

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 # P015A180140

Grants.gov Tracking#: GRANT12660031

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180140

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <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: <input type="text" value="The George Washington University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="530196584"/>	* c. Organizational DUNS: <input type="text" value="043990498"/>	
d. Address:		
* Street1: <input type="text" value="2121 I Street NW"/>	Street2: <input type="text" value="Rice Hall Suite 601"/>	
* City: <input type="text" value="Washington"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="DC: District of Columbia"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="20052-0086"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="International Affairs"/>	Division Name: <input type="text" value="ESIA"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Nathan"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Brown"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Professor of Political Science and Internatio"/>	
Organizational Affiliation: <input type="text" value="The George Washington University"/>		
* Telephone Number: <input type="text" value="202 994 2123"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="nbrown@gwu.edu"/>		

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:**

Comprehensive Institute for Middle East Studies

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,345,339.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,345,339.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

The George Washington University

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

**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	163,040.00	165,402.00	174,858.00	179,912.00		683,212.00
2. Fringe Benefits	32,056.00	32,637.00	33,682.00	34,468.00		132,843.00
3. Travel	3,000.00	3,000.00	3,000.00	3,000.00		12,000.00
4. Equipment						
5. Supplies	19,000.00	24,000.00	24,000.00	24,000.00		91,000.00
6. Contractual						
7. Construction						
8. Other	72,000.00	75,000.00	71,000.00	79,000.00		297,000.00
9. Total Direct Costs (lines 1-8)	289,096.00	300,039.00	306,540.00	320,380.00		1,216,055.00
10. Indirect Costs*	23,128.00	24,003.00	24,523.00	25,630.00		97,284.00
11. Training Stipends	258,000.00	258,000.00	258,000.00	258,000.00		1,032,000.00
12. Total Costs (lines 9-11)	570,224.00	582,042.00	589,063.00	604,010.00		2,345,339.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 59.50%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # P015A180140

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sylvia Ezekilova</p>	<p>TITLE</p> <p>Associate Director, Office Sponsored Projects</p>
<p>APPLICANT ORGANIZATION</p> <p>The George Washington University</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 checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name

* 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.

GEPA_statement1033273612.pdf

Add Attachment

Delete Attachment

View Attachment

GW GEPA Statement

GW does not discriminate against any person on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, and place of residence or business. We also do not discriminate on the basis of veteran status. These laws govern all programs, services, policies, and procedures of the University including admission to educational programs and employment.

GW's Office of Disability Support Services, opened in 1978, offers individualized services to those with disabilities (e.g. scholarships, readers, sign-language interpretation, adaptive/assistive technologies, and housing accommodations). GW's Graduate School of Education and Human Development also manages the HEATH Resource Center, which serves as a national clearinghouse on postsecondary education for individuals with disabilities. All IMES flyers include contact information to request disability accommodations.

IMES activities are designed to improve access and inclusivity for individuals from underserved communities. K-12 workshops are advertised to area high schools and through the Teach For America and City Year networks, which offer support and professional development to new teachers at high needs schools. Diversity is an intentional component of the design of IMES institutional events and programs, which are frequently convened as panel-style events to accommodate diverse perspectives and generate open debate.

GW students benefit from many university programs that enhance equal access and support campus diversity. Various university-wide initiatives, such as the components of the President's Council on Diversity and Inclusion (including the Multicultural Student Services Center, Office of Disability Support Services, Center for Civic Engagement and Public Service, Title IX Coordination, Campus Inclusion Initiatives, and the GW Tutoring Initiative) ensure that the composition of GW's student body and faculty roster represent a range of backgrounds and ideational commitments. The University provides \$197 million in needs-based financial assistance, targeting minority and low-income students. GW is a national leader in encouraging access for low-income and minority students in study abroad programs.

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 George Washington University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Sylvia"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Ezekilova"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Associate Director, Office Sponsored Projects"/>	
* SIGNATURE: <input type="text" value="Sylvia Ezekilova"/>	* DATE: <input type="text" value="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:
<input type="text"/>	Nathan	<input type="text"/>	Brown	<input type="text"/>

Address:

Street1:	Suite 512
Street2:	1957 E Street NW
City:	Washington
County:	<input type="text"/>
State:	DC: District of Columbia
Zip Code:	20052
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
202 994 2123	<input type="text"/>

Email Address:

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.

<input type="text"/>	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:

ABSTRACT

The Institute for Middle East Studies (IMES), housed within The George Washington University's Elliott School of International Affairs (ESIA), was founded in 2007 to engage diverse perspectives through interdisciplinary intellectual collaboration across the university and to generate debate on the Middle East among scholars, students, policy makers, and the broader public. IMES has emerged as a critical venue where policy, academic, journalist, and educational leaders share an extremely wide range of views, supporting deeper national understanding of a critical region. GW's 2018 application for designation as a National Resource Center in Middle Eastern Studies builds on an extremely strong record of national service, outreach, scholarship, graduate and undergraduate education, and language instruction while adding five innovative dimensions. First, it greatly expands pilot programs to introduce extensive outreach to areas distant from existing NRCs in order to maximize national impact. Second, it goes beyond previous efforts to introduce target outreach audiences to diverse perspectives by actively training teachers, journalists, and others how to help their own audiences (students, the general public) assess diverse points of views on issues that are increasingly contentious. Third, it forges new partnerships with national organizations (Pulitzer Center; World Affairs Councils of America) in its outreach efforts. Fourth it deepens work to integrate new populations (veterans who have served in Middle conflicts and local journalists in need of knowledge about the Middle East to cover issues in their communities) into outreach efforts. Fifth, it identifies community college Arabic instructors, along with K-12 Arabic teachers, for special support.

Overall, IMES is committed to educating the next generation of international relations and area studies experts in the education, business, and non-profit sectors by building on the accomplishments since its 2010 designation as a Title VI NRC. GW continues to show exemplary commitment to its ME program through recruiting interdisciplinary faculty; enhancing curricular offerings in less commonly taught languages (LCTLs); providing substantial additional funding for graduate research and language training to build student expertise in the region; securing formal agreements with regional educational institutions to facilitate students' overseas study; and establishing a Middle East and North Africa Research Center at GW's Gelman library. The Middle East is well represented in undergraduate, graduate, and professional school programs with 32 core faculty and more than 20 language faculty teaching over 100 courses distributed across 24 departments, interdisciplinary programs, and schools. High-quality language instruction is offered in Arabic, Persian, Turkish, and Hebrew.

With robust institutional support, IMES will 1) expand our K-12 teacher training program through collaborative activities with regional educational institutions and the online dissemination of curriculum modules; 2) increase training in less-commonly taught languages (LCTLs) by developing new courses at the advanced level, expanding institutional support for overseas language study, and providing language faculty with continued funding for pedagogical training; 3) grow our highly successful Iraq War veteran outreach activities, drawing upon GW's expanded commitment to student veterans, dependents, and military personnel, and integrating veteran outreach; 4) enhance our partnership with Northern Virginia Community College through faculty outreach; 5) provide training nationally for community college Arabic teachers; 6) support development of a new graduate program in teaching Arabic as a foreign language; 7)

continue our close collaboration with GW's professional schools – notably the Graduate School of Education and Human Development (GSEHD), which is our partner in designing K-12 curriculum modules – as well as the Schools of Business, Law, and Media and Public Affairs, to develop curricular offerings, outreach programs, and public events; 8) continue to apply evidence-based evaluation practices to clearly validate and quantify IMES's progress in teaching LCTLs, training interdisciplinary ME experts, performing outreach to the general public, and fostering dialogue between academic experts and policy-makers; 9) collaborate with other Elliott School regional and functional institutes to develop outreach programming reflecting diverse intellectual perspectives; and 10) strengthen the regional resources available to students and faculty through expanded library holdings.

These initiatives, along with the major new investments in Middle East Studies over the last eight years, will allow GW to increase its already significant impact in advancing the national interest through education, engagement, and outreach. Our proposed programming as laid out in the following narrative addresses both NRC Competitive Preference Priorities: collaboration with MSIs or community colleges and collaborative activities with teacher education programs, as well as both FLAS Competitive Preference Priorities: awarding fellowships to students with demonstrated financial need and 100% of our fellowships will be awarded in less-commonly taught languages (LCTLs).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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1. PROGRAM PLANNING AND BUDGET

A. Personnel

NRC Education & Outreach Coordinator: The proposed outreach program requires a full-time coordinator with demonstrated expertise incorporating diverse perspectives to help educators, journalists, and other outreach targets in navigating sensitive issues, assessing and incorporating various sources. GW has agreed to share in the funding of this position, demonstrating its commitment. ***Thematic Language Course Support:*** We request support to pay instructors to offer substantive courses that broaden our offerings in Middle Eastern languages, including “Arabic for International Affairs,” “Islamic Political Discourse,” and “Arabic for Social Media.” Our previous NRC grant including funding for the new position of Persian Program Director, which is now fully supported by GW, as well as funding for a full-time staff position to offer non-credit, conversation-based Arabic instruction to prepare students for the professional proficiency requirement. This position is also now fully supported by GW. ***Arabic Dialect Program:*** Support for instruction in two Arabic dialects in years 2-4, and syllabus development in year 2. The courses are to be selected in coordination with other DC-area programs to avoid duplication. ***Public Humanities Postdoc:*** A new postdoctoral fellow in the humanities will be chosen by a multidisciplinary committee after a national search and housed jointly by IMES and the relevant disciplinary department or institute. During the fellow’s tenure, the selected scholar will conduct research, teach one course per year, and complete a public humanities outreach project in coordination with NRC staff.

B. Supplies and Travel

Travel: We ask for support to send NRC staff to outreach-related conferences such as the annual meeting of the National Council for the Social Studies to support their professional development.

Gelman Library: To maintain the excellent research and teaching resources of GW's Flagship Gelman Library and to build the collection of the MENA Research Center, we request funds for acquisitions of Arabic language books; back-fills of regional newspapers and periodicals; primary resource materials such as British Public Records office publications; and the continued development of our rich documentary and feature film archive. ***K-14 Materials:*** We ask for support to provide K-14 educators with books and other physical materials in conjunction with our outreach programming. Curricula and film teaching guides (including synopses, age recommendations, and guidelines for suggested classroom usage) will be available free on the IMES website. The IMES Outreach Resource Library (a free lending library consisting of documentary and independent films and other materials suitable for classroom use) will be expanded. This category includes the price of an institutional membership in the Middle East Outreach Council, a national network of educators dedicated to disseminating apolitical and nonpartisan information, resources and activities furthering understanding of the Middle East.

C. Other Direct Costs/Programming

Persian Outreach and Cultural Programming: This funding will support campus cultural events to supplement the Persian language program. ***Support for new Teaching Arabic as a Foreign Language degree program:*** We propose to create a new MA degree in the Arabic Department to train Arabic speakers as language instructors. NRC funds will support this program in the areas of course development and faculty salaries in years 3 and 4. ***Gelman Library MENA Event Programming & Outreach:*** These funds will support programming held at Gelman library designed to integrate library activities, resources, and personnel with other academic and outreach activities on campus. ***Advisory Board, Evaluation & Assessment:*** Once a year, we host our NRC Advisory Board (consisting of local public school curriculum specialists,

teacher trainers, journalists, and public engagement experts) for a day-long discussion to evaluate past efforts and make recommendations for subsequent years. We also request funds to engage an independent evaluation consultant to measure the quality and impact of existing NRC grant activities and to conduct a final summative evaluation of project impact. ***K-12 Book & Film Workshops for Teachers:*** We will increase opportunities for teachers to learn about new fiction and nonfiction books and films in Middle East studies, highlighting topics that have broad public relevance. IMES will participate in at least six mandatory professional development workshops for DC Public School librarians, with each event hosting 100+ librarians. Events include an author talk, scholar talk (including coordinated classroom visits), copies of the book for participants, reading guides and suggested teaching strategies. In addition, IMES will host six film screenings - open to the GW community and larger public, but targeted to teachers. Teachers will receive related teaching materials and lists of GW scholars with expertise related to the film and who are available for guidance. ***Summer Workshop for Teachers in Locations Distant from Existing NRCs:*** In a recent survey by the Iowa Department of Education only 42% of teachers reported that professional development had been made available to them in the past three years, and none of those involved Middle East Studies. Our summer workshops will therefore target locations, like Iowa, that are far from existing NRCs where teachers lack basic access to regional teaching resources. A pilot collaboration with the Department of Education of Iowa State University in the summer of 2018 will help us shape this programming and provide opportunities for follow-on K-12 teacher professional development. There will be a special emphasis on issues relevant to local communities, such as refugees, Islam in America, or the War on Terror. ***K-14 Arabic Teacher Coaching and Curriculum Project:*** IMES will recruit Arabic

teachers who do not have access to an existing Middle East NRC to participate in a customized curriculum coaching project for K-14 Arabic instructors. Arabic teachers will conduct virtual meetings with one of our Arabic curriculum specialists for peer mentoring and to collaboratively produce multimedia lesson plans which will be available free online. ***K-12 Curriculum Writer and Social Media Manager:*** Our funding request includes support for curriculum development and social media management. Our new website platform, scheduled for release in August 2018, will increase our capacity to reach teachers nationally who do not have access to nearby Middle East NRCs. This will include scheduled content campaigns across IMES social media platforms, event publicity, podcasts, videos, blog posts, playlists, and webinars. To support efforts to internationalize K-12 education, IMES will support graduate student curriculum designers from GW's Graduate School of Education and Human Development who will work with our outreach coordinator and faculty to develop original, in-depth, Common Core- and NCSS C3-aligned lesson plans for K-12 teachers that will be available for free download. ***Military Veterans Outreach:*** In the current grant cycle, IMES conducted a variety of veterans programming and successfully developed a model to bring together veterans, teachers, and members of Middle Eastern communities. To build on this programming, in year 1 we will create a series of video interviews with veterans who participated in our April 2018 workshop, "Using veteran voices to teach about US military involvement in the Middle East." The videos will present veterans' experiences on a variety of teacher-generated topics. The videos will be produced by a GW graduate student in the Graduate School of Education and Human Development. In year 2, we will recruit a cohort of teachers to create curricular materials to pair with the videos, including books and films with standards-aligned teaching guides, articles, podcasts, and online resources.

All videos and curricular resources will be shared through the IMES website and lending library.

MESA Journalism Workshop: Replicating our success in November 2017, we will host a workshop in conjunction with the Middle East Studies Association/MESA (the flagship disciplinary association for Middle East Scholars) at its annual meeting. We will solicit applications from local journalists based in areas far from existing Middle East NRCs who cover issues connected to the region in their home communities. We will select 8-10 of those journalists to attend a 3-day workshop over the course of the conference, attending sessions with MESA academics who will provide regional context to assist reporters covering local stories such as refugees and and Muslim organizations in their communities and the experiences of returning military veterans. **Pulitzer Center Teacher and Journalist Outreach Project:** IMES will collaborate with the Pulitzer Center to offer professional development events and curricular resources for both teachers and journalists. In order to promote the journalism they fund, Pulitzer Center offers over 500 events per year for K-12 schools and college audiences, including lectures, panel discussions, film screenings, and photography exhibits. Collaborative projects between Pulitzer Center and IMES will involve journalists, K14 teachers, and MSI faculty who do not have access to local NRCs in Middle East Studies. Collaboration can include curricula and professional development workshops for community college and MSI faculty as well as K-12 teachers, and professional development workshops for journalists. Curricula will be shared and disseminated through the IMES website. **Language Faculty Professional Development:** We request funds to support continued professional development for instructors in our four LCTL programs (Arabic, Hebrew, Persian, and Turkish) to include research support, funds for conference participation, and other teaching-related activities. **World Affairs Council outreach**

(coordinated with World Affairs Council of America): We request funding to support collaborative programming with World Affairs Council chapters for educators and the general public located in areas far from existing Middle East NRCs. This activity will fund GW faculty and outreach staff travel to engage in a series of public events facilitated by WAC chapter staff, including public lectures, local media interviews, teacher workshops, community college partnerships, and other forms of public engagement. There will be a special emphasis on issues relevant to the chapters' surrounding communities, such as refugees, Islam in America, or the Global War on Terror. ***IMES Annual Conference:*** We request funds to support the annual conference, an interdisciplinary public forum that generates debates in order to promote a wide range of views on the Middle East. Past conferences have convened major scholars and public figures to address a host of important issues, including integration of Muslims in Europe; Islamist political movements; and refugee crises. The proceedings of the annual conference are made available through the Elliott School's Web Video Initiative, and attract a broad audience from academia, public policy and research institutes, the private sector, government, and the general public.

2. QUALITY OF STAFF RESOURCES

Faculty & Staff Qualifications: Since the Institute for Middle East Studies/IMES was founded in 2007, GW has greatly increased its commitment to Middle East Studies (see section 4). There are now 24 tenured or tenure track non-language faculty that focus almost exclusively on the Middle East, and 32 full-time non-language faculty for whom the region is a major component (at least 25%) of their teaching and research. These come from departments including Anthropology, Art History, Geography, History, Media & Public Affairs, Political Science, and

Religion. **IMES is currently led by Nathan Brown**, a leading scholar of Arab politics. Dr. Brown serves on the board of trustees of the American University in Cairo; is the recipient of numerous awards (Fulbright teaching award in Israel and research awards in Egypt and Kuwait; Carnegie Scholar; Guggenheim); and has served as a consultant to the the World Bank, USAID, the drafting committees for the Palestinian and Iraqi constitutions, and Human Rights Watch.

All tenure-line faculty members at GW are chosen through national competitive searches, and all core Middle East Studies faculty members in the social sciences and humanities have research competence in one or more Middle East languages. GW Middle East faculty **serve in a range of academic service posts**, including as board members and presidents of their disciplinary associations, the American Anthropological Association, Middle East Studies Association, and American Political Science Association, as well as editorial board members for

Funding Source	Amount	Initiative	Awardee
<i>Carnegie Corporation of New York</i>	\$750,000	Project on Middle East Political Science	Marc Lynch
<i>Henry R. Luce Foundation</i>	\$500,000	Islam in a Changing Middle East	Marc Lynch
<i>Andrew Carnegie Fellows</i>	\$200,000	Fellowship	Marc Lynch
<i>Andrew Carnegie Fellows</i>	\$200,000	Fellowship	Nathan Brown
<i>National Science Foundation</i>	\$451,619	Poverty & the Geography of Development	Mona Atia
<i>National Endowment for the Humanities</i>	\$50,000	Islam and the Spice Trade	Joel Blecher
<i>American Council of Learned Societies</i>	\$40,000	Islam and the Spice Trade	Joel Blecher
<i>NSF Senior Project Grant</i>	\$180,000	Cultural Anthropology	Attiya Ahmad
<i>Luce Foundation/American Council of Learned Societies</i>	\$68,000	Religion, Journalism and International Affairs	Attiya Ahmad
<i>National Endowment for the Humanities</i>	\$100,000	Russia & the Ottoman Empire	Dina Khoury
TOTAL	\$2,539,619		

leading disciplinary journals, including the *International Journal of Middle East Studies*. They have also been named fellows at top DC-area think tanks.. Since 2014, MES faculty have won highly-competitive awards from a number

of prestigious organizations. Their range of high-profile publications, prestigious research fellowships and teaching awards, research appointments at area think tanks, and demonstrated commitment to professional service makes GW's Middle East Studies faculty uniquely influential and well-placed to promote public engagement and assist students in securing meaningful employment. IMES faculty associates Michael Barnett and Seyyed Hossein Nasr hold the rank of University Professor, the most prestigious faculty position. Salah Hassan, Chair of the Marketing Department in the School of Business, launched the first Executive MBA program in Egypt with assistance from the Fulbright Program. Edward 'Skip' Gnehm, former Ambassador to Jordan and Kuwait, holds the Kuwait Chair for Gulf and Arabian Peninsula Affairs. IMES has also submitted a Letter of Intent to be the **host university for the Middle East Studies Association**, which has more than 2,700 individual members, and is a constituent society of the American Council of Learned Societies, National Council of Area Studies Associations, and the National Humanities Alliance.

GW capitalizes on its strategic location to retain impressive part-time instructors that are leading experts and practitioners with robust public service and government backgrounds, such as James Jeffrey (former Deputy National Security Advisor and Ambassador to Iraq) who teaches a course on regional security policy, and Charles Kiamie, Regional Program Coordinator for USAID/Middle East, who teaches a course on Arab Politics. These faculty are a particularly **vital resource for students seeking careers as policy practitioners in the US government**, education, and non-profit sectors. Dr. Kiamie is active in our alumni career programming as well. GW commits significant administrative resources to help scholars from the region navigate the legal and regulatory structures necessary to conduct research and teach in the U.S. Since

2007 IMES has hosted 13 resident scholars from Iraq, Jordan, Kuwait, Lebanon, Syria and Turkey.

Professional Staff: IMES core staff form a strong foundation for a growing institute; qualifications are outlined above and further detailed in the Personnel appendix. IMES is embedded within the overall structure of the Elliott School of International Affairs/ESIA, led by retired Ambassador Dean Reuben Brigety and supported by a vice dean; three associate deans in charge of academics, research, and faculty affairs; four research staff, five public affairs staff, three career development staff; 15 academic advisors; five admissions staff; as well as directors and staff for eleven research centers; eleven sponsored policy initiatives; and ten degree programs. ESIA also employs staff to oversee GW's graduate student journal and study abroad.

Professional Development Opportunities: GW faculty and staff have access to a wide range of professional development opportunities provided by GW, ESIA, and IMES. GW provides \$1,200 in annual support for each of its full-time faculty members for professional conferences or research travel, another \$650,000 to support collaborative faculty projects, and \$390,000 to support individual faculty summer research. IMES provides an average of \$30,000 annually in individual grants to core MES faculty. All junior faculty are assigned mentors from among the tenured faculty, have access to semester-long organized events through the Faculty Learning Communities project to assist in teaching development, and sabbaticals are offered to tenured faculty in seven-year cycles. The **University Teaching and Learning Center/UTLC** provides consultative and workshop services to all GW faculty. UTLC's annual Teaching Day attracts an average of 200 faculty; the week-long Course Design Institute serves 50, and the Teaching Network for Early Career Faculty provides a year of support to a cohort of 20-25 new faculty

members each year. Full-time GW staff are granted 90% tuition remission for coursework, and all ESIA staff at the associate level are eligible for \$1,000 in annual professional development funds in addition to free quarterly professional development seminars. The Elliott School's annual spending on professional development for staff (grants and planned programming) is around \$21,000.

Faculty/ Staff Participation in Teaching, Supervising, and Advising of Students: Research active faculty teach two courses per semester and hold regular weekly office hours for student advising. Students have access to peer (student) advisors, professional staff advisers, and receive substantive advising from faculty directors in their degree programs. BA and MA students engaged in original research through the Capstone and Undergraduate Scholars program work intensively one-on-one with their faculty advisor, as do PhD students. Because advanced proficiency in a regional language is required for students in the Middle East Studies MA program, they also have access to a dedicated foreign language advisor in IMES who maps out a two-year plan of study to ensure they achieve proficiency before graduation and provides supplementary one-on-one practicum sessions in advance of the proficiency exam. The International Services Office has a staff of 13, including five full-time advisors; the Disability Support Services office has a staff of nine, and provides advising on developing academic skills, accessing study abroad, and career development, and also advise faculty on making their courses accessible to all students. Several other offices on campus also provide students with skill development and practical advising, including the GW Writing Center; STEMworks; the GW Language Center; and discipline specific tutoring services operated out of the individual schools and their associated libraries.

Oversight/Center Administration: IMES programs are subject to robust oversight from a diverse group. The IMES and MES Program Directors are chosen by, and report to, the Dean of the Elliott School, after consultation with the faculty. An **eight-member steering committee**, drawn from an interdisciplinary cadre of tenure track and part-time faculty, advises the IMES Director on all major decisions, including institute initiatives and budgetary priorities; likewise a four member Curriculum Committee meets each semester to review the curriculum and propose changes. Other faculty committees include the five-member IMES Event Committee, in charge of designing IMES's academic events. An annual review of proposed Title VI outreach programming is conducted by IMES's five-member **independent NRC advisory council**, comprised of representatives from our major target audiences, to include community college instructors, K-14 teachers and administrators, non-profit partners, and journalists and media professionals. The IMES Operations Manager oversees the financial administration of Title VI programming, which is also vetted by the Sponsored Project Administrator in GW's Office of the Vice President for Research. All GW faculty are subjected to a comprehensive annual review process, and staff undergo self-assessments, quarterly supervisor reports, and annual evaluations.

Non-Discriminatory Hiring Practices: GW does not discriminate against any person on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, veteran status, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence. These laws cover all programs, services, policies, and procedures including admission and employment. All faculty search committees are charged with undertaking an active search for minority and women candidates and including the

best of those in the interview pool. As of 2016, 40% of full time faculty is female and 26% are minorities. Staff is selected through competitive searches monitored by GW's Division of Human Resources and the Elliott School's Director of Human Resources. This process guards against favoritism and ensures that all who benefit from EO/AA protections are adequately represented in the final candidate pool.

3. IMPACT AND EVALUATION

Impact on University, Community, Region and Nation: IMES has an extended and proven track record of international, national and local impact through academic programming, outreach initiatives, and strong academic and policy networks. This evidenced by enrollments, graduate placements, event participation, and resources, all of which were closely examined as part of the independent evaluation of its 2014-2018 NRC grant. For instance, one indicator of the impact of GW's investment in Middle East Studies is the dramatic rise in applications and enrollments in the Middle East Studies MA program. Since launching with an initial class of 14 in 2007-08, the Middle East Studies MA program has grown to a total of 27 students enrolled in 2017-8. But **GW also awards Middle East-related degrees through a diverse number of programs** (see section 8). Since Fall 2012, GW has added an undergraduate major in Arabic and an MA in Islamic Studies. GW offers about 180 ME-related courses each academic year to nearly 5,000 students. Since receiving its first NRC grant in 2010, GW has added ten new ME-related courses, including four area studies courses and six content-based language courses: Arabic for International Affairs; Islamic Political Discourses; Business Arabic; a 1-credit skill course in North African Arabic; Media Persian; and a course on Persian cinema. The success of GW's Middle East Studies students in scholarly competitions and placement in top public service

Table 3.2 ME-Related Degrees Awarded and Graduate Placement				
Category	AY14-15	AY15-16	AY16-17	Total
# Total ME Related Degrees Awarded	81	83	41	205
MES MA	28	16	10	54
MES BA	12	10	5	27
MES concentration	34	30	18	82
Arabic Studies Major	1	4	1	6
Judaic Studies Major	0	0	0	0
Islamic Studies MA	N/A	6	2	8
PhDs	6	17	5	28
#/% Total MES MA Graduate Placements				
# Public Sector	8/25%	4/24%	2/18%	14/22%
# Private Sector	9/28%	5/29%	3/27%	17/34%
# Non-Profit Sector	13/41%	2/12%	5/45%	20/33%
# Continued Education	1/3%	1/6%	0	2/5%

career tracks also demonstrates the university's commitment to training area studies experts. GW students perform exceptionally well in scholarly competitions linked to public service commitments: between

2015-2017, 24 GW students received Critical Language Scholarships or David L. Boren Graduate Fellowships for Middle East language study, and IMES provides over \$90,000 each year (using endowment and non-FLAS grant funds) to send students to work, study language, and conduct research in the Middle East to help them develop the skills required to perform high level government service. GW ranks among the top 20 research institutions in the number of Fulbright Student, top three in the number of Presidential Management Fellowship finalists, and top five among medium-sized universities in the number of students entering the Peace Corps. GW's Center for Career Services employs eleven sector-specific career coaches that work with students to find careers in a variety of industries, including coaches specifically dedicated to government service, and a separate office (GW's Office of Innovation & Entrepreneurship) that serves students seeking to initiate their own new ventures, while the Center for Civic Engagement and Public Service supports service learning by connecting students with public and

private nonprofit sector employment. Last year GW students, faculty and staff logged over 711,000 hours of service.

