gaze: The West and the Rest	Ilieva,Angelina Emilova	25%	REES 29023 1; REES 39023 1; CMLT 29023 1; CMLT 39023 1; NEHC 29023 1; NEHC 39023 1	Autumn	4	2	7	X	X
REES 29700	30	Reading/Research: Russian and Eastern European Studies	Sonin,Konstantin	25%		Spring	1	0	1		X

DIVISION OF THE SOCIAL SCIENCES**Anthropology**

ANTH 21337	1	PetroModernity: Anthropology in the Age of Oil	Hu,Cameron Stephen	50%		Winter				X	
ANTH 22725	1	Anthropology against the Law	Li,Darryl	25%		Spring				X	
ANTH 23405	1	War: What's it Good For?	Li,Darryl	50%		Autumn				X	
ANTH 26712	1	Approaches to Settlement and Land Survey	Hammer,Emily	50%	ANTH 26712 1; ANTH 36712 1; NEAA 26712 1; NEAA 36712 1	Autumn	4	4	8		
ANTH 34201	1	Develop Social Cultural Thry-1	Hickman,Kristin Gee	25%		Spring	0	13	13		X
ANTH 34202	1	Develop Social Cultural Thry-2	Hickman,Kristin Gee	25%		Spring	0	13	13		X

Course credits are measured in units, with 100 units for each language and area studies course

Courses in 2018-19 column marked with * will be supported with Title VI funds

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
ANTH 50745	1	Global Incorporations: Imperialisms in and beyond the (Post) Colony	Sunder Rajan,Kaushik	25%		Autumn	1	11	13		
ANTH 53805	1	Discourse, Emotion, Action	Agrama,Hussein Ali	25%		Winter	0	9	10		
ANTH 53806	1	Discourse, Emotion, Action II: Passion and Embodiment	Agrama,Hussein Ali	25%		Spring	0	8	8		
ANTH 53807	1	Questions of Embodiment	Agrama,Hussein Ali	25%		Winter				X	
ANTH 55525	1	Anthropology of Law	Li,Darryl	25%		Spring	0	4	4		
ANTH 55535	1	Law and Empire	Li,Darryl	50%		Winter				X	
ANTH 55540	1	Captivity	Li,Darryl	50%		Spring				X	
ANTH 55720	1	Provocations of an Anthropology of Ethics	Agrama,Hussein Ali	50%		Winter	0	10	10		
ANTH 55730	1	Reading Talal Asad	Agrama,Hussein Ali	100%		Winter				X	
ANTH 55850	1	AdvRdgs: Notions of Embodiment	Agrama,Hussein Ali	25%		Winter	0	1	1		

Center for Geographical Studies

GEOG 20000	1	Geography Orientation Seminar	Mikesell,Marvin W; staff	25%		Autumn	10	0	10	X	X
GEOG 20100	1	Cultural Geography	Mikesell,Marvin W; staff	25%	GEOG 20100 1; GEOG 30100 1; ENST 25900 1	Winter	21	0	21	X	X
GEOG 25300	1	Sem: Probs Human Geog/Mid East	Salem,Basil	100%	GEOG 25300 1; GEOG 35300 1	Spring	29	1	30		X
GEOG 28800	1	History of Cartography	Danzer,Gerald A.	25%	GEOG 28800 1; GEOG 38800 1	Spring				X	X
GEOG 29300	1	Indp Rdgs: Geog Lit In French	Mikesell,Marvin W	25%		Spring	1	0	1		
GEOG 29400	1	Indp Rdgs: Nature And Culture	Mikesell,Marvin W	25%	GEOG 29400 1; GEOG 39400 1	Autumn	2	0	2		

History

HIST 10101	1	Intro To African Civ-1	Osborn,Emily	25%	HIST 10101 1; ANTH 20701 1; CRES 20701 1	Winter	32	0	32	X	X
HIST 10102	1	Intro To African Civ-2	Cole,Jennifer	25%	HIST 10102 1; CHDV 21401 1; CRES 20802 1; ANTH 20702 1	Spring	33	0	33	X	X

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
HIST 13802	1	The Russian Empire	Hillis,Faith	25%	HIST 13802 1; REES 13802 1	Autumn	26	0	26	X	X
HIST 20209	1	An Environmental History of Africa, 1800-2016	Cropper,John Skylor	25%	HIST 20209 1; ENST 20209 1	Autumn	13	0	13		
HIST 20505	1	The First Great Transformation: Economies of the Ancient World	Bresson,Alain	50%	CLCV 20517 1; HIST 20505 1; SIGN 26015 1; KNOW 27007 1; CLAS 30517 1	Autumn				X	
HIST 21503	1	Prophecy and Insurgency in the British Empire	Leonard,Zachary Tyler	50%	GLST 24109 1; HIST 21503 1	Spring				X	
HIST 21701	1	Byzantine Empire: 330-610	Kaegi,Walter E	50%	HIST 21701 1; HIST 31701 1; CLCV 24306 1; CLAS 34306 1; ANCM 34306 1	Autumn	7	4	11	X	X
HIST 21702	1	Byzantine Empire: 610-1025	Kaegi,Walter E	50%	HIST 21702 1; CLAS 34307 1; CLCV 24307 1; HIST 31702 1; NEHC 21702 1; NEHC 31702 1; ANCM 34307 1	Spring	11	6	17	X	X
HIST 22608	1	Scandal as Historical Document, 17th-21st Centuries	Salem,Basil	50%	HIST 22608 1; NEHC 20550 1	Spring	21	0	21		
HIST 22609	1	A Social History of the Poet in the Arab and Islamic World	Salem,Basil	100%	HIST 22609 1; CMLT 22609 1; NEHC 20745 1	Spring				X	
HIST 25701	1	North Africa: Late Antiquity to Islam	Kaegi,Walter E	100%	HIST 25701 1; CRES 25701 1; CMES 30634 1; CLAS 30200 1; NEHC 30634 1; NEHC 20634 1; CLCV 20200 1; HIST 35701 1	Autumn	5	3	8	X	X
HIST 26121	1	Nature, Science, and Empire in the Early Modern Iberian World, 1400-1800	Lopez Fadul,Valeria	50%	HIST 26121 1; HIPS 26121 1; LACS 26121 1	Spring	4	0	4		

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Courses in 2018-19 column marked with P will be supported with Title VI funds

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			Tot.
HIST 26125	1	How to Build a Global Empire	McManus,Stuart	25%	KNOW 23002 1; CLCV 22917 1; HIST 26128 1; LACS 26128 1	Spring				X	
HIST 26611	1	Empires, Imperialism, and Islam	Zaman,Faridah	100%	HIST 26611 1; SALC 26611 1; HIST 36611 1; SALC 36611 1	Spring				X	
HIST 27905	1	Religion and Society in the Middle Ages	Pick,Lucy K	25%	RLST 21801 1; HIST 27905 1	Autumn	9	0	9		
HIST 29102	1	The Global Abolition of Slavery, 1750 - 1900	Wirzbicki,Peter	25%	HIST 29102 1; CRES 29102 1; LACS 28102 1	Autumn	9	0	9		
HIST 29623	1	A Global History of Hip Hop	Mount,Guy Emerson	25%	HIST 29623 1; CRES 29623 1; MUSI 22418 1	Spring				X	
HIST 35804	1	Sem: Intro to the Ottoman Press-1	Shissler,Ada Holly	100%	NEHC 30891 1; HIST 35707 1	Autumn				X	
HIST 49502	1	Colloquium: Colonialism, Globalization, and Postcolonialism	Austen,Ralph A	50%		Autumn				X	
HIST 50002	1	Colloq: Africa in the Era of the Transatlantic Slave Trade	Osborn,Emily	25%	HIST 50002 1; CRES 50002 1; GNSE 50002 1	Winter	0	6	10	X	X
HIST 52904	1	Transnational Europe: Twentieth Century	Zahra,Tara	50%		Autumn	1	8	10		
HIST 58300	1	Ottoman Diplomats/Paleography	Fleischer,Cornell H	100%	NEHC 40583 1; HIST 58300 1	Winter				X	
HIST 58601	1	Colloquium: Iran and Central Asia	Woods,John E	100%		Autumn	0	1	1	X	X
HIST 58602	1	Colloquium: Iran and Central Asia 2	Woods,John E	100%	HIST 58602 1; CMES 58602 1; NEHC 30944 1	Winter				X	X
HIST 78601	1	Sem: Iran and Central Asia 1	Woods,John E	100%	HIST 78601 1; NEHC 40701 1; CMES 40701 1	Autumn	0	4	4	X	X
HIST 78602	1	Sem: Iran and Central Asia 2	Woods,John E	100%	HIST 78602 1; NEHC 40702 1; CMES 40702 1	Winter	0	5	5	X	X
HIST 81601	1	Sem: Imperial Encounters 1	Albritton Jonsson; Hillis, Faith	25%		Autumn	0	13	13	X	X

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Courses in 2018-19 column marked with P will be supported with Title VI funds

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
HIST 81602	1	Sem: Imperial Encounters 2	Albritton Jonsson; Hillis, Faith	25%		Winter	0	13	13	X	X
HIST 90000	60	Reading And Research: History	Fleischer,Cornell H	100%		Autumn	0	1	1	X	X
HIST 90000	44	Reading And Research: History	Donner,Fred M	100%		Winter	0	2	2	X	X
HIST 90000	60	Reading And Research: History	Fleischer,Cornell H	100%		Winter	0	1	1	X	X
HIST 90000	50	Reading And Research: History	Zahra,Tara	50%		Spring	0	1	1	X	X
HIST 90000	60	Reading And Research: History	Fleischer,Cornell H	100%		Spring	0	1	1	X	X
HIST 90600	60	Oral Fields Preparation: Hist	Fleischer,Cornell H	100%		Spring	0	1	1	X	X

Department of Political Science

International Relations

INRE 30000	1	Perspectives On Intl Relations	Bradley,Mark	25%		Autumn	5	38	43	X	X
INRE 36001	1	Society, Politics and Security in Israel	Elran,Meir	100%		Spring					X
INRE 43000	1	Core Seminar: International Security	Reese,Michael J	25%		Autumn	0	12	12	X	X
INRE 43000	2	Core Seminar: International Security	Reese,Michael J	25%		Autumn	3	15	18	X	X
INRE 43000	1	Core Seminar: International Security	Reese,Michael J	25%		Winter	1	12	13	X	X
INRE 43800	1	Core Seminar: International Political Economy	Staisch,Matthias	25%		Autumn	3	18	21	X	X
INRE 43800	1	Core Seminar: International Political Economy	Staisch,Matthias	25%		Winter	2	21	24	X	X
INRE 44802	1	Network Theory for International Political Economy	Staisch,Matthias	25%	INRE 44802 1; PLSC 44801 1	Spring	0	10	10	X	X
INRE 44901	1	Advanced Topics in International Security: Research of the Last Decade	Reese,Michael J	25%	INRE 44901 1; SOSC 44901 1; PPHA 39810 1	Winter	2	13	15	X	X
INRE 49700	1	Reading/Research: Intl Relatns	Bradley,Mark	25%		Spring	3	11	14	X	X
INRE 49800	1	Thesis Research/Writing IR	Bradley,Mark	25%		Autumn	0	5	5	X	X
INRE 49800	1	Thesis Research/Writing IR	Bradley,Mark	25%		Winter	0	5	5	X	X
INRE 49800	1	Thesis Research/Writing IR	Bradley,Mark	25%		Spring	0	5	5	X	X

Political Science

PLSC 21605	1	Power, Violence, and the Global North/South Divide	Blair,Amanda Helen	25%	PLSC 21605 1; CRES 21605 1	Spring				X	
PLSC 21802	1	Global Justice and the Politics of Empire	Getachew,Adom	25%	PLSC 21802 1; PLSC 31802 1	Autumn				X	
PLSC 21812	1	Global Ethics	Cordelli,Chiara	25%	PLSC 21812 1; HMRT 21812 1	Autumn	15	0	15		
PLSC 21820	1	Global Justice and the Ethics of Immigration	Cordelli,Chiara	25%		Autumn				X	X
PLSC 23501	1	International Political Economy	Gulotty,Robert	25%		Spring	51	0	52	X	X

Course credits are measured in units, with 100 units for each degree and area studies course

Courses in 2018-19 column marked with * will be supported with Title VI funds

The University of Chicago Center for Middle Eastern Studies NRC and FLAS Proposal, FY 2018-21

