

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 # P015A180156

Grants.gov Tracking#: GRANT12660281

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180156

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

5a. Federal Entity Identifier: <input type="text" value="GRANT12659789"/>	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"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Trustees of Indiana University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="356001673"/>	* c. Organizational DUNS: <input type="text" value="0060467000000"/>

d. Address:

* Street1: <input type="text" value="509 E. 3rd Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Bloomington"/>
County/Parish: <input type="text" value="Monroe"/>
* State: <input type="text" value="IN: Indiana"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="47401-3654"/>

e. Organizational Unit:

Department Name: <input type="text" value="ISLM"/>	Division Name: <input type="text" value="SGIS"/>
--	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Steven"/>
Middle Name: <input type="text" value="Allen"/>	
* Last Name: <input type="text" value="Martin"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Associate VP for Research Administration"/>
--

Organizational Affiliation: <input type="text" value="Indiana University"/>

* Telephone Number: <input type="text" value="812-855-0516"/>	Fax Number: <input type="text" value="812-855-9943"/>
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* Email: <input type="text" value="rugs@indiana.edu"/>
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Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

Title VI: Indiana University Islamic Studies Program Foreign Language and Area Studies Fellowship Program

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="313,500.00"/>
* 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="313,500.00"/>

*** 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

Trustees of Indiana 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	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	313,500.00	313,500.00	313,500.00	313,500.00		1,254,000.00
12. Total Costs (lines 9-11)	313,500.00	313,500.00	313,500.00	313,500.00		1,254,000.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 # P015A180156

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Ava Bair</p>	<p>TITLE</p> <p>Associate VP for Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Trustees of Indiana 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 type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

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="N/A"/>	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.

1241-ISP_GEPA_final.pdf

Add Attachment

Delete Attachment

View Attachment

Plan for Ensuring Equity of Access and Participation in Grant Activities General Education Provisions Act (GEPA) Section 427

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The Islamic Studies Program (ISP) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The ISP is proud to be housed in the new Global and International Studies Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations, and FLAS award selection is free from discriminatory bias. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the ISP events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The ISP will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The ISP and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

"Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus."

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

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 Trustees of Indiana University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Steven Middle Name: Allen
* Last Name: Martin	Suffix:
* Title: Associate VP for Research Administration	
* SIGNATURE: Ava Bair	* DATE: 06/25/2018

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

1. Project Director:

Prefix: Dr.	First Name: Ron	Middle Name:	Last Name: Sela	Suffix:
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Address:

Street1:	355 N. Jordan Avenue
Street2:	
City:	Bloomington
County:	Monroe
State:	
Zip Code:	
Country:	UMI: UNITED STATES MINOR OUTLYING ISLANDS

Phone Number (give area code) 812-856-7017	Fax Number (give area code)
---	-----------------------------

Email Address:
rsela@indiana.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

The Indiana University Islamic Studies Program (ISP) is applying for Title VI funding to support FLAS Fellowships for students across the university who study one of nine "Islamic" languages for which we request funding. Administratively housed in the School of Global and International Studies, the ISP is a thematically focused program that draws its affiliated faculty from more than 25 departmental and non-departmental units, and from eight of Indiana University's nine professional schools. The Islamic Studies courses offered cover all the geographic regions where Islam and our requested languages exist, namely, North and sub-Saharan Africa (Arabic, Bamana, Swahili), the Middle East (Arabic, Turkish, Persian), South Asia (Persian, Urdu), Central and Inner Asia (Russian Uyghur, Uzbek), and Russia (Russian).

The ISP's affiliated faculty advance critical research about Islam and the Islamic world and facilitate access to knowledge in the field for students, scholars, professionals and the general public. The research output and curricular offerings reflect the composition of ISP's affiliated faculty, who are drawn from a variety of fields including Anthropology, Art History, Central Eurasian Studies, Comparative Literature, History, International Studies, Law, Near Eastern Languages and Cultures, Political Science, and Religious Studies. The Program designs collaborative initiatives and supports faculty and students in developing research projects that focus on the richly diverse history, politics, culture, thought and practice of Muslim peoples.

Indiana University's well-earned reputation for profound linguistic and cultural training, due to its broad and deep language and non-language offerings, anchors this application. Although both the supply of and demand for our course offerings are already very strong, FLAS funds are sought to solidify Indiana University's strengths in area studies and language training and to help expand its training of the next generation of scholars, and public and private sector specialists who serve areas of national need. While Indiana University's historic strengths lie in the training of social science and humanities scholars focusing on Islam and the Islamic world, special efforts during the 2018-2022 FLAS grant cycle will be made to increase the participation of students in the professional schools, including those in law, education, business, and public affairs. Preference will also be given to those who demonstrate financial need, and to those from historically underrepresented groups.

This application responds to both FLAS Competitive Preference Priority 1 (FLAS Fellowship award preference to meritorious students demonstrating financial need) and FLAS Competitive Preference Priority 2 (Minimum 25% of FLAS Fellowships awarded to those who study ED less commonly taught languages).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Indiana University--Islamic Studies Program

Title VI FLAS-only Proposal 2018-2022

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Acronyms List

Acronym	Explanation
AI	Assistant Instructors
ANTH	Dept. of Anthropology
AAD	School of Art, Architecture + Design
ART	Dept. of Art History
AY	Academic Year
BCS	Bosnian/Croatian/Serbian
BTAA	Big Ten Academic Alliance
CeLCAR	Center for Languages of the Central Asian Region
CEUS	Dept. of Central Eurasian Studies
CLE	Center for Language Excellence
College	College of Arts + Sciences
DEMA	Office of the VP for Diversity, Equity, and Multicultural Affairs
EASC	East Asian Studies Center
ED	US Department of Education
FOLK	Dept. of Folklore and Ethnomusicology
GA	Graduate assistant
GEOG	Dept. of Geography
GR	Graduate
HIST	Dept. of History
INTL	Dept. of International Studies
ISP	Islamic Studies Program
IU	Indiana University
LAW	Maurer School of Law
LRC	Language Resource Center
Media	Media School
NELC	Dept. of Near Eastern Languages and Cultures
NRC	National Resource Center
OVPIA	Office of the Vice President for International Affairs
OVPR	Office of the Vice Provost for Research
REL	Dept. of Religious Studies
SEAS	Southeast Asian and ASEAN Program
SGIS	School for Global and International Studies
SLW	Summer Language Workshop
SPEA	School of Public and Environmental Affairs
SPH	School of Public Health
T/TT	Tenured/Tenure-track
UG	Undergraduate

Introduction

The study of Islam and the Islamicate world has thrived at Indiana University (IU) for over fifty years. Relying on extensive faculty expertise and on IU's consummate commitment to linguistic and cultural training, the Islamic Studies Program (ISP) offers numerous opportunities for the study, exploration, and the better understanding of Islam and Muslim peoples around the world. The ISP designs and supports scholarly, curricular and collaborative initiatives, and funds faculty and students in developing research projects that focus on the rich diversity of Islamic history, politics, culture, thought, and practice. Situated in a Research I university, the ISP's mission is first and foremost the advancement of research in all Islam-related fields; in the past 20 years, our faculty have published over 75 books. The ISP's mission also includes the rigorous training of the next generation of scholars and experts in the field; since 2010, IU has produced nearly 190 PhD dissertations, and a further 50 Master's theses, with a substantial focus on Islam and the Islamicate world. In the past two academic years, approximately 16,000 students have enrolled in courses across IU with at least 25% Islamic Studies—content, and just under 2300 students have enrolled in the nine "Islamic" languages for which we seek FLAS funding.