Provisions for Equal Access by Under-represented Groups: GW provides \$197 million in annual need-based financial assistance, targeting minority and low-income students; beginning in Fall 2016 the the university saw a 33% increase in students from underrepresented minority groups. This population now makes up just over 20% of incoming classes. GW is a national leader in encouraging access for low-income and minority students in study abroad programs. GW's Graduate School of Education and Human Development/GSEHD manages the HEATH Resource Center, which serves as a national clearinghouse on postsecondary education for individuals with disabilities. All IMES K-14 workshops are advertised to area high schools and through the Teach For America and City Year networks, which offer support and professional development to new teachers at high-needs schools. The Multicultural Student Services Center/MSSC supports students from underrepresented groups and provides educational programs, cultural heritage celebrations and other activities and services that support an inclusive campus community. The MSSC develops and conducts programming with campus partners and student organizations during orientation, welcome week, academic year, graduation and transition to alumni stages. GW's Office of Disability Support Services, opened in 1978, offers individualized services to those with disabilities, including scholarships, readers, sign-language interpretation, adaptive/assistive technologies, and housing accommodations.

Evaluation Plan: In Fall 2017 IMES engaged an independent evaluation consultant to conduct a final summative evaluation of NRC project impact based on the logic model developed by IMES's previous independent evaluator. The consultant was Dr. Joselynn Hawkins Fountain,

who has a PhD in Public Policy and Public Administration in the field of Education Policy from GW's Trachtenberg School. Before pursuing her PhD, Dr. Hawkins-Fountain spent nine years with Department of Environmental Protection, working on grant management and program evaluation. To maintain consistency and measure change over time we intend to continue utilizing this logic model and independent evaluation plan for evaluations of grant activities completed during the coming four-year period. The final evaluation report will be shared with project stakeholders, including university staff, and used by IMES to complete grant reporting requirements, improve ongoing activities, and plan strategies for subsequent grant activities. IMES's evaluation program is based on a participatory, utilization-focused approach to evaluation to ensure that results are meaningful and actionable and to build internal capacity for evaluation and routinize evaluation processes to foster an internal culture of sustainable data-based learning. The evaluation model employs a mixture of quantitative and qualitative data collection, ensuring a comprehensive assessment of program implementation and outcomes that adapts the performance measurement forms/PMFs provided by US DOE to five goals covering both NRC and FLAS project activities (see appendix for complete PMFs). These include: 1) increase course offerings in priority languages; 2) increase student proficiency in priority languages; 3) augment resources available at GW for ME Studies, including FLAS grants; 4) expand understanding of the Middle East among K-14 educators; 5) and establish long-term sustainable partnerships with priority institutions (MSIs and Community Colleges).

These goals represent all relevant categories of project impacts: the first and third goals reflect *project outputs* expected to result directly from grant funds; the second, fourth, and sixth goals reflect *short-term outcomes* (i.e., occurring after 1-2 years) resulting from full

implementation of project activities; and the fifth goal reflects *longer-term impact* (i.e., occurring after 3-4 years) resulting from institutionalization of the full complement of grant strategies. The evaluation will gauge: 1) To what extent does IMES contribute to achievement of its project goals over the course of the grant period?; 2) To what extent does IMES provide for equal access and treatment for eligible students and other participants who are members of traditionally under-represented groups?; and 3) To what extent does IMES partner with priority institutions to deliver programming throughout the grant period? The latter two process-oriented questions are reflected through indicators related to the six goals (see appendix for PMFs) and will be specifically examined in a final summative evaluation. To enhance IMES's internal program improvement and external accountability to US DOE, the evaluator will work continuously with IMES staff throughout the grant period to implement the evaluation plan. IMES also convenes an annual full-day meeting of an independent advisory board comprised of non-GW stakeholders from all IMES's outreach target groups to review IMES's previous programming and provide critical input to help shape future activities.

To facilitate *formative evaluation*, the evaluator will provide coaching and technical assistance to IMES during the first quarter of the grant period, identify staff members responsible for routine data collection, develop data collection tools, and embed data management systems into center operations. Most baseline data are readily available from IMES' evaluation report for the previous NRC grant. Indeed, GW, the Elliott School, and IMES have extensive data collection activities in place, including annual curriculum and quarterly staff reviews, student surveys at multiple time points, regular course evaluations, routine collection of course and program enrollment and placement data, and feedback questionnaires administered to event

participants. The evaluator will provide ongoing technical assistance throughout the grant period to ensure that data are collected consistently and with maximum quality and accuracy.

At the end of each program year and prior to staff completion of interim grant reports, the evaluator will work with IMES staff to compile and interpret trends in the quantitative indicators to identify implications of evaluation results for project implementation. Special attention will be given to the extent to which IMES achieves its initial performance targets, contextual reasons and mediating factors influencing results, and suggested adjustments to targets for subsequent grant activities. Evaluation will allow IMES to enhance its impact over time and document lessons learned for sharing internally and with external stakeholders, including other NRCs and US DOE. Finally, during the fourth year of the grant project, the evaluator will conduct an *independent summative evaluation* of grant implementation and outcomes that will analyze trends in performance measures against projected targets and include additional external data collection activities to include surveys and interviews with project stakeholders. The evaluator will independently prepare a comprehensive summative report responding to the evaluation questions and comparing IMES's outcomes with those of other Elliott School centers and comparable NRCs. The evaluator and IMES staff will then develop a communications plan for disseminating evaluation results, as well as an action plan for incorporating findings into subsequent center activities.

Improving Flow of Specialists: GW's enrollments and placements in fields related to the Middle East demonstrate that it contributes substantially to improving the flow of specialists. The university's rigorous interdisciplinary curriculum and foreign language proficiency requirement ensures that students at all levels graduate with useful language and analytical skills. As

discussed above, a high number of GW students go on to pursue careers in government service and various non-profit institutions serving national needs. GW is also producing a growing number of PhD students focused on the Middle East in core academic departments. In addition to robust financial support for the research and professional development of GW faculty and students, IMES has also made major contributions to the research agendas of promising scholars from across the globe. Since 2012 the Project on Middle East Political Science (POMEPS) has funded full day manuscript workshops for 29 junior faculty working on sophisticated and policy relevant research in order to amplify the impact of their work; hosted 45 book launches to promote policy-relevant research to DC area policy communities; and distributed over \$369,000 in support of 123 short-term Travel-Research-Engagement (TRE) grants to help faculty maintain their grounded knowledge of the region. The proposed NRC grant includes a number of requests specifically designed to magnify this impact, including the requests for FLAS fellowships, professional development, and expanded language and area studies course offerings.

Addressing National Needs and Disseminating Information to the Public: As discussed in Section 7, GW Middle East Studies clearly addresses national needs for graduates with proficiency in regional languages. The impact of IMES’s strong curriculum, robust support for critical research, and extensive public programming are magnified by its strong media presence and accessibility to government officials and policymakers. ESIA faculty have over 1,000 unique references in “top tier” media outlets in just the past year, including dozens of citations in the New York Times, Washington Post, Wall Street Journal, Reuters, and The Economist.

4. COMMITMENT TO SUBJECT AREA

The George Washington University's current strategic plan, Vision 2021, places the globalization of education as a top institutional priority. The University has invested heavily in area studies and expanding research and study opportunities abroad to achieve the objective of exposing students to diverse perspectives. GW's **commitment to Middle East Studies** has

Table 4.1 Institutional Support for Middle East Studies AY 2016-17	
Program Operation	
Administrative Staff Salaries and Fringe Benefits	\$324,621
Office Operation Expenses	\$11,952
Student Support	
Tuition Support	\$2,750,492
Travel Grants (Language Study and Research)	\$92,700
Language Tutoring	\$248,506
Middle East and North Africa Research Center	
Library Staff	\$82,500
Acquisitions	\$457,439
Faculty Support	
IMES Faculty Associates Salaries and Fringe Benefits	\$4,138,670
IMES Language Faculty Associates Salaries and Benefits	\$1,040,148
Faculty Grants (Research and Conference travel)	\$48,800
Graduate Research Assistants	\$7,244
Outreach/Events	
Outreach/Events Staff Salaries and Fringe Benefits	\$133,000
Events	\$44,522
TOTAL	\$9,380,594

grown particularly robust. GW devotes over \$9 million to Middle East Studies annually in support of faculty salaries, research, library, student fellowships, language instruction, and public outreach. And it continues to make major new strategic investments; since 2010 GW has established the new Middle East and North Africa Research Center in the university's main library; added two new Middle East-related degree programs, (MA in Islamic Studies; undergraduate major in Arabic); increased its regional language

offerings; and expanded its formal partnerships with regional universities. As of 2017, GW has student exchange agreements with ten colleges and universities in nine countries across the Middle East, including programs that partner GW's professional schools with regional training institutes in engineering, medicine, business, and higher education. In response to travel

restrictions that have hampered long-standing partnerships, the Elliott School of International Affairs/ESIA has added three overseas institutions (in Jordan, Morocco and Qatar) to the list of universities where GW students can pursue formal coursework and benefit from exposure to diverse regional environments.

Operation of the Program: As part of its enhanced commitment to Middle East Studies, GW chartered an Institute for Middle East Studies/IMES in 2007. Housed in the ESIA, the institute serves as the focal point for the study of the Middle East throughout GW. It sponsors and funds research and programming across schools and disciplines and supports educational programs related to the Middle East. Since IMES's founding, GW's commitment to the study of the Middle East has grown substantially. **Since 2008, GW has hired 13 new tenured or tenure-track non-language faculty specializing in Middle East Studies**, in departments including Anthropology, Art History, Classics, Geography, History, Political Science, and Religion. IMES acquired a suite in the main building of ESIA, which includes 12 offices for faculty associates, program staff, and visiting researchers; a conference room; and a small regional resource library for students and the public, which contains non fiction books, novels, guidebooks and photography books, foreign language and reference texts, and documentary and feature films. IMES currently houses five Middle East Studies faculty members; one Arabic Language Assistant; a Post-Doctoral Research Fellow; one PhD student; two visiting scholars; and a staff of four administrators, two education and outreach advisors; two part-time graduate assistants, and three undergraduate federal work/study students. Since 2011 IMES has been the institutional host for 13 scholars visiting from universities and research centers in the Middle East.

GW's strong Middle East Studies faculty and reputation for high quality research and teaching have attracted nearly \$27 million in endowment support for faculty positions, operations budgets, student support, and library resources. These endowments include a major

Table 4.2 Endowment Funds For Middle East Studies at GW	
Faculty Endowments	\$17,828,694
Operational Endowments	\$6,737,407
Student Support Endowments	\$510,867
Library & Museum Endowments	\$1,871,313
TOTAL	\$26,948,281

gift from The Kuwait Foundation for the Advancement of Science to establish an endowed Chair in Gulf and Arabian Peninsular Affairs, and major subsequent

gifts from the government of Kuwait to sustain the Institute for Middle East Studies (IMES) and the Middle East and North Africa Research Center in the university's main library. Since 2008, Exxon-Mobil has provided \$25,000 in annual funds to support the Middle East Policy Forum, which brings in leading diplomats and policymakers to discuss contemporary events, and Aramex, a regional logistics and shipping firm founded by a GW alum, has provided \$25,000 in annual support to send 41 MES students to the Middle East to work with regional NGOs and non-profits since 2011.

Since 2014, IMES faculty associates have been awarded over \$3.2 million in external grant support. The funding for the Project on Middle East Political Science/POMEPS and the Luce-Islam Project has established GW and IMES as a central node in the network of Political Science of the Middle East. Students from GW's School of Business and other professional schools, including the Graduate School of Political Management and the School of Medicine and Health Sciences, are able to take courses in the Middle East in their professional fields. One such example is EDUC 6631: GW UNESCO Fellows, which places students from the Graduate School of Education & Human Development in internships in Jordan and other MENA countries.

Teaching Staff: GW provides over \$4 million in salary and benefits for 24 core faculty members who focus almost exclusively on the Middle East, in addition to ten full time faculty and eight part-time faculty teaching modern Middle East languages, including full-time directors for each of the Arabic, Hebrew and Persian programs. GW also has several non-tenure track full-time faculty appointments in areas related to the Middle East including Professors of Practice with diplomatic and policy experience in the Middle East and Professorial Lecturers.

Library: Initiated in 2009, The Middle East and North Africa/MENA Research Center in GW's Gelman Library is now the primary repository for strategic regional collections at GW, serving not only the campus community but the broader 14-member Consortium of Universities of the Washington Metropolitan Area/CUWMA as well. The center was established with a \$100,000 grant from the GW Library and subsequently built with a \$2 million endowment as part of Kuwait's initial gift to the Institute for Middle East Studies. In FY 2017 GW Libraries expended over \$117,000 in direct support of Middle East Studies (twice as much as in 2013) and its database subscriptions provide access to 1,700 electronic newspapers and periodical titles in Arabic and other regional languages. The Library maintains a wide range of databases, scholarly monographs, and serials with Middle East content as detailed in Section 5.

Linkages Abroad: GW devotes significant effort to expand and deepen linkages abroad. During the last academic year 155 GW students took coursework abroad in Algeria, Egypt, Jordan, Kuwait, Lebanon, Morocco, Tunisia, Turkey, and the United Arab Emirates (this does not include research trips and language-only study programs). In 2017, 351 students from 17 Middle East & North Africa countries were enrolled at GW, and the university has formal partnerships with educational and training institutions in Egypt, Israel, Kuwait, Morocco, Saudi Arabia,

Turkey and the United Arab Emirates. In response to recent conflicts that have made regional study more difficult, ESIA has fast-tracked new agreements with traditional four-year universities in Jordan and Qatar to allow more students to experience a full semester in the region. Since 2014, IMES has awarded more than \$360,000 in travel grants to undergraduate and graduate students to facilitate overseas language study and research. The university also supports student research in the region through the Elliott School's Global Capstone and Undergraduate Scholars programs and through generous departmental research support for PhD students. Continuing this tradition, IMES commits to adding a \$2,000 travel award to supplement each Summer FLAS fellowship it receives.

Outreach: IMES is focusing its innovative outreach program on reaching under-resourced audiences far from existing MENA NRCs by forming partnerships with organizations with strong local footprints (such as World Affairs Councils in the Midwest, South, and Southwest) and coupling our teacher outreach with outreach to other populations (community college faculty, journalists working in small towns and rural areas, and returning military veterans) who have not been the target of traditional outreach efforts. In 2016-2017 IMES, in collaboration with the Project on Middle East Political Science/POMEPS and the Middle East Policy Forum/MEPF, sponsored 34 public events, attended by over 1,600 individuals; in addition we sponsored (or co-sponsored) 14 K-14 teacher events, as outlined in section 9. A sample of **Middle East events sponsored by units throughout the university** are shown below. IMES's targeted outreach activities to K-14 educators, military veterans, and journalists are largely funded through Title VI, though IMES supports these events by covering many costs, including all catering expenses and venue fees. IMES is able to capitalize on the scholarly and policy networks embedded in

POMEPS and MEPF to bring critical expertise to its targeted and public outreach activities.

Event Name	Sponsors	# of RSVPs
Two States, One State: Israeli Policy, Public Opinion and the Peace Process	Elliott School of International Affairs Israel Institute	94
The Environmental Logics of the Iraq War	Department of American Studies	38
Immigration Film Fest: Feature Film, After Spring	School of Media & Public Affairs	244
Lecture-Demonstration: The Art of Qur'anic Recitation	Corcoran School of the Arts & Design GW	193
Jennifer Westerfeld: Revisiting a Pharaonic Temple in Late Antique Egypt	Department of Classical and Near Eastern Languages and Civilizations	275
Rug and Textile Appreciation Morning: Salt Bags from Iran and Central Asia	Textile Museum (GW)	70
Religion, Law, and Society in Israel	Judaic Studies Program & Loeb Institute for Religious Freedom	30
Iran and Its Splendor (Lecture): A Report by Tourist Guides Returning from Iran	GW Language Center	30
Nowruz Night: Music, Dance, Reception (Persian)	GW Language Center	275
Nationalism & Difference in the Middle East: Graduate Research using Primary Sources	GW Gelman Library	80
Persian New Year Poetry Reading	GW Gelman Library	80
Arabic Calligraphy Workshop	GW Language Center	50

IMES also effectively leveraged our previous NRC grant to secure long-term university commitments, including for a new Persian Program Director faculty position, a full-time Arabic instructional assistant that works with students outside the classroom to prepare them for the proficiency examination, and expanded course offerings, all of which were supported by previous grants.

Support for Students Related to

Teaching Program: In 2016-17,

BA, MA and PhD students in

Middle East degree programs

received \$2.7 million in tuition

support. Several supplementary funding sources are also available to students for language training and international research experience. IMES spends over \$90,000 per year to support student travel for language study and research. As part of the MES Capstone – a thesis-style

project that is the culmination of the MA program – all students are eligible to receive funding to conduct archival research and field interviews in the region. IMES also supports research travel to the Middle East for an average of five PhD students in GW disciplinary departments annually.

5. STRENGTH OF LIBRARY

Strength of Library Holdings: GW libraries hold over 3.2 million printed volumes, over 1.3 million e-books, subscriptions to about 134,000 serials, and access to 687 databases. With a total annual budget of \$33 million in FY 2016 (an increase of 32% over three years), GW also recently invested \$16 million for tech-enabled study rooms, remote collaboration equipment, a digital media lab, and a digital visualization room. In 2007 GW deepened its support for area studies across the entire university in the form of a new Global Resources Center (GRC) located in Gelman Library.

The formation of IMES in the same year occasioned a major increase in resources specifically focused on the Middle East, including a dedicated **Middle East/North Africa (MENA) research librarian and a MENA Research Center**. The MENA librarian serves on IMES's steering committee and works closely with faculty to ensure the tight integration of library resources into Middle East research, teaching, and programming. Classroom instruction, writing assignments, and public lectures are all designed to draw on library expertise and resources. In 2008 a gift of \$1.5 million from the Government of Kuwait (with a pledge for an additional half million dollars), matched with \$100,000 from GW, allowed construction of an endowment to fund Middle East library holdings. In addition to endowment and NRC funds, in FY 2017 GW Libraries budgeted and expended over \$117,000 in direct support of MENA studies (an amount that has more than doubled over four years). The libraries' digital collections

are especially strong, from essential encyclopedias and bibliographies to a modern gray literature database and Arabic scholarly database, to which GW was one of the first subscribers in the United States. The libraries' MENA language holdings have expanded rapidly with 10,000 Hebrew-language items, 9,000 in Arabic, 1,700 in Persian, and 200 in Turkish. GW Libraries' database subscriptions provide access to 1,700 electronic newspapers and periodical titles in Arabic and other regional languages.

GW's Middle East holdings have strategically built particular areas of focus beyond the library's traditional strength in modern politics and society. Since 2008 the GRC has invested in 19th and 20th century primary source materials, many digitized from archives in the UK and USA. Since 2014 IMES has contributed an additional \$20,000 to support professional cataloguing of several new special collections. The **Middle East Institute Rare Books Collection** contains 700 volumes of 19th and early-20th century works digitized as part of a larger Institute of Museum and Library Services grant. The Prof. **Ahmad Mahdavi Damghani Collection on Islamic Studies** is one of the largest Arabic/Persian collections of Shi'i and Sunni foundational sources on Islamic law, jurisprudence, theology and exegesis in the United States, comprising 4,000 volumes. GW Libraries is one of only 12 libraries to possess **Aksiyon Magazine**, a periodical ordered destroyed by the Turkish government for ties to the Gülen movement. GW hosts the **Marie Lukens Swietochowski Collection on Islamic Art**, from the private collection of the longtime curator of Islamic Art at the Metropolitan Museum of Art in New York. The **Edward Kiev Judaica Collection** contains more than 28,000 volumes, composed largely of English, Hebrew and German works published between the 18th and the 20th centuries, and is a flagship collection for research on modern Judaism. GW Libraries

Middle Eastern maps, photographs, newspaper archive covers material from 1845-1946. The **Samuel Halperin and Henry Epstein Maps of the Holy Land Collection** spans 1590-1850, and the **Dr. Robert King and Deena Barlev Holy Land Stereoscope Cards** covers 1896-1904. The **Krinsley Geology of Iran and the Arctic Collection** spans 1932-1999. The library also possesses a feature film and documentary collection that now comprises almost 100 titles.

Finally, GW Libraries is home to the **National Security Archive, the largest repository of declassified US documents outside of the federal government**. Since its founding in 1985, the National Security Archive has filed more than 50,000 Freedom of Information Act and declassification requests, resulting in the declassification and archiving of more than 10 million pages of US and foreign government documents. The archive operates eight program areas, including the Iran Program, supported by the Arca Foundation and a partnership with MIT Center for International Studies. *Access to Collections:* Gelman Library's Global Resource Center/GRC is open to the public and regularly assists patrons from government agencies, research centers, and educational institutions, and is a member of the Washington Research Library Consortium/WRLC through which 9,000 faculty and 110,000 students at nine universities have direct access to a shared catalog of nearly 12 million volumes. Users can borrow material free of charge from any member library in-person or via the Consortium Loan Service. GW Libraries is one of 28 core members of the 108-member Northeast Regional Library Consortium and a member of the Association of Research Libraries. Faculty at the other 125 Association of Research Libraries member universities have access to the GW Libraries, as do those at the 200+ universities that participate in the Online Computer Library Center/OCLC Reciprocal Faculty Borrowing Program.

6. NON-LANGUAGE INSTRUCTIONAL PROGRAM

High Quality Course Offerings in a Variety of Disciplines: 20 diverse undergraduate degree programs and 11 graduate and professional school programs incorporate Middle East related coursework in their curriculum (see appendix). The bulk of this is offered through the Elliott School of International Affairs (ESIA) and the Columbian College of Arts & Sciences (CCAS), ranging from survey courses to highly-specialized courses with experiential-learning components. ESIA, home to the Middle East Studies BA & MA Programs and the Institute for Middle East Studies, was ranked #8 and #7 in undergraduate and graduate International Relations education, respectively, in the latest ‘Ivory Tower Survey’ of scholars and policymakers conducted by the Teaching, Research, and International Policy (TRIP) Project.

Depth of Specialized Courses in Professional Schools: GW offers over 80 non-language area studies courses on the Middle East at the graduate level. Middle East-related coursework and research programs exist in the Law School, School of Business, School of Media & Public Affairs, Graduate School of Education & Human Development, and the College of Professional Studies. These schools offer courses and programs including a marketing residency in Dubai, specialized courses on Islamic Law and educational systems in MENA, and medical rotations in seven MENA countries for students of GW’s School of Medicine and Health Sciences. GW students also benefit from linkages fostered by GW’s professional school faculty, who regularly engage in collaborative research projects with regional scholars. Faculty and graduate students from the School of Public Health participate in several grant funded projects with a MENA focus, including a project funded by the US State Department and the Gates Foundation to build the capacity to implement the International Health Regulations/IHR and a project funded by the

National Institutes of Health to study epidemiology and drug use in Egypt. These collaborations are facilitated by GW's formal international partnerships and additional programs that partner GW's professional schools with regional training institutes in engineering, medicine, business, and higher education.

Disciplinary Depth: Middle East Studies at GW is distinguished by the breadth and depth of its integration across disciplines, departments, and schools as detailed in the Personnel Appendix. These faculty are not only area experts, but also core faculty within their departments, teaching disciplinary survey courses as well as specialized Middle East courses. They provide disciplinary depth to the curriculum of the BA and MA degrees in MES.

Interdisciplinary Emphasis: One of the highlights of MES at GW is its strong interdisciplinarity. The newly updated MA and BA programs emphasize multidisciplinary core requirements and most core MES faculty members maintain joint appointments with both ESIA and their respective disciplinary departments. The MA and BA curricula include elective courses offering an interdisciplinary perspective, among them *Religion and Society*, *Political Economy*, *War & Memory*, *Profit & Prophecy in Islamic History*, *Climate Change in MENA*, and *Islam & Social Movements*. To encourage interdisciplinary exchange, IMES provides office space for faculty from GW's various disciplinary departments and professional schools on a rotating basis, and the leadership of the institute and the BA/MA program are drawn from across the disciplinary spectrum. One of the four major themes of GW's Strategic Plan is innovation through cross-disciplinary collaboration. While IMES exists as a model for cross-disciplinary institutes, GW plans to spend between \$20 and \$30 million to support cross-disciplinary institutes over the life of the 2021 plan, reflecting the university's continued and significant support to

cross-disciplinary efforts. Several degree programs also allow students to pursue joint degrees alongside a Middle East Studies MA, including the Law School, the School of Business, and the School of Public Health.

Sufficient Numbers of Non-language Faculty: There are 24 tenured or tenure track non-language faculty that focus almost exclusively on the Middle East, and 32 full-time non-language faculty for whom the region is a major component (at least 25%) of their teaching and research. These faculty come from across the university in departments including Anthropology, Art History, Geography, History, Media & Public Affairs, Political Science, and Religion. There are five tenured or tenure track MENA specialists in the Political Science Department; these appointments mark GW's Political Science Department as one of the deepest MENA-focused faculties of any research university in the country. Four additional departments within CCAS have at least two tenured or tenure track MENA specialists each: History (three), Anthropology (two), Religion (four), and Classics (six). Professional schools at GW are also exceptionally strong in their Middle East faculty. The School of Business benefits from four full-time tenured faculty whose teaching and research focus on the Middle East and the School of Media & Public Affairs has two. Washington DC offers a rich pool of experienced practitioners and researchers eager to teach as part-time faculty at GW, adding strategic depth to the curriculum.

Pedagogy Training for Instructional Assistants: GW offers a strong program of pedagogical training and support for graduate teaching assistants/GTAs. Although the vast majority of area studies courses are small, when GTAs are necessary GW requires significant preparation including a mandatory orientation, an online instructional course, a workshop on writing

instruction, discipline-specific trainings, and mandatory classroom observations by faculty. These teaching assistants also have access to resources offered through GW's Teaching and Learning Center/TLC. The TLC provides consultative and workshop services to all GW instructors; their annual Teaching Day attracts approximately 200 faculty; the week-long Course Design Institute serves about 50 faculty, and the Teaching Network for Early Career Faculty provides support to 20-25 new faculty members each year. The Office for Diversity, Equity and Community Engagement/ODECE, led by a vice provost for diversity, equity and community engagement, equips instructors, staff, and students with necessary skills to promote acceptance and inclusion of differences. Efforts include an ODECE-led project with the Graduate School of Education and TLC to provide online training materials to help faculty members develop diverse curricula and incorporate diverse perspectives in their teaching. These training opportunities and diversity efforts ensure the provision of a rigorous and inclusive program of instruction.

7. LANGUAGE INSTRUCTIONAL PROGRAM

GW has a deep and historic commitment to less commonly taught languages. It has well established Hebrew and Arabic language education programs and has more recently added

Table 7.1 Language Enrollment Numbers				
Language	AY14-15	AY15-16	AY16-17	AY17-18
Arabic	676	640	677	694
Hebrew	90	89	74	90
Persian	83	77	99	69
Turkish	19	20	26	19

Persian and Turkish. Housed in the Department of Near Eastern Languages and Cultures, these programs have been supported by substantial new resources

from IMES and GW, resulting in a substantial increase in enrollment and course offerings. Since the appointment of the current full-time faculty director in 2004, the academic rigor of the Arabic program has increased dramatically, culminating in the introduction of an **Arabic major and**

minor in 2012. IMES has prioritized Arabic language instruction at the graduate level, leveraging Title VI funds to hire a full-time Arabic assistant in 2013 to provide tutorial instruction, exam preparation, and individualized language plans of study to help MES MA students achieve proficiency. This position, now fully funded by IMES, has substantially improved assessment outcomes.

Instruction in Regional Languages: In addition to the full four-year (eight-semester) sequence in Arabic and Hebrew and an intensive track for Arabic, GW offers a **robust curriculum of substantive courses conducted in the language of instruction**. Arabic has 13 such courses, including Business Arabic, Arabic for International Affairs, and Arabic & Social Media; Hebrew has 11, including Modern Hebrew Fiction and Gender & Sexuality in Israel; and Persian has two, Media Persian and Post-Revolutionary Iranian Cinema. GW's Hebrew program is one of the largest in the Washington DC area, with an average of 86 students per year. Even as enrollment in Arabic has declined nationally, **GW's Arabic program continues to grow**, reaching 694 students in 2017-18. The introduction of the formal Arabic Studies major and minor has broadened the range of instruction to include cultural courses conducted in English, including: Arabic and Arab Identity, and Fundamentals of Arabic Linguistics. The major itself requires 57 credits spanning four years of study, including six credits of Arabic-English Translation and Interpretation; nine credits of Linguistics and Culture; and 12 credits (one semester) of study abroad in an Arabic-speaking country. GW Arabic was also strengthened with the addition of two full-time assistant professors since 2012, one specializing in Arabic pedagogy and proficiency assessment and the other in sociolinguistics and social media as a pedagogical tool. We are requesting **NRC funds to support a new MA degree program in Teaching Arabic as**

a Foreign Language. This funding will support plans to make two additional tenure track hires of faculty with expertise in literature and pedagogy.