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
PLSC 24410	1	The World of Dictatorships	Slater,Dan	25%	PLSC 24410 1; PLSC 34410 1	Winter	37	26	65		
PLSC 26800	1	Insurgency, Terrorism, and Civil War	Staniland,Paul Stephen	25%	PLSC 26800 1; LLSO 26804 1	Winter	50	0	51	X	X
PLSC 27600	1	War and the Nation State	Mearsheimer,John J	50%		Winter				X	
PLSC 28300	1	Seminar on Realism	Mearsheimer,John J	50%		Spring				X	X
PLSC 28510	1	Jews and Arabs: Three Moralities, Historiographies & Roadmaps	Gans,Chaim	100%	PLSC 28510 1; PLSC 38510 1; JWSC 20233 1; NEHC 24800 1; NEHC 34800 1	Autumn					
PLSC 28900	1	Strategy	Pape Jr,Robert Anthony	50%	PLSC 28900 1; PLSC 39900 1	Autumn	32	20	55		X
PLSC 29000	1	Intro To International Relations	Lipson,Charles	25%	PLSC 29000 1; PLSC 39800 1	Autumn	133	6	139	X	X
PLSC 29120	1	Big Wars: Ancient, Medieval, and Early Modern	Lipson,Charles	25%	PLSC 29120 1; PLSC 39120 1	Winter	100	0	100		
PLSC 29900	18	BA Thesis Supervision	Pape Jr,Robert Anthony	75%		Autumn	1	0	1	X	X
PLSC 29900	18	BA Thesis Supervision	Pape Jr,Robert Anthony	75%		Winter	2	0	2	X	X
PLSC 29900	18	BA Thesis Supervision	Pape Jr,Robert Anthony	75%		Spring	3	0	3	X	X
PLSC 36100	1	Civil War	Staniland,Paul Stephen	25%		Spring	1	15	16		
PLSC 39501	1	International Political Economy	Gulotty,Robert	25%		Spring	0	12	12	X	X
PLSC 39701	1	Building World Order after Major Wars	Lipson,Charles	25%		Winter	2	8	10		
PLSC 40100	29	Thesis Preparation: Political Science	Wedeen,Lisa	25%		Winter				X	X
PLSC 3XXXX	1	Past seminars: Authoritarianism and Political Change in the Middle East; Comparative Politics of the Middle East and North Africa; Islamic Politics; Arab Uprisings; Death, Mourning and the Politics of Self-Sacrifice in the Middle East	Wedeen,Lisa	100%		Spring				X	X
PLSC 40604	1	Militant Power Politics	Pape Jr,Robert Anthony	75%		Autumn	1	22	24	X	
PLSC 40605	1	Recent Debates in International Relations	Carson,Austin	25%		Spring	1	13	14		

Course credits are measured in units, with 400 units for each language and area studies course

Courses in 2018-19 column marked with * will be supported with Title VI funds

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
PLSC 41401	1	Contemporary Theories of Global Justice	Cordelli, Chiara	25%		Winter	1	11	12		
PLSC 41500	1	Nationalism in the Age of Globalization	Mearsheimer, John J	50%		Spring				X	
PLSC 43001	1	The Refugee	Kasimis, Demetra	25%		Autumn				X	
PLSC 44410	1	Authoritarian Regimes	Slater, Dan	25%		Winter	0	10	10		
PLSC 44701	1	Comparative Approaches to Civil War	Wedeen, Lisa	50%		Spring				X	
PLSC 46013	1	Two Faces of Security	Lipson, Charles	25%		Autumn	1	6	7		X
PLSC 50103	01	Comparative Legal Institutions	Ginsburg, Thomas	50%	PLSC 50103 01; LAWS 43201 01 (LAW)	Spring	0	2	2	X	X
PLSC 51404	01	Global Inequality	Nussbaum, Martha C	25%	PLSC 51404 01; LAWS 53294 01 (LAW); RETH 51404 01; PHIL 51404 01	Winter	1	18	19	X	X
Committee on Social Thought											
SCTH 49900	19	Reading Course: Soc Th	Nirenberg, David	25%		Spring	0	1	1	X	X
SCTH 51414	1	Monotheism and its Discontents	Stroumsa, Guy	25%	SCTH 51414 1; ISLM 51414 1; HIJD 51414 1	Autumn	1	6	7		
Sociology											
SOCI 20257	1	The Third World City	Garrido, Marco	25%	SOCI 20257 1; SOCI 30257 1	Spring	19	8	27		
Comparative Human Development											
CHDV 30669	1	African Mobilities: Theories and Ethnography	Cole, Jennifer	25%	CHDV 30669 1; ANTH 32226 1	Winter	0	8	8		
Economics											
ECON 17100	99	Introduction to International Trade	Yoshida, Kotaro	25%		Winter	6	0	6	X	X
ECON 27100	99	Intro International Finance	Yoshida, Kotaro	25%		Winter	5	0	5	X	X
ECON 35101	01	International Macroeconomics and Trade	Ossa, Ralph	25%	ECON 35101 01; BUSF 33946 01 (BUS)	Autumn	0	6	7	X	X

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
ECON 36740	1	Environmental and Energy Economics II	Greenstone,Michael	25%	ECON 36740 1; PPHA 44330 1	Winter	0	13	13	X	X
ECON 60700	1	Working Group: International Development	Akcigit,Ufuk; Voena,Alessandra	25%		Autumn	0	1	1	X	X

Master of Arts in the Social Sciences

MAPS 34500	1	Anthropology Of Museums-1	Fred,Morris	25%	MAPS 34500 1; ANTH 34501 1; SOSC 34500 1; CHDV 34501 1; ANTH 24510 1	Winter	4	13	17	X	X
MAPS 35150	1	Anthropology of Israel	Fred,Morris	100%	MAPS 35150 1; ANTH 35150 1; ANTH 25150 1; NEHC 25147 1; NEHC 35147 1; JWSC 25149 1; CMES 35150 1	Spring	7	5	12	X	X

BIOLOGICAL SCIENCES DIVISION

Center for Health and the Social Science

Committee on Clinical and Translation Science

CCTS 41006	1	Discourse of Islamic Bioethics	Padela,Aasim	75%		Summer				X	
CCTS 43000	1	Introduction to Global Health	Babcock,Christine Anne; Fenny,Nana	25%		Winter	3	1	4	X	X

Department of Medicine

MEDC 30009	1	Global Public Health	Callender,Brian Charles	25%			0	14	14	X	X
MEDC 30030	1	Religious Perspectives on Doctoring and Bioethics	Padela,Aasim	50%	MEDC 30030; RETH 30030	Spring				X	X

INTERDISCIPLINARY CENTERS

Center for the Study of Gender and Sexuality

GNSE 10310	1	Theories of Gender and Sexuality	Sharma,Tanima	25%	GNSE 10310 1; SOCI 20231 1; ENGL 10310 1	Autumn	20	0	20	X	X
GNSE 15002	1	Gender and Sexuality in World Civilizations	Majumdar,Rochona	25%		Autumn	19	0	19	X	X
GNSE 15002	2	Gender and Sexuality in World Civilizations	Crews,Emily D.	25%		Autumn	19	0	19	X	X

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
GNSE 15002	3	Gender and Sexuality in World Civilizations	Burns,Susan Lynn	25%		Autumn	14	0	14	X	X
GNSE 15002	4	Gender and Sexuality in World Civilizations	Kasimis,Demetra	25%		Autumn	16	0	16	X	X
GNSE 15003	1	Gender and Sexuality in World Civilizations - 2	Zahra,Tara	25%		Winter	18	0	18	X	X
GNSE 15003	2	Gender and Sexuality in World Civilizations - 2	Ransmeier,Johanna	25%		Winter	18	0	18	X	X
GNSE 15003	3	Gender and Sexuality in World Civilizations - 2	Osborne,Melissa D.	25%		Winter	14	0	14	X	X
GNSE 15003	4	Gender and Sexuality in World Civilizations - 2	Nelson,Deborah L	25%		Winter	16	0	16	X	X
GNSE 20802	1	Gender, Sexuality, & Religion	Chladek	25%		Winter				X	
GNSE 23107	1	Religion and Postcolonial Feminism	Schultz,Daniel Joseph	50%		Winter	15	0	16		
GNSE 23108	1	Gender and Sexuality in Africa	Fretwell,Elizabeth Ann	25%		Spring	6	0	6		

Center for the Study of Race, Politics, and Culture

CRES 24001	1	Colonizations I	Saville,Julie	25%	CRES 24001 1; SOSC 24001 1; ANTH 24001 1; HIST 18301 1	Autumn	23	0	23	X	X
CRES 24001	2	Colonizations I	Robinson,Jessica Sarah Robinson	25%	CRES 24001 2; SOSC 24001 2; ANTH 24001 2; HIST 18301 2	Autumn	19	0	19	X	X
CRES 24001	3	Colonizations I	Knisley,Matthew Charles	25%	CRES 24001 3; SOSC 24001 3; ANTH 24001 3; HIST 18301 3	Autumn	20	0	20	X	X
CRES 24001	1	Colonizations I	Richard,Francois G	25%	CRES 24001 1; SOSC 24001 1; ANTH 24001 1; HIST 18301 1	Winter	19	0	19	X	X
CRES 24001	2	Colonizations I	Getachew,Adom	25%	CRES 24001 2; SOSC 24001 2; ANTH 24001 2; HIST 18301 2	Winter	19	0	19	X	X

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
CRES 24002	1	Colonizations -2	Pomeranz,Kenneth	25%	CRES 24002 1; SOSC 24002 1; HIST 18302 1; ANTH 24002 1	Winter	22	0	22	X	X
CRES 24002	2	Colonizations -2	Choi,Kyeong-Hee	25%	CRES 24002 2; SOSC 24002 2; HIST 18302 2; ANTH 24002 2	Winter	17	0	17	X	X
CRES 24002	3	Colonizations -2	Leonard,Zachary Tyler	25%	CRES 24002 3; SOSC 24002 3; HIST 18302 3; ANTH 24002 3	Winter	15	0	15	X	X
CRES 24002	1	Colonizations -2	Hevia,James Louis	25%	CRES 24002 1; SOSC 24002 1; HIST 18302 1; ANTH 24002 1	Spring	19	0	19	X	X
CRES 24003	1	Colonizations III	Kahle,Trish	25%	CRES 24003 1; ANTH 24003 1; SOSC 24003 1; HIST 18303 1	Autumn	18	0	18	X	X
CRES 24003	1	Colonizations III	Fretwell,Elizabeth Ann	25%	CRES 24003 1; ANTH 24003 1; SOSC 24003 1; HIST 18303 1	Winter	23	0	23	X	X
CRES 24003	1	Colonizations III	Slater,Dan	25%	CRES 24003 1; ANTH 24003 1; SOSC 24003 1; HIST 18303 1	Spring	14	0	14	X	X
CRES 24003	2	Colonizations III	Fransee,Emily Lord	25%	CRES 24003 2; ANTH 24003 2; SOSC 24003 2; HIST 18303 2	Spring	21	0	21	X	X
CRES 24003	3	Colonizations III	Brotherton,Pierre Sean	25%	CRES 24003 3; ANTH 24003 3; SOSC 24003 3; HIST 18303 3	Spring	19	0	19	X	X
CRES 25501	1	Race and Imperialism in the 20th Century	Getachew,Adom	50%	PLSC 25501 1; CRES 25501 1	Winter				X	
CRES 27512	1	Making Postcolonial Europe	Fransee,Emily Lord	50%	CRES 27512 1; HIST 22106 1	Autumn				X	