Given the extensive production and impressive student demand, the ISP seeks Title VI FLAS-only funding to fund its Islamic Studies FLAS Initiative, centered in the ISP, which will offer funding to graduate and undergraduate students *across the university* who study Islam and the Islamicate world, and its region-specific languages, as well as to students who study at IU's renowned Summer Language Workshop, which has been offering intensive summer language study at IU since 1950. The FLAS fellowships will be used to recruit and retain high-quality students, thereby further consolidating and strengthening Islamic Studies at Indiana University, and it will contribute to the improved supply of specialists addressing areas of national need. The

priority languages for which we seek funding are: Arabic, Bamana, Persian, Russian, Swahili, Turkish, Urdu, Uyghur, and Uzbek.

A. Program Planning and Budget: N/A for FLAS-only applicants.

B. Quality of Staff Resources

B(1). Qualifications; Professional Development; Teaching, Supervising, Advising

Qualifications. All but seven of the 76 faculty affiliated with the ISP who offer language and content courses, or who offer library expertise, hold doctoral degrees, and these seven faculty are either in disciplines (law, journalism) where doctorates are not terminal degrees or in positions (professor of practice, language instruction, libraries) where doctorates are not required. The vast majority of our affiliated T/TT faculty do original research in an "Islamic" language or languages, with a notable concentration of scholars who work on Central & Inner Asia, sub-Saharan Africa, and the Middle East and North Africa, as well as an area of competence in Southeast Asia (Indonesia, in particular) and China. (The administration has tentatively agreed to two hires in South Asian Islam.) Our faculty have been Members of the Institute for Advanced Study in Princeton, and Residential Fellows at the National Humanities Center in the Research Triangle. During their careers, our faculty have won a great many fellowships, such as, Fulbright/Fulbright-Hays, International Research & Exchanges Board (IREX), NEH, ACLS, Social Science Research Council (SSRC), Rockefeller, World Society Foundation, Mellon, Open Society Institute, Carnegie, British Academy, British Institute of Persian Studies, Newberry Library, US Library of Congress, Humboldt Foundation, American Institute for Maghreb Studies, NSF, and a MacArthur. Faculty affiliated with ISP have also been invited to give named lectures, or to hold visiting positions, at universities in the US and elsewhere, such as the University of Washington, Peking University, University of Oxford, University of Art and

Design (Linz), University of Warsaw, Berkeley, and Princeton. In addition to these scholarly accolades, over 20 members of the ISP faculty have won the IU Trustees Teaching Awards in recent years (some, on multiple occasions).

Ron Sela has directed the ISP since July 2015. A specialist in the history and historiography of 16th-20th century Islamic Central Asia, Sela has conducted archival research throughout Central Asia, Europe, Russia, South Asia, and the Middle East, and has published original translations from primary sources (typically, manuscripts) in Arabic, Persian, different Turkic languages, Russian, Old French, and Hebrew. Sela now serves as the principal advisor of 10 doctoral dissertations in the field. In fewer than three years as director, Sela has secured over \$100,000 in internal grant support for the various Islamic Studies initiatives he directs. Program manager Robert Crouch supervises staff, manages events and initiatives, oversees budgets and grants, and carries out background research for the program's initiatives. The program has two graduate assistants--doctoral students working on Islamic Studies--who provide scholarly research support in a variety of "Islamic" languages (in the past three years: Persian, Arabic, Turkish, Russian, and Uzbek).

Professional Development. IU faculty and staff have access to a variety of professional development opportunities. TT faculty get one semester of paid research leave in their third year, while tenured faculty are entitled to this semester of paid research leave once every seven years. IU's College Arts and Humanities Institute (CAHI) provides grant opportunities which aim to supplement pre- and post-tenure semester leaves with an extra semester course buyout package in order to give faculty a full year's paid leave. All departments where ISP faculty hold their FTE have annual travel budgets, and faculty recruitment offers typically involve substantial commitments of research funds to aid research travel and conference presentation; in certain

departments, recruitment packages for assistant professors include a book conference to workshop their manuscripts.

Outside of home departments, IU's Office of the Vice President for International Affairs (OVPIA) offers funds for international travel for research, language study, and short-term exchange programs with partner institutions. In AY17-18 the ISP and its director, Ron Sela, were the inaugural winner of the IU President's International Research Award, which will fund IU faculty and graduate student (and non-IU faculty/student) travel to two of IU's Global Gateway offices (Berlin and Delhi) for workshops that the ISP will host on its central theme, the fragmentation of religious authority in Islam. CAHI offers generous research fellowships; conference, workshop, and performance grants; and research travel grants for IU faculty. The IU Office of the Vice Provost for Research (OVPR) has a large variety of internal competitive programs to fund individual and collaborative research, as well as other funding programs for bridge funds and start-up funds for faculty projects and course releases. Their "New Frontiers" funding stream is targeted exclusively at arts and humanities projects. In addition to supporting faculty research internally, OVPR also serves as an information clearinghouse about external sources of research funds, and through their Professional Development Services office, they offer grant-writing workshops, grant proposal consultations, and grant project management services.

Teaching, Supervising, Advising. The typical teaching load is four courses per AY for non-language faculty and six per AY for language faculty. (Faculty with administrative duties, e.g., Program Director, Departmental Chair, DGS, DUS, etc., receive a two-course per AY course release during their administrative tenure.) IU faculty work at an institution that takes teaching and mentoring seriously. T/TT faculty teach at all levels of the curriculum, including introductory freshman courses. The IU Office of the Vice Provost for Faculty and Academic

Affairs (incentivizes and) rewards good teaching and service with yearly prizes for demonstrated excellence in teaching and mentoring (e.g., Sonneborn Award; Outstanding Junior Faculty Award; Distinguished Service Award; etc.). Each year, IU awards several of its faculty the IU Trustees Teaching Awards, established to honor individuals who have a positive impact on learning through teaching. Over 20 of the ISP-affiliated faculty have won this teaching award, as well as the Outstanding Junior Faculty award, granted each year to six pre-tenure professors. Most departments at IU have annual faculty teaching awards. Outside of the classroom, our faculty regularly direct individual readings courses, language tutorials, undergraduate (UG) senior honors theses, UG Individualized Major Program students, Master's theses, and PhD dissertations; they also organize workshops to give graduate students feedback on their dissertation chapters in a format that facilitates the creation of an intellectual community. Our core faculty alone have supervised over 150 theses and dissertations in the past five year.

B(2). Faculty Representation in Program Oversight

The bylaws of the ISP provide for direct faculty involvement in the oversight of the program, which is primarily done through the ISP Advisory Committee, but also informally through faculty meetings with the director of the program. The Advisory Committee is composed of eleven ISP faculty affiliates from across the university, its core departments and its non-departmental units and schools, and in its composition, the committee collectively covers all of our humanities and social science methodologies, and our principal geographic regions; in AY2017-18, for example, it included faculty from the Arabic Flagship, Near Eastern Languages and Cultures (NELC), Central Eurasian Studies (CEUS), Art History, IU Libraries, Law, Comparative Literature, the Center for the Study of Global Change, History, African Studies, the Center for the Study of the Middle East, and the School of Education. The Advisory Committee

receives four written updates per AY and meets twice per AY to discuss the program's plans for programming, grant applications, and collaborations. The program is under the oversight of the deans within the School of Global and International Studies (SGIS) who solicit biannual activity reports, and meet yearly to discuss these reports. Because Islamic Studies, its director and faculty, other area studies centers, and the SGIS deans are all housed in the same building, informal meetings are a frequent occurrence.