The Persian program, which was **originally supported by start-up funds from Title VI** continues to see impressive growth; it has reached an enrollment average of 82 students per year and now includes a full three-year (six-semester) sequence. Persian courses have become so fundamental to GW Middle East language offerings that its **funding has been fully taken on by the Columbian College of Arts and Sciences**, which recently hired a new assistant professor with expertise in both pedagogy and linguistics to oversee the program. Like Persian, Turkish has become essential to our offerings, and since leveraging Title VI funds in 2010 to initiate the program, IMES has secured a university-wide commitment to its expansion. It has grown to include a four-semester sequence (with a fifth offered on an ad-hoc basis per student demand), and the Columbian College of Arts and Sciences now provides 50% of its funding.

As a member of CUWMA, GW's extensive foreign language courses are open to students from 14 DC-area universities, enabling us to leverage NRC resources to train more language and area studies experts. GW plans to deepen its cooperation with other universities in the consortium, such as Georgetown, in order to ensure that the Middle East language programs are complementary and offer DC-area students a wide range of course content. The Elliott School of International Affairs, in coordination with the Arabic program, **has recently launched a North African/Maghrebi Arabic course, and has requested funds in this cycle to develop courses in Levantine and Egyptian.** These dialect courses, which are not currently offered elsewhere in the area, will provide students with the skills to communicate effectively with Arabic speakers from a variety of backgrounds, and we anticipate enrollment from consortium universities.

Additionally, as many universities have pared down their foreign language offerings due to increased budgetary pressures, GW's Persian program in particular has seen an increased student enrollment from outside GW, making it an especially critical asset. **GW's Arabic faculty are highly qualified** and active in developing the field: GW Arabic Director Dr. Mohssen Esseesy is the author of *Contemporary Business Arabic*, a textbook forthcoming in Spring 2019 from Georgetown University Press, which is accompanied by a companion website consisting of exercises and recorded interviews with Arab business leaders. NRC funds supported Dr. Esseesy's development of this text, and GW CIBER funds supported a workshop on teaching Business Arabic led by Dr. Mohssen Esseesy (for GW and non-GW Arabic instructors).

Sufficient Numbers of Faculty: GW Arabic has eight full-time and four part-time faculty; Hebrew has one full-time and one part-time faculty; Persian has one full-time faculty member and one part-time instructor; and Turkish has one part-time faculty member. The average faculty-student ratio for our largest language program, Arabic, is 13:1. The small class sizes enhance students' opportunities to develop critical speaking skills.

Faculty Resources and Language Pedagogy: All language instructors at GW have access to a range of resources, including a regular series of workshops on language acquisition research, curriculum development, integration of technology, and proficiency assessment; professional development funds to enable participation in pedagogical workshops and seminars; and the GW Language Center, which regularly hosts lectures and workshops by non-GW language experts. The Program Directors in Arabic, Persian, and Hebrew take the lead in pedagogical training for part-time faculty, assisting with the preparation of course syllabi and instructional methods. Since 2014 (with financial support from Title VI, IMES, and the GW Language Center) Arabic

instructors have received professional training in developing interpretive reading and listening proficiency (OPI). Language faculty are active in strengthening disciplinary capacity, developing new pedagogical texts and instructional technologies, and serving as representatives in relevant educational organizations. In addition to Dr. Esseesy (see above), Dr. Pouneh Shabani Jadidi is the Director of GW Persian. Prior to joining the GW team, she worked as Senior Lecturer and Coordinator for Persian and Linguistics at McGill University, where she taught both graduate and undergraduate Persian language, literature, and culture courses for eleven years. She has composed multiple Persian textbooks including *The Routledge Introductory Persian Course* and many scholarly articles and books on language acquisition.

Dr. Orian Zakai, Director of GW Hebrew, previously served as a Visiting Assistant Professor of Hebrew Language and Literature at Middlebury College from 2014-2017. She specializes in Comparative Literature and has published scholarly articles on Israeli feminist literature. GW's language instruction faculty are **active in both institutional service and outreach** capacities; Dr. Esseesy works with the American Councils for International Education, serving as a writing skills proficiency rating consultant for all US Arabic Flagship programs. In coordination with IMES, GW faculty led an "Innovations in Arabic Teaching" workshop, an activity designed to train Arabic K-12 teachers.

Evaluation & Assessment: GW's language programs use several evaluation instruments during a student's course of study. For Arabic, this includes an initial online diagnostic placement exam for incoming students and proctored placement exams for students who have completed language courses outside of GW; annual (Fall) diagnostic exams for continuing Middle East Studies MA students; mandatory in-person evaluations (conducted by the IMES Arabic instructional

assistant) for students applying to take the Arabic exit exam; and finally, the exit exam required for graduation. All instructors utilize regular text-based examinations, in addition to final exams that mirror the structure and content of the exit exams, including one-on-one oral proficiency interviews (OPIs). Instructors in the Hebrew program utilize oral recordings made by students

Title 4.3 CAORC Critical Language and Boren Fellowship Recipients				
Language	2014	2015	2016	2017
Persian	0	1	4	2
Arabic	2	4	3	8
Turkish	1	0	1	1

and submitted as audio files in order to regularly assess student progress; the Turkish program uses formal presentations and film discussions to assess skills between examinations. A primary component of the

grading rubric for the Middle East Studies MA Capstone research project is the **incorporation of source material in the relevant foreign language**. GW students enrolled in all programs have been awarded prestigious national foreign language scholarships.

The GW Language Center is a major source of support for students and language instruction faculty; the center houses two classrooms equipped with state-of-the-art instructional technology, a computer laboratory for testing and teaching (with lab assistants), and a walk-in lab for tutoring and self-learning. The center also provides faculty with digital equipment for curriculum development and instruction, including video cameras, digital voice recorders, and portable projectors. In addition to language learning technology, the center also makes audio and visual content available directly to students for streaming, and hosts many cultural activities (see section 9). In addition to supplementary instruction and exam preparation, the IMES Arabic assistant organizes language learning activities, including a regular lecture series on current events delivered in Arabic and a year-round Arabic book club. The Department of Classics and

Near Eastern Languages also provides resources, including free tutoring in Arabic, Hebrew, Persian, and Turkish.

Language Proficiency Requirements: Students in the BA and MA program in Middle East Studies must demonstrate third-year proficiency and ACTFL ‘Advanced’ level proficiency, respectively, in order to graduate. The speaking test adheres to the OPI protocol of the ACTFL Guidelines, which necessitates a 30-minute face-to-face interview. This rigorous language proficiency requirement ensures that graduates are well-placed to pursue meaningful employment and/or continued post-secondary education and indicates to potential employers and graduate admissions committees that GW’s MES students have a firm foundation in a modern, widely spoken regional language.

8. QUALITY OF CURRICULUM DESIGN

Incorporation of Middle East Studies into Undergraduate Degree Programs: The Middle East

Table 8.1 ME-Related Enrollments (BA and MA only)			
	2015	2016	2017
MES BA & MA	66	58	57
Arabic Studies Major	9	6	6
Islam/Islamic Studies (BA & MA)	15	13	14
Judaic Studies Major	0	1	3
Jewish Cultural Arts Major	2	3	2

Studies (MES) undergraduate curriculum is deeply interdisciplinary, with courses in 13 university departments across four schools. In addition, GW students can take MES-related courses at 17 universities comprising the DC consortium. Because GW places great emphasis on undergraduate students

gaining direct Middle East experience and attaining a professionally useful level of language proficiency, GW and IMES offer significant financial support for students to pursue language study, independent research, and internships abroad (section 4). Undergraduate instruction in MES is incorporated into several degree programs. In addition to these formal degree programs,

MES courses play a major role in the university-wide General Curriculum Requirements and fulfill course requirements in specific disciplinary majors including Anthropology, History, International Affairs, Political Science, and Religion. In the previous four years, the Elliott School has graduated 74 MES MA students and 35 MES undergraduate majors.

Table 8.2 Middle East Studies BA	
Degree Requirements	Credits
Middle East Studies Survey	3
Middle Eastern Literature & Arts	3
Middle East History	3
Middle East Political Science	3
Middle East Religion	3
Middle East Anthropology or Geography	3
Middle East Electives	15
Modern Regional Language	20 credits or exam
TOTAL MES credits	53

Appropriate and High Quality Programming: All GW undergraduates receive a broad liberal arts foundation with 26 credits of general education coursework in composition, mathematics, physical sciences, and the humanities. MES students also receive multidisciplinary instruction in

International Affairs and must complete at least 39 credits of MES-specific coursework. All MES majors must also demonstrate third-year proficiency in a regional language.

Graduate Training Options for Students: The strongly interdisciplinary MES graduate curriculum builds on the strengths of the undergraduate program, integrating significant MES content into courses in 16 university departments across six schools. The MES concentration is chosen frequently among students pursuing MAs in International Affairs, Development Studies, and Security Policy. MES is a key component of several GW PhD programs, as indicated by the courselist in the appendices. Trends toward a greater focus on the Middle East at the PhD level reflect the growing strength and prominence of GW’s Middle East faculty. 18 current PhD candidates work on the Middle East in the Political Science Department, two in American Studies, three in Anthropology, and two in History.

Appropriate and High-Quality Programming: The Elliott School’s professionally oriented MA program in Middle East Studies includes several components that prepare graduates for careers in government service. These include the Professional Field specialization, the Skills Course series, and the Capstone. The Professional Field specialization is a set of courses in substantive fields ranging from conflict resolution to global health to international business, with the option to design a unique field such as refugees and diasporas, or political culture. The Skills Course series consists of three 1-credit courses on topics ranging from International Crisis Diplomacy to Op-Ed Writing to Fundraising for Non-Profits. In their final year, students research, write, and publicly present an interdisciplinary research project (the Capstone) leveraging substantive knowledge and analytical and professional skills developed during their studies, and incorporate regional language sources and archival research or fieldwork conducted in the Middle East.

Table 8.2 Middle East Studies MA	
Courses	Credits
Middle East Studies Cornerstone	3
Middle East Disciplinary Core (1 each from): Political Science, History, Anthropology/Geography	9
Middle East Electives	9
Professional Field: Cohesive set of courses in a field with applications related to the modern Middle East	12
Skills Courses (3 courses of 1-credit each): Applied skills for International Affairs careers	3
Capstone: Year-long research project based on substantial archival/fieldwork	4
Language Requirement: Demonstrate Advanced Proficiency in a modern Middle East Language	n/a
TOTAL credits	40

Students must pass a language examination in a modern Middle East language at the advanced level of proficiency, based on the ACTFL (American Council on the Teaching of Foreign Languages) scale. Ph.D. students with a Middle East focus are also required to have research-level proficiency in the language appropriate to their dissertation.

Academic and Career Advising: GW Career Center has centralized academic advisors and career development resources (see section 3), but each individual school also has professional and peer

counselors at the graduate and undergraduate level to provide individualized advice to students on their course of study and preparation for a career or continued graduate and professional study. ESIA hosts separate offices for undergraduate and graduate advising, with a combined professional staff of 14 including two executive staff, nine undergraduate counselors, and three graduate counselors. ESIA also has a stand-alone Student Career Development Office, with a professional staff that provides job search workshops, career fairs, and works with students to develop a personalized Professional Development Action Plan/PDAP. Through “Handshake,” a web-based recruiting service, students have access to postings from over 9,000 employers; a Career Events Calendar; Resume and Job Search Document Storage and a Career Resource Library. IMES also operates an Alumni Mentoring Program that matches students directly with alums in the DC area for regular networking events, and a program-specific BA-MA peer mentor program. GW faculty are also an indispensable source of both curricular and career advice for students; the director of the MES Program serves as a primary substantive advisor for all students in the MES BA and MA programs. Advising and career services are highly effective at connecting students with job opportunities: 82% of undergraduates in ESIA have at least one internship during their course of study and over 90% of MES MA students participate in domestic or overseas (or both) internships during their two year program.

Formal Arrangements for Students to Conduct Research or Study Abroad: GW's extensive study abroad offerings expose students to diverse perspectives on the Middle East allowing them to consider a wide range of views on the region. According to the Institute of International Education's 2016 Open Doors Report, GW ranks 14th in the overall number of students engaged in semester-long study abroad among PhD-granting institutions. As of 2017, GW has formal

student exchange agreements with 10 colleges and universities in nine MENA countries, including programs partnering GW's professional schools with regional training institutes in engineering, medicine, business, and higher education. Faculty also lead short-term abroad courses in the region: these include a course on Marketing (in the UAE) and Business Arabic (in Oman). GW's membership in the Consortium of Universities of the Washington Metropolitan Area/CUWMA allows GW students to receive credit for courses taken through 17 other universities' study abroad programs. GW is committed to **increasing diversity within the population of students studying abroad**, and facilitates overseas study and internships for students with financial constraints. IMES devotes \$80-\$100,000 annually to support BA, MA, and PhD students conducting study and research overseas. The Elliott School offers \$2,000 grants for graduate students participating in international non-paid or low-pay internships, and GW's study abroad advisors have made progress assisting low-income, first-generation, and minority students access study abroad. GW is ahead of its peer institutions in terms of the number of students receiving the State Department's Gilman Scholarship. GW is also among the top institutions in the variety of destinations where Gilman scholars study, including locations in the Middle East. Finally, GW maintains a presence in organizations facilitating diversity in study abroad including the Diversity Abroad Network, which provides professional development and resource materials to assist in recruiting, advising and preparing underserved students for global education.

Last year 155 GW students completed formal coursework in Algeria, Egypt, Jordan, Kuwait, Lebanon, Morocco, Tunisia, Turkey, and the United Arab Emirates (not including research trips and language-only study programs). 351 students from 17 MENA countries were

enrolled at GW. Additionally, GW partners with 28 universities and other non-profit international education organizations to facilitate study abroad where formal MOUs are not in place. In response to recent conflicts making regional study more difficult, the Elliott School has fast-tracked new agreements with four-year universities in Jordan and Qatar to allow more students to experience a full semester abroad in the region. Since 2014, IMES has awarded over \$360,000 in travel grants to undergraduate and graduate students to facilitate overseas language study and research. The university also supports student research in the region through ESIA's Global Capstone and Undergraduate Scholars programs and through generous departmental research support for PhD students. Continuing this tradition, IMES commits to adding a \$2,000 travel award to supplement each Summer FLAS fellowship it receives.

9. OUTREACH

IMES engages in significant outreach to respond to the needs of its diverse target audiences of K-14 educators, local journalists, and student military veterans. In 2016, IMES reconfigured its outreach programs to devote special attention to reaching communities located far from existing Middle East NRCs.

Impact of K-14 Programming: IMES's outreach activities seek to enhance the quality of Middle East education and public understanding by providing educators with access to resources, scholars, and teaching tools. The outreach program is broad in scope, and includes thematic teacher training workshops; the development of lesson plans; content sessions delivered by faculty in area schools; the Skype-A-Scholar initiative for virtual classroom visits; a lending resource library of books, periodicals, and films; faculty and staff participation in educator conferences and teaching fairs; and a communication campaign to reach educators with relevant

Table 7.1 Educator Events AY 2016-17	
Event	Partner
Skype-a-Scholar	Montgomery County Public Schools
IREX Global Ed Fair (Oct)	Teachers for Global Classrooms
Teacher Professional Development Day	Baltimore Country Public Schools
Teacher Panel, Teaching Islam	National Council for Social Studies
Teacher's Clinic	Georgetown University
Skype-a-Scholar	DC Latin Public Charter
Skype-a-Scholar	Billings West High, Montana
Yemen Embassy visit + Museum trip	Montgomery County Public Schools
Skype-a-Scholar	Barrie School, Maryland
After School Arabic Club	Barrie School, Maryland
IMES Arabic Lecture Series	IMES-GWU
Arabic Book Club	IMES-GWU
GW Summer teacher workshop	teachers from across the US
World Affairs Council K-12 program	Peoria, IL World Affairs Council

events and professional development opportunities. In 2016-18, 674 K-14 teachers attended IMES workshops, seminars, and conference presentations, reaching over 100,000 students. The teacher workshops and conferences draw directly on the institutional strength of IMES; over 80% of all faculty participants are IMES associates. In addition to the 2016-17 events listed above, in 2018 we convened a **teacher workshop on poverty mapping** which included faculty in the GW Department of Geography and GW undergraduate and graduate students from the student-led GW Humanitarian Mapping Society. We hosted a workshop called **“Engage Your Five Senses” with the Middle East Outreach Council (MEOC)**, the Center for Contemporary Arab Studies at Georgetown University, the Middle East Policy Council, and the Sultan Qaboos Cultural Center. We collaborated with CCAS at Georgetown University and the Center for African Studies

at Howard University on a **“Global Perspectives in Literature” workshop for K-12 teachers**. We collaborated with **Northern Virginia Community College** to offer a three-part lectures series for their faculty on topics including evolving interpretations of jihad in Islamic history, women in the Middle East, and the history of Saudi Arabia. We collaborated with the World Affairs Council in Peoria, IL on a public outreach activity that focused on politics and law in the

Middle East, including a lecture for teachers and **a series of interviews with local television and radio stations**. We hosted a **two-day teacher workshop on the “Middle East in Middle America” that brought teachers to the GW campus from areas of the country that are not currently served by existing Middle East NRCs**, and will conduct a similar **workshop for teachers in Iowa, who lack access to meaningful resources on the Middle East, in Summer 2018**.

IMES’s K-12 curriculum development program is designed to support teachers by adhering to both Common Core and the National Council for the Social Studies C3 Framework. Graduate students in ESIA work alongside students in the Graduate School of Education and Human Development to develop original K-12 lesson plans on the Middle East. Themes are derived from the teacher workshop topics with input from attendees. The plans are made available through the IMES website, which will be converted this summer to a platform that allows for delivery of more multi-media content and better tracking capabilities **to measure impact**. In addition to online distribution these are advertised at teacher workshops and other educator-focused events. Our current **curriculum writer is an MA student in the GW Islamic Studies program** and has written lesson plans on topics including Middle East hip-hop, Muslim women throughout world history, middle school and high school novel guides on new books in Middle East studies, and picture book titles for elementary school students.

The **IMES Outreach Resource Library** is located in the IMES suite and currently contains 576 non fiction books; 60 works of literature; 32 guidebooks and photography books; 48 foreign language and reference texts; and 38 documentary and feature films. These materials are available to students, faculty, staff, and K-14 educators in the DC area. To facilitate usage of

our film library by local educators, IMES provides free two-way shipping and maintains an online guide that offers synopses, age recommendations, and guidelines for classroom films. GW also engages in outreach directed toward **K-14 foreign language instructors**, including **workshops on teaching Business Arabic in the 21st Century, and innovations in Arabic language teaching, focusing on multimedia teaching resources for foreign language teachers**. We are following up these workshops with an opportunity for four Arabic teachers to spend one month in intensive **curriculum coaching with a GW Arabic faculty member**.

Impact of Veteran Programming: We continue our outreach efforts to the DC-area community of US military veterans of the Iraq and Afghan wars. In November 2017, we hosted a **full-day workshop called, “The Encounter: Engaging Narratives from the Other Side,”** which brought together veterans of US wars in the Middle East with scholars and students who share a unique perspective on the wartime experience. The conference format was produced in consultation with GW veterans, academics, and Iraqis, who felt that debates over the Iraq war would benefit from widening to incorporate the experience of the war itself rather than focusing on military strategy and regional foreign policy. In April 2018 we hosted a **full-day workshop for teachers and veterans to analyze textbook descriptions of 9/11 and the War on Terror and then co-create a series of lessons that teachers can take back to the classroom** in order to better integrate veteran voices in the curriculum. In that workshop, we also generated a list of teacher and veteran suggestions about how to continue the conversation, including video recorded interviews of veterans sharing their experiences in the wars that teachers can use to supplement their curriculum, a **speaker bureau** that will allow teachers to contact veterans directly to speak in their classes, and a web portal with additional teaching resources.

Impact of Journalist Programming: The goal of our journalism outreach is to enhance the capacity of local journalists to provide sophisticated and critical reporting about the impact of Middle Eastern events on communities in the US. Focusing on communities that do not have strong local resources in Middle Eastern studies, IMES's outreach leverages the unique strengths of GW, which include a robust and well-resourced journalism school (The School of Media and Public Affairs/SMPA) and a high-profile presence in new media. Utilizing GW faculty affiliated with SMPA, The Institute for Public Diplomacy and Global Communication, and the Global Media Institute, IMES launched a **bi-annual three-day workshop for journalists** covering local or state beats in the Midwest, South, and Southwest (in areas far from existing Middle East NRCs). By partnering with the Middle East Studies Association, IMES was able to create a conference **program designed for journalists** that puts them in direct conversation with faculty working on contemporary issues facing many of these communities, such as the teaching of Islam in schools, mosque construction, and refugee populations. A Minnesota journalist said of the workshop, *"I had excellent conversations with fellow local reporters trying to tell the same stories I've covered, and heard from experts who helped put those stories in the context of national and global news. I'm grateful for the opportunity and highly recommend it to anyone wanting to do a better job connecting their local reporting to the Arab and Muslim worlds."* IMES also organizes campus talks from journalists reporting in the Middle East, and created an initiative to **send faculty to present at the annual conferences of state-level broadcaster and journalist associations**, again with a focus on areas far from existing Middle East NRCs.

Impact of Business, Media and General Public Programming: Each year IMES, POMEPS, and MEPF sponsor over 35 public events. POMEPS was begun in 2010 with the aim of serving as a

conduit for exchange between academics, decision-makers in government, and the broader public. Since 2014 POMEPS has worked with **The Monkey Cage blog, now hosted by *The Washington Post***, to produce over 70 pieces/year, which have received some 7,603,600 page views. POMEPS has also produced 81 podcasts featuring conversations with scholars since launching in January 2017 and has over 4,500 Twitter followers. The NRC grant also provides support for the IMES Annual Conference; the 2018 conference received nearly 200 RSVPs and well over 100 attendees. Beyond IMES, other university departments sponsor a range of Middle East public events and initiatives (see section 4). IMES's strategic location amidst the densest concentration of government offices, think tanks, and international NGOs in the nation attracts numerous government officials and staff to its events, and many of these officials and researchers in turn solicit advice on the Middle East from our expert faculty, who regularly provide **testimony to government committees and advise on policy**. Since 2008, the Elliott School has operated a large **National Security Studies Program for senior military officers at the Department of Defense**, and the career center provides **preparatory classes and materials for the State Department Foreign Service exam**. Since 2015 the Security Policy Studies program has operated the **Foreign Area Officer/FAO Regional Skill Sustainment Initiative**, providing short-term seminars for FAOs on up-to- security issues and regional area studies. GW also engages directly with the needs of the business community. In 2010, the GW School of Business was designated a Title VI **Center for International Business Education and Research (CIBER)**, and since then has worked with the Arabic Program Director to fund development of a new course and accompanying **textbook on Business Arabic and organized regional workshops (in Egypt, Oman, and the UAE) for faculty from the GW School of**

Business. ESIA faculty are frequently cited in top tier media outlets, logging 1,077 unique interviews and references in 2016-17 (not including blogs or syndicated content). Since 2014 ESIA has also hosted the editorial office of *The Washington Quarterly*, which features essays on issues of global policy – including many on the Middle East – and has subscribers in over 50 countries.

10. Competitive Preference Priorities

Absolute Priority 1: The proposal includes support for campus programming planned and implemented by a diverse faculty committee and an external NRC advisory board, broad multi-lingual library holdings, and outreach to K-14 teachers and local journalists who do not have access to existing NRCs to assist them in incorporating contrasting perspectives on contentious issues. The proposal also supports classes and curricula that strengthen an already strong record of preparing students for employment in government, education, business, and non-profit sectors. **Absolute Priority 2:** The proposal provides teacher training activities to regional educational institutions, K-12 teachers without access to existing NRCs, as well as the online dissemination of curriculum modules. It also provides for training K-12 and community college Arabic instructors in developing curricula and using new technologies for language instruction, as well as support for a new MA degree program in Teaching Arabic as a Foreign Language at GW. **Competitive Preference 1:** The proposal includes a collaborative project with the Pulitzer Center to hold curricula and outreach similar workshops for HBCU/MSI faculty. **Competitive Preference 2:** The proposal includes collaborative activities with the GW School of Education & Human Development, a faculty lecture series with Northern Virginia Community College, and funding and resources for foreign language teachers of less commonly taught

languages (LCTLs). ***FLAS Competitive Preference Priority 1:*** This application has built-in preference for students that demonstrate financial need and show potential for high academic achievement. ***FLAS Competitive Preference Priority 2:*** 100% of proposed fellowships will go to LCTLs (Arabic, Persian, Turkish, Hebrew).

11. FLAS AWARDEE SELECTION PROCEDURES

FLAS Recruitment Process: GW’s Office of Graduate Student Assistantships & Fellowships/OGSAF will oversee the administration of FLAS fellowships with support from IMES and relevant language programs. OGSAF will publicize FLAS on its website and disseminate the competition announcement through listservs, newsletters, study-abroad fairs, and national fellowship websites. The office will hold information sessions and provide personalized

assistance on all aspects of the application process, including how expected family contribution/EFC and the FAFSA are used to assess financial need. IMES will distribute the competition announcement via email to all schools and department chairs, language faculty, academic advisors, the GW

Late Fall	Recruitment process begins
Mid-February	Application deadline & Evaluation committee designated by OGSAF.
Late February	Committee formally convenes to select candidates.
Early March	Final decision on awardees and alternates.
Mid-March	Notification letters sent

Language Center and student language clubs. Information will be included in all recruiting materials including student admissions packets. Students are advised that grants are subject to language performance testing and post-award follow-up to improve metrics evaluation. ***Timeline***

of FLAS Selection Process: The selection process for AY and Summer fellowships will follow the same timeline (above). ***Relation to Announced Priorities:*** GW is acutely aware of its responsibility to meet critical language needs and will award FLAS fellowships in line with

federal priorities. First, the selection criteria shall give preference when awarding fellowships to graduate students who demonstrate financial need indicated by the student's EFC, as determined under part F of Title IV of the HEA, meeting Competitive Preference 1. Second, 100% of fellowships will be awarded for instruction in the priority languages. **The university will cover tuition charges that exceed the AY allowance**, enabling students to fully focus on language acquisition and areas studies training, and **IMES will provide a \$2,000 travel stipend for each Summer FLAS fellow.** ***Student Application Process:*** Interested students will submit application forms detailing previous language study and academic achievement, relevance of the language to their academic and professional goals, recommendation letters and information detailing their financial status, including the FAFSA. ***Selection Committee:*** OGSAF will appoint an interdisciplinary review panel chaired by the OGSAF Director and four+ faculty members. At least one language instructor and one instructor from a professional school must be represented on the committee. All students at the university with a demonstrated need for language and area study as part of their academic preparation are eligible to apply with the support of their sponsoring degree program. At the conclusion of the FLAS, continuing students will receive the level of funding they had previously been eligible for. Committee members will review FLAS priorities and regulations upon appointment. They will rank applicants based on the established selection criteria. ***Selection Criteria:*** 100% of fellowships will be awarded to students who meet FLAS Competitive Preference Priorities 1 and 2. Candidates who meet the criteria in section 608(a) of the HEA and in § 657.3 are first selected based on merit, then the University gives competitive preference to students who demonstrate financial need based on EFC and FAFSA.