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
Pozen Center for Human Rights											
HMRT 10100	1	Human Rights in World Civilizations 1	Laurence,Ben	25%		Autumn	19	0	19	X	X
HMRT 10100	2	Human Rights in World Civilizations 1	Thakkar,Sonali	25%		Autumn	19	0	19	X	X
HMRT 10200	1	Human Rights in World Civilizations II	Goodman,Brian K	25%		Winter	14	0	14	X	X
HMRT 10200	2	Human Rights in World Civilizations II	Laurence,Ben	25%		Winter	19	0	19	X	X
HMRT 20201	99	Human Rights II in Vienna: History and Theory	Zahra,Tara	25%		Spring	20	0	20	X	X
HMRT 20300	91	Human Rights-3	Gzesh,Susan R	25%	HMRT 20300 91; HIST 29303 91; LLSO 27200 91	Summer	2	8	10	X	X
HMRT 20301	99	Human Rights III in Vienna: Contemporary Issues in Human Rights	Gzesh,Susan R	25%		Spring	20	0	20	X	X
HMRT 21001	01	Human Rights: Contemporary Issues	Gzesh,Susan R	25%	HMRT 21001 01; HMRT 31001 01; HIST 29304 01; HIST 39304 01; LLSO 21001 01; INRE 31801 01	Winter	45	6	55	X	X
HMRT 22210	1	Justice at Work	Laurence,Ben	25%	PHIL 21606 1; HMRT 22210 1	Autumn	20	0	20		
HMRT 23101	1	Thou Shalt Not Kill: Human Rights and War from Napoleon to Iraq	ODonnell,Peggy	50%	HMRT 23101 1; HIST 29321 1	Winter				X	
HMRT 23403	1	Borders, (Im)mobilities and Human Rights	Ansari,David Aftab	50%	HMRT 23403 1; GLST 23403 1; CHDV 23403 1; ANTH 25255 1	Spring	23	0	26		
HMRT 24701	1	Human Rights: Alien & Citizen	Gzesh,Susan R	25%	HMRT 24701 1; LACS 35303 01; LACS 25303 01; HMRT 34701 01; LAWS 62401 01 (LAW)	Autumn	36	6	43	X	X

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
HMRT 26501	1	Imagining the International	Mackinnon,Emma Stone	25%	HMRT 26501 1; CRES 26501 1; PLSC 20605 1	Spring	19	0	19		
HMRT 27102	1	Dissident Lit	Goodman,Brian K	25%	HMRT 27102 1; HMRT 37102 1; ENGL 27102 1; ENGL 47102 1	Spring	12	0	12		
HMRT 29700	1	Indp Stdy: Reading & Research	Gzesh,Susan R	25%		Winter	1	0	1	X	X
HMRT 30600	1	Foundations of Human Rights	Goodman,Brian K	25%	HMRT 30600 1; HIST 67102 1; MAPS 30700 1; PLSC 31700 1	Autumn	0	5	5	X	X
HMRT 36922	1	Structuring Refuge: U.S. Refugee Policy and Resettlement Practice	Darrow,Jessica Hutchison	50%	SSAD 46922 1; HMRT 36922 1	Spring	0	6	6		
Stefanovich Institute on the Formation of Knowledge											
KNOW 27004	1	Babylon and the Origins of Knowledge	Escobar,Eduardo A.	100%	KNOW 27004 1; NEHC 20215 1; HIPS 27004 1; HIST 25617 1	Autumn				X	
KNOW 40302	1	Islam and Modern Science	Doostdar,Alireza	100%	KNOW 40302 1; AASR 40302 1; ISLM 40302 1; ANTH 42520 1	Spring				X	
Center for Middle Eastern Studies											
CMES 30001	1	Approaches to the Study of the Middle East	Walker,Paul Ernest	100%	CMES 30001 1; NEHC 30631 1; HIST 58001 1	Autumn	3	23	27	X	X
CMES 31002	1	Approaches to the Study of the Ancient Near East	Muhs,Brian	100%	CMES 31002 1; NEHC 30625 1	Autumn	1	9	10	X	X
THE COLLEGE											
Big Problems											
BPRO 25400	1	Jews and Christians in the Middle East	Bashkin,Orit; Angie Heo	100%	BPRO 25400 1; JWSC 26215 1; NEHC 20585 1; RLST 20231 1	Winter	11	2	13		

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						Term	UG	G	Tot.		
BPRO 25500	1	Art and Human Rights	Bradley,Mark; Leslie Danzig	25%	BPRO 25500 1; ARTV 20009 1; HIST 29906 1; HMRT 25502 1; TAPS 25510 1	Spring	18	0	18		
BPRO 29000	1	Energy & Energy Policy	Berry, Kang, Lee, and Tolley	25%	BPRO 29000 1; PPHA 39201 1; CHSS 37502 1; PBPL 29000 1; ENST 29000 1; PSMS 39000 1; ECON 26800 1	Autumn	130	0	130		
BPRO 29200	1	Global Energy & Climate Challenge: Economics, Science & Policy	Greenstone,Michael	25%	BPRO 29200 1; ECON 26730 1; ENST 28220 1; PBPL 29200 1; PPHA 39905 1	Autumn				X	

Global Studies Program

GLST 23101	1	Global Studies - 1	Hevia,James Louis	25%		Autumn	27	0	27	X	
GLST 23102	1	Global Studies II	Hevia,James Louis	25%		Winter	7	0	7	X	
GLST 23102	3	Global Studies II	Butler,Ella Patricia	25%		Winter	5	0	5	X	
GLST 24105	1	Rethinking the Middle East	Hilal,Yaqub Rani Hashim Mohamed	100%	GLST 24105 1; PBPL 25105 1; ANTH 24105 1	Spring	17	0	17		
GLST 24106	1	The Global South: Knowledge, Culture, Aesthetics	Lido,Peter John	50%	GLST 24106 1; ENGL 27316 1; CRES 24106 1	Spring	10	0	10		

Humanities

HUMA 11100	10	Readings in World Literature-1	Rokem,Na'ama	25%		Autumn	18	0	18	X	X
HUMA 11100	4	Readings in World Literature-2	D'Hubert,Thibaut	25%		Winter	15	0	15	X	X
HUMA 11100	5	Readings in World Literature-2	Feldman,Leah M.	25%		Winter	10	0	10	X	X
HUMA 17200	1	Language and the Human III	Hasselbach,Rebecca	25%		Spring	16	0	16	X	X
HUMA 18100	6	Poetry and the Human II	Rokem,Na'ama	25%		Winter				X	X

International Studies Program

INST 29800	1	B.A. Seminar: Intl Studies	Hevia,James Louis	25%		Autumn	10	0	10	X	X
INST 29800	2	B.A. Seminar: Intl Studies	Hevia,James Louis	25%		Autumn	10	0	10	X	X
INST 29800	3	B.A. Seminar: Intl Studies	Hevia,James Louis	25%		Autumn	9	0	9	X	X
INST 29801	1	BA Seminar: International Stud	Hevia,James Louis	25%		Winter	8	0	8	X	X

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
INST 29801	2	BA Seminar: International Stud	Hevia,James Louis	25%		Winter	9	0	9	X	X
INST 29801	3	BA Seminar: International Stud	Hevia,James Louis	25%		Winter	10	0	10	X	x
Jewish Studies											
JWSC 20121	1	The Bible and Archaeology	Schloen,David	100%	JWSC 20121 1; NEHC 20121 1; NEHC 30121 1; RLST 20121 1	Winter	17	0	17	X	
JWSC 20150	1	Mediterranean Thinkers: Jewish Thought in the Medieval Islami	Stroumsa,Sarah	100%	JWSC 20150 1; HIJD 30150 1; RLST 20150 1; NEHC 20583 1; NEHC 30583 1	Autumn	13	1	14		X
JWSC 20151	1	Temple State to People of the Book: Judeans/Jews in Antiquity	Schwartz,Daniel R	75%	JWSC 20151 1; HIST 20506 1; BIBL 30151 1; HIJD 30151 1; RLST 21203 1; NEHC 30410 1	Spring	16	7	23		
JWSC 20224	1	Jewish Spaces and Places, Imagined and Real	Auslander,Leora	75%	JWSC 20224 1; HIST 23410 1; RLST 20151 1	Spring	11	0	11	X	
JWSC 20226	1	Jewish Literature in a Century of Transformation: 1880-1980	Rokem,Na'ama	50%	JWSC 20226 1; CMLT 20226 1; CMLT 30226 1; NEHC 20226 1; NEHC 30226 1	Autumn	10	1	11		X
JWSC 20231	1	Modern Israeli Literature and Culture	Feinberg,Anat	100%	JWSC 20231 1; NEHC 30475 1; CMLT 20231 1; CMLT 30231 1	Spring	9	0	9		
Public Policy Studies											
PBPL 28375	1	Political Economy of Development	Blattman,Christopher	25%		Spring	25	2	28		
PBPL 28538	1	Political Economy of Natural Resources	Martinez,Luis V	50%		Winter				X	
PBPL 28730	1	Insurgency in South and Southeast Asia	Wright,Austin	25%		Winter	11	0	11		
PBPL 29800	1	Senior Seminar: Public Policy	Hilal,Yaqub Rani Hashim Mohamed	25%		Autumn	11	0	11		
PBPL 29900	19	Rdg/Rsch: Pub Pol B.A. Paper	Hilal,Yaqub Rani Hashim Mohamed	25%		Winter	5	0	5	X	X

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Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
PBPL 29900	19	Rdg/Rsch: Pub Pol B.A. Paper	Hilal, Yaqub Rani Hashim Mohamed	25%		Spring	2	0	2	X	X

Social Sciences

SOSC 19002	99	Western Mediterranean Civilization-2	Nirenberg, David	25%		Winter				X	
SOSC 19028	99	Jerusalem in Middle Eastern Civilizations-1	Satran, David	100%		Spring	19	0	19	X	
SOSC 19028	99	Jerusalem in Middle Eastern Civilizations-1	Stern, Josef	100%		Spring				X	
SOSC 19029	99	Jerusalem in Middle Eastern Civilizations-2	Robinson, James T	100%		Spring	19	0	19	X	
SOSC 19030	99	Jerusalem in Middle Eastern Civilizations-3	Bashkin, Orit	100%		Winter				X	
SOSC 19031	99	African Civilizations in Paris-1	Osborn, Emily	25%		Autumn	20	0	20		
SOSC 19032	99	African Civilizations in Paris-2	Cole, Jennifer	25%		Autumn	20	0	20		
SOSC 19033	99	African Civilizations in Paris-3	Fromont, Cecile Alice	25%		Autumn	20	0	20		
SOSC 19049	99	Middle Eastern Civilizations, Morocco-1	Pick, Lucy K	100%		Winter	24	0	24	X	
SOSC 19050	99	Middle Eastern Civilizations, Morocco-2	Austen, Ralph A	100%		Winter	24	0	24	X	
SOSC 19051	99	Middle Eastern Civilizations, Morocco-3	Blankinship, Kevin Mark	100%		Winter	24	0	24	X	
SOSC 19051	99	Middle Eastern Civilizations, Morocco-3	Hayek, Ghenwa	100%		Winter				X	
SOSC 19055	99	Middle Eastern Civ in Vienna-1	Dik, Helma	100%		Spring	23	0	23		
SOSC 19056	99	Middle Eastern Civ in Vienna-2	Karateke, Hakan	100%		Spring	23	0	23		
SOSC 19057	99	Middle Eastern Civ in Vienna-3	Bohlman, Philip V	100%		Spring	23	0	23		
SOSC 19064	99	Islamicate Civilizations in Spain-1	Qutbuddin, Tahera	100%		Spring				X	
SOSC 19065	99	Islamicate Civilizations in Spain-2	Sells, Michael Anthony	100%		Spring				X	
SOSC 19066	99	Islamicate Civilizations in Spain-3	Miller, Nathaniel Ashton	100%		Spring				X	
SOSC 29700	2	Rdgs: Social Sciences	Gzesh, Susan R	25%		Autumn	1	0	1	X	X

PROFESSIONAL SCHOOLS

BOOTH SCHOOL OF BUSINESS

BUSF 33501	01	International Commercial Policy	Ossa, Ralph	25%		Autumn	0	30	31	X	X
BUSF 33502	01	International Financial Policy	Neiman, Brent	25%		Autumn	0	46	48	X	X
BUSF 33502	02	International Financial Policy	Neiman, Brent	25%		Autumn	2	42	44	X	X

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Appendix C: Course List

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						Term	UG	G	Tot.		
BUSF 33650	01	Workshop in Macro and International Economics	Winberry,Thomas	25%	BUSF 33650 01 (BUS); ECON 57000 1	Autumn	0	7	7	X	X
BUSF 39001	1	Strategy and Structure: Markets and Organizations	Sharkey, Amanda	25%		Autumn	2	22	24	X	X
BUSF 39001	2	Strategy and Structure: Markets and Organizations	Sharkey, Amanda	25%		Autumn	1	46	47	X	X
BUSF 39001	81	Strategy and Structure: Markets and Organizations	Sharkey, Amanda	25%		Autumn	0	35	35	X	X
BUSF 42123	1	Reputation, Regulation and Communications - How Media Influences Business	Rolnik,Guy	25%	BUSF 42123; BUSW 42123	Autumn	5	66	71	X	X