B(3). Non-Discrimination

IU is committed to achieving equality of opportunity within the university and in society as a whole, and has had non-discrimination, equal opportunity, and affirmative action policies firmly in place for decades. IU will, therefore, recruit, hire, promote, educate, and provide services to persons based only upon their individual qualifications, and it clearly prohibits discrimination based on an arbitrary consideration of characteristics such as age, skin color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status. In order to give institutional life to its policies, IU has a Title IX Officer, with several Title IX Deputy Coordinators who work for her, who enforces Title IX laws on campus; an Americans with Disabilities Act (ADA) coordinator; the Office of Affirmative Action, which is charged with ensuring IU's compliance with all relevant federal, state, and local equal opportunity/affirmative action laws; the Office of the Vice Provost for Faculty & Academic Affairs, which requires not only that equal opportunity/affirmative action policies are followed in academic recruitment and retention, but also that IU faculty from traditionally underrepresented groups are on recruitment and retention committees; and, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA), which focuses on recruiting and retaining faculty and staff from underrepresented groups. In preparation for IU's bicentennial in 2020, IU

has a Bicentennial Strategic Plan which has an explicit commitment to recruit and retain a diverse faculty. Finally, in the Islamic Studies Program, 11 of 12 of our Graduate Assistants (student academic employees) over the past six academic years have been members of underrepresented groups.

C. Impact and Evaluation

C(1) & C(2): N/A for FLAS-only applicants

C(3). Provision for Equal Access and Under-Represented Groups

IU's Office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA) oversees implementation of IU's commitment to equal access for traditionally underrepresented groups. As an applicant to the Department of Education, the ISP will comply fully with section 427 of the General Education Provisions Act (GEPA) to ensure that at least 50% of its FLAS fellowships will be awarded to students from traditionally underrepresented groups (Project Goal #3; C(4), below). In order to lower barriers and maximize access to FLAS training opportunities, ISP will also give preference to meritorious applicants who have demonstrated financial need, based on the expected family contribution toward their education as defined by the Higher Education Act, regardless of other aid (Competitive Preference Priority 1 and Project Goal #1; C(4), below). (The FLAS selection procedures are discussed in section J, below.) As always, FLAS selection will be open to all students meeting statutory eligibility requirements, regardless of age, race or skin color, disability, religion, gender, sexual orientation, and so on.

C(4). Evaluation Plan and Recent Use of Evaluations

Evaluation Plan. ISP's roles as an academic program and as a FLAS-granting entity are directly related to each other in the context of our evaluation plan. All of ISP's instructional and programing activities serve to increase awareness of Islam and the Islamic world (and its

related languages) as important areas of scholarship, professional opportunity, and national need. The ISP's affiliated faculty teach Islamic Studies–content courses and "Islamic" languages, and they engage in outreach within and beyond IU, and in programming across IU, almost all in collaboration with other IU units. ISP's function as a FLAS-granting entity is embedded within these instructional, outreach, and programming activities.

ISP's FLAS project goals for the next four years build upon its language and area studies strengths and grow out of its planned programming to reflect its broad and inclusive approach to scholarship and training. In order to track and evaluate the achievement of its FLAS project goals, ISP has constructed an evaluation framework (see **Table C2**, below), that lists our FLAS-awarding project goals and the measures (and sources of data) that we will use to track the achievement of these goals through time. ISP's long-term outcomes (project goals) for its FLAS fellowships each identify a target student audience: those who have demonstrated financial need; those who are members of traditionally underrepresented groups; those at advanced levels of language proficiency; and those in professional schools. Our goal is to increase the levels of access to FLAS training opportunities in each of these target audiences. The performance measure used to assess the achievement of each long-term outcome (project goal) is the number of FLAS fellowships ISP awards to students in these target audiences.

In order to achieve these long-term outcomes/project goals, ISP will engage in activities, over and above its regular academic program activities, which will have the short-term outcomes of developing new relationships, or strengthening existing relationships, across the university in order to raise awareness about ISP FLAS training opportunities in our target audiences. These activities include partnering with faculty in relevant IU units in order to publicize FLAS training opportunities; working with academic advisors to help students in the target audiences find

Islamic Studies—content classes and languages; and recruiting faculty from IU units of interest to serve as faculty affiliates or as members of the ISP advisory committee (as we have done with the professional schools; **B(2)**, above, and discussed below, "Recent Use of Evaluations"). ISP expects that these activities will then lead to an increase in the number of applications from students in our target audiences (the expected intermediate outcome of its activities), which will then enable the ISP to increase the number of FLAS fellowships it awards to qualified students in each of the identified target audiences.

Table C1: Key to FLAS Priorities	
FLAS Competitive Preference Priority 1: FLAS Fellowship award preference to meritorious students demonstrating financial need.	CPP-1
FLAS Competitive Preference Priority 2: Minimum 25% of FLAS Fellowships awarded to those who study US Dept. of Education (ED) less commonly taught languages (LCTLs).	CPP-2

Evaluation Components. The evaluation specifically focuses on measuring the extent to which the ISP successfully meets its four project goals. (The FLAS competitive preference priorities to which our project goals respond are noted in parentheses, and explained in **Table C1**, above.) The ISP project goals are to increase the levels of participation in FLAS training opportunities for students: (1) who have demonstrated financial need (**CPP-1**, **CPP-2**); (2) who are enrolled in IU's professional schools (**CPP-2**); (3) who are from traditionally under-represented groups (**CPP-2**); and, (4) who are at advanced levels of language proficiency (\geq ILR Level 3) (**CPP-2**). All of our project goals address **CPP-2** because all of our requested languages are LCTLs. As shown in **Table C2**, below, ISP has developed meaningful and specific objectives (*performance measures*) linked to each of these four goals; and has developed project-specific, and quantifiable, outcome measures (*indicators*) to assess progress towards its goals. **Table C2** indicates the types and sources of data, and the frequency of data collection.

Formative Evaluation: The first half of the project will focus on evaluating the extent to which our project goal–related activities are being implemented as intended and accomplishing their stated goal (e.g., our attempts to target specific groups of students, in order to expand their access to FLAS opportunities). The resulting feedback will allow for continuous improvement to help ensure that project goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in years 1-2. *Summative Evaluation:* Evaluation in years 3-4 will primarily analyze the outcomes of the ISP project goal–related activities (e.g., outcomes such as the number of FLAS fellowships awarded to those with demonstrated financial need, etc.). In order to measure long-term outcomes, the program will perform its own surveys and maintain and regularly update a database housing FLAS fellow records, contact information, and current careers. *FLAS Tracking Survey:* The ISP will strongly encourage all of its FLAS fellows to complete the US ED FLAS Tracking Survey. *Evaluation Timeline:* Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation.

Table C2: ISP FLAS Project Goals, Performance Measures, and Indicators			
Project Goal #1: Increase the levels of participation of meritorious students who have demonstrated financial need in FLAS training opportunities. (CPP-1, CPP-2)			
Performance Measures	Indicators	Timeline	Method
A) Increase the number of ISP FLAS fellowships awarded annually to students who have demonstrated financial need (no less than 50% of awards).	<ul style="list-style-type: none"> • Number of ISP FLAS candidates who have demonstrated financial need • Number of FLAS fellowships awarded annually to students who have demonstrated financial need 	<p>Annually</p> <p>Annually</p>	ISP FLAS records & IU Student Central (financial aid) records