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Acronyms List

ACTFL – American Council on The Teaching of Foreign Languages
AY – Academic Year
BA – Bachelor of Arts
CAORC – Council of American Overseas Research Centers
CCAS – Columbian College of Arts and Sciences
CIBER – Center for International Business Education and Research
DC – District of Columbia
DCPS – District of Columbia Public Schools
DOE – Department of Education
EFC – Expected Family Contribution
EO/AA – Equal Opportunity and Affirmative Action
ESIA – Elliott School of International Affairs
FAFSA – Free Application for Federal Student Aid
FLAS – Foreign Language and Area Studies
FY – Fiscal Year
GRC – Global Resources Center (in GW’s Gelman Library)
GSEHD – Graduate School of Education and Human Development
GTA – Graduate Teaching Assistant
GW – The George Washington University
HEA – Higher Education Act
IMES – Institute for Middle East Studies
IP – Internet Protocol
LCTL – Less Commonly Taught Languages
MA – Master of Arts
MENA – Middle East & North Africa
MEPF – Middle East Policy Forum
MES – Middle East Studies
MESA – Middle East Studies Association
MIPP – Master of International Policy and Practice
MOU – Memorandum of Understanding
MPA – Master of Public Administration
NGO – Non-Governmental Organization
NRC – National Research Center
NYU – New York University
OCLC – Online Computer Library Center
OGSAF – Office of Graduate Student Assistantships and Fellowships
OPI – Oral Proficiency Interview
PhD – Doctorate of Philosophy
PMF – Performance Measurement Form
POMEPS – Project on Middle East Political Science
SMPA – The School of Media and Public Affairs
UG – Undergraduate
WRLC – Washington Research Library Consortium

GW Institute for Middle East Studies

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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: \$312,224 Year 2: \$324,042 Year 3: \$331,063 Year 4: \$346,010

FLAS Request

Year 1: \$258,000 Year 2: \$258,000 Year 3: \$258,000 Year 4: \$258,000

Type of Applicant

- Single institution: The George Washington University
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <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, Hebrew, Persian and Turkish

Information to Meet 602(e) Statutory Requirements

An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs:

IMES's activities are designed to reflect diverse perspectives through an instrumental focus on interdisciplinarity and a substantive focus on confronting real world issues of concrete policy importance. Various university-wide initiatives, such as the components of the President's Council on Diversity and Inclusion (including the Multicultural Student Services Center, Office of Disability Support Services, Center for Civic Engagement and Public Service, Title IX Coordination, Campus Inclusion Initiatives, and the GW Tutoring Initiative) ensures that the composition of GW's student body and faculty roster represent a range of backgrounds and ideational commitments. Within IMES, events and initiatives are planned by rotating faculty committees and review panels, which ensures the participation of faculty from across the university. Diversity is an intentional component of the design of institutional events and outreach programs, which are frequently convened as panel-style events to accommodate diverse approaches and foster critical dialogue. For example, two issues that currently divide the academic community include the issue of US intervention in the Syrian civil war, and Israel-Palestine. These were both the subject of several public panels and presentations, given to broad audiences composed of academics and students, local activists, government officials, and policymakers reflecting a range of viewpoints. The latter was the subject of our most recent annual conference, and co-organized by faculty from Anthropology, History, and Judaic Studies.

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

Many government officials and researchers solicit advice on the Middle East from our faculty, who regularly provide expert testimony and briefings to government committees and officials (including the NSC and other bodies) and advise on policy. Nearly 40% of Elliott School graduate students go on to employment in the public sector (66% of that in the US Government; 10% in the US Military; and 14% in Multilateral Organizations). GW students perform exceptionally well in fellowships tied to government service in areas of national need - between 2015-2017, 24 GW students received Critical Language Scholarships or David L. Boren Graduate Fellowships for Middle East language study, and IMES provides over \$90,000 each year (using endowment and non-FLAS grant funds) to send students to work, study language, and conduct research in the Middle East to help them develop the skills required to perform high level government service. GW ranks among the top 20 research institutions in the number of

Fulbright Student, top three in the number of Presidential Management Fellowship finalists, and top five among medium-sized universities in the number of students entering the Peace Corps. GW's Center for Civic Engagement and the Center for Career Services work together to support government service by providing service-related work and volunteer opportunities and employing full-time career coaches dedicated specifically to assisting graduates in pursuing employment with the US Government. Last year GW students, faculty and staff logged over 711,000 hours of service with more than 300 community organizations. IMES also has its own internal alumni programming that matches current students with alumni working in the public sector. By coordinating with the Graduate School of Education and Human Development in producing K-12 curricula modules on the Middle East, promoting language and coursework that links regional area studies with professional programs such as business, medicine and law, IMES helps meet the need for area studies expertise in government, education, business, and nonprofit sectors. Since 2008, the Elliott School has operated a large National Security Studies Program for senior military officers at the Department of Defense, and the career center provides preparatory classes and materials for the State Department Foreign Service exam. Since 2015 the Security Policy Studies program has operated the Foreign Area Officer (FAO) Regional Skill Sustainment Initiative, which provides short-term seminars for FAOs to ensure they have up-to-date knowledge of thematic security issues and regional area studies knowledge. By reaching out to teachers and journalists far from existing Middle East NRCs we also aim to assist communities dealing with the impact of regional events - including communities with large refugee populations, large populations of returning military veterans, and where Islam and Arab identity have become community flashpoints.



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INTERNATIONAL PEACE**

1779 Massachusetts Avenue, NW

Washington, DC 20036

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CarnegieEndowment.org

May 21, 2018

To whom it may concern:

As a former U.S. diplomat and current think tank scholar, I am writing to express my support for continued U.S. Department of Education funding for the Institute for Middle East Studies (IMES) at George Washington University.

IMES plays an important and expanding role in connecting the academic community to the U.S. policy community and to the American public. Its stellar faculty—including Nathan Brown, Skip Gnehm, Marc Lynch, Ilana Feldman, Shira Robinson, Shana Marshall, and Mohssen Esseezy—are well known in academic, policy, and think tank circles for their expertise, objectivity, and ability to reach audiences beyond academe. They are making major contributions to knowledge about a broad array of subjects relevant to U.S. national security including stability in the Middle East, the history of U.S. diplomacy, Arab uprisings, Islamist movements, the Israeli-Palestinian conflict, institutions in Egypt, and Arabic language pedagogy. Two of them (Brown and Lynch) are non-resident scholars at the Carnegie Endowment for International Peace. The work of IMES scholars is based on fieldwork and empirical research, and it not only meets but sets high standards within the field.

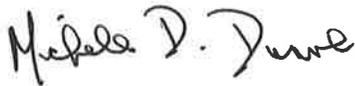
In addition to teaching and publishing, IMES faculty organize discussions on policy-relevant subjects (a day-long conference on Gaza comes to mind, as well as a recent discussion of a new manuscript on Egypt) that bring American academic experts together with counterparts from the Middle East, American policy makers, think tank experts, and GW students. IMES is known as a safe and hospitable place for serious, objective conversations about the Middle East. When I was hosting a study tour for young Egyptian intellectuals a couple of years ago, I immediately turned to IMES, where Ambassador Gnehm hosted

what turned out to be a fruitful conversation and networking opportunity for my visitors with GW faculty and graduate students.

Two special projects at IMES that are particularly aimed at bridging the divide are the Project on Middle East Political Science (POMEPS) and a related publication, the Monkey Cage, headed by Dr. Marc Lynch. POMEPS is an innovative project that has become essential: a network of political scientists working on the region who are also committed to engaging with the policy realm and the public. Monkey Cage, part of POMEPS, is a blog based at *The Washington Post* that does the same thing, in short form written content. These projects make a vital contribution to translating the knowledge about the Middle East produced by scholars into forms useful for the policy and public audiences.

IMES at The George Washington University is contributing to generating knowledge and debate about the Middle East at the national level through teaching, publication, in-person events, and on-line engagement. I strongly recommend that IMES be supported in order to continue and develop all these endeavors.

Sincerely,

A handwritten signature in black ink that reads "Michele D. Dunne". The signature is written in a cursive style with a large initial "M".

Michele Dunne

Director, Middle East Program

Carnegie Endowment for International Peace



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May 22, 2018

United States Department of Education
International and Foreign Language Education Program Office
National Resource Centers Program
Washington, DC

Dear Sir/Madam:

I am pleased to affirm that the World Affairs Councils of America (WACA) is keenly interested in partnering with The George Washington University's Institute for Middle East Studies to pursue a Title VI National Resource Centers grant, sponsored by the U.S. Department of Education, under the theme "The Middle East and Middle America."

This partnership would combine the research, analysis, and educational expertise of IMES faculty and outreach staff and the convening platforms of WACA's more than 90 nonpartisan nonprofit World Affairs Councils across the United States.

IMES and WACA would cooperate on a series of at least four (4) event programs at Councils per year, soliciting applications from WACA's national network to participate and arrange programming on key Middle East issues on which GW faculty have expertise. IMES would develop a list of faculty and topics in consultation with WACA.

The applications from WACA's member Councils would be evaluated by WACA and GW according to the quality of the programming offered and the ability to reach IMES's target audiences of K-14 educators and journalists. Preference would be given to WACA members that are distant from existing Title VI Middle East NRCs.

Programs would include a public lecture, a local media component, and a teacher outreach component. In addition to the GW faculty member, we would strive to include a curriculum or outreach specialist for each program.

IMES would provide funding from its National Resource Center grant to WACA, which would use \$3,500 per participating Council affiliate per year to cover transportation, logistics, and honoraria. WACA's administration fee would be set at \$2,800 (20% of the cost of the program per year).

Thank you for your consideration of this letter of intent, and we look forward to cooperating with IMES on this important public outreach initiative.

Sincerely yours,

Bill Clifford
President and CEO

From the Editor,

Daniel Walker,
Managing Editor
Vernon Daily Record



To whom it may concern:

It was my pleasure to participate in the journalism fellows workshop “The Middle East in Middle America,” coordinated by the Institute of Middle East Studies at George Washington University. It was held in conjunction with the annual meeting of the Middle East Studies Association in November, 2017.

I found this program useful in my understanding of current events related to the Middle East as well as in relating to immigrants from the Middle East in my day-to-day work as a journalist.

As journalists, we were given access to experts on a diverse range of topics including understanding Islam in America, the status of Syrian refugees, ISIS recruitment and social media trends. We had the opportunity to meet with journalists with first-hand experience on topics including the political climate of Iran. We also received practical storytelling advice on working with refugees and immigrants in our local communities.

We were provided introductions with regionally-based experts on a wide array of Middle East topics that we have been able to use as sources in developing stories.

I appreciate the chance to participate in this program and highly recommend it for any journalist wishing to gain further knowledge of this vital region.

Sincerely,
Daniel Walker

Contact information:

Daniel Walker
dwalker@vernonrecord.com
Phone:
(940) 552-5454
Address:
3214 Wilbarger St.
Vernon, Tx 76384

Member of the:

AP Associated Press

TPA
Texas Press Association

Honors & awards:

- 2016: Opinion Writer of the Year for the State of Texas, Texas APME/Headliners Foundation
- 2016, 2017: Class A Opinion Writer of the Year, Texas APME
- 2013, 2015: awarded the Freedom of Information Foundation of Texas/Texas APME first place champion of open government
- 2011, 2012, 2013, 2014: Class A Reporter of the Year, Texas APME
- 2008, 2012, 2016: Class A Investigative Report of the Year, Texas APME
- 2004: awarded the Oklahoma Centennial Award

May 14, 2018

To whom it may concern,

This is a letter of support for the Institute for Middle East Studies at The George Washington University as part of their Title VI grant application. I serve as the Social Studies Consultant at the Iowa Department of Education. From my perspective, the resources and support provided by the Institute for Middle East Studies are invaluable to teachers and students across Iowa.

In the fall of 2015, the Iowa Department of Education released a report entitled *Social Studies: A Call to Action*. This report outlined several factors which pointed to the status of social studies in our state. One major component was professional development. We surveyed teachers across the state who reported limited access to professional development. Less than half (42%) reported that professional development had been made available to them in the past three years. Only 12.9% of elementary teachers reported access to professional development in the past three years. I include these data here, because the support provided by the Institute for Middle East Studies is and will be invaluable to teachers across Iowa.

In May of 2017, the Iowa State Board of Education adopted new social studies standards. In trying to provide support to teachers around these new standards, the Institute for Middle East Studies has been invaluable. They are coming to Iowa this summer to do a two-day workshop with teachers. Since we do not have access to a National Resource Center in Middle Eastern Studies, we are grateful for this level of support for Iowa teachers. I also believe that in places like the Midwest, it is even more important to provide these resources and access to this kind of support as many of our teachers don't have regular access to these kinds of experiences.

I wholeheartedly support the Institute for Middle East Studies at The George Washington University for their Title VI grant application. If you have any questions, please do not hesitate to contact me at stefanie.wager@iowa.gov or 515-725-7842.

Sincerely,



Stefanie Wager
Iowa Department of Education Social Studies Consultant

Mr. Timothy Duvall
Senior Program Officer, Advanced Training and Research Division
U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education Office
National Resource Centers
400 Maryland Avenue, S.W., Mail Stop OPE-258-40
Washington, DC 20202

June 4, 2018

Dear Mr. Duvall,

I am writing to enthusiastically endorse the George Washington University's Institute for Middle East Studies and its request for continued funding from the Department of Education as a National Resource Center. I was Assistant Secretary for the Middle East and North Africa and prior to that, Ambassador to Egypt, Pakistan, El Salvador and Colombia. After I retired, I taught and had an opportunity to read many of the books and publications prepared by the faculty at the Institute for Middle East Studies. Over the years, we at the State Department had frequent interactions with their faculty and students. I can say without reservation that GW has one of the best Middle East departments in the country, not only for policymakers and aspiring policymakers, but also for scholars.

I seek to hire students from the graduate department at IMES, and GW students are highly sought after in the foreign affairs community. The students are not only well-educated about the Middle East, but they are also results-oriented and well-prepared to interact productively with foreigners and with colleagues. (These skills are essential in diplomacy and are shockingly lacking in the graduates of some other schools.) GW provides a large number of grants to its students, and the students are expected to immerse themselves in practical activities and demonstrate real results from their studies in the Middle East; language training in-house is a major part of this experience. These short assignments combine the best of scholarship and practical experience.

Students respond to excellent teaching, and IMES has some of the best Middle East scholars in the country. Nathan Brown is one of the world's foremost experts on Egypt, having invested years in understanding that troubled country. He was the only professor in the US who knew anything about the Muslim Brotherhood when they came to power in Egypt, and his analysis was eagerly awaited and widely read. Like the very best scholars, he avoids polemics and focuses on history, analysis, and first-hand observations. Marc Lynch is one of the most quoted scholars on the Middle East and a prolific analyst and writer. Many of the professors, like Ambassador Edward Gnehm, have strong relationships with local embassies and with governments in the region, which gives them access to first-hand information and insights. Because professors like these are at GW, outstanding junior faculty is also attracted there.

IMES is particularly recognized for the rigor of its Arabic program and its dissemination of Arabic into the community as a National Resource Center. Arabic is the second most difficult language in the world, and perhaps an even harder language to teach. Frankly, GW is one of the best in the country, mainly because the professors do not let the students slide. IMES provides an

Arabic tutor for Master's and PhD level students, demonstrating its strong commitment to language development, a primary goal of the NRC. IMES is now offering Business Arabic and Arabic for International Affairs. The Institute also sponsors Arabic language book clubs and lectures to supplement more structured classes. These immersion experiences are invaluable to the students as they explore the diversity of thought, religion, and way of life in the Middle East. IMES provides funds for faculty and PhD student research, including seven students who were able to complete their capstone project research abroad in 2017. The Institute expands its wealth of opportunities yearly, encouraging students and faculty to focus on their own interests for their Middle East education.

At the State Department, I always encouraged our more junior staff to attend the impressive outreach conducted by IMES when they hosted public events for the community. The Institute held over thirty public events this year, and by expanding its internal network, it was able to sharply increase its outreach to communities. IMES has a high rate of attendance to events, given its reputation for leadership and understanding of the Middle East. Its appreciation for education extends to outreach programs to K-12 schools and community colleges. These teachers are trained on how to teach Arabic, and workshops are given on the role of religion and women in the Middle East. Student military veterans, too, are included in workshops on conflicts in the Middle East. By reaching out to places that do not exist near to other National Resource Centers, the Institute has had a national impact on the study of the Middle East.

In order to continue providing excellent education in the Middle East Studies program, and supporting the community in an educational capacity, I highly recommend IMES's funding be renewed as a National Research Center.

Sincerely,

A handwritten signature in cursive script that reads "Anne W. Patterson".

Anne W. Patterson

Course List

NOTES

* Cross-Listed Courses (courses that appear under more than one discipline) are recorded under both of their disciplinary headings but are italicized
 * Graduate courses open to upper-level undergraduate enrollment are also italicized, and their respective enrollments reported under the relevant column heading

Disc.	Course #	Course Title	Instructor	% Middle East Content	Units	Term	Enrollments						Notes	
							2016-17		2017-18		2018-19			
							UG	Gr	UG	Gr	UG	Gr		
Art History/Fine Arts														
AH	3113 (6213)	<i>Islamic Art and Architecture</i>	Natif	100%	3	Spr	30	4	10			✓		
AH	3114	Medieval Islamic Art of Book	Natif	100%	3	Spr			17					
AH	4119	Med/Islamic Art & Arch	Natif	100%	3	Spr	11					✓		
AH	6265	Seminar in Islamic Art & Arch.	Natif	100%	3	Fall		10		10			✓	
AH	6265	Animal Fables in Islamic Art	Natif	100%	3	Fall		11					✓	
AH	6270	Woven Worlds: Byz & Islamic Textiles	Dospel Williams	100%	3	Fall		10					✓	
Anthropology														
ANTH	3707	Anthropology of the Middle East	Kayyali, Feldman	100%	3	Fall	40			39		✓		
ANTH	3891	Jerusalem Besieged	Cline	100%	3	Spr				9				
ANTH	6707	Issues in MidEast Anthropology	Feldman	100%	3			7		14			✓	
Business/Management (GW School of Business)														
IBUS	4403/6400	Oil: Industry, Econ, & Society	Weiner	50%	3	Spr	28	14	26	12		✓	✓	Draws on MENA sources and cases
Classics: Greek														
CLAS	2105	The Bible in the Qu'ran	Rollston	100%	3	Spr	50					✓		
CLAS	2803	Ancient Near East/Egypt to 322BC	Cline, Yucel	100%	3	Spr	120					✓		
CLAS	2804	<i>History of Ancient Israel</i>	Cline	100%	3	Spr			21					
CLAS	3105	Gods&Goddesses of Ancient Near East	Rollston	100%	3	Fall			20					

CLAS	3105	Politics, Society & Media/Israel	Yasur-Landau	100%	3	Fall	15				✓	
CLAS	3111	Warfare and Diplomacy	Smith	50%	3	Fall	9				✓	Draws on MENA sources and cases
CLAS	3114	Law/Diplomacy in Ancient NE/Mediter	Rollston	100%	3	Fall	14				✓	
CLAS	3115	Excavating Armageddon	Cline	100%	3	Fall	2				✓	
Education (Graduate School of Education and Human Development)												
EDUC	6640	Education in Islamic Asia	Chabbott	50%	3	Fall				6		Draws on MENA sources and cases
EDUC	6602	Education in Middle East & North Africa	Makhlouf, M; Streitwieser, B	100%	3	Fall				6	✓	
English												
ENGL	3830	Vikings, Mongols and Moors	Hsy	25%	3	Fall	20				✓	Draws on MENA sources and cases
Geography												
GEOG	3154	Geog-Middle East/North Africa	Jensen, Atia	100%	3	Fall	42		40		✓	
GEOG	6250	Geog Perspectives in Development	Atia	25%	3	Spr				9		Draws on MENA sources and cases
GEOG	6262	Geog Perspectives: Middle East	Atia	100%	3	Spr		12			✓	
History												
HIST	2005W	Modernization: Russia, Turkey & Iran	Atkin	75%	3	Fall	15		15		✓	Draws on MENA sources and cases
HIST	2803	Ancient Near East & Egypt-332BC	Cline, Yucel	100%	3	Spr	30				✓	
HIST	2804	History of Ancient Israel	Cline	100%	3	Spr			33			
HIST	3001	The Crusades	Shea	50%	3	Spr	40				✓	Draws on MENA sources and cases
HIST	3001	Zionism/Anti-Zionism/Post-Zionism	Dubnov	100%	3	Spr	7				✓	

HIST	3001W	Cold War in the Third World	Brazinsky	25%	3	Fall			16				Draws on MENA sources and cases
HIST	3101	Medieval Jews Christians Muslims	Miller	50%	3	Fall	8				✓		Draws on MENA sources and cases
HIST	3137	The British Empire	Kennedy	25%	3	Fall	39				✓		Draws on MENA sources and cases
HIST	3801	Jihad: Love & War in Islamic Hist	Blecher	100%	3	Spr	40				✓		
HIST	3801	The Middle East since WWII	Robinson	100%	3	Spr			20				
HIST	3801	The Formation of Islam to 1500	Blecher	100%	3	Fall	24				✓		
HIST	3801	Military & Society in Israel	Yasur-Landau	100%	3	Spr	12				✓		
HIST	3801	Land & Power in Israel/Palestine	Robinson	100%	3	Spr	14		19		✓		
HIST	3801	Passports & Migrants in Middle East	Khoury	100%	3	Fall			14				
HIST	3810	History of the Middle East	Khoury	100%	3	Spr	22				✓		
HIST	3811	Middle East in 20th Century	Robinson	100%	3	Fall	20		31		✓		
HIST	3820	The History of Israel	Dubnov	100%	3	Spr	33				✓		
HIST	3850	Modern Iran	Atkin	100%	3	Fall			16				
HIST	6188	Soviet Union & the World: 1917-91	Harrison	25%	3	Spr		9		12		✓	Draws on MENA sources and cases
HIST	6801	War & Memory in the Middle East	Khoury	100%	3	Spr		13				✓	
HIST	6801	Citizenship & Difference in Mid East	Khoury	100%	3	Fall		11				✓	
HIST	6801	Early Mod Hist Middle East	Khoury	100%	3	Fall				7			

HIST	6801	Profit & Prophecy in Islamic History	Blecher	100%	3	Spr		6				✓	
HIST	6801	Reading: Israel-Palestine Conflict	Robinson	100%	3	Spr		8				✓	
HIST	6801	<i>The Middle East in the World</i>	Robinson	100%	3	Fall		5		9		✓	
Homeland Security (College of Professional Studies)													
PSHS	6240	Pol. Viol. and Terrorism	Browne, Marianos, Sharma	50%	3	Fall/Spr/Sum		27		80		✓	Draws on MENA sources and cases
PSHS	6241	Global Threats & Intl Security	Picarelli, Holland, Szymczak	50%	3	Fall/Spr/Sum		20		80		✓	Draws on MENA sources and cases
Honors													
HONR	2047	Conflicts in the Persian Gulf	Askari	100%	2	Fall				9			
International Affairs (Elliott School of International Affairs/ESIA)													
IAFF	2040	Middle East: An Intl Affairs Survey	Brown, Brown	100%	3	Spr		67		68		✓	
IAFF	2190W	Terrorism & Counterterrorism Policy	Kojm	50%	3	Spr		19		20		✓	Draws on MENA sources and cases
IAFF	2190W	Politics & Culture in the Middle East	Kiamie	100%	3	Fall		19		38		✓	
IAFF	2190W	Arab Politics	Kiamie	100%	3	Spr		18		19		✓	
IAFF	2190W	Turkey and Its Neighbors	Beyoghlow	100%	3	Spr		19		19		✓	
IAFF	2190W	North Africa & the World	Beyoghlow	100%	3	Fall		20		19		✓	
IAFF	3180	Gender and Conflict	Haynie, Edwards	25%	3	Spr		25		25		✓	Draws on MENA sources and cases
IAFF	3180	Global Energy Security	Dachi, Russo	25%	3	Fall		36		26		✓	Draws on MENA sources and cases
IAFF	3181	Conflict & Conflict Resolution	Van Metre, Lazarus, Michael, Jurkovic, Gamaghelyan	25%	3	Fall/Spr		154		177		✓	Draws on MENA sources and cases

IAFF	3181	Gender, Conflict and Security	Graham	25%	3	Fall				11				Draws on MENA sources and cases
IAFF	3182	Contemp. Uses Of Military Power	Parker	25%	3	Fall	37			40		✓		Draws on MENA sources and cases
IAFF	3183	Migration, Gender & Intl Dev	Henrici	25%	3	Fall	18			24		✓		Draws on MENA sources and cases
IAFF	3188	Sec. Issues in Greater Middle East	Lawrence, Yape	100%	3	Fall	18			22		✓		
IAFF	3188	Political Islam	Dachi	100%	3	Fall	29					✓		
IAFF	3188	Israeli-Palestinian Peacebuild	Lazarus	100%	3	Fall				20		✓		
IAFF	3188 (6378)	Religion/Pol in Post-Rev Iran	Abdo	100%	3	Fall		12		9	5			
IAFF	3188 (6378)	US Policy in the Gulf	Gnehm	100%	3	Spr	36	16			20	✓		
IAFF	3188 (6378)	Politics of North Africa	Lawrence	100%	3	Fall		9		3	6			
IAFF	3188 (6378)	Militaries & Politics in Mid East	El Shimy	100%	3	Fall				4	9			
IAFF	3188 (6188)	Afghan & Iraq Does Intervene Work	Inderfurth	50%%	3	Fall	20	14		20				Draws on MENA sources and cases
IAFF	3190	Religion in Intl Affairs	Kuchinsky, Taylor	25%	3	Fall	18			17		✓		Draws on MENA sources and cases
IAFF	3190	Refugee & Migrant Crisis	Anderson	25%	3	Fall				22				Draws on MENA sources and cases
IAFF	3190	Humanitarian Assist & Intl Dev Law	Khardori, Young, Jin	25%	3	Spr	75			60		✓		Draws on MENA sources and cases
IAFF	3190	Issues Contemp Diplmcy & Natl Sec	Negroponte	25%	3	Spr				25				Draws on MENA sources and cases
IAFF	3190	Women, Rights & Gender Equality	Edwards	25%	3	Fall	25			22		✓		Draws on MENA sources and cases

IAFF	6102	Global Gender Policy	Swaine, Graham	25%	3	Spr		20		39	✓	Draws on MENA sources and cases
IAFF	6118	Rsch Methds in Glob Gender Iss	Henrici	25%	3	Fall		20		16	✓	Draws on MENA sources and cases
IAFF	6118	Issues Contemp Diplmcy & Natl Sec	Negroponte	25%	3	Fall				19		Draws on MENA sources and cases
IAFF	6118	Gender, War, and Peace	Graham, Swaine	25%	3	Spr		23		20	✓	Draws on MENA sources and cases
IAFF	6118	Contemp Issues in US Diplomacy	Negroponte	25%	3	Fall		14			✓	Draws on MENA sources and cases
IAFF	6118	Averting Failure in For. Pol.	Gronich	25%	3	Sum		9			✓	Draws on MENA sources and cases
IAFF	6118	Managing the World's Water	Jagannathan	25%	3	Fall		12		13	✓	Draws on MENA sources and cases
IAFF	6138	Dev in Age of Climate Change	Vogt	25%	3	Sum		14			✓	Draws on MENA sources and cases
IAFF	6138	Viol, Gend & Humanity Assist	KPotts, Kim Bart, Roesch	25%	3	Spr		58		38	✓	Draws on MENA sources and cases
IAFF	6138	US Env & Engry Pol in Trump Pres	Vogt	25%	3	Sum		6			✓	Draws on MENA sources and cases
IAFF	6138	Gender & Economic Development	Henrici	25%	3	Spr				7		Draws on MENA sources and cases
IAFF	6138	Rule of Law & Anti-Corruption	Avanesyan	25%	3	Sum		10			✓	Draws on MENA sources and cases
IAFF	6138	Gender and Development	Fink	25%	3	Spr		20		20	✓	Draws on MENA sources and cases

IAFF	6138	Gender, Disaster & Development	Henrici	25%	3	Spr		13				✓	Draws on MENA sources and cases
IAFF	6158	Energy Policy	Macfarlane, Ozden-Schilling	25%	3	Spr		17		17		✓	Draws on MENA sources and cases
IAFF	6163	Transnational Security	Bowman, King, Malet, Thachuk	25%	3	Fall/Spr/Sum		100		117		✓	Draws on MENA sources and cases
IAFF	6171	Intro to Conflict Resolution	Camilleri, Kantowitz, Williams, Levinger, Greiff	25%	3	Fall/Spr/Sum		110		75		✓	Draws on MENA sources and cases
IAFF	6173	Security and Development	Spear, Foley	25%	3	Fall		19		20		✓	Draws on MENA sources and cases
IAFF	6186	Countering Violent Extremism	Weinberger, Millar	25%	3	Spr/Sum		31		20		✓	Draws on MENA sources and cases
IAFF	6186	Counter-Terrorism	Siers	50%	3	Spr				20			Draws on MENA sources and cases
IAFF	6186	Nuclear Security	Talmadge	25%	3	Spr		17				✓	Draws on MENA sources and cases
IAFF	6186	Identity and CVE	Khan	50%	3	Fall				11			Draws on MENA sources and cases
IAFF	6186	Foreign Fighters	Malet	25%	3	Spr		19		20		✓	Draws on MENA sources and cases
IAFF	6186	International Peacekeeping	Williams	25%	3	Fall		12		20		✓	Draws on MENA sources and cases
IAFF	6186	Terrorism Today	Daly	25%	3	Fall				8			Draws on MENA sources and cases
IAFF	6186	Stabilization & Peacebuilding	DeGrasse, Ladnier	25%	3	Fall/Spr/Sum		38		10		✓	Draws on MENA sources and cases