Undergraduate Business Courses

BUSN 33502	01	International Financial Policy	Kekre,Rohan	25%		Spring	6	38	47	X	X
BUSN 33503	01	Managing the Firm in the Global Economy	Dingel,Jonathan	25%		Winter	1	52	54	X	X
BUSN 33503	02	Managing the Firm in the Global Economy	Dingel,Jonathan	25%		Winter	2	42	45	X	X
BUSN 33650	60	Workshop in Macro and International Economics	Hachem,Kinda	25%	BUSN 33650 60 (BUS); ECON 57000 60	Winter	0	24	24	X	X
BUSN 33650	60	Workshop in Macro and International Economics	Dingel,Jonathan	25%	BUSN 33650 60 (BUS); ECON 57000 60	Spring	0	15	15	X	X
BUSN 33850	88	Global Strategy and Economics	Neiman,Brent	25%		Winter	0	70	70	X	X
BUSN 33850	92	Global Strategy and Economics	Neiman,Brent	25%		Winter	0	86	86	X	X
BUSN 33850	93	Global Strategy and Economics	Neiman,Brent	25%		Winter	0	61	61	X	X
BUSN 34721	01	Global Social Impact Practicum	Grossman,Caroline B	25%		Winter	0	10	10	X	X
BUSN 35210	01	International Corporate Finance	Rajan,Raghuram G	25%		Winter	0	64	65	X	X
BUSN 35210	02	International Corporate Finance	Rajan,Raghuram G	25%		Winter	0	60	61	X	X
BUSN 35915	50	International Macroeconomics and Finance	Hassan,Tarek	25%	BUSN 35915 50 (BUS); ECON 35501 50	Spring	0	6	7	X	X

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Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019
						Term	UG	G		
DIVINITY SCHOOL										
Anthropology and Sociology of Religion										
AASR 33900	1	Islam and Biomedicine	Mireshghi,Elham E.	100%	AASR 33900 1; RLST 26310 1; ISLM 33900 1	Autumn	2	5	7	
AASR 41550	1	Islam, Welfare, and Neoliberalism	Mireshghi,Elham E.	100%	AASR 41550 1; ISLM 41550 1; ANTH 42810 1	Winter	0	7	7	
AASR 42214	1	Transnational Religious Movements	Heo,Angie	100%	AASR 42214 1; HREL 42214 1; KNOW 42214 1	Winter				X
AASR 42410	1	Material Religion	Heo,Angie	50%	AASR 42410 1; RLIT 42410 1	Spring	0	19	21	
AASR 42802	1	Ethnographies of the Muslim World	Doostdar,Alireza	100%	AASR 42802 1; ISLM 42802 1; ANTH 55030 1	Winter	0	14	15	
AASR 43005	1	Is Modernity Disenchanted	Doostdar,Alireza	50%	AASR 43005 1; ANTH 43005 1	Spring	0	23	23	
AASR 52808	1	Sovereignty, Intimacy and the Body	Doostdar,Alireza	75%	AASR 52808 1; HREL 52808 1	Winter	0	10	10	
AASR 54000	1	Ethnographic Methods	Doostdar,Alireza	25%		Spring	0	9	9	X
AASR 57715	1	Brauer Seminar: Gender and Sexuality in the Study of Religion	Heo,Angie	50%	AASR 57715; DVPR 57715; RETH 57715; RLVC	Winter				X
Bible										
BIBL 31000	1	Introduction to the Hebrew Bible: Jewish Thought and Literature	Stackert,Jeffrey	100%	BIBL 31000 1; RLST 11004 1; NEHC 20504 1; NEHC 30504 1; JWSC 20120 1	Autumn	10	19	29	X
BIBL 44500	1	Philo Of Alexandria	Martinez,David	100%	BIBL 44500 1; GREK 24600 1; GREK 34600 1	Autumn				X
BIBL 50805	1	Textual Knowledge and Authority: Biblical and Chinese Literature	Saussy,Haun	100%	BIBL 50805 1; KNOW 40101 1	Autumn	1	3	4	

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Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019
						Term	UG	G		
History of Christianity										
HCHR 43010	1	Art and Ritual in Byzantium	Krause,Karin	50%	HCHR 43010 1; RLIT 43010 1; ARTH 43010 1	Winter	1	7	8	
HCHR 44004	1	The Veneration of Icons in Byzantium: History, Theory and Practice	Krause,Karin	50%	HCHR 44004 1; RLIT 44004 1; ARTH 44014 1; RLST 28704 1	Winter	1	10	11	
HCHR 45200		The Holy Land in the Middle Ages	Krause,Karin	25%	HCHR 45200; ARTH 42205; RLCV 45200	Autumn				X
History of Judaism										
HIJD 35350	1	Cultivation of Character in Jewish Moral/Spiritual Literature	Fishbane,Michael	50%	HIJD 35350; THEO 35350	Autumn				X
HIJD 35503	1	Midrash and Revelation	Fishbane,Michael	50%	HIJD 35503 1; RLIT 35503 1	Autumn	0	4	5	
HIJD 43100	1	History and Narrative in the First and Second Book o Maccabees	Schwartz,Daniel R	50%	HIJD 43100 1; BIBL 43102 1	Spring	0	3	3	
HIJD 44290	1	The Messiah and Messianism in Modern Jewish Thought	Mendes-Flohr,Paul	50%		Winter				X
HIJD 44908	1	The "Science of Letters" in Judaism and Islam	Robinson,James T	75%	HIJD 44908 1; ISLM 44908 1; HREL 44908 1; RLST 25120 1; FNDL 25120 1	Winter	1	12	13	
HIJD 45400	1	Rdg: Maimonides' Guide of the Perplexed	Robinson,James T	75%	HIJD 45400 1; FNDL 24106 1; RLST 21107 1; ISLM 45400 1; NEHC 40470 1; JWSC 21107 1; RLIT 45402 1; HREL 45401 1	Autumn	5	7	13	
HIJD 45600	1	Giving and Receiving in Jewish Literature	Fishbane,Michael	50%	HIJD 45600; BIBL 45602	Autumn				X
HIJD 47200	1	Modern Jewish Intellectual History	Mendes-Flohr,Paul	50%		Autumn				X
HIJD 48200	1	Leo Strauss and Judaism	Mendes-Flohr,Paul	25%		Winter				X
HIJD 48900	1	Maimonides, Eight Chapters and Commentary on Avot	Robinson,James T	75%	HIJD 48900 1; ISLM 48900 1	Winter				X

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						Term	UG	G	Tot.		
History of Religions											
HREL 47001	1	Pahlavi Language and Literature	Lincoln,Bruce K	100%		Autumn	0	3	3		X
HREL 52201	1	Discourse and Practice: Classic Researches in the History of Religions	Lincoln,Bruce K	25%		Autumn	1	11	12		
Islamic Studies											
ISLM 30030	1	Introduction to the Qur'an	Casewit,Yousef Alexander	100%	ISLM 30030 1; NEHC 30030 1; RLST 11030 1	Autumn	2	13	15	X	X
ISLM 30035	1	What is a Madrasa Education	Casewit,Yousef Alexander	100%	ISLM 30035 1; NEHC 30035 1	Winter	2	8	10		
ISLM 30100	1	Introductory Qur'anic Arabic I	Bashir,Aamir	100%	ISLM 30100 1; NELC 30100 1	Autumn	0	3	3	X	X
ISLM 30200	1	Intro. Qur'anic Arabic II	Bashir,Aamir	100%	ISLM 30200 1; NELC 30200 1	Winter	0	4	4	X	X
ISLM 40010	1	Introduction to Arabic and Islamic Studies	Casewit,Yousef Alexander	100%	ISLM 40010 1; ARAB 40010 1	Spring	0	15	15	X	X
ISLM 40100	1	Islamic Love Poetry	Sells,Michael Anthony	100%	ISLM 40100 1; RLIT 40300 1; NEHC 40600 1; CMLT 40100 1	Winter				X	
ISLM 40500	1	Readings in the Text of the Qur'an	Sells,Michael Anthony	100%	ISLM 40500 1; NEHC 40601 1	Spring	0	6	6		X
ISLM 41610	1	Blood Libel: Damascus to Riyadh	Sells,Michael Anthony	100%	ISLM 41610 1; CMLT 50104 1	Winter	0	5	6		
ISLM 43108	1	Judaism, Islam, and the Study of Religion	Stroumsa,Guy	100%	ISLM 43108 1; HIJD 43108 1	Autumn	0	4	4		
ISLM 43210	1	Contemporary Arabic Scholarship on the Qur'an	Casewit,Yousef Alexander	100%		Spring				X	
ISLM 44604	1	Arabic Manuscript Editorial Techniques and Textual Criticism	Casewit,Yousef Alexander	100%		Autumn				X	
ISLM 50010	1	Seminar on Afif al-Din al-Tilimsani	Casewit,Yousef Alexander	100%	ISLM 50010 1; ARAB 40015 1	Spring	0	4	4		
ISLM 50200	1	Rdgs: Arabic Religious Texts	Sells,Michael Anthony	100%	ISLM 50200 1; NEHC 40604 1; HIJD 50200 1	Winter	1	9	10	X	X
ISLM 50210	1	The Muhammadan Reality	Casewit,Yousef Alexander	100%		Autumn				X	

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Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			Tot.
ISLM 50300	1	Arabic Sufi Poetry	Sells,Michael Anthony	100%	ISLM 50300 1; ARAB 40300 1; RLVC 50300 1	Autumn				X	
ISLM 51000	1	Writings of Ibn al-'Arabi	Sells,Michael Anthony	100%	ISLM 51000 1; NEHC 41000 1	Winter				X	
Religious Ethics											
RETH 30802	1	Contemporary Religious Ethics I	Miller,Richard Brian	25%		Autumn	0	11	11	X	X
RETH 30803	1	Contemporary Religious Ethics II	Miller,Richard Brian	25%		Winter	0	7	7	X	X
RETH 36002	1	The Ethics of War: Foundational Texts	Miller,Richard Brian	25%		Autumn				X	
RETH 43900	1	Religion and Democracy	Miller,Richard Brian	25%		Winter				X	
Religion and Literature											
RLIT 43995	1	Comparative Issues in Monotheistic Mystical Traditions	Fishbane; McGinn; Sells	25%	RLIT 43995 1; ISLM 43995 1; CMLT 43995 1; HIJD 43995 1; HCHR 43995 1	Spring	0	14	14		
Undergraduate Religious Studies											
RLST 20230	1	Jerusalem: The "Holy" City	Cunningham,Marshall Allen	100%	RLST 20230 1; NEHC 20009 1; HIST 26007 1; JWSC 21230 1	Spring				X	
Special Courses in Divinity											
DVSC 45100	45	Rdg Crse: Spec Topic Divinity	Robinson,James T	50%		Autumn	0	2	2	X	X
DVSC 45100	59	Rdg Crse: Spec Topic Divinity	Casewit,Yousef Alexander	100%		Autumn	0	1	1	X	X
DVSC 45100	59	Rdg Crse: Spec Topic Divinity	Casewit,Yousef Alexander	100%		Winter	0	2	2	X	X
DVSC 45100	49	Rdg Crse: Spec Topic Divinity	Stackert,Jeffrey	25%		Spring	0	1	1	X	X
DVSC 45100	59	Rdg Crse: Spec Topic Divinity	Casewit,Yousef Alexander	100%		Spring	0	1	1	X	X
DVSC 45100	55	Rdg Crse: Spec Topic Divinity	Doostdar,Alireza	100%		Winter				X	X
DVSC 45100	10	Rdg Crse: Spec Topic Divinity	Fishbane,Michael	100%		Spring				X	X
DVSC 49900	40	Exam Preparation: Divinity	Sells,Michael Anthony	100%		Winter	0	1	1	X	X
DVSC 49900	55	Exam Preparation: Divinity	Doostdar,Alireza	100%		Winter	0	1	1	X	X
DVSC 49900	40	Exam Preparation: Divinity	Sells,Michael Anthony	100%		Spring	0	2	2	X	X
DVSC 49900	45	Exam Preparation: Divinity	Robinson,James T	50%		Spring	0	1	1	X	X
DVSC 50100	59	Research: Divinity	Casewit,Yousef Alexander	100%		Autumn	0	1	1	X	X

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						Term	UG	G	Tot.		
DVSC 50100	45	Research: Divinity	Robinson,James T	50%		Winter	0	1	1	X	X
DVSC 51000	1	Theories and Methods in the Study of Religion	Heo,Angie	50%		Autumn				X	