Project Goal #2: Increase the levels of participation of professional school students in FLAS training opportunities. (CPP-2)			
Performance Measures	Indicators	Timeline	Method
A) Increase the number of ISP FLAS fellowships awarded annually to students in the professional schools (up to a maximum of 33% of awards).	• Number of ISP FLAS applicants from professional schools	Annually	ISP FLAS records
	• Number of FLAS fellowships awarded annually to students in professional schools	Annually	ISP FLAS records
	• Number of faculty members from professional schools serving in ISP advisory roles	Annually	ISP FLAS records
B) Increase percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey. (<i>per</i> GPRA measure #1)	• Percent of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey and ISP survey	Annually	FLAS tracking survey & ISP survey
Project Goal #3: Increase the levels of participation of students from traditionally underrepresented groups in FLAS training opportunities. (CPP-2)			
Performance Measures	Indicators	Timeline	Method
A) Increase the number of ISP FLAS fellowships awarded annually to students from traditionally underrepresented groups (no less than 50% of awards, no maximum).	• Number of ISP FLAS applicants from traditionally under-represented groups	Annually	ISP FLAS & registrar records
	• Number of FLAS fellowships awarded annually to students from under-represented groups	Annually	ISP FLAS & registrar records
Project Goal #4: Increase the levels of participation of students at advanced levels of language proficiency (\geq ILR Level 3) in FLAS training opportunities. (CPP-2)			
Performance Measures	Indicators	Timeline	Method
A) Increase the number of ISP FLAS fellowships awarded annually to students at advanced levels of language proficiency (\geq ILR Level 3) (no less than 66% of awards).	• Number of ISP FLAS fellowship applicants who are at advanced levels of language proficiency	Annually	ISP FLAS records
	• Number of ISP FLAS fellowships awarded annually to students at advanced levels of language proficiency	Annually	ISP FLAS records

<p>B) Increase percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/ speaking scores by at least one proficiency level. (<i>per</i> GPRA measure #3)</p>	<ul style="list-style-type: none"> • Percent of FLAS fellows who increased foreign language reading, writing, and/or listening/ speaking scores by at least 1 proficiency level. 	<p>Annually</p>	<p>Proficiency test scores</p>
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Recent Use of Evaluations. The ISP was officially established as an independent program in 2009 following a thorough review of the previous Middle Eastern and Islamic Studies program by the College deans, the program's director and its advisory committee. Following interviews with faculty members and an ensuing faculty referendum, the program was restructured because its previous formulation was thought to perpetuate inaccurate assumptions about the Islamic world, namely, that Islam is principally a Middle Eastern tradition and that most Muslims are Arab. The previous configuration also created barriers to participation for faculty and students not involved in the study of the Middle East. The result was an effective doubling of faculty affiliated with the program, and much greater participation by students in our programming initiatives. The program is now evaluated regularly by the associate deans and dean of SGIS. A recent (2015) review of the program resulted in new program leadership, and a doubling of its programming budget. As part of our efforts to involve students from IU's professional schools (*per* Project Goal #2, above), the advisory committee was reconstituted in 2015 to include faculty from the professional schools and IU Libraries. Since 2015, the ISP advisory committee receives four reports from the director each AY to apprise them of research initiatives, programming, grant opportunities, etc., and to solicit feedback about the program's priorities, and its past and future endeavors. Regular meetings with the advisory committee led to the program's current pursuit of its principal theme, the [*Fragmentation of Religious Authority in Islam*](#), which has produced international workshops and collaborations, multiple book contracts, and several successful grant applications.

C(5). Post-Graduate Placement and Efforts to Increase Placement

Placement. Since 2010, IU has produced nearly 190 PhD dissertations, and a further 50 Master's theses, with a substantial focus on Islam and the Islamic world, thus increasing the supply of specialists in our thematic area. Based on available data for IU's PhD graduates (approx. two-thirds of total; n=125), 80% end up in universities (T/TT faculty; lecturer; visiting position; post-doctoral fellow), while the remaining graduates work in government/public sector (15%), or the private sector (5%). Among those in academia, approx. 30% work at universities overseas (e.g., in Indonesia, Turkey, Israel, The Netherlands, Kazakhstan, India, Ghana, Kuwait, Japan, Norway, Canada, and the Czech Republic), while the remainder are employed in the US (e.g., Princeton, U Penn, Carleton College, Swarthmore, William & Mary, several of the IU regional campuses, etc.). Among those working in government/public sector, a dozen work in the US government (Dept. of State; Dept. of Defense, incl. US Army), while the remaining graduates work in non-profit organizations. (Since 2016, IU is a partner institution in the US Dept. of State's Diplomacy Lab initiative; we expect this partnership to increase interest in, and facilitate entry to, government service among IU students.) Based on available data for Master's graduates (n=26), 12 are enrolled in PhD programs in the US (U Washington, Harvard, IU) and elsewhere (LSE), five are employed in academia in the US and abroad, five work in the US government (State; Defense) or public sector, and the remaining are in the private sector.

Efforts to Increase Placement. IU has increased the supply of specialists in areas of national need, especially by placing its graduates in academic teaching/research position. The ISP's further efforts include running biannual funding cycles for graduate students to support their archival or ethnographic research, and their conference travel (see **H(4)**, below). As noted above, the ISP also reconstituted its Advisory Committee to include faculty outside the

traditional disciplines, in order to increase awareness of Islamic Studies opportunities, esp. in the professional schools. At the curricular level, CEUS has several dual MA degrees with the professional schools (School of Public and Environmental Affairs [SPEA]; Business; Informatics, Computing, and Engineering). With an allotment of FLAS awards, we will be able to increase this supply of specialists. FLAS Project Goal #2 in the upcoming cycle is to increase the levels of participation of professional school students in FLAS training opportunities. Generally, many graduates of SPEA public policy programs and of the Law school, end up working in government (rather than academia), and we are committed to making FLAS funding opportunities more available to these students.

C(6). Improved Supply of Specialists

The supply of Islamic Studies (IS) classes, and of classes in the languages for which we seek FLAS funding, are both very strong at IU (**F** and **G**, respectively, below). Demand for, and enrollment in, IS-content classes are also very strong (see Appendix #2: Non-Language Courses). During AY2016-18, just under 16,000 UG and GRAD students enrolled in classes with at least 25% IS content. In the units that offered more than one class with 100% IS content, total UG/GRAD enrollment was just over 9000. Among the units that offered five or more classes with 100% IS, total enrollment was 3200. In geographic terms, enrollments are strong in our areas of specialization, in particular, Africa (North and sub-Saharan), the Middle East, and Central & Inner Asia. Enrollment in core social science and humanities courses was 11,227; in units with a law, politics, and policy focus (International Studies; Law; Political Science; SPEA), enrollment was 3890; and in the professional schools, enrollment was 2500. There is thus strong demand for both traditional scholarly courses, as well as more practical policy-oriented courses, both of which play a role in training specialists who serve national needs.

Since 2010, IU has produced nearly 190 PhD dissertations, and a further 50 Master's theses, with a substantial focus on Islam and the Islamic world, thus increasing the supply of specialists in the US in our thematic area. The majority of these specialists graduated from Anthropology, CEUS, School of Education, Folklore and Ethnomusicology, History, NELC, and Political Science, evidencing the fact that IU supplies specialists for both traditional scholarly areas and for the politics, policy, and education professions. The geographic area of focus for these Master's and PhD degrees was 70% in Central & Inner Asia, African, and the Middle East, and the remainder dealt with Russia and Europe, the US, and with East, South, and Southeast Asia. (Further placement data in **C(5)**, above.)

C(7). Selection According to National Needs

Several of our project goals (**Table C2**, above) demonstrate ISP's commitment to increase FLAS training opportunities for those who are likely to enter government service, namely, our goal to increase the number of fellows from IU's professional schools. Similarly, 100% of the languages for which FLAS fellowships will be awarded (Arabic, Bamana, Persian, Russian, Swahili, Turkish, Urdu, Uyghur, and Uzbek) are among the least commonly taught languages in the US and are ED priority languages which serve national need. All of ISP's geographic areas of recognized specialization—Africa, the Middle East, and Central Asia—are priority world regions.

D. Commitment to the Subject Area (Islamic Studies) on Which the Center Focuses

The Islamic Studies Program (ISP) is housed within IU's School of Global and International Studies (SGIS). Established in 2012, SGIS draws upon IU's over-half-century-long strengths in area studies, foreign language training, and the social sciences. With the construction of a \$52-million building, inaugurated in 2015 by then-Secretary of State John Kerry, and the hiring of over two dozen new faculty members since its inception, IU President Michael A. McRobbie has

stated that SGIS is "one of the most important developments in the nearly 200 years of IU's history."