IAFF	6186	Energy Security	Day	25%	3	Fall/Spr		27				✓	Draws on MENA sources and cases
IAFF	6186	Responses to Terrorism	Siers	50%	3	Fall		20				✓	Draws on MENA sources and cases
IAFF	6186	Political Violence & Terrorism	Siers	50%	3	Fall				20			Draws on MENA sources and cases
IAFF	6186	Insurgency & Counterinsurgency	Hughes, Gavrilis	25%	3	Fall		18		23		✓	Draws on MENA sources and cases
IAFF	6186	Non-State Actors	Siers	25%	3	Fall/Sum		28				✓	Draws on MENA sources and cases
IAFF	6361	Middle East Studies Cornerstone	Brown, Atia	100%	1	Fall		18		10		✓	
IAFF	6364	Religion/Society in Mid East	Martin, Calis	100%	3	Spr		10		11		✓	
IAFF	6378	<i>The Middle East in the World</i>	Robinson	100%	3	Fall				7			
IAFF	6378	US Forgn Pol in the Middle East	Jeffrey	100%	3	Spr		20		20		✓	
IAFF	6378	US Security Policy in the ME	Yaphe	100%	3	Fall		13				✓	
IAFF	6378	Lebanon & Syria	Maksad	100%	3	Spr		14		14		✓	
IAFF	6378	Arabic for Int'l Affairs	Daher	100%	3	Spr		10		4		✓	
IAFF	6378	Contemp Pol thought in MidEast	Hamzawy	100%	3	Spr		5				✓	
IAFF	6378	Political Economy of the ME	Losman	100%	3	Fall		12		12		✓	
IAFF	6378	Turkish Politics and Society	Tol, Taspinar	100%	3	Spr		7		10		✓	
IAFF	6379	Middle East Studies Capstone	Atia, Brown	100%	3	Spr		17		1		✓	
IAFF	6502	Cross Cultural Communications	Beyoghlow	25%	1	Fall/Sum		36		18		✓	Draws on MENA sources and cases

IAFF	6502	Conflict Analysis	Levinger	25%	1	Sum		9			✓	Draws on MENA sources and cases
IAFF	6502	Middle East Political Analysis	Cammack	100%	1	Fall			12			
IAFF	6503	Conflict/Corrupt:ResourceCourse	Pray	25%	1	Spr		20		15	✓	Draws on MENA sources and cases
Judaic Studies												
JSTD	2001	Israeli Cinema	Zakai	100%	3	Fall				5		
JSTD	2001	The Holocaust	Richter	25%	3	Fall				3		Draws on MENA sources and cases
JSTD	2001	War & Peace in Israeli Society	Dubnov	100%	3	Fall				8		
JSTD	2002	The History of Israel	Dubnov	100%	3	Spr	3				✓	
JSTD	2002	Triumph & Tragedy:The 1948 War	Dubnov	100%	3	Spr				1		
JSTD	2002	Zionism/Anti-Zionism/Post-Zionsm	Dubnov	75%	3	Spr	4				✓	Draws on MENA sources and cases
JSTD	2002	War Crimes Trials	Richter, Richter	25%	3	Spr	2			2	✓	Draws on MENA sources and cases
JSTD	2002	The Post-War Jewish Experience	Weissman Joselit	50%	3	Spr				8		Draws on MENA sources and cases
JSTD	6298	Capstone Jewish Cultural Arts	Weissman Joselit	50%	3	Spr		1		1	✓	Draws on MENA sources and cases
Law (GW Law School)												
LAW	6535	Islamic Law	El-Meswari, Abdelhady	100%	1	Fall				14		
LAW	6557	Intro. to Trans. Islamic Law	Abdelhady	100%	2	Fall		18		25	✓	
LAW	6559	Nation Building & Rule of Law	Warren	25%	2	Spr		22		19	✓	Draws on MENA sources and cases
Media and Public Affairs (School of Media and Public Affairs)												

SMPA	3194	War & Terror in Hollywood	Harvey	50%	3	Spr								Draws on MENA sources and cases
Middle East Languages and Literatures														
ARAB	1001	Beginning Arabic I	Sinatora, Taher, Daher, Martin, Jorgensen, El-Hefnawy, Tobkin, Kassab	100%	4	Fall/Sum	143		144				✓	
ARAB	1002	Beginning Arabic II	Daher, Sinatora, Jorgensen, Oraby, Wahba, Kassab, El-Hefnawy, Tobkin, Bonnah	100%	4	Spr/Sum	107		111				✓	
ARAB	1201	Intensive Elementary Arabic I	Oraby	100%	6	Fall	15		7				✓	
ARAB	1202	Intensive Elementary Arabic II	Oraby	100%	6	Spr	13		8				✓	
ARAB	2001	Intermediate Arabic I	Kassab, Tobkin, Taher, Martin	100%	4	Fall	89		81				✓	
ARAB	2002	Intermediate Arabic II	Taher, Martin, Tobkin, Ford	100%	4	Spr/Sum	80		74				✓	
ARAB	2201	Intensv Intermed/Adv Arabic I	Oraby,	100%	6	Fall	17		11				✓	
ARAB	3001	Advanced Arabic	Taher, Jorgensen, Bonnah, Nazir, Oraby	100%	4	Fall/Sum	61		54				✓	
ARAB	3105	Islamic Political Thought	Bonnah	100%	3	Fall	9		12				✓	
ARAB	3201	Intensive Intermd Arabic II	Oraby	100%	6	Spr	14		10				✓	
ARAB	3301	Modern Arabic Literature	Bonnah	100%	3	Fall	22		29				✓	
ARAB	3302	Media Arabic	Taher, Bonnah, Jorgensen	100%	3	Spr	62		68				✓	
ARAB	3311	Business Arabic	Esseesy	100%	3								✓	

ARAB	3501	Arabic and Arab Identity	Esseesy	100%	3	Fall	19		23		✓	
ARAB	3502	Arab Film & Culture in English	Martin, Esseesy	100%	3	Spr	25		25		✓	
ARAB	4001	Genres in Modern Arabic Lit	Bonnah	100%	3	Spr	7				✓	
ARAB	4002	Arabic Narratives Through Ages	Bonnah	100%	3	Spr	7		16		✓	
ARAB	4501	Arabic-English Translation	Popp	100%	3	Fall	8		7		✓	
HEBR	1001	Beginning Hebrew I	Rosen	100%	4	Fall	15		27		✓	
HEBR	1002	Beginning Hebrew II	Zakai, Rosen	100%	4	Spr	11		16		✓	
HEBR	2001	Intermediate Hebrew I	Yasur-Landau, Rosen	100%	4	Fall	16		8		✓	
HEBR	2002	Intermediate Hebrew II	Rosen, Yasur-Landau	100%	4	Spr	11		7		✓	
HEBR	3001	Hebrew Conversation	Yasur-Landau, Zakai	100%	3	Fall	10		14		✓	
HEBR	3103	Israeli Cinema (in English)	Zakai	100%	3	Fall			1			
HEBR	3105	Military & Society in Israel	Yasur-Landau	100%	3	Spr	2				✓	
HEBR	3105	Politics, Society & Media/Israel	Yasur-Landau	100%	3	Fall	5				✓	
HEBR	3301	Modern Hebrew Fiction	Rosen	100%	3	Spr			8			
HEBR	3301W	Modern Hebrew Fiction	Rosen	100%	3	Spr			7			
HEBR	3302	The Israeli Media	Yasur-Landau	100%	3	Spr	4				✓	
HEBR	3302W	The Israeli Media	Yasur-Landau	100%	3	Spr	6				✓	
PERS	1001	Beginning Persian I	Minuchehr, Vistamehr	100%	4	Fall	22		19		✓	
PERS	1002	Beginning Persian II	Valamotamed, Minuchehr	100%	4	Spr	30		14		✓	
PERS	2001	Intermediate Persian I	Minuchehr, Valamotamed	100%	4	Fall	7		8		✓	
PERS	2002	Intermediate Persian II	Valamotamed	100%	4	Spr	7		6		✓	
PERS	3001	Advanced Persian	Valamotamed	100%	3	Fall	10		11		✓	

PERS	3002	Media Persian	Valamotamed, Minuchebr	100%	3	Spr	5		6		✓	
PERS	3002W	Media Persian	Valamotamed, Minuchebr	100%	3	Spr	4		5		✓	
PERS	3502	Post-Revolution Iranian Cinema	Minuchebr	100%	3	Spr	11				✓	
PERS	3502W	Post-Revolution Iranian Cinema	Minuchebr	100%	3	Spr	18				✓	
TURK	1001	Beginning Turkish I	Gur	100%	4	Spr	8		7		✓	
TURK	1002	Beginning Turkish II	Gur	100%	4	Spr	8		5		✓	
TURK	2001	Intermediate Turkish I	Gur	100%	4	Fall	5		3		✓	
TURK	2002	Intermediate Turkish II	Gur	100%	4	Spr	5		4		✓	
Political Science												
PSC	1001	Intro to Comparative Politics	Morgan, Teitelbaum, Aslam, Stradiotto, Baucayannis, Dickson, Pertner, Tutunji	25%	3	Fall/Spr/Sum	1117		1109		✓	Draws on MENA sources and cases
PSC	1001W	Intro to Comparative Politics	Morgan	25%	3	Spr	44		44		✓	Draws on MENA sources and cases
PSC	2336	State-Soc'y Reltns in DevWorld	Bowie, Bowie	25%	3	Spr	38		29		✓	Draws on MENA sources and cases
PSC	2338	Nationalism	Mylonas	25%	3	Fall/Spr	44		91		✓	Draws on MENA sources and cases
PSC	2377	Comp. Pol. of the Middle East	Dean, Weiner, Itani, Kiamie	100%	3	Fall/Spr/Sum	136		180		✓	
PSC	2446	U.S. Foreign Policy	Burns, Saunders	25%	3	Fall/Spr	85		132		✓	Draws on MENA sources and cases
PSC	2476	The Arab-Israeli Conflict	Tutunji, Finkel	100%	3	Fall/Spr/Sum	126		27		✓	
PSC	2476W	The Arab-Israeli Conflict	Finkel	100%	3	Fall/Spr			88			
PSC	2478	Int'l Relations - Middle East	Dean, Lynch, Tutunji, Young	100%	3	Fall/Spr	133		177		✓	

PSC	2994	Insurgencies	Dallas-Feeney	100%	3	Fall/Spr	99		44		✓		
PSC	6377	Comparative Politics - Middle East	Brown	100%	3	Fall/Sum		21		19		✓	
PSC	6478	Int'l Relations - Middle East	Lynch	100%	3	Fall		18		17		✓	
PSC	8338	Nationalism & Nation-Building	Mylonas	25%	3	Fall		7				✓	Draws on MENA sources and cases
PSC	8388	Authoritarianism & Democratization	McClintock, Miller	25%	3	Spr		7		7		✓	Draws on MENA sources and cases
Religion													
REL	1009	The Hebrew Scriptures	Rollston	50%	3	Spr	45		43	43		✓	Draws on MENA sources and cases
REL	2201	Judaism	Brown	50%	3	Fall			27				Draws on MENA sources and cases
REL	2211	Rabbinic Thought & Literature	Eisen	50%	3	Spr	22					✓	Draws on MENA sources and cases
REL	2401	Islam	Faghfoory, Faghfoory	75%	3	Fall	44		36			✓	Draws on MENA sources and cases
REL	3405	Shi'ite Islam	Faghfoory, Kadhim	75%	3	Fall	15		17			✓	Draws on MENA sources and cases
REL	3425	Islamic Political Thought	Faghfoory	75%	3	Spr	26		28			✓	Draws on MENA sources and cases
REL	3431	Sufism (Islamic Mysticism)	Faghfoory, Nasr	75%	3	Spr	46					✓	Draws on MENA sources and cases
REL	3432	Persian Sufi Literature	Nasr	100%	3	Fall	12					✓	
REL	3475	Islamic Religion and Art	Faghfoory	75%	3	Spr			23				Draws on MENA sources and cases
REL	3481	Women in Islam	Pemberton	75%	3	Sum	7					✓	Draws on MENA sources and cases

REL	3923	Peace/Violence : Jwsh Christn Mslm	Eisen	75%	3	Spr			29				Draws on MENA sources and cases
REL	3990	Law/Diplomacy in Ancient NE/Mediter	Rollston	100%	3	Fall	10				✓		
REL	6201	Global Islamic Feminisms	Pemberton	75%	3	Fall		7				✓	Draws on MENA sources and cases
REL	6201	Gender & Islamic Activism	Pemberton	75%	3	Spr				3			Draws on MENA sources and cases
REL	6401	Islamic Historiographies	Pemberton	75%	3	Spr		8				✓	Draws on MENA sources and cases
REL	6402	Qur'an and Hadith	Faghfoory	75%	3	Fall		11		9		✓	Draws on MENA sources and cases
REL	6441	Islamic Law	Alwani	75%	3	Fall		6		8		✓	Draws on MENA sources and cases
REL	6460	Islam and the West	Nasr, Nasr	75%	3	Spr		19		13		✓	Draws on MENA sources and cases
Women/Gender Studies													
WSTU	2121	Anth of Gender: Cross-Cult Persp	Ahmad	50%	3	Spr	13					✓	Taught By MES faculty
WSTU	3481	Women in Islam	Pemberton	75%	3	Sum	4					✓	Draws on MENA sources and cases
WSTU	6270	Global Islamic Feminisms	Pemberton	75%	3	Fall		3				✓	Draws on MENA sources and cases

Project Personnel Profiles

Faculty Profiles: pages 1-29

IMES Staff Profiles: pages 29-34

Foreign Language Competence Key:

- (1) Beginner
- (2) Intermediate
- (3) Advanced
- (4) Native

Faculty Profiles

1. Aday, Sean, Associate Professor, Media and Public Affairs
2. Ahmad, Attiya, Assistant Professor, Anthropology
3. Askari, Hossein, Professor, International Business and International Affairs
4. Atia, Mona, Assistant Professor, Geography and International Affairs; **Director, Middle East Studies Program**
5. Atkin, Muriel, Professor, History
6. Barnett, Michael, University Professor, International Affairs and Political Science
7. Blecher, Joel, Assistant Professor, History
8. Bonnah, Amin, Associate Professor, Arabic
9. Brown, Nathan, Professor, Political Science and International Affairs, **Director, Institute for Middle East Studies; NRC Principal Investigator ***
10. Cline, Eric, Professor, Classics and Anthropology; Director, GWU Capitol Archaeological Institute
11. Daher, Nazih, Arabic
12. Dubnov, Arie, Ticktin Chair, Israel Studies
13. Eisen, Robert, Professor, Religion and International Affairs; Chair, Department of Religion
14. Esseesy, Mohssen, Associate Professor, Arabic and International Affairs; Director, Arabic Program
15. Faghfoory, Mohammad, Professorial Lecturer; Director, Islam Program
16. Feldman, Ilana, Associate Professor, Anthropology and International Affairs
17. Finkel, Evengy, Assistant Professor, Political Science
18. Friedland, Elise, Assistant Professor, Classics
19. Gnehm, Edward Professor, Gulf and Arabian Peninsula Affairs; Director, Middle East Policy Forum
20. Gur, Zeynep, Turkish Lecturer
21. Hassan, Salah, Professor, Marketing
22. Hostetter, Edwin, Professorial Lecturer, Department of Religion
23. Jorgensen, Cory, Assistant Professor, Arabic
24. Kassab, Muhammad, Language Specialist, Arabic
25. Khoury, Dina, Professor, History and International Affairs
26. Kiamie, Charles, Professorial Lecturer
27. Lazarus, Ned, Visiting Assistant Professor of International Affairs

28. Livingston, Steven, Professor, Media and Public Affairs and International Affairs
29. Losman, Donald, Professorial Lecturer
30. Lynch, Marc, Professor, Professor, Political Science and International Affairs
31. Marshall, Shana, **Associate Director & Research Instructor, Institute for Middle East Studies**
32. McAlister, Melani, Associate Professor, American Studies International Affairs
33. Mylonas, Harris, Assistant Professor, Political Science and International Affairs
34. Nasr, Seyyed Hossein, Professor, Islamic Studies
35. Natif, Mika, Assistant Professor, Art History
36. Oh, Irene Associate Professor, Religion; Director of the Peace Studies Program
37. El-Oraby, Ebtissam, Arabic
38. Peltzman, Joseph, Professor, Economics and International Affairs
39. Pemberton, Kelly, Associate Professor, Religion and Women's Studies
40. Popp, Richard Alan, Professorial Lecturer, Arabic
41. Rehman, Scheherazade, Professor, International Finance/Business
42. Reich, Bernard, Professor Emeritus, Political Science and International Affairs
43. Reich, Walter, Professor, International Affairs, Ethics and Human Behavior
44. Riddle, Liesl, Associate Professor, International Business and International Affairs
45. Robinson, Shira, Associate Professor, History and International Affairs
46. Roess, Amira, Assistant Professor of Global Health
47. Rollston, Chris, Associate professor, Classics
48. Sinatora, Francesco, Arabic
49. Smith, Andrew, Assistant Professor, Classics
50. Taher, Nashwa, Arabic
51. Talmadge, Caitlin, Assistant Professor, Political Science and International Affairs
52. Vistamehr, Sepideh, Part-time Professor, Persian
53. Waldman, Ronald, Professor of Global Health
54. Weiner, Robert, Professor, International Business
55. Youmans, William, Assistant Professor, School of Media and Public Affairs
56. Zakai, Orian, Hebrew Program Director

ADAY, SEAN

Associate Professor of Media and Public Affairs, School of Media and Public Affairs

Year of appointment: 2000

Tenure status: Tenured

Education: Ph.D., University of Pennsylvania, 1999; M.A., University of Pennsylvania, 1995; B.S.J., Northwestern University, 1990

Percentage of time relevant to program: 25%

Research and teaching specialization: Political communication, media coverage of war, politics, and foreign policy, media effects and public opinion, political and international trust

Select courses: SMPA 1050 Media in a Free Society; SMPA 3194/6274 Media and War; SMPA 6210 Media and Foreign Policy.

Foreign languages: n/a

Academic and institutional experience: Director, Institute for Public Diplomacy and Global Communication, 2008-2016; Director, Global Communication M.A. Program, 2008-2016.

Overseas experience: Media and Communications Capacity Building in Iraq and Afghanistan, four trips in 2009-2010; Election News Coverage Training, Cairo, 2011.

Select publications: “Chasing the Bad News: An Analysis of 2005 Iraq and Afghanistan War Coverage on NBC and Fox News Channel,” *Journal of Communication*, Vol. 60, No. 1, (2010), pp. 144–164.

Distinctions: Grant, United States Institute for Peace, 2009; Grant, Carnegie Corporation, 2009; Nomination, Straub Teaching Excellence Award, 2009.

Number of dissertations/theses supervised in past five years: 7

AHMAD, ATTIYA

Assistant Professor of Anthropology, Department of Anthropology

Tenure status: Tenure Track

Education: Ph.D., Duke University, 2009; M.A., Duke University, 2005; B.A., Univ of Toronto, 2000

Percentage of time relevant to program: 75-100%

Research and teaching specialization: Gender and feminist studies, Islam and Muslim societies, transnationalism, globalization, migration, diaspora studies, political economy, Middle East, South Asia

Select Courses Taught: Gender and Culture; Islam and Muslim; Feminist Theories; Gender and Islam; Cosmopolitan Islam; The Varieties of Religious Expressions

Foreign Language Competence: French (4), Urdu (4), Arabic (3)

Academic and institutional experience: Assistant Professor, Wesleyan Univ., 2010-12; Postdoctoral Fellow, Georgetown Univ., 2009-10; Instructor, Duke Univ., 2008-09. Canadian-Pakistani Women’s Support Group, Toronto, 2000-02.

Select publications: “Labour’s Limits: Foreign residents in the Gulf,” in M. Kamrav and Z. Babar (eds.), “Migrant Labor in the Persian Gulf,” (Columbia Univ. Press, 2012).

Distinctions: UISFL Middle East Studies Grant, 2011, 2012; Advanced Research Grant, Wesleyan Univ., 2010-11, 2011-12; Bass Award Instructor Fellowship, Duke Univ. 2008-09

Number of dissertations/theses supervised in past five years: 3

ASKARI, HOSSEIN

Iran Professor of Business and International Affairs

Tenure Status: Tenured

Education: PhD (economics), MIT, 1970

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Islamic economics and finance; Economic development in the Middle East; oil economics

Select Courses Taught: Conflicts and Wars in the Persian Gulf; Islamic Economics, Finance and Development; Islam and the Political Economy of Oil; Human and Economic Development in the Middle East

Foreign Language Competence: Farsi (5), French (3), Italian (2), Arabic (1)

Academic and Institutional Experience: Professor of Business and Middle East Studies (University of Texas at Austin), Advisor on the Executive Board of the IMF.

Overseas Experience: Iran, Saudi Arabia, Kuwait, UAE, France

Select Publications: The Middle East Oil Exporters: What Happened to Economic Development? Foreword by Robert Solow; The Stability of Islamic Finance: Creating a Resilient Financial Environment for a Secure Future, Foreword by Sir Andrew Crockett; Islam and the Path to Human and Economic Development, Foreword by Ali Allawi; Conflicts and Wars: Their Fallout and Prevention, Foreword by George A. Akerlof.

Number of dissertations/theses supervised in past five years: 2

ATIA, MONA

Associate Professor of Geography and International Affairs

Tenure Status: Tenured

Education: PhD (Geography), University of Washington, 2008

Percent of Time Relevant to Program: 50%

Research and Teaching Specializations: Poverty, Development, Economic Geography, Islam, Middle East and North Africa, Governmentality, Critical Social Theory, Feminist Methodologies, Transnationalism, Philanthropy and Civil Society, Urban Inequality, Cities in the Global South

Select Courses Taught: Geography of the Middle East and North Africa, Geographic Thought, Economic Geography, Geography of Development

Foreign Language Competence: Arabic: 4, French: 3

Academic and Institutional Experience: 2010 Global Cultures Quadrant (non-resident) Visiting Scholar, University of Minnesota, Fall.

Overseas Experience: Research in Egypt, Morocco and France.

Select Publications: 2016 Herrold, C. and Atia, M. Competing Rather than Collaborating: Egyptian Nongovernmental Organizations in Turbulence. *Nonprofit Policy Forum*, 7(3):389-407., 2014 Poverty Mapping: A Genealogy. *Middle East Report*. 272, Fall, 20-21. , 2013. *Building a House in Heaven: Pious Neoliberalism and Islamic Charity in Egypt*.

Distinctions: 2014 National Science Foundation CAREER Award: "The Impact of Poverty Mapping on the Geography of Development." \$451,619 (for the period July 1, 2014-July 1, 2019).

Number of dissertations/theses supervised in past five years: 7

ATKIN, MURIEL

Professor of History, Columbian College of Arts and Sciences

Year of appointment: 2001

Tenure status: Tenured

Education: Ph.D., Yale University, 1976; M. Phil., Yale University, 1971; B.A., Sarah Lawrence College, 1967

Percentage of time relevant to program: 50%

Research and teaching specialization: Russia, Tajikistan, Iran, Central Asia, Central Asian history

Select courses: HIST 3180 Russia to 1801; HIST 3181 Russia since 1801; HIST 3840 History of Central Asia; HIST 3850 Modern Iran; HIST 6180 History of Modern Russia and the Soviet Union; HIST 6181 Russian and Soviet Empires.

Foreign languages: Russian (4), French (4), Persian (3), Tajik (3), German (2)

Academic and institutional experience: Associate Professor of History, The George Washington University, 1983-2001.

Overseas experience: Fulbright-Hays Fellow, Iran, France, and the United Kingdom, 1972-73

Select publications: "Token Constitutionalism and Islamic Opposition in Tajikistan," *Journal of Persianate Societies*, vol. 5, issue 2 (2012); "Iran, Russia and Tajikistan's Civil War," in S. Cronin, (ed.).

Distinctions: Fellowship, Radio Free Europe/Radio Liberty, 1981

Number of dissertations/theses supervised in past five years:

BARNETT, MICHAEL

University Professor of International Affairs and Political Science

Tenure status: Non-tenure track

Education: Ph.D., University of Minnesota, 1989; B.A., University of Illinois, 1982.

Percentage of time relevant to program: 50%

Research and teaching specialization: International affairs, global governance, humanitarianism, the Middle East

Select courses: HONR 2175 Honors Special Topics – Humanitarianism

Academic and institutional experience: Stassen Chair of International Affairs, and Professor of Political Science, Univ. of Minnesota, 2004-10; Visiting Researcher, New York Univ., 2004-05; Professor, Univ. of Wisconsin, 1998-2004; Associate Professor, Univ. of Wisconsin, 1998-04.

Overseas experience: Research Fellow, Graduate Institute of International and Development Studies, Geneva, Switzerland, 2009-10; Visiting Professor, Graduate Institute of International and Development Studies, Geneva, Switzerland, 2009.

Select publications: *The Empire of Humanity: A History of Humanitarianism*, (Cornell Univ. Press, 2011); Co-author, "Refugees," in Joel Krieger, (ed.), *The Oxford Companion to International Relations*, (Oxford Univ. Press, 2011); Co-author, *Humanitarianism Contested: Where Angels Fear to Tread*, (Routledge Press, 2011).

Distinctions: Academic Council on the United Nations System Book Award, 2007; International Studies Association Book Award, 2006; Vilas Associate, Univ. of Wisconsin, 1999; Quincy Wright Book Award, *International Studies Association*, 1993.

BLECHER, JOEL

Assistant Professor, History

Tenure Status: Tenure-track

Education: PhD, Princeton, 2013

Percent of Time Relevant to Program: 100% (MES 100%)

Research and Teaching Specializations: Islamic history

Select Courses Taught: “Jihad,” “The Formation of Islam,” “Profit and Prophecy in Islamic History”

Foreign Language Competence: Arabic (4); Urdu (3); Hebrew (2).

Academic and Institutional Experience: Washington and Lee University, Assistant Professor of Religion (3 years); Oberlin College, Visiting Instructor in Religion

Overseas Experience: Performed grant or fellowship supported research in Syria, Turkey, India, Yemen, Tunisia, and Saudi Arabia. Currently recipient of State Department funded Council of Overseas American Research Centers Multi-Country Grant during 2017 for research in Tunisia and Italy.

Select Publications: *Said the Prophet of God: Hadith Commentary across a Millennium* (University of California Press, forthcoming 2017); “Revision in the Manuscript Age: New Evidence of Early Versions of Ibn Hajar's *Fath al-Bārī*,” *Journal of Near Eastern Studies* (forthcoming 2017); co-authored with Josh Dubler: “Overlooking Race and Secularism in Muslim Philadelphia,” in *Race and Secularism in America*, Vincent Lloyd and Jonathan S. Kahn, eds. Columbia University Press, 2016.

Distinctions: Multi-country Council of American Overseas Research Center Grant recipient; Invited to be Keynote Speaker at University of Hamburg, 12/1/17, funded by the German Research Foundation, situated at the Centre for the Study of Manuscript Cultures.

BONNAH, AMIN

Teaching Associate Professor of Arabic, Department of Classical and Near Eastern Languages and Civilizations

Tenure status: Non-tenure Track

Education: Ph.D., Arabic, Georgetown University; M.A. Teaching Arabic as a Foreign Language, American University of Cairo; B.A. Arabic Literature, American University in Cairo

Percentage of time relevant to program: 100%

Research and teaching specialization: Arabic language

Select courses: Beginning Arabic I, Beginning Arabic II, Advanced Arabic, Media Arabic, Arabic Narratives Through the Ages, Genres in Modern Arabic Literature, Islamic Political Thought

Foreign languages: Arabic (5)

Academic and institutional experience: Arabic faculty Georgetown Univ., Middlebury College

Distinctions: Gold Medal for Excellence in Teaching, Georgetown Univ. (2008).