GRAHAM SCHOOL

Program in International Political Economy

IPEI 24112	1	International Organizations	Staisch,Matthias	25%		Summer	0	0	7	X	X
IPEI 24118	1	The Politics of Globalization	Vabulas,Felicity Anne	25%		Autumn	0	0	10	X	X
IPEI 24122	1	International Trade and Global Financial Markets	Hughes,Ryan Christopher	25%		Autumn	0	0	10	X	X

Master of Liberal Arts Program

MLAP 34703	1	Colonial Fictions: Adventures, Exoticisms, East, West	Ebeling,Sascha	25%		Winter	0	9	9		
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HARRIS SCHOOL OF PUBLIC POLICY

PPHA 32730	1	Why Nations Fail	Robinson,James	25%		Autumn	1	40	41		
PPHA 32735	1	African Development	Robinson,James	25%		Spring				X	
PPHA 33510	1	Nuclear Policy	Benedict,Kennette	25%		Winter	4	3	7	X	X
PPHA 36921	1	Energy Economics and Policy	Steele,Henry Donnan	25%		Spring	0	19	19		
PPHA 38750	1	Refugees, Security and Forced Migration	Ross Camarena,Kara	25%		Spring	0	17	17		
PPHA 39519	1	Energy Law and Policy	Templeton,Mark N	25%	PPHA 39519 1; LAWS 43282 01 (LAW)	Spring	0	40	40	X	X
PPHA 39801	1	International Organizations in Theory & Practice	Vabulas,Felicity Anne	25%		Spring	3	9	12		
PPHA 41120	1	Political Economy of Development	Robinson,James	25%	PPHA 41120 1; ECON 35570 1	Autumn	0	18	19	X	
PPHA 52000	44	Individual Reading/Research: Puub Pol-2	Sonin,Konstantin	25%		Autumn	0	1		X	X
PPHA 56100	1	Workshop: Political Economy	Bueno De Mesquita,Ethan Leigh	25%	PPHA 56100; ECON 56100; PLSC 55300	Autumn	0	7	7	X	X

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017			2017-2018	2018-2019	
						Term	UG	G			
LAW SCHOOL											
LAWS 43262	01	International Human Rights	Ginsburg,Thomas	25%	LLSO 23262 1; LAWS 43262 01 (LAW); PLSC 56101 1; HMRT 37700 1	Winter				X	X
LAWS 43265	01	International Investment Law	Ginsburg,Thomas	25%		Spring	1	23	24	X	X
LAWS 43285	01	Public International Law: Human Rights	Ginsburg,Thomas	25%		Autumn	1	31	32		
LAWS 43286	01	Law, Policy & International Development	Atuahene,Bernadette	25%		Autumn	1	11	13		
LAWS 45301	01	Oil and Gas Law	Trott,Tom	25%		Spring	0	25	26		
LAWS 53275	01	Islamic Law and Finance	Shawamreh,Cynthia	100%	PLSC 50222 01; PPHA 47200 01; LAWS 53275 01 (LAW); CMES 40120 01; INRE 32800 01; NEHC 30026 01	Winter	0	8	8		
LAWS 53328	01	International Human Rights Law and Advocacy	Citro,Brian Samuel	25%		Autumn	0	7	7		
LAWS 53360	01	Islamic Law: Foundations and Current Issues	Bajwa,Kamran S	100%		Autumn	0	8	8	X	
LAWS 53376	01	World Bank Practicum	Ginsburg,Thomas	25%		Autumn	0	4	4	X	X
LAWS 53376	01	World Bank Practicum	Ginsburg,Thomas	25%		Winter	0	2	2	X	X
LAWS 53376	01	World Bank Practicum	Ginsburg,Thomas	25%		Spring	0	6	6	X	X
LAWS 53380	01	Women's Human Rights in the World	Flores,Claudia Maria	50%		Winter	0	14	14		
LAWS 90225	01	International Human Rights Clinic	Citro,Brian Samuel	25%		Autumn	0	12	12	X	
LAWS 90225	01	International Human Rights Clinic	Citro,Brian Samuel	25%		Winter	0	11	11	X	
LAWS 90225	01	International Human Rights Clinic	Citro,Brian Samuel	25%		Spring	0	8	8	X	
LAWS 93499	01	Independent Research: Towards a Gender Abolition: Stigma and Discrimination Against Women	Nussbaum,Martha C	25%		Autumn	0	1	1		
LAWS 93499	08	Independent Research: Islamic Reservations in International Human Rights Law	Ginsburg,Thomas	100%		Winter	0	1	1		

Course credits are measured in units, with 100 units for each language and area studies course

Courses in 2018-19 column marked with P will be supported with Title VI funds

Appendix C: Course List

Course Code	Sec.	Course Title	Instructor	% ME Content	Cross-listed	2016-2017				2017-2018	2018-2019
						Term	UG	G	Tot.		
LAWS 93499	11	Independent Research: New Amendment Proposal to the Constitution of Turkey	Ginsburg,Thomas	100%		Spring	0	1	1		

SCHOOL OF SOCIAL SERVICE ADMINISTRATION

SSAD 45522	1	Creating Context Unity & Reconciliation in Global Post-Conflict	Darrow, Jessica Hutchison	25%	SSAD 45522 1; HMRT 45522 1	Autumn	2	14	16		
SSAD 47812	1	Human Rights Policy and Practice	Sheehan, Constance	25%		Winter	1	18	19	X	
SSAD 62912	1	Global Development & Social Welfare	Zarychta, Alan	25%		Autumn	0	5	5		
SSAD 63300	1	Int'L Perspectives on Social Policy & Practice	Ismayilova, Leyla	25%		Spring	1	26	27	X	X



CMES

CENTER FOR MIDDLE EASTERN STUDIES
THE UNIVERSITY OF CHICAGO

APPENDIX D:

Performance Measure Forms (PMFs)

Submitted to the International and Foreign Language Education Office
US Department of Education
Washington, DC
June 2018

Appendix D: University of Chicago Center for Middle Eastern Studies (CMES) Performance Measure Forms (PMFs)

Project Goal Statement 1: Expand career planning programming for diverse areas of national need									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Expand student participation in CMES-sponsored career programming by 25% each year	A.1 Conduct career panels/workshops in diverse fields of national need	Attendees at panels/workshops	Annual	Center records	10	13	16	20	25
	A.2 Award students career development awards through PATHS program	Awards offered	Annual	Center records	1	1	2	2	3
B) Expand alumni network participation by 10%/year	B.1 Recruit alumni to support mentoring, networking, and career panel activities	Positive responses to solicitations	Annual	Center records	31	34	38	42	50
	B.2 Expand CMES alumni network on LinkedIn	Number of members in group	Annual	Group data	0	100	125	150	200
C) Expand CMES MA student use of UChicagoGRAD career services by 10%/year	C.1 Promote UChicagoGRAD resources to current MA students	UChicagoGRAD staff presenting at CMES student events	Annual	Center/UCG records	1	2	2	3	4
		Meetings between CMES MA students and UChicagoGRAD career advisors	Annual	Center/UCG records	16	18	20	22	25
		CMES MA student attendance at career workshops/conferences	Annual	Center/UCG records	25	28	31	34	38

Appendix D: University of Chicago Center for Middle Eastern Studies (CMES) Performance Measure Forms (PMFs)

Project Goal Statement 2: Improve international curricular and co-curricular opportunities within City Colleges of Chicago (CCC)									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Support creditable co-curricular programming on CCC campuses (at least 200% increase between years 1 and 4)	A.1 Advisory committee meets with prospective leaders of co-curricular programming among CCC faculty members	Meetings convened with CCC faculty	Annual	Center/CCC records	0	2	2	3	4
	A.2 Organize co-curricular programming on CCC campuses	Number of events	Annual	Center/CCC records	0	1	2	3	4
	A.3 Organize accessible co-curricular programming on UC campus	Number of events	Annual	Center/CCC records	0	1	2	2	3
B) Support internationalization efforts within "Human Diversity"* curricular requirement at CCC (at least 200% increase between years 1 and 4)	B.1 Arrange guest presentations in Human Diversity courses	Number of presentations	Annual	Center/CCC records	0	2	2	3	3
	B.1 Organize professional development events targeted to Human Diversity faculty	Number of professional development events	Annual	Center/CCC records	2	2	3	3	4
	B.3 Offer course development grants to Human Diversity faculty (across all regions)	Applications received	Annual	Center/CCC records	0	1	2	3	4
		World regions covered (cumulative)	Annual		0	1	2	2	3
C) Enhance CCC-UC partnership with the Pulitzer Center on Crisis Reporting (at least 150% between years 1 and 4)	C.1 Conduct events on CCC or UC campus featuring Pulitzer experts	Number of events	Annual	Center/CCC records	2	2	3	3	4
		Attendance	Annual	Center/CCC records	100	125	150	175	200

* For an Associate Degree, CCC requires one general education course that fulfills the State of Illinois Human Diversity (HD) requirement

Appendix D: University of Chicago Center for Middle Eastern Studies (CMES) Performance Measure Forms (PMFs)

Project Goal Statement 3: Improve assessment practices and professional development opportunities in K-12 Arabic programs									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase use of Avant Assessment STAMP 4S Arabic evaluations in Chicago Public Schools by 100% between years 1 and 4	A.1 Support language evaluation at Lindblom Math & Science Academy	Number of students tested	Annual	Avant records	0	80	80	105	110
	A.2 Support language evaluation at Lincoln Park High School (and other CPS Arabic programs)	Number of students tested	Annual	Avant records	0	0	20	20	40
	A.3 Convene curriculum review panels to evaluate assessment results	Number of panels convened	Annual	Center records	0	1	1	1	1
B) Facilitate connections between K-12 and postsecondary Arabic teachers through shared programming (increase by 50% over course of grant)	B.1 Conduct semiannual workshop on Arabic pedagogy	Workshops held	Semiannual	Center records	1	1	0	1	0
	B.2 Organize professional development activities that combine K-12 and postsecondary audiences	Number of events	Annual	Center records	1	1	1	2	2



CMES

CENTER FOR MIDDLE EASTERN STUDIES
THE UNIVERSITY OF CHICAGO

APPENDIX E:
Letters of Support

Submitted to the International and Foreign Language Education Office
US Department of Education
Washington, DC
June 2018

APPENDIX E: LETTERS OF SUPPORT

1. Catherine C. Baumann, Director, Chicago Language Center, University of Chicago
2. Brandon Nichols, Ed.D., District Director, Accreditation, Assessment, and Educational Development, City Colleges of Chicago
3. Ann Peters, University and Community Outreach Director, Pulitzer Center on Crisis Reporting
4. Fadi Abughoush, Arabic Teacher/Language Department Chair, Lindblom Math & Science Academy (Chicago Public Schools)

U.S. Department of Education
International and Foreign Language Education
National Resource Centers/
Foreign Language and Area Studies Fellowships
1990 K Street, NW, Suite 6083
Washington, DC 20006

June 14, 2018

To the Review Committee,

I gladly write in my role as director of the Chicago Language Center (CLC) at the University of Chicago to again support the proposals submitted for funding as NRCs for Foreign Language and Area Studies by the following University of Chicago area studies centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS), and the Center for Middle Eastern Studies (CMES).

For the past 8 years, through 2 funding cycles, the CLC has worked in close cooperation with these centers. The funding they write into their proposals support and, in some cases, makes possible work we do in the CLC. In turn, we have programs and initiatives in place that broaden the outreach and impact of our Title VI partners.

We intend to again cooperate closely on the following initiatives:

- Advanced proficiency testing, especially for graduate students; this program has been widened considerably and will be available to PhD, Masters, and undergraduate students;
- outreach to establish our new Practical Proficiency assessment, created to assess proficiency outcomes at the end of 2 years of instruction, also available to the groups named above;
- continued outreach and support for the Language Pedagogy Certificate;
- additional ACTFL OPI workshops;
- shared expenses to support the Summer Language Institute, now in its fifth year; and
- shared expenses for pedagogy workshops, offered to our instructors and grad students, as well as to City Colleges of Chicago faculty and Chicago Public School teachers.

As I mentioned, being able to collaborate and cooperate enables all of us to strengthen our programs and broaden our outreach. Our Title VI colleagues are an integral part of the programming undertaken by the CLC.