More than 350 faculty members from across the university are affiliated with SGIS and its units, and the school's 121 dedicated core faculty includes leading scholars and policymakers, MacArthur Fellows, ambassadors, and legislators. Indiana's longest-serving members of Congress—Republican Senator Richard Lugar and Democratic Representative Lee Hamilton--both serve as Distinguished Scholars at SGIS and assist in coordinating national and international efforts (e.g., Rep. Hamilton is now leading the US Institute of Peace task force on extremism and will draw upon IU's expertise, including ISP faculty affiliates, in this capacity).

The formation of SGIS has greatly contributed to the ISP's mission. The School has provided a new impetus to integrating the breadth of global understanding with the depth of areas studies, and to highlighting both language proficiency and professional competencies. Importantly, the co-location of SGIS's (a) **four** departments; (b) **sixteen** area studies centers, institutes, or programs; (c) **three** Language Flagship Programs (Arabic, Chinese, Turkish); (d) **two** Language Resource Centers (African, Central Asian); and, its (e) **one** Summer Language Workshop, all in one building has increased and strengthened collaborations in both scholarly and cultural programming and in curricular development. It has increased students' exposure to geographic areas, scholarly traditions, and languages beyond the confines of the traditional departmental structure.

Within this structure, the ISP has been developing a broad range of original scholarly initiatives that involve IU faculty and students inside and beyond the boundaries of SGIS, with a host of domestic and international partners. Ongoing initiatives include the program's main, long-term thematic inquiry into the Fragmentation of Religious Authority in Islam, a theme that

the program faculty and their collaborators from the "target" regions investigate in Muslim Eurasia, South Asia, and sub-Saharan Africa. This initiative, which includes international workshops in Bloomington, New York City, New Delhi, Beijing, and Berlin, as well as a series of edited volumes with Indiana University Press, involves multiple international partnerships, as well as ample opportunities for graduate student participation. In collaboration with IU's East Asian Studies NRC and other units in the U.S. and abroad, the ISP has recently begun its Initiative on the Economic, Institutional and Ritual Practices of Muslims in China, an initiative that explores the intersection of economy, religion, ritual, law and policy among Chinese Muslims (primarily, but not limited to Hui). For over a decade, ISP has hosted the Texts and Manuscripts of the Muslim World seminars, which involve expert-led close readings of selected manuscripts in diverse traditions. Graduate students take an active part in such meetings. These initiatives, among others, put the ISP at the center of the study of Islam in North America. They also serve to draw together faculty and student constituencies from across the university who share this scholarly focus and demonstrate why FLAS funding can positively impact our mission to support scholars-in-training in order to increase the supply of specialists who serve national interests.

Support for Program Operation. In AY2017-18, institutional support for the university-wide study of Islam and the Islamic world, exclusive of space and maintenance, was \$8,480,914.

Table D1: Quantification of University Commitment, AY2017-2018	
Faculty Salaries (Salary multiplied by % time devoted to Islamic Studies. See Appendix ## for faculty with % time.)	\$3,790,409
Fringe benefits (salary above x 40.23% fringe rate)	\$1,524,882
Language faculty salary (incl. SLW; excl. graduate student instructors; excl. ISP faculty affiliates)	\$937,907
SLW non-salary operating budget (ISP %)	\$58,410

Library salaries and fringe (area studies librarians + acquisitions/cataloguing staff)	\$447,742
Library book/serial acquisitions budget	\$130,515
ISP administrative salaries and fringe	\$170,899
Graduate Assistant Support (ISP GAs; Graduate student language instructors)	\$928,150
Faculty travel, research, and other enhancements	\$349,000
Internal (IU) grant support	\$75,000
SGIS Shared Services	\$42,000
ISP discretionary programming budget	\$18,500
IU & NRC support for joint programming (varies year to year)	\$7,500
Total	\$8,480,914

IU's direct financial commitment to staffing the ISP includes the program director's annual salary (including two course releases per year and administrative supplement salary [\$15k/year]), personal research funds, 100% of ISP's one full-time permanent staff's salary and benefits, and 100% of all costs (stipend, tuition fee remission, and health insurance) for ISP's two graduate assistants (GAs). We occupy two offices in the SGIS building, one for the director, one for the program manager, and the two GAs have work stations (with computers, printer, and telephone) next to our offices. We receive \$18,500 in discretionary funding from SGIS, which is used for academic programming (e.g., visiting speakers), as well as to fund faculty and student research, and we receive a further \$7,500 per year from partner units within the university in support of our programming efforts.

SGIS has developed a high-efficiency shared services infrastructure that staff and faculty can use to support programming, research, instruction, study abroad, and outreach. These shared services, in which SGIS invested over \$1,100,000, consolidates and streamlines administrative functions, including financial transaction processing, Human Resource administration and payroll processing, grant development and compliance, course scheduling and administration, communications and marketing (including web development and content writing), student

services and recruitment, programmatic event planning, and FLAS administration and management.

Teaching Staff. As shown in **Table D1**, above, in AY2017-18, IU committed over \$5,315,000 in salary support (and fringe) toward its 76 faculty affiliates. During the same time, SGIS and Slavic & East European Languages and Cultures (re: Russian language) invested just over \$4.7 million on language instructor salaries (+ fringe), just under \$1.8 million of which was committed to salaries for the instructors who teach the languages for which we seek funding. Further institutional commitment toward staff is evidenced by the hiring of 16 tenured/tenure-track faculty members (**F(3)**, below) in the past five years whose work is centrally occupied with, or touches significantly upon, Islam and the Islamic world.

Library Resources. As described further in **Section E**, below, the library resources in Islamic Studies across several geographic areas, and in several key "Islamic" languages, provide students and faculty at IU with ample resources for carrying out research. IU employs one tenured librarian, and one full-time bibliographer, dedicated to its Islamic Studies holdings. In AY2017-2018, IU dedicated close to \$131,000 toward library acquisitions in Islamic Studies, and just under \$450,000 toward Islamic Studies–related staff salaries. IU libraries hold 245,000 English volumes related to Islamic Studies, and just under 312,000 volumes in our nine requested FLAS languages. IU also employs T/TT area studies librarians (with associated full-time acquisitions and cataloguing staff) who work on the African Studies, East Asian, International Studies, Slavic and East European Studies, and South & Southeast Asian Studies collections, each of whose portfolio involves material related to Islam and the Islamic world. IU also employs librarians in charge of subject areas that are key to Islamic Studies (e.g., Anthropology, History, Religious Studies, etc.).

Institutions Abroad.

IU has university-level partnerships with nearly 60 institutions of higher learning in 30 priority

Table D2: IU's Formal International University Partnerships	
Country	Institution
Australia	• Australian National University (ANU)
China	• Beijing Normal University • Chinese University of Hong Kong • Nanjing University • Peking University • Zhejiang University
Egypt	• The American University in Cairo
France	• Sciences Po • University of Aix-Marseilles • University of Paris X, Nanterre • University of Strasbourg
Germany	• Free University of Berlin (FUB) • University of Hamburg • University of Bayreuth
Ghana	• University of Ghana
India	• Administrative Staff College of India (ASCI) • Ambedkar University Delhi • FLAME University • Indian Institute of Management, Lucknow • O.P. Jindal Global University • Symbiosis International University
Indonesia	• Center for International Forestry Research • University of Gadjah Mada
Iran	• University of Tehran
Israel	• Hebrew University of Jerusalem
Japan	• Waseda University
Kyrgyzstan	• American University of Central Asia
Liberia	• University of Liberia
Mongolia	• National University of Mongolia (NUM)
Poland	• Jagiellonian University • University of Warsaw
Russia	• Higher School of Economics-National Research University
Saudi Arabia	• King Saud University
Singapore	• National University of Singapore
South Africa	• University of Pretoria • University of the Western Cape (UWC)
Turkey	• Boğaziçi University • Koç University • Middle East Technical University
UK	• University of Kent • University of Manchester

countries around the world, and over 90 agreements with these partners for specific scholarly or curricular activities. Managed through IU's Office of International Partnerships, these agreements enable IU faculty, undergraduate and graduate students to pursue academic opportunities abroad, and to bring international scholars to its campus. As shown in **Table D2**, IU has strong institutionally supported links with institutions both in predominantly Muslim countries, and in those with significant Muslim populations. IU also maintains formal linkages with institutions abroad

that have significant concentrations of expertise related to the study of Islam and the Islamicate world. For example, IU and the Australian National University (ANU) created a jointly hosted

institute—the ANU-IU Pan Asia Institute—which allows for bidirectional faculty and student exchanges; this institutional arrangement allows for the free movement of scholars of Islam (in the vast pan-Asia region) between these two institutions. Similarly, IU has faculty and student exchange agreements with both Free University Berlin and the University of Bayreuth, two of the premiere centers in Europe for the study of Islam.