BROWN, NATHAN

Professor, Political Science and International Affairs, Director of the Institute for Middle East Studies

Tenure Status: Tenured

Education: PhD, Princeton, 1987; MA, Princeton, 1983; AB, University of Chicago, 1980

Percent of Time Relevant to Program: 70%

Research and Teaching Specializations: comparative politics of the Middle East, religion and politics, constitutionalism and rule of law, regime type

Select Courses Taught: [IA related] Comparative Politics of the Middle East (grad and undergrad), Democracy (grad and undergrad), Middle East in International Affairs Survey

Foreign Language Competence: Arabic—3.5

Academic and Institutional Experience: Visiting Fellow, Center for Interdisciplinary Studies, Bielefeld University, Germany, 2014, Woodrow Wilson Fellow, 2008-09, Carengie Endowment for International Peace, Senior Associate, 2005-07, Fulbright Scholar, Ben Gurion University, Israel, 1999-2000.

Overseas Experience: 4 years total in Egypt, Kuwait, Qatar, Israel, and Germany

Select Publications: *Arguing Islam after the Revival of Arab Politics* (Oxford, 2017), *Constitutionalism, the rule of law & the politics of administration in Egypt & Iran*.

Distinctions: Guggenheim Fellowship, Carnegie Scholar, Woodrow Wilson Fellow, Fulbright grants twice, Fulbright Hays Doctoral Dissertation Research grant

Number of dissertations/theses supervised in past five years: 5

CLINE, ERIC H.

Professor, Dept of Classical and Near Eastern Languages and Civilizations (CNELC)

Tenure Status: Tenured

Education: Ph.D., University of Pennsylvania, 1991, M.A., Yale University, 1984, B.A., Dartmouth College, 1982

Percent of Time Relevant to Program: 80%

Research and Teaching Specializations: Ancient Near East (Egypt, Levant, Anatolia, Mesopotamia)

Select Courses Taught: History of Ancient Near East and Egypt; History of Ancient Israel: Jerusalem Through the Ages; Excavating Armageddon

Foreign Language Competence: N/A

Academic and Institutional Experience: GWU: September 2000 - present, Professor of Classics and Anthropology, Department of Classical and Near Eastern Languages and Civilizations, (Assistant Professor, 2000-2004; Associate Professor, 2004-2012).

Overseas Experience: Kabri Archaeological Project (2005-present; summers); Co-Director (2005-present); Megiddo Expedition (1994-2014; even-numbered summers)

Select Publications: 2014 *1177 BC: The Year Civilization Collapsed*. Princeton: Princeton University Press.

Distinctions: National Endowment for the Humanities Public Scholar Award (2015-16), Honorary Ph.D. Degree (*honoris causa*) from Muhlenberg College (2015).

Number of dissertations/theses supervised in past five years: N/A (only teach undergraduates)

DUBNOV, ARIE M.

Associate Professor of History and Max Ticktin Chair of Israel Studies

Tenure Status: tenure pending Green Card approval

Education: PhD, Hebrew University of Jerusalem, 2009.

Research and Teaching Specializations: twentieth century Jewish and Israeli history/ British Empire in the Middle East/ modern Jewish history/ history of political thought/ decolonization and nation-building/Nationalism. studies/Partition politics

Select Courses Taught: "Zionism, anti-Zionism, post-Zionism: Wars of Ideas," "A Critical History of Modern Israel," "Triumph & Tragedy: The 1948 War," "Intellectuals in Politics"

Foreign Language Competence: Hebrew (5); English (5); Russian (2); German (2); French (2)

Academic and Institutional Experience: Stanford University (Acting Assistant Professor of History; 2009-2013) and the University of Haifa (Senior Lecturer, History, 2013-17), 2016 Dorset Fellowship at the Oxford Centre for Hebrew and Jewish Studies and a Visiting Scholar at Wolfson College, Oxford.

Overseas Experience: See above, taught and conducted research in Israel, conducted research in the UK.

Select Publications: *Isaiah Berlin: The Journey of a Jewish Liberal* (New York: Palgrave-Macmillan, 2012), 316pp., - "Notes on the Zionist passage to India, or: The analogical imagination and its boundaries," *Journal of Israeli History*, vol. 35, no. 2 (2016), 1–39.

Number of dissertations/theses supervised in past five years: Joined GWU in Jan. 2017, currently supervising 2 Elliot School Senior Theses and was member of 1 PhD dissertation committee (Robert Isaacson PhD ; History Department, 2017)

EISEN, ROBERT

Professor of Religion and International Affairs; Chair, Department of Religion

Tenure status: Tenured

Education: Ph.D., Brandeis University, 1990; B.A., Yale University, 1983

Percentage of time relevant to program: 100%

Research and teaching specialization: Medieval and modern Jewish philosophy, biblical interpretation, religious ethics, and comparative religion

Select courses: REL 3201 Judaism; REL 3211 Rabbinic Thought and Literature; REL 3214 Jewish Philosophy in the Medieval Period; REL 3231 Jewish Mysticism; REL 3291 Modern Jewish Thought; REL 3292 Seminar: Issues in Jewish Thought; REL 3295 The Holocaust in Theology and Literature

Foreign languages: Hebrew (4), French (2), German (2), Arabic (1)

Academic and institutional experience: Director, Foundation for Jewish Studies, 1991-2008; Fulbright research, The Hebrew Univ. in Jerusalem, 1999-2000

Overseas experience: Fulbright research, The Hebrew Univ. in Jerusalem, 1999-2000

Select publications: *The Peace and Violence of Judaism: From the Bible to Modern Zionism*, (Oxford Univ. Press, 2011); Co-editor, *Philosophers and the Jewish Bible*, (Univ. of Maryland Press, 2008); *The Book of Job in Medieval Jewish Philosophy*, (Oxford Univ. Press, 2004)

Distinctions: Teaching Award, The George Washington Univ., 2005

ESSEY, MOHSSEN

Associate Professor of Arabic and International Affairs and Chair of the Department of Classical and Near Eastern Languages & Civilizations

Tenure Status: Tenured

Education: Ph.D., Georgetown University, 2000

Percent of Time Relevant to Program: 50%

Research and Teaching Specializations: Arabic sociolinguistics, film and culture, historical linguistics

Select Courses Taught: Arabic and Arab Identity; Arab Film & Culture

Foreign Language Competence: Arabic: 5; English 4; Dutch 3; German 2

Academic and Institutional Experience: Assistant Professor of Arabic (tenure-track) at University of Florida; Visiting Assistant Professor, Georgetown University

Overseas Experience: Residence and studies in Egypt and the Netherlands

Select Publications: *Grammaticalization of Arabic Prepositions and Subordinators*, Brill 2010; "Arabic for Specific Purposes," in *Handbook for Arabic Language Teaching Professionals in the 21st Century*. Revised Edition, London and New Jersey: Lawrence Erlbaum Associates, Publishers. Forthcoming. "Typology of Grammaticalization in Semitic," under contract with Oxford University Press.

Distinctions: Ph.D. with Distinction in Arabic Linguistics in 2000 from Georgetown University

Number of dissertations/theses supervised in past five years: 1 student in the Department of Linguistics at Georgetown University

FAGHFOORY, MOHAMMAD H.

Professorial Lecturer and Director of Graduate Program in Islamic Studies

Education: Ph.D. University of Wisconsin-Madison-1978

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Islam, Islamic Philosophy and Theology, Sufism, Shi'ite Islam, Qur'an and Hadith, Islamic Art and Religion.

Select Courses Taught: [IA related] Islamic Political Thought, Islam, Shi'ite Islam

Foreign Language Competence: Persian 5, Arabic 3, Turkish 3, Dari 4, Azari 4

Academic and Institutional Experience: UCLA, Princeton, University of Wisconsin, Overseas Experience: University of Tehran

Select Publications: *Coup D'Etat: a Handbook*, by Edward Lutewak, translated from English into Persian with an introduction and annotation (Tehran: Nashr-i Gustareh, 1980), Editor of *Beacon of Knowledge: Essays in Honor of Seyyed Hossein Nasr* (Louisville, KY & London: Fons Vitae, 2003)

Distinctions: The Radius Foundation, New York, 2010-2012 Islamic Studies Grant, 2014-Present

Number of dissertations/theses supervised in past five years: 9 MA theses

FELDMAN, ILANA

Professor, Anthropology, History, and International Affairs

Tenure Status: tenured

Education: PhD, University of Michigan, 2002

Percent of Time Relevant to Program: 80%

Research and Teaching Specializations: humanitarianism, security, displacement, human rights, state and governance, Middle East

Select Courses Taught: Anthropology of: Middle East, human rights, intervention, security, state

Foreign Language Competence: 4 - Arabic

Academic and Institutional Experience: Asst Prof/faculty fellow, NYU; Mellon Fellow, Columbia Society of Fellows in the Humanities; Member, Institute for Advanced Study

Overseas Experience: research in: Palestine, Lebanon, Jordan, Egypt

Select Publications: *Police Encounters: Security and Surveillance in Gaza under Egyptian Rule; Governing Gaza: Bureaucracy, Authority, and the Work of Rule (1917-1967); In the Name of Humanity: The Government of Threat and Care*; “Reaction, Experimentation, and Refusal: Palestinian Refugees Confront the Future” *History and Anthropology* 27, 4 (2016): 411-29; “What is a Camp? Legitimate Refugee Lives in Spaces of Long-term Displacement” *Geoforum* 66 (2015): 244-252.

Distinctions: fellowships and grants from NEH, ACLS, IAS, NSF; Cultural Horizons Prize, Society for Cultural Anthropology

Number of dissertations/theses supervised in past five years:

FINKEL, EVGENY

Assistant Professor, Political Science

Tenure Status: Tenure Track

Education: PhD, University of Wisconsin, 2012

Percent of Time Relevant to Program: 40%

Research and Teaching Specializations: Political Violence, Genocide, Israel, Eastern Europe

Select Courses Taught: The Arab-Israeli Conflict; Israeli Politics and Foreign Policy; Political Violence

Foreign Language Competence: Hebrew (5); Russian (5); Ukrainian (4); Polish (3)

Academic and Institutional Experience: Visiting Research Fellow, Program on Order, Conflict, and Violence, Yale University

Overseas Experience: Israel, Ukraine, Russia, Poland

Select Publications: Finkel, Evgeny. *Ordinary Jews: Choice and Survival during the Holocaust*. Princeton: Princeton University Press, 2017., Finkel, Evgeny, Scott Gehlbach, and Tricia Olsen. 2015. “Does Reform Prevent Rebellion? Evidence from Russia’s Emancipation of the Serfs.” *Comparative Political Studies*. 48(8), pp. 984-1019. Finkel, Evgeny. 2015.

Distinctions: 2016 – Best Article Award, American Political Science Association European Politics and Society Section., 2013 – American Political Science Association’s Gabriel A. Almond Award for Best Doctoral Dissertation in Comparative Politics.

Number of dissertations/theses supervised in past five years:

FRIEDLAND, ELISE

Associate Professor of Classics and Art History, Columbian College of Arts and Sciences

Year of appointment: 2008

Tenure status: Tenured

Education: Ph.D., University of Michigan 1997; M.A. University of Michigan 1994; B.A. Williams College 1988

Percentage of time relevant to program: 25-50%

Research and teaching specialization: Greek and Roman art and archaeology, Roman Near East, Greek and Roman echoes in early and 19th c. American Art

Select courses: CLAS 3115 Topics in Ancient Art and Archaeology (Art and Archaeology of Pompeii; Art & Archaeology of Roman Provinces; Greece & Rome in DC); AH 3101 Greek Art

Foreign languages: Latin (3), French (2), Italian (2), German (2)

Academic and institutional experience: Associate Professor and Assistant Professor, Rollins College (2000-2008)

Select publications: *The Sculptural Environment of the Roman Near East: Reflections on Culture, Ideology, and Power* (Peeters Press, Leuven, 2008, co-editor).

Overseas Experience: Jordan, Israel, Tunisia, Turkey, Greece

Distinctions: 2017 U.S. Capitol Historical Society Fellowship; 2013 American Schools of Oriental Research Membership Service Award.

Number of dissertations/theses supervised in the past five years: 0

GNEHM, EDWARD

Kuwait Professor of Gulf and Arabian Peninsula Affairs, and Director, Middle East Policy Forum, Elliott School of International Affairs

Tenure status: Non-Tenure Track

Education: M.A., The George Washington University, 1968; B.A., The George Washington University, 1966

Percentage of time relevant to program: 100%

Research and teaching specialization: Middle East politics, US foreign policy in the Middle East, international relations of the Persian Gulf region, the United Nations

Select courses: IAFF 6503 The Role of an Embassy in the Conduct of Foreign Policy; IAFF 6118 US Foreign Policy in the Persian Gulf: WWII to Present; IAFF 6119 The Conduct of American Foreign Policy Abroad; IAFF 6378 Saudi Arabia in the 21st Century

Foreign languages: Arabic (3)

Academic and institutional experience: J.B. and Maurice C. Shapiro Visiting Professor of International Affairs, The George Washington Univ., 2004; Director General of the Foreign Service and Director of Personnel for the Department of State, 1997-2000

Overseas experience: US Ambassador to Jordan, 2001-04; US Ambassador to Australia, 2000-01; US Ambassador to Kuwait, 1991-94; Deputy Chief of Mission, Jordan, 1984-87; Deputy Chief of Mission, American Embassy, Yemen, 1978-81

Distinctions: The George Washington Univ. Jane Lingo Alumni Outstanding Service Award, 2012; Secretary of State's Distinguished Service Award, 2004

Number of dissertations/theses supervised in past five years: 2

GUR, ZEYNEP

Adjunct Professor Turkish lecturer, Near Eastern Languages and Civilizations, Columbian College of Arts and Sciences

Year of appointment: 2007

Tenure status: Tenured

Education: Turkish Philology, University of Vienna, 1985

Percentage of time relevant to program: 25%

Research and teaching specialization: Turkish Language and Culture

Select courses: Turkish language

Foreign languages: Turkish 5, German 3

Academic and institutional experience: Taught language and culture classes for the Department of State

Overseas experience Studied and worked in Austria

Number of dissertations/theses supervised in past five years: 5

HOSTETTER, EDWIN

Professorial Lecturer, Department of Religion

Tenure Status: Part-time

Education: Ph.D., Johns Hopkins University, 1992

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Bible, Western Religions, Interfaith Dialogue

Select Courses Taught: REL 1003. Introduction to World Religions; REL 3931. Interfaith Dialogue in World Religions

Foreign Language Competence: German (1)

Academic and Institutional Experience: Saint Leo Univ. and Coppin State Univ.

Overseas Experience: Wesleyan Christian Academy, Cayman Islands

Select Publications: *Elementary Grammar of Biblical Hebrew* (Sheffield Academic Press, 2000); "The Antitheodicy of Man in the Land of Uz," *The Expository Times* 116:10 (2005).

Distinctions: Consultant, Civilizations Exchange and Cooperation Foundation

JORGENSEN, CORY

Assistant Professor of Arabic, Columbian College of Arts and Sciences

Year of appointment: 2012

Tenure status: Non-tenure track

Education: BM-music, Utah State; MA-classics, UT-Austin; PhD-Arabic, UT-Austin

Percentage of time relevant to program: 100%

Research and teaching specialization: Arabic language & literature

Select courses: Arabic language & literature

Foreign languages: Arabic (4), Latin (4), Greek (4), Italian (2)

Academic and institutional experience: Utah State U, teaching assistant; UT-Austin, assistant instructor; GWU, assistant professor

Overseas experience: Egypt, Germany, UK: manuscript research

Select publications: "Arabic Learner Attitudes Toward Reading Translated Excerpts from Arabic Literature and Self-Reported Language Learning Motivation." *Al-'Arabiyya*--under revision. Numerous paper presentations.

Distinctions: FLAS dissertation grant; DAAD research grant; GWU-UFF research grants

KASSAB, MUHAMMAD

Teaching Instructor in Arabic Language, Department of Classical and Near Eastern Languages and Civilizations

Tenure status: Non-Tenure track

Education: Ph.D., Georgetown University; M.A. Columbia University

Percentage of time relevant to program: 100%

Research and teaching specialization: Arabic language and literature

Select courses: Arab 003 Intermediate Arabic I; Arab 004 Intermediate II

Foreign languages: Arabic (4), Persian (3), French (3)

Academic and institutional experience: New York Univ., Arabic lecturer (2003-2008); Georgetown Univ., Arabic language instructor (2000-03)

KHOURY, DINA RIZK

Professor of History and International Affairs, Department of History

Tenure Status: tenured

Education: Phd, Georgetown University, 1987

Percent of Time Relevant to Program: 80%

Research and Teaching Specializations: The modern Middle East, Iraq, Ottoman Empire, war and memory, citizenship, migration and labor, and early modern Middle East.

Select Courses Taught: Citizenship and Difference in Middle East, War and Memory in the Middle East, Islam and Social Movements (graduate). Imperial Islam, History of Iraq and Syria, Passports and Migrants in the Middle East (undergraduate)

Foreign Language Competence: language Arabic and English (5), French (4), Turkish (3).

Academic and Institutional Experience: Visiting lecturer: Georgetown University (89-91)

Overseas Experience: Board of Trustees of the Doha Institute, visit the Middle East for research.

Select Publications: *Iraq in Wartime: Soldiering, Martyrdom, and Remembrance* (Cambridge; Cambridge University Press, 2013)., "The Security State and the Practice and Rhetoric of Sectarianism in Iraq," *International Journal of Iraqi Studies*, 4 (2011), 325-38.

Distinctions: John Simon Guggenheim Fellow (2007-8), PI for NEH summer seminar grant (2014) (\$100,000).

Number of dissertations/theses supervised in past five years: George Washington: 2
Outside George Washington: 4 as outside advisor

KIAMIE, CHARLES EDWARD III

Professorial Lecturer, International Affairs, Political Science, and Middle Eastern Studies

Tenure Status: Part-time

Education: Ph.D., Georgetown University, Government and Contemporary Arab Studies, 2008

Other Academic, Institutional, or Professional Experience: US Agency for International Development (2014-Present) and US Department of State (2007-14)

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Dr. Kiamie's professional and research interests include political reform, nation-building, (de)liberalization, political retraditionalization, and Islamism in the Arab and Islamic worlds. He is also interested in federal procurement reform and procurement innovation, including co-creation processes, as they relate to complex international development challenges.

Courses Taught: Politics and Cultures of the Middle East (undergraduate); Arab Politics (undergraduate); Middle East Comparative Politics (graduate and undergraduate)

Foreign Language Competence: Arabic 4, Spanish 1, Latin 1

Overseas Experience: Dr. Kiamie has conducted business on behalf of the US Government in nearly every country in the Middle East and North Africa and a number of other countries around the world. He has a particular interest in the Levant and was a Fulbright Fellow in Jordan (2004-05).

Distinctions: Recipient of numerous federal service awards.

LAZARUS, NED

Visiting Professor of International Affairs, ESIA

Tenure status: Assistant (non-tenure)

Education: PhD (International Relations), American University, 2011

Percentage of time relevant to program: 50%

Research and teaching specialization: Conflict Analysis and Resolution, Peacebuilding, Israeli-Palestinian Conflict, Arab-Israeli Conflict, Civil Society, Peace Education, Nationalism, Evaluation

Select courses: Israeli-Palestinian Peacebuilding, Conflict and Conflict Resolution

Foreign languages: Hebrew (5); colloquial Arabic (2-3)

Academic and institutional experience: Visiting Professor of International Affairs, GWU/ESIA (2014-15, 2016-19); Senior Evaluation Officer (intermittent service contract), Bureau of Conflict and Stabilization Operations, Department of State; FIPSE Post-doctoral Fellow, School for Conflict Analysis and Resolution at George Mason University (2011-14); Visiting Professor, Georgetown University Program on Conflict Resolution 2010-11

Overseas experience Jerusalem 1996-2004; annual research in Israel and Palestinian territories 2005-present; additional research travel - Cyprus, Northern Ireland, Sri Lanka

Select publications: “Reading Ayman Odeh from Washington in the Trump Era,” for Ameer Fakhoury (ed.), On Ayman Odeh’s Call to Establish a “Democratic Camp” in Israel, School for Peace at Neve Shalom/Wahat Al-Salam (Hebrew: forthcoming 2018). **Distinctions:** Israel Institute Teaching Fellowship (2016-19); FIPSE (USG Fund for Improving Post-Secondary Education) Post-Doctoral Fellowship (2011-14); School of International Service Doctoral Fellowship (2009-10); U.S. Institute of Peace Peace Scholar Doctoral Fellowship (2007-08)

Number of dissertations/theses supervised in past five years: 1

LIVINGSTON, STEVEN

Professor, School of Media and Public Affairs; Elliott School of International Affairs

Tenure Status: Tenured full professor

Education: PhD, University of Washington, 1990

Research and Teaching Specializations: International affairs theory, constructivism, and ICT effects on development, human rights and war crimes documentation.

Select Courses Taught: Foreign Language Competence: language (level—see key below)

Academic and Institutional Experience: Too numerous to mention here. Five fellowships and visiting professorships in just the last few years.

Overseas Experience: over 50 countries in the last 10 years alone

Select Publications: Bits and Atoms: Information and Communication Technology in Areas of Limited Statehood (Oxford 2014)

Distinctions: Senior Fellow, Carr Center for Human Rights Policy, Kennedy School of Government, Harvard University, Cambridge, MA 02138

LOSMAN, DONALD L.

Professorial Lecturer in International Affairs, Elliott School of International Affairs

Tenure Status: Part-time

Education: Ph.D., Economics, University of Florida, 1969; M.A., Economics, University of Florida, 1964; B.S. Business Administration, University of Florida, 1963.

Percent of Time Relevant to Program: 50%

Research and Teaching Specializations: Middle East political economy and security, economic sanctions, international trade/finance, and public finance.

Select Courses Taught: Political Economy of the Middle East; Middle East Security Issues; International Finance; International Trade; Economic Development.

Academic and Institutional Experience: Professor of Economics, Industrial College of the Armed Forces (Eisenhower School), National Defense Univ., 1982-2014; Financial Consultant, International Bank for Reconstruction and Development, 1990-1992

Overseas Experience: Visiting Research Fellow, Jafee Center for Strategic Studies, Tel Aviv Univ., 1995; Visiting Professor, Korean National Defense College, Seoul, Korea, 1986.

Select Publications: *The Promise of American Industry*, (with Shu-jan Liang), Quorum Books, 1990; *The Industrial Sector* (with Shu-jan Liang), National Defense Univ., 1987.

Distinctions: National Association of Business Economists; American Economic Association; Society for Government Economists; National Economics Club; Middle East Institute.

LYNCH, MARC

Professor of Political Science and International Affairs

Year of appointment: 2007

Tenure status: Tenured

Education: Ph.D. Cornell University, 1997; M.A. Cornell University, 1992; B.A. Duke University, 1990

Percentage of time relevant to program: 100%

Research and teaching specialization: Middle East politics, international relations, comparative politics

Select courses: PSC 2478 International Relations of the Middle East; PSC 6478 International Relations of the Middle East; PSC 8441 Advanced Theories of International Relations

Foreign languages: Arabic (3)

Academic and institutional experience: Director, Project on Middle East Political Science, 2010-present; Non-Resident Senior Fellow, Center for a New American Security, 2009-2016; Non-resident Senior Associate, Carnegie Endowment for International Peace, 2016-present; Associate Professor, Williams College, 2004 -2007

Select publications: *The New Arab Wars: Anarchy and Uprising in the Middle East* (New York: PublicAffairs 2016); *The Arab Uprisings Explained* (New York: Columbia University Press, 2014).

Distinctions: Title VI National Resource Center for Middle East Studies Grant, US Department of Education, 2010-2016; Founding Director, Project on Middle East Political Science (Grant support from Social Science Research Council, Carnegie Corporation of New York, Henry Luce Foundation)

MARSHALL, SHANA

Associate Director Institute for Middle Eastern Studies, and Research Instructor, Elliott School

Tenure status: Non-tenure Track

Education: Ph.D., University of Maryland – College Park; M.A., University of Maryland – College Park; B.A., Hanover College.

Percentage of time relevant to program: 100%

Research and teaching specialization: Middle East political economy

Foreign languages: Arabic (4)

Academic and institutional experience: Fellow at Crown Center for Middle East Studies, Brandeis Univ.; Fellow at the Niehaus Center for Globalization & Governance, Princeton Univ..

Overseas experience: Travel & study in Egypt, Lebanon, Morocco, Syria, Tunisia, Yemen

Select publications: “Jordan’s Military-Industrial Complex and the Middle East’s New Model Army,” *The Middle East Report*. 43(267); “Egypt’s Generals and Transnational Capital,” co-authored with Joshua Stacher. Spring 2012, *The Middle East Report*. 42(262).

Distinctions: Recipient of three postdoctoral fellowships from Brandeis Univ., Princeton Univ., and Transatlantic Postdoctoral Fellowship in International Relations; recipient of grants from Kuwait Program at the Institut d'Etudes Politiques (Sciences Po - Paris); Horowitz Foundation for Social Policy; Saltzman Institute of War and Peace Studies at Columbia Univ.; and Smith Richardson Foundation

MCALISTER, MELANI

Associate Professor of American Studies and International Affairs, American Studies Department

Tenure Status: Tenured

Education: Ph.D., Brown Univ. 1996

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: US in the World, religion and international affairs

Select Courses Taught: The Politics of ‘Saving Africa’, US-Middle East Cultural Encounters, US in a Global Context, US Media in a Transnational Frame

Foreign Language Competence: French – 3, Arabic – 1

Overseas Experience: International Board, American Univ. of Beirut Center for American studies and Research, 2004-2015.

Select Publications: Co-authored with six other contributors; “The Body in Crisis: Congo and the Transformations of Evangelical Internationalism, 1960–65,” forthcoming in *Outside In: Transnational and International Dimensions of Modern American History*, eds. Andrew Preston and Doug Rossinow, Oxford Univ. Press, 2016; “US Evangelicals and the Politics of Slave Redemption as Religious Freedom,” *South Atlantic Quarterly* (Winter 2014)

Distinctions: NEH Fellowship 2017-18; Organization of American Historians, Distinguished Lecturer, 2013-2019.

Number of dissertations/theses supervised in past five years: 10

MYLONAS, HARRIS

Associate Professor of Political Science and International Affairs

Tenure Status: Tenured

Education: PhD Yale

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Nationalism, Nation- and State-Building, Diaspora Policies, European Politics, Qualitative Research Methods.

Select Courses Taught: PSC 2332 European Integration (for undergraduates); PSC 2338 Nationalism (for undergraduates); PSC 6362 Nation Building in the Balkans (for M.A. students); PSC 8104 Qualitative Research Methods (for doctoral students).

Foreign Language Competence: Greek (5), Spanish (2).

Academic and Institutional Experience: Academy Scholar at Harvard Academy for International and Area Studies, conducted research during 2008-09 and 2011-12 academic years. Associate editor of *Nationalities Papers*

Overseas Experience: International Hellenic University, Thessaloniki, Greece, Visiting Professor at the MA in Black Sea Studies program, School of Humanities [2015-2016].

Select Publications: Harris Mylonas. The Politics of Nation-Building: Making Co-Nationals, Refugees, and Minorities (New York, NY: Cambridge University Press, 2012).

Distinctions: Early Career Scholar Award, Office of the Vice President for Research, GW, 2016., Minerva Research Initiative Award, Department of Defense, 2015-2018

NASR, SEYYED HOSSEIN

University Professor of Islamic Studies, Columbian College of Arts and Sciences

Year of appointment: 1984

Tenure status: Tenured

Education: Ph.D., Harvard University, 1958; M.S., Harvard University, 1956; B.S., Massachusetts Institute of Technology, 1954

Percentage of time relevant to program: 100%

Research and teaching specialization: Islamic Studies and perennial philosophy

Select courses: Rel 770 Islamic Civilization and the West; Rel 771 Persian Sufi Literature in East and West; 772 Mysticism – East and West; Rel 773 Perennial Philosophy; Rel 775 Man and the Natural Environment; Rel 777 Religion and Science

Foreign languages: Persian (4)

Academic and institutional experience: Emeritus Professor, Cornell University, 1991-97; Professor of Islamic Studies, Temple University, 1979-84; Visiting Distinguished Professor University of Utah, 1979; Visiting Professor, Princeton University, 1975.