Sincerely,



Catherine C. Baumann
Director, Chicago Language Center



U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1900 K Street, NW., Suite 6083
Washington, DC, 20006-8521

Wednesday, June 13, 2018

Dear NRC Reviewer,

I write this letter on behalf of the City Colleges of Chicago (CCC) in support of the University of Chicago proposal for funding through the Title VI National Resource Center program. The university currently supports the following area centers:

- Center for East Asia Studies (CEAS)
- Center for Latin American Studies (CLAS)
- Center for East European and Russian/Eurasian Studies (CEERES)
- Center for Middle Eastern Studies (CMES)

CCC represents the largest community college district in Illinois. Included in our district are the following minority serving institutions as recognized by the Department of Education:

Hispanic Serving Institutions	Predominantly Black Institutions
Harold Washington College	Kennedy-King College
Harry S. Truman College	Malcolm X College
Richard J. Daley	Olive-Harvey College
Wilbur Wright College	

Our faculty and staff work with an exceptionally diverse population of students to give them access to resources, which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to collaborating with the area centers at the University of Chicago to continue and expand our schedule of activities, to take place over the next four years. We plan to continue with the following shared programming:

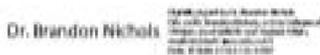
- Access to Library Databases and Resource Materials
- Oral Proficiency Interview Preparation
- Pulitzer Center for Crisis Reporting Events
 - All-college lecture series
 - College and community partners presentations
 - Faculty development listening sessions
 - In-class visits
 - Student Reporting Fellowship competition
- Summer Teaching Institute

As we continue to expand our partnership with the university, we will look to implement the following collaborative efforts:

- Co-Curricular Outreach Activities
- Global and Local Assessment Design support
- Internationalizing Curriculum Design support
 - Course creation and revision to support CCC program general education and core requirements
- Student Ambassador Program

CCC looks forward to continuing the cooperative work and resources that the area centers at the University of Chicago can provide to our faculty and students.

Sincerely,


Dr. Brandon Nichols

Brandon Nichols, Ed.D.
District Director, Accreditation, Assessment, and Educational Development

June 12, 2018

To Whom It May Concern:

I am writing on behalf of the Pulitzer Center on Crisis Reporting to describe the strong impact of our partnership with City Colleges of Chicago and with the four University of Chicago National Resource Centers (East Asian Studies, East European and Russian/Eurasian Studies, Latin American Studies and Middle Eastern Studies).

The Pulitzer Center is an innovative award-winning non-profit journalism organization dedicated to supporting in-depth engagement with underreported global affairs through international journalism across all media platforms and K-16 educational programming. Since 2006, we've worked with hundreds of journalists to support their reporting and with thousands of students to increase their global awareness.

The Pulitzer Center has a long history of collaboration with educational institutions in Chicago including with the University of Chicago. In 2015, for example, the Pulitzer Center and the University of Chicago NRCs began to work on a mutual priority: to develop partnerships with community colleges. The NRCs brought us into their conversations with City Colleges, the largest community college district in Illinois. Out of those initial conversations, we organized two information sessions, three classroom visits, three professional development workshops, and six public presentations on four campuses.

We then formalized our partnership through a Memorandum of Understanding with the City Colleges of Chicago designating them as a Campus Consortium Partner. For the academic years 2016-17 and 2017-18, we planned a robust series of events, organized and funded primarily by the National Resource Centers. The programming included two multi-day Summer Institute for Educators at the University of Chicago and visits by Pulitzer Center journalists to six City Colleges campuses, some campuses several times, during the two-year period.

Visits brought journalists and Pulitzer Center staff into contact with students and faculty in the humanities and sciences including culinary arts, microbiology, news literacy, and race and ethnic relations. The sessions ranged from community forum to classroom visits to more informal conversations between journalists, students and faculty. Journalists and their topic areas included:

Filmmaker Karim Chrobog on global food waste (October 2016)

Photographer Misha Friedman on HIV/AIDS (April 2017)

Photographer Sean Gallagher on biodiversity (September 2017).

Radio and multimedia journalists Rolando Arrieta and Luis Trelles on Cuba (March 2018).

In addition, two students received international reporting fellowships supported by Pulitzer Center donors. The students develop their own projects under the guidance of Pulitzer Center and City Colleges mentors, gaining valuable field experience while completing publishable articles.

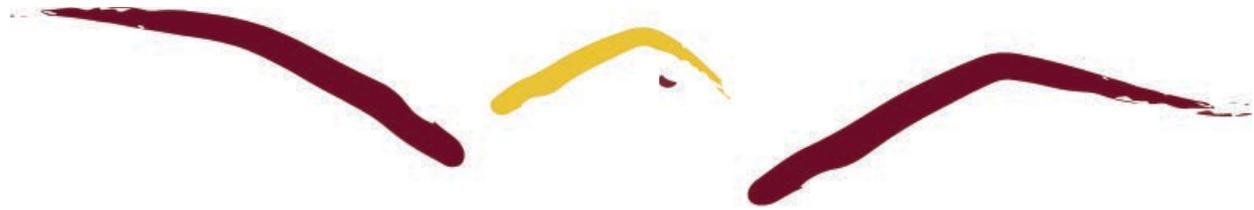
This three-way partnership has had rapid growth. We at the Pulitzer Center—as well as the faculty and students we have connected with through these programs—have benefited from the relationship with the National Resource Centers at the University of Chicago.

We strongly support Title VI initiatives and urge you to continue funding support of these excellent, internationally-focused activities that benefit community college faculty and students. We are looking forward to planning for the 2018-2019 academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ann Peters', with a long horizontal flourish extending to the right.

Ann Peters
University and Community Outreach Director



LINDBLOM MATH & SCIENCE ACADEMY

June 18, 2018

U.S. Department of Education
International and Foreign Language Education
National Resource Centers/
Foreign Language and Area Studies Fellowships
1990 K Street, NW, Suite 6083
Washington, DC 20006

Dear Review Committee,

This letter expresses my enthusiastic support for CMES' NRC/FLAS grant proposal for the 2018-2022 competition.

As a Chicago Public Schools (CPS) foreign language teacher at Lindblom Math & Science Academy, I have experienced firsthand the benefits of establishing and nurturing university and school partnerships and accessing resources that are available from these institutions. Because our school district has limited funding, these partnerships are invaluable and necessary in order to advance and enrich the language curriculum.

For the past six years, I have had the opportunity to work with the University of Chicago's Center for Middle Eastern Studies (CMES) on a variety of projects that support Arabic instruction. Our partnership with CMES and the Center for Arabic Language and Culture, a local non-profit organization, has augmented the ability of our predominately African-American and Latino inner-city students to improve their language proficiency and experience another culture in authentic and enriching ways. Many of our upper level students have traveled to the region, visiting Qatar, Morocco, Lebanon, Jordan, Egypt, and the West Bank

Our school administrators, teachers, and 350 Arabic-language students are excited about the programs CMES' grant will support. CMES provides essential professional development programs and resources for CPS Arabic teachers. The support for Avant' STAMP 4S proficiency testing is vital for ongoing alignment of curricula with recognized language standards. Lindblom and other CPS schools could not carry out this testing without CMES support.

CMES also organizes a range of extracurricular events that help students reach a higher level of Arab cultural literacy while establishing a dialogue with one another and learning the histories and traditions of the Middle East and Islamic civilization. Many of my former students have moved on

to college and still communicate with me about the positive impact that these co-curricular, complementary programs had on them while they were learning Arabic as Lindblom students.

Lindblom emphasizes providing its students with the best in terms of Arabic language and Arab cultural education. On behalf of my school and the Chicago Public Schools Office of Language and Cultural Education, I am committed to working with CMES to bring NRC-funded programs to Lindblom and to other students enrolled in Arabic across the district.

I highly recommend that the University of Chicago's Center for Middle Eastern Studies be awarded funding for its NRC/FLAS grant proposals. CMES has served as an unparalleled resource at my school and has helped students from Chicago see the world differently. Title VI support will strengthen their ability to continue their invaluable work.

Sincerely,

Fadi Abughoush
Arabic Teacher/Language Department Chair
Lindblom Math & Science Academy
6130 S Wolcott Ave.
Chicago, IL 60636

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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CMES

CENTER FOR MIDDLE EASTERN STUDIES
THE UNIVERSITY OF CHICAGO

APPENDIX A: Budget Narrative

Submitted to the International and Foreign Language Education Office
US Department of Education
Washington, DC
June 2018

Category and Explanation	Salary % paid with Federal Funds	Rate	Title VI Funds			
			2018-2019	2019-2020	2020-2021	2021-2022
A. SALARIES						
1. Administrative						
A. Associate Director, Thomas Maguire (may include teaching)	23%	\$ 70,990.00	\$ 16,328	\$ 16,654	\$ 16,987	\$ 17,327
B. Project Assistant, Ben Chametzky	25%	\$ 36,902.32	\$ 9,226	\$ 9,410	\$ 9,598	\$ 9,790
Subtotal Admin			\$ 25,553	\$ 26,064	\$ 26,586	\$ 27,117
2. Instruction in Priority Languages						
A. Least Commonly Taught Languages						
1) Armenian Lecturer, Hripsime Haroutunian	45%	\$ 54,588.00	\$ 24,565	\$ 25,056	\$ 25,557	\$ 26,068
2) Turkish/Central Asian Turkic Lecturer, Helga Anetshofe	42.5%	\$ 44,380.00	\$ 18,862	\$ 19,239	\$ 19,624	\$ 20,016
B. Less Commonly Taught Languages						
1) Hebrew Lecturer, Ariela Finkelstein	21%	\$ 64,954.00	\$ 13,640	\$ 13,913	\$ 14,191	\$ 14,475
2) Persian Lecturer, Saeed Gharahmani	21%	\$ 60,175.00	\$ 12,637	\$ 12,889	\$ 13,147	\$ 13,410
3) Turkish Lecturer, Kağan Arık	21%	\$ 60,659.00	\$ 12,738	\$ 12,993	\$ 13,253	\$ 13,518
Subtotal Lang Instr			\$ 82,442	\$ 84,090	\$ 85,772	\$ 87,488
3. Outreach Personnel						
A. Outreach Coordinator, Alex Barna	50%	\$ 49,395.00	\$ 24,698	\$ 25,191	\$ 25,695	\$ 26,209
B. Outreach Assistant-Registered Student	100%	\$ 2,000.00	\$ 2,000	\$ 2,000	\$ 1,500	\$ 1,500
Subtotal Outreach Personnel			\$ 26,698	\$ 27,191	\$ 27,195	\$ 27,709
4. Library Personnel						
A. Bibliographic Assistant(Arabic, Persian, Turkish) (7.5 hours/week @ \$12/hour x 40 weeks) X 2	100%	\$ 3,600.00	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
Subtotal Library			\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
Subtotal Salaries			\$ 141,892	\$ 144,546	\$ 146,753	\$ 149,514
B. FRINGE BENEFITS						
1. Professional salaries		21.2%	\$ 28,131	\$ 28,693	\$ 29,267	\$ 29,853
2. Visiting faculty and unregistered students		7.2%	\$ -	\$ -	\$ -	\$ -
Subtotal Fringe Benefits			\$ 28,131	\$ 28,693	\$ 29,267	\$ 29,853
C. TRAVEL						
1. Domestic Travel						
A. Director, Associate Director, Outreach Coordinator or other staff Title VI community meetings/events - \$1150 per person Breakdown per person: Roundtrip airfare = \$400; Accommodation - 3 nights @ \$210/night = \$630; Meals-3 days @ \$40 = \$120			\$ 3,450	\$ 3,450	\$ 3,450	\$ 3,450
B. Director, Associate Director, Outreach Coord/Prog Asst to MESA meeting - \$1420 per person Breakdown per person: Roundtrip airfare = \$400; Registration = \$150 Accommodation - 3 nights @ \$240/night = \$720; Meals - 3 days @ \$50 = \$150 Institutional Membership (\$1000)			\$ 5,260	\$ 5,260	\$ 5,260	\$ 5,260
2. International Travel						
Curricular development for lang lecturers OR international faculty/staff linkages and research collaboration (Arabic, Hebrew, Persian, Turkish/Uzbek,Armenian) Partial Airfare/per diem=\$850 x 5			\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250
Subtotal Travel			\$ 12,960	\$ 12,960	\$ 12,960	\$ 12,960
D. SUPPLIES						
1. Teaching/Testing Materials (Course/Curriculum Development, Language Testing, Public Lectures)			\$ 500	\$ 500	\$ 500	\$ 500
2. Media Supplies (Video camera, microphones, lighintg, digital recorders, software)			\$ 1,000	\$ 1,000	\$ -	\$ -
3. Consumable supplies (glossy paper for newsletters, event flyers)			\$ 500	\$ 500	\$ 500	\$ 500
Subtotal Supplies			\$ 2,000	\$ 2,000	\$ 1,000	\$ 1,000