IU and its Office of the Vice President for International Affairs (OVPIA) established the IU Global Gateway Network, which now includes fully staffed, technology enabled IU offices designed for hosting conferences and other collaborative events in China (Beijing), India (Delhi), Europe (Berlin), Mexico (Mexico City), Southeast Asia (Bangkok), and South Africa (Cape Town). The Global Gateway offices support and expand opportunities for collaborative research in their respective geographic areas, and act as meeting points for IU scholars and students and those from regional institutions with whom IU has formal partnership agreements.

For its part, the Islamic Studies Program has partnerships with scholars and institutions around the world—including Austria, Norway, Russia, China, India, South Africa, Australia, Japan, Nigeria, Poland, The Netherlands, Kenya, Germany, and the UK—to cooperate on workshops and conferences initiated by the ISP. The ISP has IU funding to host two international workshops related to its Fragmentation of Religious Authority in Islam initiative at the India and Europe Gateway offices over the next two academic years, thus greatly facilitating collaborations with scholars in the regions that host IU Gateway offices, including those from institutions with which IU maintains formal agreements (e.g., Ambedkar University Delhi, Free University Berlin, and University of Bayreuth).

Student Support. Undergraduate and graduate students at IU who study Islam and the Islamicate world, regardless of Department or School, are eligible for the same financial aid

packages as all other students at the university. During AY2017-18, SGIS committed over \$2.1 million to support graduate students via instructional assistantships; these funds include an annual (10-month) stipend, federally compliant health insurance, and a 30-credit hour, non-resident fee remission. In addition to this, IU offers financial support for research-related travel through the Office of the Vice President for International Affairs (OVPIA), the University Graduate School, the IU Graduate & Professional Student Government, and through the College of Arts + Sciences, and many of its Schools, Departments, Centers, etc.

The College alone offers over 350 scholarships to support undergraduate study at IU, while the University Graduate School, over and above its multi-year recruitment awards, has a host of career development, leadership and service, and merit and achievement fellowships and awards. Our institutional home, the School of Global and International Studies, offers several undergraduate scholarships for overseas credit-bearing study and overseas internships, while fellowships are available to graduate students pursuing MA and PhD degrees in CEUS and NELC. The Department of International Studies (INTL) offers grants to support undergraduate study abroad. For undergraduates, NELC has a scholarship for students demonstrating academic promise and financial need who are interested in Arabic and Islamic Studies; and, at the graduate level, NELC also offers a doctoral fellowship dedicated to students who pursue Islamic Studies.

In addition to these university-wide and Department- or School-specific graduate fellowships and undergraduate scholarships, the ISP itself runs two funding competitions per year to support graduate student archival research and fieldwork for those whose research is focused on Islam and the Islamic world. The ISP also offers undergraduate research scholarships each year, which pairs advanced undergraduate students with faculty mentors who

work together on a research project, typically requiring competence (on the student's part) in an "Islamic" language.

E. Strength of Library

E(1a). Library Holdings

IU is ranked 14th among North American research libraries according to the Association of Research Libraries, with over 9.9 million bound volumes. IU's holdings in Islam and the Islamicate world are spread across multiple collections and found in more than 22 "Islamic" languages. These extensive collections provide for the teaching and research needs of area studies and disciplinary units, as well as professional schools allied with the Islamic Studies Program. At the beginning of AY2017-18, the total IU Islamic Studies subject matter library holdings in English were 245,000 volumes (gauged conservatively). IU also subscribes to around 11,700 print and 60,000 electronic serial titles, including newspapers. Approximately 25% of IU's serials are directly related to Islamic Studies. In addition to the subject matter holdings, IU's libraries also hold nearly 312,000 volumes in the nine "Islamic" languages for which we seek FLAS funding (**Table E1**).

Table E1: Estimated IU Islamic Studies Library Holdings	
Requested FLAS Languages	Volumes
Arabic	79,000
Bamana (Bambara)	330
Persian	9,300
Russian	200,000
Swahili	3049
Turkish (incl. Ottoman)	14,250
Urdu	675
Uyghur	622
Uzbek	4716
Total # volumes in requested languages:	311,942
Other "Islamic" Languages	
Africa (Wolof)	278
Central Asia (Azerbaijani, Chaghatay, Kazakh, Kyrgyz, Pashto, Tatar)	7928

Middle East (Kurdish)	230
Russia + Europe (BCS)	31,000
Southeast Asia (Indonesian)	3551
South Asia (Bengali)	253
Total # volumes in other languages:	43,240
Total # of volumes in "Islamic" languages:	355,182

Several special collections covering Islamic Studies subject areas add to the research materials available on the Bloomington campus. The IU Lilly Library houses a large collection of rare Arabic, Turkish, and Persian materials and a treasury of illuminated and miniature Qur'ans. The Sinor Research Institute for Inner Asian Studies, the foremost research institute of its kind in the US, has over 12,000 holdings in its dedicated IU library, many of which are rare items, including over 1,000 microfilm reels of Islamic manuscripts, primarily in Persian and Turkic, from over 40 archives and libraries around the world. IU's Oral History Research Center houses interview tapes and transcripts from field work done throughout the Islamicate world. The Kinsey Institute houses a collection of texts and visual materials on sexuality in the Islamicate world.

The IU Libraries provide access to all main Islamic Studies databases like Index Islamicus Online, Encyclopaedia of Islam Online, East View's Afghan Serials Collection (1970s-1990s), Brill's Muslims in Russia online collection (covering the period 1861-1918), Encyclopedia of Women & Islamic Cultures Online, Brockelmann Online, Oxford Islamic Studies Online, etc.

Table E2: Institutional Support for Islamic Studies Acquisitions and Staff, AY2017-18	
Islamic Studies Monograph & Serials Acquisitions	\$130,515
Staff Salaries (Islamic Studies % of area studies librarians + acquisitions/cataloguing staff)	\$447,742
University Total	\$578,257

The IU Libraries employ seven full-time area studies librarians, six of whom are in charge of area studies collections directly relevant to Islamic Studies and to the languages for which we seek FLAS funding. In particular, we draw attention to our area studies librarians in: Middle Eastern, Islamic, and Central Eurasian Studies; East Asian Studies; South Asian and Southeast Asian Studies; African Studies; Slavic and East European Studies; and, International Studies. In addition to this, IU employs T/TT librarians who are responsive to the research needs of students and faculty members in all the non-area studies departments--from African American and African Diaspora Studies to Religious Studies--that offer classes with Islamic Studies content. Each of the area and non-area studies librarians have full- and part-time acquisitions and cataloguing staff. The library acquisitions and staffing budget is detailed in **Table E2**.