Overseas experience: Professor of Islamic Studies, American University of Beirut, Lebanon, 1964-65; Professor, Tehran University, 1963-79; Associate Professor, Tehran University, 1958-63

Select publications: *Man and Nature: The Spiritual Crisis in Modern Man*, (Kazi, 2007); *The Garden of Truth: The Vision and Promise of Sufism, Islam's Mystical Tradition*, (Harper, 2007)

Distinctions: A.D. White Professor Emeritus in Islamics, Cornell University, 1991-97; Member of the Royal Academy of Jordan 1995-present.

NATIF, MIKA

Assistant Professor of Art History, Program in Art History, Corcoran School of the Arts & Design

Tenure Status: pre-tenure

Education: PhD, New York University, 2006.

Percent of Time Relevant to Program: 88%

Research and Teaching Specializations: Islamic art and architecture; Mughal India and Central Asia

Select Courses Taught: [IA related] Transcultural Encounters between Europe and the Muslim World' (seminar); Mughal Cosmopolitanism and the Patronage of the Arts (seminar)

Foreign Language Competence: 4-Persian; 3-Classical Arabic; 5-Hebrew; 3-French; 2-German
Academic and Institutional Experience: Assistant Curator of Islamic and South Asian Art, The Harvard Art Museums, 2016-17: American Association of University Women fellowship, Spring 2016: Aga Khan Postdoctoral Associate, Harvard University, Fall 2015

Overseas Experience: Research work in India, Turkey, Israel and Europe., 2011-12: Postdoctoral Fellow, Kunsthistorisches Institut in Florence (Max Planck Institute),

Select Publications: *Eros and Sexuality in Islamic Art* (Ashgate Publications, October 2013). Co-edited and co-authored with Francesca Leoni; "Renaissance Painting and Expressions of Male Intimacy in a Seventeenth-Century Illustration from Mughal India." In *Renaissance and Reformation / Renaissance et Reforme*, issue 38.4 (Fall 2015), 41-63.

Distinctions: Spring 2017: Natalie Zemon Davis Prize for the best article of volume 38 *Renaissance et Reformation*

Number of dissertations/theses supervised in past five years: n/a

NASR, SEYYED HOSSEIN

Univ. Professor of Islamic Studies, Department of Religion

Tenure status: Tenured.

Education: Ph.D., Harvard Univ., 1958; M.S., Harvard Univ., 1956; B.S., Massachusetts Institute of Technology, 1954

Percentage of time relevant to program: 75%

Research and teaching specialization: Islamic Studies and perennial philosophy.

Select courses: Islamic Civilization and the West; Persian Sufi Literature in East and West; Mysticism – East and West; Perennial Philosophy; Man and the Natural Environment.

Foreign languages: Persian (4).

Academic and institutional experience: Emeritus Professor, Cornell Univ., 1991-97; Professor of Islamic Studies, Temple Univ., 1979-84; Visiting Distinguished Professor Univ. of Utah, 1979; Visiting Professor, Princeton Univ., 1975; Visiting Professor, Harvard Univ., 1962, 1965.

Overseas experience: Professor of Islamic Studies, American Univ. of Beirut, Lebanon, 1964-65; Professor, Tehran Univ., 1963-79; Associate Professor, Tehran Univ., 1958-63.

Select publications: *Man and Nature: The Spiritual Crisis in Modern Man*, (Kazi, 2007); *The Garden of Truth: The Vision and Promise of Sufism, Islam's Mystical Tradition*, (Harper, 2007).

Distinctions: A.D. White Professor Emeritus in Islamics, Cornell Univ., 1991-97; Member of the Royal Academy of Jordan 1995-present.\

OH, IRENE

Associate Professor of Religion, Department of Religion; Director, Peace Studies.

Tenure Status: Tenured

Education: Ph.D., Religious Studies, Univ. of Virginia, 2004; M.A., Divinity, Univ. of Chicago, 1999; B.A., Religion, Swarthmore, 1995.

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Ethics; Religion.

Select Courses Taught: Current Issues in Bioethics; Ethics and the World Religions; Introduction to Peace Studies and Conflict Resolution; Peace Studies Project; Religions Wage Peace.

Foreign Language Competence: Arabic (2); French (2); German (3).

Academic and Institutional Experience: Assistant Professor, Univ. of Miami, 2004-2009; Doctoral Fellow, Center on Religion and Democracy, Univ. of Virginia, 2003-2004.

Overseas Experience: Fulbright-Hayes Fellowship for Arabic study, Yarmouk Univ., Jordan, 2001; Dean's Travel Grant for travel to Jordan and Syria, Univ. of Virginia, 2001.

Select Publications: *The Rights of God: Islam, Human Rights, and Comparative Ethics* (Georgetown Univ. Press, 2007)

Distinctions: American Academy of Religion Book Award for Excellence, 2008; Middle East Studies Association Albert Hourani Book Award, 2008

PELZMAN, JOSEPH

Professor of Economics, Law, and International Affairs, Economics Department

Tenure Status: Tenured

Education: J.D., The George Washington Univ., 1998; Ph.D., Economics, Boston College, 1976; M.A., Russian & East European Area Studies, Harvard Univ., 1972; B.S., Economics, Boston College, 1971.

Percentage of time relevant to program: 50%

Research and teaching specialization: Middle East and North Africa trade, development and human capital; economics of international trade law

Select courses: Economics of the Middle East and North Africa.

Foreign languages: Hebrew (4-5); Russian (2); Yiddish (3).

Academic and institutional experience: Professorial Lecturer of Law, The GWU Law School, 1999 – 2005; Visiting Professor of Law, The Radzyner School Of Law, The Interdisciplinary Center (IDC), Herzliya, Israel, 2001 (summer), Visiting Scholar and Fellow, The Russian Research Center, Harvard Univ., 1991-92

Select publications: *The Economics of International Trade Law. Israel, London, and Singapore.*, World Scientific Press, 2018, forthcoming.

Distinctions: Managing Editor, *Global Economy Journal*, 2018; Elected President, International Trade and Finance Association, 2017 – 2018; Fulbright Senior Scholar and Visiting Professor, Renmin Univ., School of Economics, Beijing, China, 2012 – 2013

Number of dissertations/theses supervised in past five years: 5.

PEMBERTON, KELLY

Associate Professor of Religion and Women's Gender and Sexuality Studies, Columbian College of Arts and Sciences

Year of appointment: 2004

Tenure status: Tenured

Education: Ph.D., Columbia University, 2000; M.A., University of Washington, 1994; B.A., Vassar College, 1990

Percentage of time relevant to program: 25-50%

Research and teaching specialization: Islam, Hinduism, Sufism, gender, civil society, the Middle East, South Asia

Select courses: Islam; Women in Islam; Women in Islam; Islam and Hinduism in South Asia; Introduction to World Religions: Western Traditions; Women in Western Religion

Foreign languages: French 4, Hindi 4, Urdu 4, Arabic 2, Persian 2, Turkish 2, Spanish 2

Academic and institutional experience: Expert Witness and Country of Origin Information Expert, Refugee Legal Aid, 2013-present; Consultant, American Council on Education, 2008, 2011-12; Consultant, Council of American Overseas Research Centers, 2009-10

Select publications: "The Politics of Gender in the Sufi Imaginary," in Deepra Dandekar and Torsten Tschacher, eds. *Islam, Sufism, and Everyday Politics in South Asia*. Routledge Books, 2016.

Distinctions: Columbian College Facilitating Fund, George Washington University (2017-18), Faculty Fellowship, Mount Vernon campus, George Washington University (2015-16)

Number of dissertations/theses supervised in past five years: 7

POPP, RICHARD ALAN

Professorial Lecturer, Columbian College of Arts and Sciences

Tenure status: Non-tenure track

Education: Ph.D. Arabic Language, Literature, and Linguistics, Georgetown University; M.A., Liberal Studies in Arabic and Islamic Studies, The Ohio State University

Percentage of time relevant to program: 100%

Research and teaching specialization: Methodology of Language Instruction, Arab-American Literature, Translation Studies

Select courses: ARAB 4501 (Arabic – English Translation)

Foreign languages: Arabic (4)

Pedagogy Training: Issues/Methods: Teaching Arabic as a Foreign Language; Methods of Language Teaching; Supervised Teaching Practicum at Georgetown University Academic and institutional experience: Georgetown University, 2008 (Fall). The George Washington University, Fall 2009-Present. University of Maryland, Fall 2014-Present.

Overseas experience: Peace Corps, 1982-1984 (Sana'a, North Yemen), Yarmuk-Virginia Summer Program, 1985 (Irbid, Jordan), Center for Arabic Study Abroad (CASA), Full Fellow, 1989-90 (Cairo, Egypt)

Select publications: "Writing Together: Two Generations of Arab Americans Serve the Public Purpose," *AlJadid* 16, no. 63 (2012): 6-9. Co-written by Holly Arida and Richard Alan Popp

Distinctions: Title VI FLAS Scholar; TASC, Special Achievement Award, 2004

Number of dissertations/theses supervised in past five years: 0

REHMAN, SCHEHERAZADE

Professor of International Finance/Business, and Professor of International Affairs and Director, European Union Research Center, School of Business

Year of appointment: 1991

Tenure status: Tenured

Education: Ph.D., The George Washington University, 1992; M.B.A., The George Washington University, 1989; B.B.A., The George Washington University, 1985

Percentage of time relevant to program: 50%

Research and teaching specialization: International finance, global and emerging financial markets, central banking, economic development, privatization and financial sector development, corporate governance, regional financial crisis management, Middle East economics

Select courses: BADM 2201 International Financial Environment; IBUS 3301 International Business Finance; IBUS 4302 International Banking; IBUS 4303 International Monetary and Financial Issues; IBUS 6404 Global Competitive Frameworks

Academic and institutional experience: Director, European Union Research Center, The George Washington University, 1998-present; Senior Trainer/Lecturer, US Agency for International Aid (USAID) Funded Programs, 1997-present

Overseas experience: Executive Program Trainer, Banco Central de Reserva del Perú, 2009; Financial Advisor and Consultant, SeaTech Inc, United Kingdom and Barbados, 2001-05

Select publications: Co-author, "Globalization Of Islamic Finance: Myth Or Reality?"

International Journal of Humanities and Social Science, Vol. 1, No. 19, (2011); Co-author, *Corruption And Its Manifestation In The Persian Gulf*, (Edward Elgar Publishing, Ltd., 2010)

Distinctions: Steve Ross Professorial Fellow of International Finance and Business and External Relations, 2012; University Policy Research Scholar Award, The George Washington University, 2012; Oscar and Shoshanna Trachtenberg Teaching Award, 2011

REICH, BERNARD

Professor Emeritus of Political Science and International Affairs, Columbian College of Arts and Sciences

Year of appointment: 1981

Tenure status: Tenured

Education: Ph.D., University of Virginia, 1964; M.A., University of Virginia, 1963; B.A., City College of New York, 1961

Percentage of time relevant to program: 100%

Research and teaching specialization: Middle Eastern politics, terrorism, US-Israel relations, Arab-Israeli conflict, Israel, oil politics

Academic and institutional experience: Marine Corps War College Chair of National Security Economic Affairs, 1996-present; Consultant, US Department of State; Lecturer, Foreign Service Institute; Lecturer, Defense Intelligence School

Overseas experience: Research for USSR Academy of Sciences, Soviet Union, 1970-1990; Visiting Research Associate, Tel Aviv University, 1971-72

Select publications: *Historical Dictionary of Israel*, (Rowman and Littlefield, 2008)

Distinctions: Postdoctoral Fellowship, National Science Foundation, Israel, 1971-72

REICH, WALTER

Yitzhak Rabin Memorial Professor of International Affairs, Ethics and Human Behavior, Professor of International Affairs, and Professor of Psychiatry and Behavioral Sciences.

Tenure status: University-level professorship reporting to the Provost and Executive Vice President for Academic Affairs

Education: A.B., Columbia College, 1965, Graduate Faculties, Department of Philosophy, Columbia University, 1965-66, M.D., New York University School of Medicine,

Percent of Time Relevant to Program: 20%

Research and Teaching Specializations: The Holocaust; Holocaust memory; Israel; the Israeli-Palestinian conflict; terrorism; antisemitism; Judaic studies; genocide; human rights

Select Courses Taught: Holocaust Memory

Academic and Institutional Experience: Senior Scholar and Director, Project on Health, Science and Public Policy, Woodrow Wilson International Center for Scholars (1992-95)

Residential fellowships: Fellow, Kennan Institute for Advanced Russian Studies, Woodrow Wilson International Center for Scholars (1982-83), Clinical Fellow, Department of Psychiatry, Hebrew University School of Medicine, Jerusalem, Israel (1967)

Selected Editorial Positions: Contributing Editor, *The Wilson Quarterly* (1983-2014), Advisory Editor, *Psychiatry: Interpersonal and Biological Processes* (1976-present)

Overseas Experience: Numerous visits to Israel. Longest duration: three months (at Hebrew University School of Medicine/Hadassah Hospital).

Select Publications: Reich, Walter: *A Stranger in My House: Jews and Arabs in the West Bank*. New York: Holt, Rinehart and Winston. 1984 Revised edition published in London by Firethorn Press, 1985.

RIDDLE, LIESL

Associate Professor of International Business and International Affairs Associate Dean for Graduate Programs, GW School of Business, Co-Director, GW Diaspora Program

Year of appointment: 2001

Tenure status: Tenured

Education: Ph.D., University of Texas, Austin, 2001; M.B.A., University of Texas, Austin, 1995; M.A., University of Texas, Austin, 1995; B.A., University of Texas, Austin, 1992

Percentage of time relevant to program: 51-75%

Research and teaching specialization: International entrepreneurship, investment and trade promotion, diasporas, international business in the Middle East and North Africa

Select courses: IBUS 3001 Introduction to International Business; IBUS 3201 International Marketing Management; IBUS 4402 Managing in Developing Countries

Foreign languages: Turkish (2)

Academic and institutional experience: Co-director, George Washington University Diaspora Capital Investment Project, 2006-12

Select publications: "Information Sources for New Ventures in the Turkish Clothing Export Industry" *Small Business Economics* w/Kate Gillespie (2003)

Distinctions: Awarded Best Reviewer Award at the Academy of Management Annual Meeting, 2007; Best Reviewer Award at the Academy of International Business Annual Meeting, 2007

ROBINSON, SHIRA

Associate Professor of History and International Affairs

Tenure Status: Tenured

Education: [PhD, Stanford University, 2005]

Percent of Time Relevant to Program: 50 %

Research and Teaching Specializations: Modern Middle East History, Imperial and Colonial History, Nationalism, Settler Colonialism, Israel/Palestine, Decolonization

Select Courses Taught: The Middle East in the 20th Century (undergrad), The United States in the Middle East, 1914-9/11 (undergrad), The Middle East in World History (grad)

Foreign Language Competence: Arabic-4, Hebrew-4, French-1

Academic and Institutional Experience: 2004-2007 Assistant Professor of History, University of Iowa, 2006-2007 Visiting Fellowship, Davis Center for Historical Studies, Princeton Univ.

Overseas Experience: Center for Arabic Studies Abroad (Cairo), 1999-2000, Fulbright and various research grants in Israel (1997-2008), 2006 Summer Research Grant (Israel)

Select Publications: *Citizen Strangers: Palestinians and the Birth of Israel's Liberal-Settler State* (Stanford, 2013).

Distinctions: *Citizen Strangers*: Winner of the 2014 Outstanding Academic Title Award, sponsored by Choice - and one of the 25 Top Outstanding Academic Titles of the Year

Number of dissertations/theses supervised in past five years: 12

ROESS, AMIRA

Assistant Professor of Global Health and of Epidemiology and Biostatistics, Department of Global Health

Tenure Status:

Education: Ph.D., International Health, Disease Prevention and Control, Johns Hopkins Bloomberg School of Health, 2005; M.P.H., Univ. of Medicine & Dentistry of New Jersey-Robert Wood Johnson Medical School, Rutgers, 2003; B.S., Philosophy & Biology, Saint Peter's Univ., 1999.

Percent of Time Relevant to Program: 50%

Research and Teaching Specializations: Epidemiology; Global Health; HIV/AIDS; Infectious Disease; Underserved Populations.

Select Courses Taught: Global approaches to the control of infectious diseases

Academic and Institutional Experience: Epidemic Intelligence Service Fellow, CDC, 2008-2010; Senior Epidemiologist, Westat, Rockville Institute, 2008; Consultant, Development Alternatives, 2007; Science Director (2006-2007), Pre-doctoral Fellow (2002-2006).

Overseas Experience: South Asia, Middle East, sub Saharan Africa, North America, Australia.

Select Publications: Matysiak, A, Roess, A., "Interrelationship between climatic, ecologic, social and cultural determinants affecting dengue 1 emergence and transmission in Puerto Rico and their implications for Zika response," *Journal of Tropical Medicine*, 2017.

Distinctions: Epidemic Intelligence Service (EIS), Centers for Disease Control and Prevention, 2008-2010; New Investigators in Global Health Award. Global Health Council, 2006

Number of dissertations/theses supervised in past five years: PhD: 6; MPH/MS thesis: 30+.

ROLLSTON, CHRISTOPHER

Associate Professor of Northwest Semitic Languages and Civilizations in the Department of Classical and Near Eastern Languages and Civilizations

Year of appointment:

Tenure status: Associate

Education: Ph.D, Johns Hopkins University

Percentage of time relevant to program: 25%

Research and teaching specialization: Ancient Aramaic, Phoenician, Hebrew Inscriptions; history of ancient Syria and Mesopotamia; Cultural Heritage; Hebrew Bible; Qur'an; Christianity

Select courses: Law and Diplomacy in the Ancient Near East; The Bible in the Qur'an; Aramaic

Foreign languages: Hebrew 4; Aramaic and Syriac 4; Ugaritic 4; Akkadian 4; Phoenician 4; Greek 4; Latin 4; Sahidic Coptic 4; Moabite and Ammonite (languages of ancient Jordan) 4; Modern German 4; Modern French 4; Modern Arabic 3; Modern Italian 3; Modern Spanish 3

Academic and institutional experience: Visiting Professor: Tel Aviv University; National Endowment for the Humanities Fellowships: 2, one in Jordan and one in Israel.

Overseas Experience: Much of professional life spent in Syria, Jordan, Israel, and Lebanon, conducting research in museums and departments of antiquity, excavating, traveling, lecturing.

Select publications: *Enemies and Friends of the State: Ancient Prophecy in Context*, Christopher A. Rollston (ed.). Penn State University Press, Eisenbrauns Imprint, 2018.

Distinctions: Frank Moore Cross Award from the American Schools of Oriental Research.

Number of dissertations/theses supervised in past five years: 5

SINATORA, FRANCESCO

Assistant Professor of Classical and Near Eastern Languages and Civilizations, Columbian College of Arts and Sciences

Tenure status: Assistant

Education: Ph.D. in Arabic, Georgetown University, 2016. MA in Afro-Asiatic Studies (University of Pavia, 2008)

Percentage of time relevant to program: 100%

Research and teaching specialization: Arabic sociolinguistics, Syria, discourse analysis, online ethnography, social media, identity, language pedagogy

Select courses: Beginning Arabic I, Elementary Arabic Language, Intermediate Arabic Lang.

Foreign languages: Arabic (4), English (4), Italian (5), German (4)

Academic and institutional experience: - Arabic instructor, Sijal Institute (Amman, Jordan), 2015 - Teaching Assistant and Teaching Fellow in Arabic. Institute of Arab and Islamic Studies, University of Exeter, UK (2009-2011)

Overseas experience: Conducted fieldwork for BA and MA theses in Syria (March 2005 and summer 2007). Conducted fieldwork for Ph.D. dissertation in Amman (summer 2014 and 15).

Select publications: “- Giolfo M.E.B. & Sinatora, F.L. (in print, 2018), “ Hybridity and Superdiversity on Syrian Dissidents' Facebook Pages. *An Online Ethnography of Language, Identity and Authenticity* (PhD. dissertation, Georgetown University, 2016).

Distinctions: June 2017. CCFE award (\$8,123) from The George Washington University

Number of dissertations/theses supervised in past five years: 0

SMITH, ANDREW

Assistant Professor of Classics, Columbian College of Arts and Sciences

Year of Appointment: 2008

Tenure status: Tenure Track

Education: Ph.D., University of Maryland-College Park, 2004; M.A., North Carolina State University, 1995

Percentage of time relevant to program: 25-50%

Research and teaching specialization: The Greek and Roman Middle East

Select courses: Clas 119 Greek History; Clas 120 Roman History; Clas 105 Ancient Identity: Greek, Romans, and Other

Foreign languages: German (2), French (2), Arabic (1), Aramaic (2), Latin (2), Ancient Greek (2)

Academic and institutional experience: Assistant Professor, Dowling College (2006-08); Adjunct Assistant Professor, Rollins College (2005)

Select publications: Roman Palmyra: Identity, Community, and State Formation (forthcoming); *Wadi Araba in Classical and Late Antiquity: A Historical Geography* (2010); "The Bir Madhkur Project: A Preliminary Report on the 2008 Field Season." *Annual of the Department of Antiquities of Jordan* (2010);

Distinctions: Loeb Classical Library Foundation (\$35,000), Harvard University 2010-11; University Facilitating Fund Fellowship (\$14,496), GWU, 2009-10;

TALMAGADE, CAITLIN

Assistant Professor of political Science and international affairs

Tenure Status: Junior

Education: AB Harvard College 2003, PHD MIT 2011

Percent of Time Relevant to Program: 15%

Research and Teaching Specializations: nuclear security, civil-military relations, military operations and strategy, defense policy, Persian Gulf Security issues

Select Courses Taught: [IA related] IAFF 6166, PSC 1003, PSC 8489, IAFF 6186

Foreign Language Competence: language (level—see key below) Spanish 2

Academic and Institutional Experience: [pre-GWU experience; visiting/fellow positions, etc.] all on my CV

Overseas Experience: Persian Gulf, East Asia, elsewhere

Select Publications: all on my CV

Distinctions: Smith Richardson Junior Faculty Fellow, Stanton Nuclear Security Fellow, numerous other awards and books on my CV

Number of dissertations/theses supervised in past five years: 4

VISTAMEHR, SEPEDEH

Lecturer in Spanish, Department of Romance, German, and Slavic Languages and Literatures and Department of Classical and Near Eastern Languages and Civilizations

Tenure Status: Part-time

Education: Pre-Med, Université Joseph-Fourier, Grenoble, France, 1998; B.A., French/Persian Translation, Azad Univ. (Central Tehran Branch), Iran, 1994; Masters Second Language Acquisition French, Azad Univ. (Central Tehran Branch), Iran, 1998; Brain Targeted Teaching, Graduate Certificate, John's Hopkins Univ., Baltimore, MD, in process.

Percent of Time Relevant to Program: 50%

Research and Teaching Specializations: Persian Language

Select Courses Taught: French II, French III, IIV and V; Beginner Persian I and II, Intermediate Persian I and II and Advanced Persian.

Foreign Language Competence: French (5); Persian (5).

Academic and Institutional Experience: Adjunct Lecturer in Persian, taught Intermediate Persian I & II courses for the Intensive Summer Persian Program 2013 (Georgetown Univ.);

Overseas Experience: Lived and studied in France and Iran. Taught French and worked as a translator in Iran and taught French in Dubai.

Select Publications: Translated from French to Persian and published Maria Montessori's book "From Child to Adolescent" "از کودکی تا نوجوانی", Al-Zahra Univ. publications, Tehran, Iran.

Distinctions: Young translator award, Tehran, Iran.

WALDMAN, RONALD

Professor of Global Health, Department of Global Health

Tenure Status: Non-Tenure Track, Contract

Education: M.D., Univ. of Geneva, Switzerland, 1975; M.P.H, Johns Hopkins School of Hygiene and Public Health, 1979; B.A., Univ. of Rochester, New York, 1967

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Health in humanitarian settings; International disaster relief; Maternal and child health; Infectious diseases.

Select Courses Taught: Global Health and Development; Public Health in Complex Emergencies; Conflict and Health.

Foreign Language Competence: French (4).

Academic and Institutional Experience: USG Health Sector Coordinator for the Haiti earthquake relief effort & Senior Public Health Advisor to the UN Humanitarian Coordinator during the Pakistan floods disaster response, 2010.

Overseas Experience: Volunteer in the World Health Organization's Smallpox Eradication Program, Bangladesh, 1975-76; Somalia Ministry of Health, 1980-82; CDC Regional Epidemiologist, Cote d'Ivoire, 1983-85. Coordinator of the Cholera Control Task Force at the World Health Organization, Geneva, Switzerland, 1992-1994.

Select Publications: Yamey G, Schaferhoff M, Asrs OK, Waldman R, et al. "Financing of international collective action for epidemic and pandemic preparedness," *Lancet Glob Health*, 2017 Aug;5(8); Waldman RJ, Toole MJ, "Where is the science in humanitarian health?" *Lancet* 2017 June

Distinctions: WHO Scientific Advisory Board of Experts: Developing a Framework for Decision-making for Vaccination in Emergencies; Board of Directors, Doctors of the World/US; Board of Overseers, International Rescue Committee

WEINER, ROBERT

Professor of International Business, Public Policy and Public Administration, and International Affairs; Director, M.A. Program in International Trade and Investment Policy

Year of appointment: 1994

Tenure status: Full

Education: PhD, Harvard University, 1986

Percentage of time relevant to program: 25%

Research and teaching specialization: Petroleum Economics and Finance

Select courses: Oil: Industry, Economy Society, Grad, IAFF 6378 Oil: Industry, Economy Society, UGrad, IAFF 3190

Foreign languages: French 3, Spanish 3, Hebrew 1

Academic and institutional experience: Visiting Professor of International Economics, SAIS, Johns Hopkins Univ. Gilbert White Fellow, Resources for the Future

Overseas experience: Brazil, 1961-64

Select publications: "State Ownership and Transparency in Foreign Direct Investment" (with A. Cannizzaro), forthcoming, Journal of International Business Studies "Energy Security and Foreign Investment: Asian Resource Nationalism in a Political-Economy Mirror," Energy Security in Asia and Eurasia, D. Ollapally and M. Mochizuki, eds. Routledge, 2017:, 21-35.

Distinctions: Co--Winner of 2017 Ziegler Award for best paper coauthored by a PhD student, AIB-SE

Number of dissertations/theses supervised in past five years: 5

YOUMANS, WILLIAM

Assistant Professor, School of Media and Public Affairs

Tenure Status: tenure-track, untenured

Education: BA, Michigan, 2000; JD, Berkeley, 2003; PhD, Michigan, 2012.

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Global communication; US-Arab relations; news and terrorism

Select Courses Taught: Media, Development and Globalization (MPA 6205, cross-listed as a Global Comm course); International Communication (SMPA 3469).

Foreign Language Competence: Arabic (2)

Academic and Institutional Experience: na

Overseas Experience: Research in Qatar and UAE

Select Publications: *An Unlikely Audience: Al Jazeera's Struggle in America* (Oxford UP, forthcoming)

Distinctions:

Number of dissertations/theses supervised in past five years: 2 dissertations and 5 theses

ZAKAI, ORIAN

Assistant Professor Classic and Near Eastern Languages and Civilizations

Tenure status: Assistant

Education: PhD, University of Michigan, 2012

Percentage of time relevant to program: 100%

Research and teaching specialization: Hebrew literature and culture, Gender

Select courses: Israeli Cinema, Gender and Sexuality in Israel, Hebrew language

Foreign languages: Hebrew -- 5, English -- 4; French - 3; Arabic - 1; Yiddish – 1

Academic and institutional experience: Middlebury College, Visiting Assistant Professor (2014-2017)

Overseas experience Archive research in Israel

Select publications: “A Uniform of a Writer: Literature, Ideology and Sexual Violence in the Writings of Rivka Alper,” *Prooftexts: A Journal of Jewish Literary History* 34:2 (Spring 2014): 232-269. “Entering The Records: Suffrage, Difference and the Autobiography of the New Hebrew Woman,” *Nashim: A Journal of Jewish Women’s Studies* 22 (Fall 2011): 136-161.

Distinctions: Barbour Scholarship for Outstanding Women Graduate Students, University of Michigan.