Category and Explanation	Title VI Funds			
	2018-2019	2019-2020	2020-2021	2021-2022
E. OTHER				
1. K-16 Outreach				
A. K-12 Arabic Language Outreach				
Professional Development Activities 4 presenters/year at workshops/conferences; professional service fee: \$500; travel, accommodation, other expenses: \$800)	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200
Curriculum Development Level specific materials development for Chicago Public Schools Arabic curriculum Language Proficiency Testing (Avant Assessment) Chicago Public Schools student testing	\$ 1,500	\$ 1,500	\$ 1,800	\$ 2,150
Subtotal	\$ 7,850	\$ 8,200	\$ 8,500	\$ 8,850
B. Shared Campus Outreach Events (CMES, CEAS, CEERES, CLAS)				
Summer Institute for Educators (SIE) Shared expenses for presenter travel, speaker fees, other event costs	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
International Education Conference (IEC) Shared expenses for presenter travel, speaker fees, other event costs	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Subtotal	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
2. Community Colleges and Minority Serving Institutions Outreach with City Colleges of Chicago (CCC)				
Internationalization collaboration (co-curricular programming, course development, workshops, evaluation)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Subtotal	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
3. Middle East Education Initiative				
Teacher professional development and other outreach events (expenses for speakers fees, travel, accommodation, other event expenses)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Middle East Outreach Council Institutional Membership	\$ 150	\$ 150	\$ 150	\$ 150
Professional development for Outreach Coordinator \$1000/year for travel, event registration	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Subtotal	\$ 4,150	\$ 4,150	\$ 4,150	\$ 4,150
4. University of Chicago Language and Pedagogy Support (shared by CMES, CEAS, CEERES, CLAS)				
A. Chicago Language Center (CLC)				
Language pedagogy certificate development	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
ACTFL OPI Workshop Expenses (event and instructor registration costs)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Language pedagogy workshops (speaker and other event costs)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Summer Language Institute Course Development Costs (development of syllabi/course materials and/or teaching stipend); \$5000/course @ 1 course	\$ 5,000	\$ 5,000	\$ 4,000	\$ 2,000
Subtotal	\$ 10,000	\$ 10,000	\$ 9,000	\$ 7,000
B. Chicago Center for Teaching (CCT)				
Teaching Fellow Awards	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Professional development/ pedagogy workshops (shared expnses for speaker travel, other event expenses)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Subtotal	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
5. Student-led Conferences and Workshops				
Middle East History and Theory (MEHAT) and other student-organized conferences				
Support for 4 participants Breakdown per person: Roundtrip airfare = \$350;	\$ 1,400	\$ 1,400	\$ 1,400	\$ 1,400
Accommodation - 2 night@ \$120	\$ 960	\$ 960	\$ 960	\$ 960
Videography, editing, and other conference expenses including student organizer stipend	\$ 750	\$ 750	\$ 750	\$ 750
Subtotal	\$ 3,110	\$ 3,110	\$ 3,110	\$ 3,110
6. Faculty-led Conferences				
A. Industry and Industrialism in the Late Antique and Early Islamic Near East				
Support for 4 participants Breakdown per person: Roundtrip airfare = \$350;	\$ 1,400			
Accommodation - 2 nights@ \$120	\$ 960			
Videography, editing, and other conference expenses	\$ 750			
Subtotal	\$ 3,110			

Category and Explanation	Title VI Funds			
	2018-2019	2019-2020	2020-2021	2021-2022
B. The Jews of Iraq: Engagement with Modernities (with British Library)				
Support for 4 participants				
Breakdown per person: Roundtrip airfare = \$350;		\$ 1,400		
Accommodation - 2 nights@ \$120		\$ 960		
Videography, editing, and other conference expenses		\$ 750		
Subtotal		\$ 3,110		
C. The Middle East in India AND/OR Linguistic Hierarchies in the Middle East (tentative)				
Support for 4 participants				
Breakdown per person: Roundtrip airfare = \$350;			\$ 1,400	
Accommodation - 2 nights@ \$120			\$ 960	
Videography, editing, and other conference expenses			\$ 750	
Subtotal			\$ 3,110	
D. Race and Color in the Modern Middle East (tentative)				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				\$ 1,400
Accommodation - 2 nights@ \$120				\$ 960
Videography, editing, and other conference expenses				\$ 750
Subtotal				\$ 3,110
7. National Resource Center Evaluation Program (CMES, CEERES, CEAS, CLAS)				
Outlier Research & Evaluation, University of Chicago				
Annual Consultant fee/rate for Outlier's professional service	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Subtotal	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
8. Middle East Arts Programming and Outreach				
A. Quarter-length film series				
Acquisitions (\$500/film X 10 films)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
B. Musician-in-residence program				
Artist fee for 7-14 day residency, \$2500-5000 for fee and performacne expenses (facilities, equipment)	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
C. Lecture series on public impact of art in the Middle East				
Speaker fee \$500, Travel/Accommodation, other event expenses \$750; Four events/year	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Subtotal	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000
9. Web Development				
IT Services Annual Website Maintenance Fee (center and outreach sites, \$500 each)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Subtotal	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
10. Career Development for Students				
PATHS Non-academic career training stipend	\$ 500	\$ 500	\$ 500	\$ 500
Workshops: Travel/accommodation for 2 speakers/year (\$300 flight; \$200 hotel)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Subtotal	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
11. Media Content Development				
Majalla: Student Arabic Journal				
\$1000 printing costs/issue; 2/year	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Faculty research podcasting				
\$450/podcast production and editing; 10/year	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
Video production/editing for documentary series (\$2500/year)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Subtotal	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
12. CMES Lecture Series				
Support for Guest Lecturers per academic year: \$1,250 per person				
Breakdown per person: Airfare(\$450) x 5	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250
Accommodation (\$300) x5	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Prof. Svc Fee (\$500) x5	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Subtotal	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250
13. Library Acquisitions				
Support for new materials in Middle East collection	\$ 8,900	\$ 5,300	\$ 4,250	\$ 2,500
Subtotal	\$ 8,900	\$ 5,300	\$ 4,250	\$ 2,500
14. Silk Road Collaboration (CMES, CEERES, CEAS)				
Shared expenses for lectures series/conference speaker fees, speaker travel, and accommodation	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Subtotal	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500

Category and Explanation	Title VI Funds			
	2018-2019	2019-2020	2020-2021	2021-2022
15. CMES Language Circles				
Six Language Circle Coordinators (Arabic, Armenian, Hebrew, Kurdish, Persian, Turkish) <i>\$15/hour, 60 hours/year for each position</i>	\$ 5,400	\$ 5,400	\$ 5,400	\$ 5,400
Subtotal	\$ 5,400	\$ 5,400	\$ 5,400	\$ 5,400
Subtotal Other	\$ 92,770	\$ 89,520	\$ 87,770	\$ 84,370
TOTAL DIRECT COSTS (A-E)	\$ 277,753	\$ 277,720	\$ 277,750	\$ 277,697
INDIRECT COSTS (8%)	\$ 22,220	\$ 22,218	\$ 22,220	\$ 22,216
GRAND TOTAL NRC	\$ 299,973	\$ 299,937	\$ 299,970	\$ 299,913
FLAS FELLOWSHIPS (10 Academic Year, 7 Summer)	\$ 382,500	\$ 382,500	\$ 382,500	\$ 382,500
GRAND TOTAL NRC & FLAS	\$ 682,473	\$ 682,437	\$ 682,470	\$ 682,413

Category	Title VI Funds			
	2018-19	2019-20	2020-21	2021-22
FLAS Fellowships				
Academic Year Graduate Fellowship				
Tuition 10 @ \$18,000	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000
Stipend 10 @ \$15,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Subtotal (AY)	\$ 330,000	\$ 330,000	\$ 330,000	\$ 330,000
Summer Fellowship				
Tuition 7 @ \$5,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
Stipend 7 @ \$2,500	\$ 17,500	\$ 17,500	\$ 17,500	\$ 17,500
Subtotal (Summer)	\$ 52,500	\$ 52,500	\$ 52,500	\$ 52,500
GRAND TOTAL FLAS (AY + SUMMER)	\$ 382,500	\$ 382,500	\$ 382,500	\$ 382,500



CMES

CENTER FOR MIDDLE EASTERN STUDIES
THE UNIVERSITY OF CHICAGO

The University of Chicago’s Center for Middle Eastern Studies (CMES) commits to fulfill the full scope of National Resource Center (NRC) and Foreign Language and Areas Studies (FLAS) program objectives through its budgeted activities in the FY2018-2021 grant cycle. Virtually all budgeted activities meet the absolute priority in teacher training on the languages and thematic focus of the Center. The Center’s commitment to fostering diverse perspectives and encouraging service in areas of national need are woven through all instructional, scholarly, and outreach programming. The budget expands successful and sustained partnerships with City Colleges of Chicago (CCC), Chicago Public Schools (CPS), the Pulitzer Center on Crisis Reporting, and other University of Chicago Title VI centers in fulfillment of both NRC competitive preference priorities. As a comprehensive center, CMES plans its funded activities to serve the University of Chicago’s full range of undergraduate, graduate, and professional school students. The proposed budget focuses on five primary areas of activity: language instruction and pedagogy; interdisciplinary research; library support; K-16 outreach; and career advising. The proposed FLAS budget reflects the exceptional talent and high demand among University of Chicago graduate students for awards in Arabic, Armenian, Hebrew, Persian, Turkish, and Uzbek.

National Resource Center Program

A. Salaries

1. Administrative

A. Associate Director, Thomas E.R. Maguire, Ph.D. - Funds are requested for 23% salary recovery @ \$70,990 for project year one and subsequent years. The Associate Director manages all aspects of project implementation, administration, and evaluation. Dr. Maguire also teaches area studies courses and participates in CMES outreach activities. (NRC Absolute Priorities)

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B. Project Assistant, Benjamin Chametzky - Funds are requested for 25% salary recovery @ \$36,902 for project year one and subsequent years. The Program Assistant supports all aspects of project implementation, administration, and evaluation (including preparation of required IRIS reports). Mr. Chametzky supports the Director, Associate Director, and Outreach Coordinator in all NRC and FLAS activities. (NRC Absolute Priorities)

2. Language Instruction

A. Least Commonly Taught

1) Armenian Lecturer, Hripsime Haroutunian - Funds are requested for 45% salary recovery @ \$54,588 for project year one and subsequent years. The Armenian lecturer will teach classes annually in beginning, intermediate and/or advanced Armenian. This position ensures that students may apply for FLAS awards at all levels of Armenian. (NRC Absolute Priorities)

2) Turkish/Central Asian Turkic Lecturer, Helga Anetshofer-Karateke - Funds are requested for 42.5% salary recovery for a full-time position @ \$44,380 for project year one and subsequent years. The Central Asian Turkic lecturer will teach two class per quarter in beginning, intermediate and/or advanced Turkish/Ottoman and/or Central Asian Turkic languages (Kazakh, Kirghiz, Tajik, Uyghur/Uigur or Uzbek) in project years 1-4. This position ensures that students may apply to FLAS at all levels of Turkish and Uzbek. (NRC Absolute Priorities)

B. Less Commonly Taught

1) Hebrew Lecturer, Ariela Finkelstein - Funds are requested for 21% salary recovery @ \$64,954 for project year one and subsequent years. The Hebrew lecturer will teach 2 classes per quarter in beginning, intermediate and/or advanced Hebrew in project years 1-4. (NRC Absolute Priorities)

2) Persian Lecturer, Saeed Ghahremani - Funds are requested for 21% salary recovery @ \$60,175 for project year one and subsequent years. The Persian lecturer will teach 2 classes per quarter in beginning, intermediate and/or advanced Persian in project years 1-4. (NRC Absolute Priorities)

3) Turkish Lecturer, Kağan Arık - Funds are requested for 21% salary recovery @ \$60,659 for project year one and subsequent years. The Turkish lecturer will teach at least 2 classes per quarter in beginning, intermediate and/or advanced Turkish in project years 1-4. (NRC Absolute Priorities)

3. Outreach Personnel

A. Outreach Coordinator, Alex Barna - Funds are requested for 50% salary recovery @ \$49,395 for project year one and subsequent years. Since 2008, Alex Barna has served as Outreach