E(1b). Access to Material at Other Institutions.

Interlibrary loan (ILL) is free of charge for materials borrowed from other libraries, and IU is one of the top net lenders in the ILL program. In AY2016-2017, patrons borrowed 20,720 items through ILL and IU Libraries received 52,655 loan requests from other institutions. IU faculty, staff, and students may also use the services of the member libraries of the Big Ten Academic Alliance (BTAA; member schools of the Big Ten + the University of Chicago) at no cost and may borrow research materials from the Center for Research Libraries (CRL) for extended periods of time. In addition, students have access to the holdings of consortia partners such as the CRL and the BTAA online through IU Libraries. The award-winning BTAA Cooperative Cataloging Partnership, which matches cataloging expertise at one BTAA institution with cataloging needs at another, makes collections more accessible to member institutions, like IU, and to the scholarly world at large. BTAA libraries have also recently created a framework that will reduce barriers to sharing library special collections via existing ILL channels. Along with

the University of California library system and the BTAA libraries, IU is one of the founding partners in the HathiTrust Digital Library partnership, and IU students enjoy access to the vast online book and manuscript holdings at HathiTrust partner libraries. IU also participates in the resource-sharing activities available through OCLC (WorldCat), a non-profit organization serving more than 84,000 libraries in 171 countries and territories around the world. The Wells Library has been a US government documents depository since 1878 and is a depository for UN publications.

F. Quality of the Center's Non-Language Instructional Program

F(1). Quality and Extent of Islamic Studies Courses; Professional Schools

Islamic Studies Courses. IU offers Islamic Studies (IS)–content courses in more than 25 departments and non-departmental teaching units, and in eight of its nine professional schools. These courses cover all the regions where Islam and our requested languages exist, namely, North and sub-Saharan Africa (Arabic, Bamana, Swahili), the Middle East (Arabic, Turkish, Persian), South Asia (Persian, Urdu), Central & Inner Asia (Russian, Uyghur, Uzbek), and Russia (Russian). In the Fall 2016-to-Spring 2018 period there were 392 unique UG and GRAD courses offered in disciplinary studies of Islam and the Islamic world across the university, with 76 of these having 100% IS content (see Appendix #2). The supply of classes with 100% IS content is particularly strong in Central Eurasian Studies (CEUS) and Near Eastern Languages and Cultures (NELC), with Anthropology (ANTH), Art History (ART), and Religious Studies (REL) also contributing many 100% IS-content classes. For example, in CEUS, 24 out of 52 classes have 100% IS content; in NELC, 31 out of 39; in ANTH, 8 out of 15; in ART, 5 out of 14; and in REL, 7 out of 28. Other departments that contribute importantly to the supply of Islamic Studies courses include African American and African Diaspora Studies, Folklore and

Ethnomusicology, History, International Studies, Political Science, and innovative special topics classes offered by the College of Arts + Sciences to incoming freshmen. The course offerings are especially strong for Islam in Central Asia, the Middle East, and North and sub-Saharan Africa, and cover all humanities and social science research methodologies: ethnography, textual interpretation and analysis, historical/archival methods, comparative religion and literature, international politics, art and material cultural analysis, and so on.

Professional Schools. In 2016-2018 Islamic Studies courses with at least 25% IS content were offered in eight of IU's nine professional schools. Among the offerings are 19 courses in the School of Education (e.g., Multicultural & global education; Transnational migration in education); 15 courses in the School of Public and Environmental Affairs (SPEA; e.g., Global security; Terrorism and public policy; 14 courses in the School of Art, Architecture + Design (AAD [and Apparel Merchandizing, now part of AAD]; e.g., African fashion; International textiles); 11 courses in the Law School (Islam and human rights; South Asian constitutionalism; Constitutionalism in the Middle East); and a further 14 classes spread across the School of Public Health, the Media School, the School of Informatics, Computing, and Engineering, and the School of Music.

F(2). Interdisciplinary Courses

As an inter-area, thematically focused program that relies exclusively on faculty from over 25 academic units and eight schools, Islamic Studies is of necessity interdisciplinary, and IU's course offering reflect this. At the curricular level, those pursuing the study of Islam and the Islamicate world naturally do so in an interdisciplinary manner, looking at Islam and Muslim peoples in a particular place and time, through lenses of regional culture, history, and politics, using anthropological or textual methods, in multiple languages, etc. Extant curricula at IU,

including that in CEUS and NELC, and in the Islamic Studies Program's own UG Certificate in Islamic Studies, are designed in this manner. The faculty composition in CEUS, NELC, and REL are interdisciplinary, with all (non-science) research methodologies represented. At the course level, too, IU offers interdisciplinary courses for those who study Islam and the Islamic world. In the Fall 2016-to-Spring 2018 time period, the majority of IS-content classes offered in CEUS, NELC, and REL were interdisciplinary (that is, used multiple methodologies in the course). The College of Arts + Sciences introduces interdisciplinary courses early in the UG curriculum by offering innovative "Critical Approaches" classes to incoming undergraduate students. Between 2016 and 2018, there were 16 such courses with at least 25% IS content, and 4 with 100% IS content.

Course Title and Instructor	Interdisciplinarity	UG	GR
African Civilization (Hanson, AFRI-L 231)	Anthropology & Archeology, Art History, History, Political Science, Religious Studies	X	
Islam in America (Ibrahim, REL-C350)	African American & African Diaspora Studies, Anthropology, Cultural Studies, History, Political Science	X	
Islamic Feminisms (Afsaruddin, NELC-N 361/695)	Anthropology, Gender Studies, History, Religious Studies	X	X
Saints of the Silk Road (DeWeese, COLL-C 103)	Anthropology, History, Religious Studies	X	
Gender, Women, and Islam in Central Asia (Kamp, CEUS-R 529)	Anthropology, Gender Studies, History, Religious Studies		X
Geographies of Islam (Todd, INTL-I 305)	Anthropology, Geography, Religious Studies, Political Science	X	
Family and Gender: Muslims in Central Asia and the Middle East (Shahrani, CEUS-R 711)	Anthropology, Gender Studies, History, Media, Religious Studies		X
Jesus, Alexander, and Other Muslim Heroes (Sela, COLL-C 103)	Art History, Comparative Literature, Folklore, History, Religious Studies	X	
ISIS & Terrorism: Use & Abuse of Islamic Texts (Alsaleh, NELC-N 304/695)	History, Literature, Political Science, Religious Studies	X	X

F(3). Sufficient Number of Faculty; Training for Instructional Assistants

Faculty. The Islamic Studies Program's 76 faculty include 25 core faculty whose scholarship and teaching are centrally occupied with Islam and Muslim peoples and practices, and a further 51

faculty whose work and teaching, in various degree, touch upon Islam and the Islamic world. Many other non-language faculty, who occasionally offer courses with at least 25% IS content, are not official affiliates of the ISP; the same is true for visitors and post-doctoral fellows who teach here for one or two years. This includes an AY2018-20 post-doc who works on media in post-authoritarian regimes (esp. Afghanistan and the Middle East); an AY2017-18 post-doc who teaches/works on Islam in Russia; and an AY2016-17 Law Fellow who teaches/works on Islamic Constitutionalism. IU has long-standing, recognized strengths in the study of Islam in sub-Saharan Africa, in Central Eurasia, and in the Middle East and North Africa, as well as reasonable and growing coverage of the study of Islam in Southeast Asia, and to a lesser extent, South Asia. (The ISP is working to secure at least one hire in South Asian Islam for AY2019-20.)