Number of dissertations/theses supervised in past five years: 0

IMES Staff Profiles

1. Atia, Mona, Director, Middle East Studies Program, Associate Professor of Geography and International Affairs, Department of Geography
2. Baker, Lauren, Assistant Director, Project on Middle East Political Science
3. Brown, Nathan, Professor of Political Science and International Affairs, Political Science Department; Director, Institute for Middle Eastern Studies
4. Clinton, Christian, Program Assistant, Institute for Middle East Studies
5. Dahle Adams, Stephanie, Communications and Operations Specialist, Project on Middle East Political Science
6. Ford, Mitchell, Sr. Academic Advisor, Arabic, Institute for Middle East Studies
7. Gnehm, Edward, Kuwait Professor of Gulf and Arabian Peninsula Affairs, and Director, Middle East Policy Forum, Elliott School of International Affairs
8. Hilmi, Nadyah, Office Assistant, Institute for Middle East Studies
9. Kysia, Alison, Education Outreach and Curriculum Coordinator, Institute for Middle East Studies
10. Larson, Mary, Events Assistant, Institute for Middle East Studies
11. Marshall, Shana, Associate Director and Research Instructor, Elliott School of International Affairs
12. Lynch, Marc, Professor of Political Science and International Affairs, Political Science Department, Director, Project on Middle East Political Science
13. Shabazz, Salimah, Program Associate, Institute for Middle East Studies
14. Weiner, Scott, NRC Outreach Coordinator, Institute for Middle East Studies

ATIA, MONA

Director, Middle East Studies Program, Associate Professor of Geography and International Affairs, Department of Geography

Start Date:

Education: Ph.D., (Geography), University of Washington, 2008

Professional Experience: 2010 Global Cultures Quadrant (non-resident) Visiting Scholar, Univ. of Minnesota, Fall.

Foreign Language Competence: Arabic: 4; French: 3

Percent of Time Relevant to Program: 100%

Distinctions: 2014 National Science Foundation CAREER Award: "The Impact of Poverty Mapping on the Geography of Development." \$451,619 (for the period July 1, 2014-July 1, 2019); 2010 Emerging Scholar Dissertation Award of Merit of the International Society for Third-Sector Research (ISTR); 2008 Univ. of Washington Distinguished Dissertation Award.

BAKER, LAUREN

Assistant Director, Project on Middle East Political Science

Start Date: May 2015

Education: M.A. The University of Texas at Austin, 2012, B.A. Allegheny College, 2010

Professional Experience: Teaching Assistant, UT Austin (2010-12); Research Assistant, Dr. Hina Azam (2011-12); Writing Specialist, Texas Legislative Council (2012-2013); Academic Advisor, Embassy of the UAE in Washington DC (2013-15)

Foreign language competence: Arabic (3), Spanish (3) French (2)

Percentage of time relevant to program: 10%

Distinctions: Allegheny College: Magna Cum Laude, Alden Scholar (Dean's List, 4 years) Pi Sigma Alpha; UT Austin, teaching award fellowship

BROWN, NATHAN

Professor of Political Science and International Affairs, Political Science Department; Director, Institute for Middle Eastern Studies

Start Date:

Education: Ph.D., Princeton, 1987; M.A., Princeton, 1983; B.A., University of Chicago, 1980

Professional Experience: Visiting Fellow, Center for Interdisciplinary Studies, Bielefeld Univ., Germany, 2014; Woodrow Wilson Fellow, 2008-09; Carnegie Endowment for International Peace,

Senior Associate, 2005-07; Fulbright Scholar, Ben Gurion Univ., Israel, 1999-2000; Fulbright Scholar, Egypt, Qatar, and Kuwait, 1994-95; Wesleyan Univ., visiting professor, 1986-87

Foreign Language Competence: Arabic (4)

Percent of Time Relevant to Program: 70%

Overseas Experience: 4 years total in Egypt, Kuwait, Qatar, Israel, and Germany

Distinctions: Guggenheim Fellowship, Carnegie Scholar, Woodrow Wilson Fellow, Fulbright grants twice, Fulbright Hays Doctoral Dissertation Research grant

CLINTON, CHRISTIAN

Program Assistant, Institute for Middle East Studies

Start Date: February 2017

Education: B.A. George Washington University, 2018 (expected)

Professional Experience: Intern, US Senator Kelly Ayotte 2016; Admin Support, Granite State Credit Union, 2015-2017; Fundraising & Outreach Coordinator, Equal Education Fund, 2017-2018

Foreign language competence: Spanish (3)

Percentage of time relevant to program: 10%

Distinctions:

DAHLE ADAMS, STEPHANIE

Communications and Operations Specialist, Project on Middle East Political Science

Start Date: October 2014

Education: M.A. George Washington University, 2018 (expected), B.A. New York University, 2008

Professional Experience: Deputy Communications Officer and Publications Manager, The Brookings Institution (2011-2014), Associate Producer, Forbes (2008-2010)

Foreign language competence: Arabic

Percentage of time relevant to program: 10%

Distinctions: Fulbright Fellowship (2010-2011), Critical Language Enhancement Award (2010)

FORD, MITCHELL

Sr. Academic Advisor, Arabic, Institute for Middle East Studies

Start Date: April 2016

Education: B.A. George Washington University, 2011

Professional Experience: Arabic Language Assistant, Institute For Middle East Studies (Washington, DC) 2013-2014, Part-time Arabic Language Instructor, George Washington University (Washington, DC) January 2018 - present

Foreign language competence: Arabic (Near native fluency)

Percentage of time relevant to program: 25%

Distinctions: Center for Arabic Study Abroad Fellowship (2012-2013), Critical Language Scholarship (2011)

GNEHM, EDWARD

Kuwait Professor of Gulf and Arabian Peninsula Affairs, and Director, Middle East Policy Forum, Elliott School of International Affairs

Education: M.A., The George Washington University, 1968; B.A., The George Washington University, 1966

Professional Experience: J.B. and Maurice C. Shapiro Visiting Professor of International Affairs, The George Washington Univ., 2004; Director General of the Foreign Service and Director of Personnel for the Department of State, 1997-2000; Deputy Permanent Representative of the United States to the United Nations, 1994-97; Deputy Assistant Secretary of State, Bureau of New East and South Asian Affairs, 1989-90; Deputy Assistant Secretary of Defense for the Near East and South Asia, 1987-89; Director, Secretariat Staff, Department of State, 1983-84; Director, Junior Officer Division, Bureau of Personnel, Department of State, 1982-83

Overseas experience: US Ambassador to Jordan, 2001-04; US Ambassador to Australia, 2000-01; US Ambassador to Kuwait, 1991-94; Deputy Chief of Mission, Jordan, 1984-87; Deputy Chief of Mission, American Embassy, Yemen, 1978-81; Head, US Liaison Office, Saudi Arabia, 1976-78; Deputy Principal Officer, US Interest Section, Syria, 1974-75; Rotary International Fellow, The American Univ., Egypt, 1966-67

Foreign languages: Arabic (3)

Percentage of time relevant to program: 100%

Distinctions: The George Washington Univ. Jane Lingo Alumni Outstanding Service Award, 2012; Secretary of State's Distinguished Service Award, 2004; Presidential Distinguished Service Award in 2000; The George Washington University's Distinguished Alumni Achievement Award, 1992; Presidential Meritorious Service Awards, 1991; Presidential Meritorious Service Awards, 1990; Kuwait Decoration Medallion Special Class from His Highness the Amir of Kuwait Shaikh Jaber Al-Sabah; Order of Istiqlal First Class from His Majesty King Abdullah II of Jordan

HILMI,

NADYAH

Office Assistant, Institute for Middle East Studies

Start Date: January 2018

Education: B.A. George Washington University, 2018 (expected)

Professional Experience: Youth Advisory Board Coordinator, Plan International (Washington, DC) 2014-2018. Intern, US Department of State ([Washington, DC](#)), 2017-18. Intern, UNFPA Indonesia (Jakarta, Indonesia) 2016. Intern, Peace Corps (Washington, DC), 2016

Foreign language competence: Arabic (3), French (2)

Percentage of time relevant to program: 25%

Distinctions: President's Volunteer Service Award, HERlead Fellowship, Dean's List

KYSIA, ALISON

Education Outreach and Curriculum Coordinator, Institute for Middle East Studies

Start Date: July 2017

Education: MA, George Mason University, 2007; BA, Pennsylvania State University, 1996.

Professional Experience: Project director, Teaching for Change; Educator, Institute for Islamic, Christian, and Jewish Studies; Adjunct Professor of History, Northern Virginia Community College

Foreign language competence:

Percentage of time relevant to program: 100%

Distinctions:

LARSON, MARY

Events Assistant, Institute for Middle East Studies

Start Date: August, 2017

Education: M.A. George Washington University, 2019 (expected), B.A. University of Wisconsin - Madison, 2017

Professional Experience: Student Intern, U.S. Department of State (Washington, DC) 2017, Office Management Intern, UW-Madison African Studies Program (Madison, WI) 2016-2017.

Foreign language competence: Arabic (2), French (3)

Percentage of time relevant to program: 50%

Distinctions: Elliott School Banville Fellowship

MARSHALL, SHANA

Associate Director and Research Instructor, Elliott School of International Affairs

Education: Ph.D., University of Maryland – College Park; M.A., University of Maryland – College Park; B.A., Hanover College.

Professional experience: Associate Director of the Institute for Middle East Studies at the Elliott School of International Affairs; Fellow at Crown Center for Middle East Studies, Brandeis University; Fellow at the Niehaus Center for Globalization & Governance, Princeton University.

Foreign languages: Arabic (3)

Percentage of time relevant to program: 100%

Distinctions: Recipient of three postdoctoral fellowships from Brandeis University, Princeton University, and Transatlantic Postdoctoral Fellowship in International Relations (latter declined); recipient of grants from Kuwait Program at the Institut d'Etudes Politiques (Sciences Po - Paris); Horowitz Foundation for Social Policy; Saltzman Institute of War and Peace Studies at Columbia University; and Smith Richardson Foundation.

LYNCH, MARC

*Professor of Political Science and International Affairs, Political Science Department,
Director, Project on Middle East Political Science*

Education: Ph.D. Cornell University, 1997; M.A. Cornell University, 1992; B.A. Duke University, 1990

Professional Experience: Director, Project on Middle East Political Science, 2010-present; Non-Resident Senior Fellow, Center for a New American Security, 2009-2016; Non-resident Senior Associate, Carnegie Endowment for International Peace, 2016-present; Associate Professor, Williams College, 2004 -2007; Assistant Professor, Williams College, 1998-2004; Lecturer and Post-Doctoral Fellow, Univ. of California, Berkeley, 1997-1998

Foreign languages: Arabic (3)

Percentage of time relevant to program: 100%

Distinctions: Title VI National Resource Center for Middle East Studies Grant, US Department of Education, 2010-2016; Founding Director, Project on Middle East Political Science (Grant support from Social Science Research Council, Carnegie Corporation of New York, Henry Luce Foundation); Director, “Blogs and Bullets Initiative”, United States Institute for Peace, 2009-16; Andrew Carnegie Fellow 2016-18; Editor, Foreign Policy’s Middle East Channel (2010-2014); Contributing Editor, Washington Post’s Monkey Cage Blog (2014-present)

SHABAZZ, SALIMAH

Program Associate, Institute for Middle East Studies

Start Date: January 2017

Education: M.P.P. American University, 2012, B.A. Hampton University, 2005

Professional Experience: JET Program Reviewer, Embassy of Japan (Washington, DC) 2015-2018, Assistant Language Teacher, Saitama Prefectural Board of Education (Saitama, Japan) 2013-2015. Management and Program Analyst, U.S. Department of Education, (Washington, DC) 2007-2014.

Foreign language competence: Arabic (1) Japanese (1) French (1)

Percentage of time relevant to program: 25%

Distinctions:

WEINER, SCOTT

NRC Outreach Coordinator, Institute for Middle East Studies

Start Date: August 2017

Education: Ph.D, George Washington University (2016); B.A., International Relations, Tufts University (2008)

Professional Experience: Research Analyst, Strategic Social, LLC (2011); Research Assistant, Institute for the Study of War (2008).

Foreign language competence: Arabic (2+); Hebrew (2+); French (1)

Percentage of time relevant to program: 100%

Distinctions: Boren Fellowship Awardee (2013)

Appendix: Position Descriptions

Public Humanities Postdoctoral Fellow

A new postdoctoral fellow in the humanities will:

- conduct research
- teach one course per year; and
- engage in public humanities outreach projects in coordination with NRC staff.

Candidates must have completed a Ph.D. in a humanities field with a focus on the Middle East before applying. The fellow will be jointly hosted by the Institute for Middle Eastern Studies and the relevant disciplinary department or program (art, history, Near Eastern Languages, Textile Museum, Corcoran School) and will report to the IMES director and the department chair. The fellow will be chosen by a multidisciplinary committee chaired by the IMES director.

K-12 Curriculum Writer & Social Media Manager

A new Curriculum Writer & Social Media Manager will:

- work with our outreach coordinator and faculty to develop original, in-depth, Common Core- and NCSS C3-aligned lesson plans for K-12 teachers
- Design and implement content campaigns across IMES social media platforms, event publicity, podcasts, videos, blog posts, playlists, and webinars to support efforts to internationalize K-12 education

Preference will be given to candidates that are graduate students from GW' School of Education & Human Development. Candidates must have a concentration in International Education and demonstrated expertise in developing and managing social media. This position will work directly with the NRC Education & Outreach Coordinator, and will be chosen by a three member search committee comprised of IMES faculty and staff.

Performance Measures

Project Goal 1: Develop program of public lectures, teacher development activities, and journalist outreach in areas far from existing Middle East NRCs, to help promote diverse perspectives and generate informed debate on the Middle East.									
Performance Measures	Activities	Data Indicators	Frequen cy	Data Source	B L	T1	T2	T3	T4
1. Form sustainable partnership with the World Affairs Council of America (WACA).	1a. Negotiate formal MoU with WACA to host four events/year in areas far from existing NRCs.	1ai. Formal MoU.	Annually	Signed MoU	0	1	0	0	0
	1b. Assist WACA in securing venue space at GW for Middle East events as in-kind support for WACA's outreach mission.	1bi. Successful WACA event sponsorship.	Annually	GW Registrar	0	1	1	1	1
2. Leverage relationship with WACA to increase outreach to K-14 educators and local journalists in areas far from existing NRCs	2a. Recruit GW faculty to participate in WACA-organized activities.	2ai. Total number of faculty participating in WACA-organized activities	Annually	NRC Records	0	4	4	4	4
		2aii. Total number of teachers attending WACA events per year.	Annually	NRC Records	0	200	200	200	200
	2b. Compile resource packets on faculty member's area of expertise to distribute to teachers and journalists as part of each WAC event (accessible texts and resource guides).	2bi. Total number of resource packets distributed to teachers and journalists	Annually	NRC records	0	200	200	200	200
		2c. Host short session with participating faculty to brief them on translating their research to connect with teachers and local journalists	2ci. Total number of briefing sessions held with faculty per year	Annually	NRC Records	0	2	2	2
	2ciii. Total number of requests for follow-up support received from teachers.		Annually	NRC Records	0	20	20	20	20
	2d. Review feedback on WACA-organized sessions.	2di. % Positive reviews of WACA-organized sessions	After each session	WACA Records	0	70 %	80 %	90%	90%

Project Goal 2: Increase supply and competency of K-14 Arabic Instructors to serve areas of national need.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	B L	T 1	T 2	T3	T 4
1. Build Arabic pedagogical curriculum as foundation for new MA degree program in Teaching Arabic as a Foreign Language (TAFL).	1a. Identify faculty to participate in TAFL.	1ai. Detailed proposal for a new degree.	Year 2	CCAS Records	0	0	1	0	0
	1b. Provide support for curriculum and course development.	1bi. Grant applications for course development support.	Year 3 and 4		0	0	0	1	1
		1bii. Grants awarded.	Year 3 and 4	NRC Records	0	0	0	1	1
	1c. Provide support for faculty research and training.	1ci. Grant applications for course development support.	Year 3 and 4	NRC Records	0	0	0	1	1
2. Develop curriculum coaching project for K-12 and community college Arabic instructors.	2a. Recruit GW Arabic instructor to participate in virtual collaborative curriculum project	2ai. Total number of faculty participating.	Annually	NRC Records	0	1	2	2	2
	2b. Solicit applications from K-14 Arabic instructors to participate in the program	2bi. Total number of applications received.	Annually	NRC Records	0	10	15	20	25
	2c. Compile and distribute resource packets for K-14 Arabic instructors	2ci. Total number of resource packets distributed.	Annually	NRC Records	0	15	20	25	30
	2d. Host on-site and virtual peer training sessions between GW Arabic instructors and K-14 Arabic instructors.	2cii. Total number of sessions held.	Annually	NRC Records	0	2	4	4	4
3. Enhance capacity for language faculty to train students in Middle East languages	3a. Provide funding for professional development workshops for language faculty	3ai. Grant applications for workshop development support.	Annually	NRC Records	1	1	1	1	1
		3aai. Grants awarded.	Annually		NRC Records	1	1	1	1
	3b. Provide funding for language faculty to engage in research on pedagogy and assessment	3bi. Grant applications for faculty research.	Annually	NRC Records	2	2	2	3	3
		3bii. Grants awarded.	Annually		NRC Records	2	2	2	3

Project Goal 3: Increase supply of students graduating with functional competency in MENA languages to serve areas of national need									
Performance Measures	Activities	Data Indicators	Frequenc y	Data Source	BL	T1	T2	T3	T4
1. Increase topical course offerings in Arabic and maintain enrollment in existing topical courses, to help students develop skills needed for careers in areas of national need.	1a. Develop and offer new course in Arabic for Social Media.	1ai. Detailed proposal for a new degree.	Year 2	CCAS Records	0	0	1	0	0
	1b. Expand enrollment and provide faculty support for Business Arabic.	1bi. grant applications for course development support.	Year 3 and 4	NRC records	0	1	1	1	1
		1bii. Grants awarded.			0	1	1	1	1
	1c. Expand enrollment in International Affairs Arabic.	1ci. New publicity materials for course	Year 3 and 4	NRC records	0	1	2	2	2
		1cii. Number of students enrolled.	Annually	NRC Records	5	6	7	8	9
2. Establish stand-alone 3-credit colloquial courses in Levantine and Egyptian Arabic in Year 2, to help students develop skills needed for careers in areas of national need	2a. Recruit GW Arabic instructor to lead new courses	2ai. Total number of faculty participating	Annually	NRC records	0	0	1	1	1
	2b. Provide grant support for course development	2bii. Total number of requests for support received.	Annually	NRC records	0	1	0	0	0
	2c. Expand student participation in the courses	2ci. Total enrollment	Annually	NRC records	0	0	5	5	5
3. Increase Persian enrollments in order to produce more graduates with advanced Persian skills to serve in areas of national need.	3a. Develop new publicity materials to increase visibility of GW's Persian Language Program.	3aii. Number of materials produced.	Annually	NRC records	0	1	1	1	1
	3b. Provide support to Persian Program Director to initiate new cultural programming.	3bi. Number of Persian cultural events held on campus.	Annually	NRC records	0	0	1	2	2

		3bii. % increase in number of students enrolled in Persian courses.	Annually	GW Registrar records	0	5%	5%	5%	5%
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Project Goal 4: Increase Number of Middle East Studies Graduates Entering Careers in Areas of National Need									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Increase opportunities for MES students to engage meaningfully with alumni serving in areas of national need in the public, business, and non-profit sectors.	1a. Increase alumni participation in IMES Arabic Book Club.	1ai. Number of alumni participating in IMES Arabic Book Club	Annually	NRC records	0	3	5	5	5
		1aii. % positive reviews of IMES Arabic Book Club.	Biannually	NRC records	0	75%	85%	90%	90%
	1b. Expand participation in MES alumni mentorship program.	1bi. Number of alumni and student participants in the MES alumni mentorship program.	Annually	NRC records	10	12	14	16	18
		1bii. Number of events in the alumni mentorship program.	Annually	NRC records	2	3	3	3	3
		1biii. % Positive reviews of the alumni mentorship program.	Annually	NRC records	0	75%	80%	85%	90%
	1c. Offer two career workshops annually on seeking MES-related employment (open to all GW students).	1ci. Number of career workshops on MES-related employment.	Annually	NRC records; Records of GW career center	1	2	2	2	2
		1cii. Number of participants in career workshops on MES-related employment.	Annually	NRC records; Records of GW career center	10	15	15	20	20

		1ciii. % Positive reviews of career workshops on MES-related employment.	At the conclusion of each workshop.	NRC records	0	75%	80%	85%	90%
2. Provide 12 total FLAS fellowships per year (six academic year and six summer) for graduate and undergraduate students studying Middle East Languages.	2a. Distribute publicity materials.	2ai. Number of materials produced.	Annually	NRC records	1	2	2	2	2
	2b. Award fellowships to students demonstrating financial need and showing potential for high academic achievement.	2bi. Number of fellowships awarded.	Annually	NRC records	12	12	12	12	12
3. Improve post-graduation surveys to report priority language and MES-related skill application in careers that serve areas of national need.	3a. Design survey items relating to priority language and MES-related skill application.	3ai. Number of items created.	Annually	NRC records	0	2	2	2	2

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

TITLE VI NATIONAL RESOURCE CENTER BUDGET

August 15, 2018-August 14, 2022

	2018-19	2019-20	2020-21	2021-22	TOTAL	Budget Notes
I. PERSONNEL	\$163,040	\$165,402	\$174,858	\$179,912	\$683,212	
A. Administrative	\$59,040	\$61,402	\$63,858	\$66,412	\$250,711	
1. NRC Education & Outreach Coordinator (80%)	\$59,040	\$61,402	\$63,858	\$66,412	\$250,711	Base salary \$72,000. Title VI will support 80% each year. Merit increase of 4% effective January 1 of each year.
B. Language Instruction Program	\$11,000	\$24,000	\$33,000	\$38,500	\$106,500	
1. Thematic Language Course Support	\$11,000	\$11,000	\$11,000	\$11,000	\$44,000	Salary support for 2 substantive language courses each year @ \$5,500/course.
2. Arabic Dialect Program	\$0	\$13,000	\$11,000	\$11,000	\$35,000	Salary support for 2 Arabic dialect courses in Y2-Y4 @ \$5,500/course, plus \$2,000 for syllabus development in Y2.
3. Teaching Arabic as Foreign Language Degree Program	\$0	\$0	\$11,000	\$16,500	\$27,500	Salary support for 2 Arabic pedagogy courses in Y3 and 3 courses in Y4 @ \$5,500/course.
C. Outreach	\$93,000	\$80,000	\$78,000	\$75,000	\$326,000	
1. Public Humanities Postdoc	\$60,000	\$60,000	\$60,000	\$60,000	\$240,000	Base salary \$60,000, includes teaching one course/year and engaging in public humanities outreach project.
2. K-12 Curriculum Writer & Social Media Manager	\$30,000	\$20,000	\$15,000	\$15,000	\$80,000	Support for graduate student in GW School of Education to develop curricula based on workshops and maintain web platform to disseminate these materials and promote IMES outreach activities. \$25/hour for 25 hours/week x 48 weeks in Y1, reduced in Y2-Y4 to reflect maintenance and updating of existing materials.
3. Military Veteran Outreach	\$3,000	\$0	\$3,000	\$0	\$6,000	Payments to student military veterans, teacher consultants, and graduate student coordinators to produce videos for use in classrooms.
II. FRINGE BENEFITS	\$32,056	\$32,637	\$33,682	\$34,468	\$132,843	
1. Administrative benefits	\$14,524	\$15,105	\$15,709	\$16,337	\$61,675	Fringe benefits are 24.6% of regular full- and part-time salaries and 6.3% of wages and temporary personnel from 7/1/2017 to 6/30/2018, provisional thereafter, per DHHS Agreement dated April 7, 2017.
2. Language Instruction Program benefits	\$693	\$1,512	\$2,079	\$2,426	\$6,710	
3. Outreach benefits	\$16,839	\$16,020	\$15,894	\$15,705	\$64,458	
III. TRAVEL (Project Personnel Only)	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000	Support to send NRC Education & Outreach Coordinator to outreach related conferences for professional development.
IV. SUPPLIES	\$19,000	\$24,000	\$24,000	\$24,000	\$91,000	
1. Gelman Library	\$15,000	\$20,000	\$20,000	\$20,000	\$75,000	Support to expand research collections at MENA Research Center in Gelman Library.
2. K-14 Materials	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	Funds to acquire books and films to be distributed to teachers and teacher trainers at workshops.
V. OTHER DIRECT COSTS	\$72,000	\$75,000	\$71,000	\$79,000	\$297,000	
1. Persian Outreach & Cultural Programming	\$0	\$2,000	\$2,000	\$2,000	\$6,000	Support for Persian cultural programming, including honoraria for guest speakers and programming supplies, Y2-Y4.
2. Gelman Library MENA Event Programming & Outreach	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	Support for speaker honoraria for activities organized by MENA Research Librarian in Gelman Library.
3. Advisory Board, Evaluation, & Assessment	\$3,000	\$3,000	\$3,000	\$7,000	\$16,000	Honoraria and travel costs for 5-member NRC external advisory board annual meeting.

4. K-14 Book & Film Workshops for Teachers	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000	Honoraria and travel costs for film makers and faculty experts to lead book & film workshops for teachers and librarians.
5. Midwest Summer Workshop	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000	Travel funds for faculty and outreach staff to workshop location and travel support stipends for participating teachers.
6. K-14 Arabic Teacher Coaching and Curriculum Project	\$7,000	\$4,000	\$4,000	\$4,000	\$19,000	Honoraria for Arabic faculty to work with K-14 Arabic instructors plus additional support in Y1 to acquire materials and design platform for project.
7. Military Veteran Outreach	\$2,000	\$0	\$2,000	\$0	\$4,000	Honoraria for teachers who serve as consultants for producing videos @ \$500/teacher.
8. MESA Journalism Workshop	\$0	\$10,000	\$0	\$10,000	\$20,000	Travel and lodging funds for 8-10 journalists to attend 3-day workshop in conjunction with annual meeting of Middle East Studies Association, in Y1 and Y3.
9. Pulitzer Center Teacher and Journalist Outreach Project	\$4,000	\$0	\$4,000	\$0	\$8,000	Honoraria for journalists to collaborate in developing teacher training activities.
10. Language Faculty Prof Development	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000	Funds to support at least 4 language instructors each year in attending conferences, completing trainings, and conducting research.
11. World Affairs Council Outreach	\$17,500	\$17,500	\$17,500	\$17,500	\$70,000	Funds to provide honoraria and travel funds in support of 4 multi-day outreach events/year in areas far from existing Middle East NRCs, with administrative and logistical support from WACA and local chapters.
12. IMES Annual Conference	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000	Funds to provide honoraria and travel funds to bring faculty and keynote speaker to GW for large annual public conference on a timely and relevant issue in the Middle East.
VI. TOTAL DIRECT COSTS (NRC)	\$289,096	\$300,039	\$306,540	\$320,380	\$1,216,055	
VII. DOE MODIFIED TOTAL DIRECT COSTS	\$289,096	\$300,039	\$306,540	\$320,380	\$1,216,055	
VIII. INDIRECT COSTS	\$23,128	\$24,003	\$24,523	\$25,630	\$97,284	Indirect Costs may not exceed 8% MTDC (per DOE policy)
IX. TRAINING STIPENDS (FLAS)	\$258,000	\$258,000	\$258,000	\$258,000	\$1,032,000	\$1,032,000
I. Graduate Academic Year Fellowships (6)	\$198,000	\$198,000	\$198,000	\$198,000	\$792,000	\$792,000
Tuition (\$18,000)	\$108,000	\$108,000	\$108,000	\$108,000	\$432,000	\$18,000 in tuition support per fellow for 6 AY fellows per year.
Subsistence Allowance (\$15,000)	\$90,000	\$90,000	\$90,000	\$90,000	\$360,000	\$15,000 in subsistence allowance per fellow for 6 AY fellows per year.
II. Summer Fellowships (8)	\$60,000	\$60,000	\$60,000	\$60,000	\$240,000	\$240,000
Tuition (\$5,000)	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000	\$5,000 in tuition support per fellow for 8 summer fellows per year.
Subsistence Allowance (\$2,500)	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000	\$2,500 in subsistence allowance per fellow for 8 summer fellows per year.
X. TOTAL NRC & FLAS FUNDING REQUESTED	\$570,224	\$582,042	\$589,063	\$604,010	\$2,345,339	