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Coordinator, and over this period, he has steadily expanded the number of CMES' educational outreach programs, diversified participation in these programs, and extended the range of transferrable and customizable educational resources available to teachers and to the public. Overall, the past decade has seen a significant and measurable rise in CMES' capacity to enhance public knowledge of the ME region and is a strong foundation to build upon for FY 2018-21. (NRC Absolute Priorities, NRC Competitive Preference Priorities 1&2)

B. Outreach Assistant (TBD) - Funds are requested for 100% salary recovery @ \$2,000 per year for all project years. The outreach assistant will support preparation of outreach materials and the administration of teacher workshops and other events that have an outreach component. (NRC Absolute Priorities, NRC Competitive Preference Priorities 1&2)

4. Library Personnel

Funds are requested to support the Middle East Documentation unit (MEDOC) with 1-2 Bibliographic Assistants (Arabic, Persian, Turkish) – For 100% salary recovery @\$7,200 (\$3,600/yr x 2). This is an economical and effective opportunity for Chicago graduate students to use their advanced language abilities in support of the University's world class Middle East library collection. (NRC Absolute Priorities)

B. Fringe Benefits

Fringe benefits on salaries are based on the University's negotiated rates for federal grants. Those rates are 21.2% for professional salaries and 7.2% for visiting faculty and unregistered students. (NRC Absolute Priorities)

C. Travel

1. Domestic Travel

A. NRC funds enable the Director, Associate Director, Outreach Coordinator or other staff to attend the official Title VI meeting in Washington, DC and other events hosted by or targeted to members of the Title VI community (could include international travel) - \$1150 per person

Breakdown per person: Roundtrip airfare = \$400;

Accommodation - 3 nights @ \$210/night = \$630; Meals-3 days @ \$40 = \$120

3 Travelers = \$3,450

B. NRC funds enable the Director, Associate Director, Outreach Coordinator and/or Project Assistant to attend the Middle East Studies Association (MESA) Annual Meeting, also includes institutional membership to MESA - \$1420 per person + \$1000 MESA institutional membership

Breakdown per person: Roundtrip airfare = \$400; Registration = \$150

Accommodation - 3 nights @ \$240/night = \$720; Meals - 3 days @ \$50 = \$150

3 Travelers = \$4260

(NRC Absolute Priorities)

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2. International Travel

International travel allowances will enable at least five language instructors (Arabic, Armenian, Hebrew, Persian, Turkish) to conduct professional and curriculum development activities. Secondly, funds may also be used for faculty and staff to build linkages and research partnerships with overseas institutions.

Rate: Partial airfare or per diem per instructor defrayed by ED funds at \$850 per year.

5 Travelers = \$4,250

(NRC Absolute Priorities)

D. Supplies

1. Teaching and testing materials used by the project in direct support of course and curriculum development, language testing and the production of promotional materials for co-curricular activities (\$500 per year). (NRC Absolute Priorities)

2. Media Supplies will be acquired during the first two years of the grant to support content creation for CMES digital platforms. Supplies will include digital video camera, audio recorders, microphones, software, and basic lighting equipment (\$1000 per year for years 1-2). (NRC Absolute Priorities)

3. Consumable supplies for the exclusive use in the operation of the National Resource Center (\$500 per year).

E. Other

1. K-12 Outreach

A. Arabic Language Outreach – Funds will support 4 presenters/year at various Arabic pedagogy workshops and conferences. The anticipated budget for each speaker includes a \$500 professional service fee and \$800 for travel/accommodation. Other event expenses may also be covered. Up to \$1500 will be allocated to curriculum development through materials creation and/or other activities/acquisitions. Four skill language proficiency testing of Chicago Public Schools (CPS) students will be expanded over the course of the grant to reach at least 150 students/year. (NRC Competitive Preference Priority 2 and NRC Absolute Priorities)

B. Shared Campus Outreach Events – In collaboration with other UofC Title VI centers, CMES will offer annually the Summer Institute for Educators (SIE) and the International Education Conference (IEC). \$2000/year is budgeted for each event to cover shared expenses for presenter travel, accommodation, professional service fees, and other event expenses. (NRC Competitive Preference Priority 1&2 and NRC Absolute Priorities)

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2. Community Colleges and Minority Serving Institutions Outreach

During the FY 2014-17 grant cycle, University of Chicago Title VI centers collaboratively built a successful partnership with City Colleges of Chicago, whose seven community college campuses are all designated as Minority Serving Institutions. This partnership will expand during the FY 2018-21 cycle, with emphasis on course internationalization and support for creditable co-curricular programs, and program evaluation. The Pulitzer Center on Crisis Reporting will also collaborate on these activities. A letter of support detailing this partnership is included. \$5000 is allocated for shared programming expenses. (NRC Competitive Preference Priority 1 and NRC Absolute Priorities)

3. Middle East Education Initiative

The Middle East Education Initiative (MEEI) is the center's broader outreach program that works with K-16 educators and student, public libraries, business, media, and the general public. \$3000 is allocated to support event expenses throughout the year. Funds are also requested for the Middle East Outreach Council (MEOC) institutional membership (\$150) and professional development expenses (\$1000) for the outreach coordinator. (NRC Competitive Preference Priority 1 and NRC Absolute Priorities)

4. University of Chicago Language and Pedagogy Support

A. NRC Joint Partnership with Chicago Language Center – CMES will partner with the Chicago Language Center (CLC) and other UC NRCs on shared programming related to curriculum design and assessment, with focus on training UC lecturers, language assistants, and foreign language instructors from CCC and other local schools. This includes ACTFL OPI training and language pedagogy workshops (\$4000) to increase access to proficiency guidelines for language instructors both on and off campus, as well as enhancing the CLC-CCT College Teaching Certificate: Second Language Pedagogy (\$1000). Up to \$5000 is allocated to support new course development at the University's Summer Language Institute (SLI). (NRC Competitive Preference Priority 1 and NRC Absolute Priorities)

B. NRC Joint Partnership with Chicago Center for Teaching – CMES will partner with the Chicago Center for Teaching (CCT) and other UC NRCs on shared programming related to area studies pedagogical training. This includes funds to underwrite a portion of the costs for a CCT Teaching Fellow and pedagogical training focused on the needs of area studies specialists, including the College Teaching Certificate program. \$2000 is allocated for shared expenses for the teaching fellow program, professional development, speaker travel and fees, and other event expenses. (NRC Competitive Preference Priority 2 and NRC Absolute Priorities)

5. Student-led Conferences and Workshops

CMES seeks support to fund graduate student-organized conferences and workshops during each year of the grant cycle. Funds may support the annual Middle East History and Theory (MEHAT) conference and workshops. Funds may also support individual conferences and symposia organized by graduate students. Allocated funds are designed to support travel and accommodation for four attendees at conferences each year. Funds may also be used for other

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conference expenses such as facilities, videography, program/poster design, printing, and stipends for student organizers. These events are always sponsored and funded by a variety of campus units. (NRC Absolute Priorities)

6. Faculty-led Conferences

Faculty-led conferences are a major focus of interdisciplinary research activities at CMES. CMES faculty have identified five prospective conference topics, two of which are already confirmed. The year 2 conference, “The Jews of Iraq: Engagement with Modernities” will be cosponsored by the British Library. \$3110 is requested to support travel and accommodation for four participants along with other conference expenses such as facilities, videography, program/poster design, and printing. These events are always sponsored and funded by a variety of campus units. (NRC Absolute Priorities)

7. Center Evaluation Plan

University of Chicago Title VI centers worked with Outlier Research & Evaluation during the FY 2014-17 grant cycle. Evaluation activities focused on administration of the FLAS program and development of the key partnership with City Colleges of Chicago. In FY 2017-21, Outlier will continue its existing projects and turn its attention to evaluating the Title VI centers’ fulfillment of major NRC program goals. \$5000 is budgeted to cover Outlier’s professional service, a modest investment given the value of this work to CMES, its campus partners, and the NRC/FLAS programs. (NRC Absolute Priorities)

8. Middle East Arts Programming and Outreach

CMES requests funds to support new outreach programming focused on arts and culture that aims to bring together campus and community audiences. These programs will target key outreach partners such as City Colleges of Chicago and Chicago Public Schools and integrate those audiences into campus life. The musician-in-residence programs are also designed to align with outreach to K-12 Arabic teachers and students. Funds are requested for:

- Quarter length (ten weeks) film series that will showcase one film/week in collaboration with Doc Films, the famed University of Chicago student film society. Because Doc Films provides all administrative oversight of this program and shows films on campus in its Max Palevsky Cinema (over 400 capacity), funds will be devoted entirely to film acquisition. \$5000 is requested to acquire 10 films, a modest cost for a series of this scale.
- Musician-in-residence program that will span 7-14 days and involve the guest artist in a variety of campus and outreach programming. \$4000 is allocated to cover artist fees and other program expenses (costs may range from \$2500-\$5000).
- Lecture series on public impact of art in the Middle East that will involve four events/year and is likely to partner with a variety of campus and community partners. \$5000 is requested to cover speaker fees, travel/accommodation, and other event expenses. (NRC Competitive Preference Priority 2 and NRC Absolute Priorities)

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9. Web Development

An allocation of \$1000 is requested to ensure effective administration and support for CMES websites, which provide extensive outreach materials to diverse public constituents. (NRC Absolute Priorities)

10. Career Development Workshops for Students

Two major activities will focus on career development. The PATHS program provides stipends to doctoral students to engage in non-academic professional development activities such as public speaking or consulting for artistic programming. This program was successfully launched in 2017. \$500 is requested for student stipends. CMES will also organize career workshop/panels on nonacademic careers for Middle Eastern studies Master's students, although they will be open to all undergraduate, graduate, and professional school students. \$1000 is allocated to cover travel and accommodation for two speakers each year. (NRC Absolute Priorities)

11. Media Content Development

CMES launched its CMES Comments blog in 2017 and has engaged in a variety of content development activities in recent years. Funds are requested to expand content development in three key areas:

- Supporting the student-run *Majalla* Arabic language magazine with basic production and publishing costs of \$2000/year
- Developing a podcast showcasing faculty research to broader public audiences. Funds are allocated to cover 10 podcasts/year at a cost of \$450/podcast (assumes 18 hours of work @ \$25/hour for professional podcast producer)
- Producing short documentaries about issues of contemporary significance in the Middle East. \$2500 is allocated to cover professional services such as production assistance and editing. (NRC Absolute Priorities)

12. CMES Lecture Series

The Farouk Mustafa Memorial Friday Lecture Series is one of CMES' flagship events. The series features prominent scholars from around the world who discuss their current research in a vibrant and engaged scholarly environment. Funds are request to provide travel, accommodation, and speaker fees for 5 guests during the each academic year (\$6250/year). Costs for these events are often shared by other units and funding sources on campus. (NRC Absolute Priorities)

13. Library Acquisitions

CMES requests funds for acquisitions to enhance the University of Chicago's world class Middle East library collection. \$8900 is requested in year one with reductions anticipated over the course of the grant. (NRC Absolute Priorities)

14. Silk Road Series Collaboration

The University of Chicago's Committee on Central Eurasian Studies brings together faculty affiliates from CMES, CEERES, and CEAS who will work together on a collaborative Silk Road Series during the FY 2018-21 grant cycle. \$2500 is requested to support shared expenses for lectures and conferences in this series. (NRC Absolute Priorities)

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15. CMES Language Circles

Language circles in Arabic, Armenian, Hebrew, Kurdish (basic instruction offered by a student), Persian, and Turkish provide opportunities for language learning and dialect exposure for students and teachers at all levels. Language circles are not just opportunities for discussion but often involve scholarly presentations in the target language. These activities truly represent the standard of excellence in language instruction at the University of Chicago. Up to six Language Circle Coordinators will be supported for \$5400/year, which assumes 60 hours of work for each coordinator. (NRC Absolute Priorities)

Foreign Language and Area Studies (FLAS) Fellowships Program

The FLAS request includes ten academic year (\$330,000) and seven summer (\$52,500) fellowships. CMES annually fields a large FLAS applicant pool of highly qualified University of Chicago graduate students. In 2018, CMES received 24 graduate applicants for academic year awards and 27 applicants for summer. Awards are made in all levels of six priority languages, fulfilling the FLAS competitive preference priorities to the fullest degree. Chicago FLAS applicants have often received surplus awards from other Middle East centers that were unable to award their full FLAS allocation. Indeed, since 2010, no surplus FLAS funds from any center or university have ever been presented to CMES without a roster of competitive, elite graduate students ready to accept the awards. It is for this reason that CMES requests the maximum number of graduate FLAS awards that USED is able to offer in the FY 2018-21 competition.