IU takes the study of Islam seriously. In the past five years, IU has added 16 new ISP-affiliated, non-language faculty to its ranks: Akhter (GEOG; Pakistan); Alsaleh (NELC; Arabic literature, Arab culture, ISIS); Ashutosh (GEOG; South Asian diasporas); Banai (INTL; Iranian politics and political theory); Bell (INTL; security studies, international law); Brose (CEUS, Pan Asia Institute, EASC; Muslims in China, China's minorities); Caner (NELC; late Antique religious communities); Fulton (SPEA; faith-based organizations); Gilligan (INTL; human rights in Russia, esp. the Caucasus); Golestaneh (CEUS; Islam in contemporary Iran); Gonzalez-Diequez (NELC; Medieval Arab philosophy, al-Andalus); Ibrahim (REL; Islam in Indonesia, global Islam); Kamp (CEUS; contemporary Central Asia; gender and Islam); Monaghan (Media School; media representations of religions); Pinaud (INTL; gender and violence, South Sudan, East Africa); and Schott (REL; late Ancient and early Medieval religions). Over 150 faculty offered courses with at least 25% IS content during the 2016-2018 time period.

Pedagogy Training for Instructional Assistants. IU requires that all instructional assistants/associate instructors (AIs) attend teacher orientation and training courses offered by the University Graduate School (UGS). The UGS additionally serves as a clearinghouse for on-campus teaching support resources. The Center for Innovative Teaching and Learning (CITL) offers workshops about course planning, design, management, assessment, technology, and so on. Most of the departments that teach Islamic Studies-content courses, and from which we draw our faculty, offer their own AI-focused pedagogy courses (e.g., ANTH, CEUS, Comp Lit, Education, Folklore, HIST, NELC, Political Science, SPEA, etc.). CITL is also the sponsor of multiple Graduate Student Learning Communities workshops several times per semester, each on different teaching-related topics. All of CITL's workshops are free to IU AIs. Each semester, faculty members observe and assess AIs in the classroom setting, offer feedback, and suggest available campus resources as needed.

F(4). Depth of Specialized Course Coverage

Islamic Studies–content courses are offered in eight of IU's nine professional schools, five area/thematic studies programs (African Studies; India Studies; Jewish Studies; Russian and East European Institute; Southeast Asian Studies), and in 20 disciplinary departments.

Multidisciplinary depth in the study of Islam and Muslim peoples and practices is found across our geographic regions. For instance, courses that examine Islam in sub-Saharan Africa are offered in African Studies, ANTH, Art, Architecture + Design (AAD), Art History, History, Public Health, and SPEA. Courses about Islam in the Middle East are offered in ANTH, Art History, CEUS, Comparative Literature, Folklore and Ethnomusicology, History, INTL, Law, NELC, Political Science, REL, and SPEA. Course that survey Islam and Muslim peoples in the United States are offered by African American and African Diaspora Studies, American Studies,

English, Gender Studies, History, the Media School, Political Science, and REL. Courses dealing with Islam in South and Southeast Asia are offered in ANTH, Art History, CEUS, Geography, India Studies, Law, NELC, Political Science, REL, and the School of Education. And IU's coverage of Islam in Central & Inner Asia in CEUS, a multidisciplinary area studies department with anthropologists, linguists, historians, and scholars of religion and of literature, is well known.

G. Quality of the Center's Language Instructional Program

IU is one of the nation's leaders in foreign language instruction. In AY2017-18, the Islamic Studies Program's partnering units offered 18 languages that the ISP accepts as "Islamic" languages for the purposes of its Certificate and its internal funding opportunities for IU undergraduate and graduate students (**Table G1**). From among these 18 languages, the ISP is requesting FLAS funding for nine: Arabic, Bamana, Persian, Russian, Swahili, Turkish, Urdu, Uyghur, and Uzbek. As discussed below, the AY course offerings are supplemented by summer offerings provided by IU's Summer Language Workshop (SLW), which offers a full-year of language training in 8- or 9-week-long summer courses.

Table G1: "Islamic" Languages Offered at IU 2016-2018 (Languages for which we are requesting FLAS funding in bold)*					
Africa	Middle East	Central Asia	South Asia	Russia + Europe	SE Asia
<ul style="list-style-type: none"> •Bamana •Swahili •Wolof 	<ul style="list-style-type: none"> •Arabic •Kurdish •Persian •Turkish 	<ul style="list-style-type: none"> •Azerbaijani •Kazakh •Kyrgyz •Pashto •Uyghur •Uzbek 	<ul style="list-style-type: none"> •Bengali •Urdu 	<ul style="list-style-type: none"> •Bosnian/Croatian/Serbian •Russian 	<ul style="list-style-type: none"> • Indonesian
* Language placement in regions (Africa, Middle East, etc.) is for illustrative purposes.					

G(1). Language Offerings and Enrollment

Offerings. Each year, IU regularly offers AY instruction in 14 LCTLs relevant to Islamic Studies and spoken in the Islamic world, and in **all** "Islamic" languages for which we are

requesting FLAS funding. Other "Islamic" languages (e.g., Wolof, Ottoman Turkish) are offered semi-regularly during the AY, and others still (e.g., Chaghatay, Tatar) are offered occasionally during the AY to advanced graduate students. Introductory to advanced-level (Sorani) Kurdish and introductory Indonesian have been offered at IU since AY2015-16. In the recent past, IU has also offered online instruction in languages of the Islamic world to member institutions in the Big Ten Academic Alliance (BTAA), including introductory, intermediate, and advanced Uzbek, Uyghur, and Pashto; advanced Swahili; introductory and intermediate Bamana; introductory and intermediate Wolof; and advanced Russian.

For over 65 years, IU's SLW has offered intensive instruction in a wide variety of LCTLs. In summer 2018, the SLW is offering 8- or 9-week-long courses in 20 languages, including first- through fourth-year **Arabic** (225 contact hours), first-year BCS (160 contact hours), first-year Indonesian (160 contact hours), second-year Kurdish (160 contact hours), first-year Pashto (online only; 160 contact hours), first-year **Persian** (160 contact hours), first- through sixth-year **Russian** (225 contact hours), first-year **Swahili** (160 contact hours), and first-year **Turkish** (160 contact hours). In addition to these 2018 languages, over the past five years the SLW has also offered first- and second-year Dari, first-year Urdu, first- and second-year Azerbaijani, first- and second-year Uzbek, first- and second-year Uyghur, and first-year Tatar.

Enrollments. **Table G2** presents enrollment figures in our nine requested languages, plus another 9 "Islamic" languages, over the past two AYs. Total enrollment in our requested languages is very strong and stands at 2274 students from Fall 2016 through to Summer 2018 semesters. The combined summer 2017 and summer 2018 SLW enrollments include 118 in Arabic, 23 in Persian, 3 in Swahili, 41 in Turkish, and 235 in Russian; included among these SLW enrollees, approximately half are IU students, 40% are from other US universities, and the

remainder are non-students (e.g., military, government, etc.). The SLW frequently enrolls active duty military personnel and ROTC students, and is one of only 25 institutions nationally to have been competitively awarded the Defense Language and National Security Education Office's Project GO program which funds ROTC students; SLW also administers Dept. of State Title VIII funds to summer students. Enrollment in other "Islamic" languages, from Africa to Central, South and Southeast Asia totals 154 students in the 2016-2018 time period.

Table G2: AY + Summer Language Enrollments for 2016-2018					
Requested FLAS Languages	1st-year	2nd-year	3rd-year	4th+ year	Total
Arabic	352	212	87	23	674
Bamana	99	46	25	--	170
Persian	87	73	37	--	197
Russian	272	170	95	148	685
Swahili	158	107	32	--	297
Turkish	68	63	42	31	204
Urdu	9	0	1	--	10
Uyghur	4	8	13	--	25
Uzbek	8	2	2	--	12
Other "Islamic" Languages	1st-year	2nd-year	3rd-year	4th+ year	Total
Africa (Wolof)	2	2	--	--	4
Middle East (Kurdish)	19	4	4	--	27
Central Asia (Azerbaijani, Kazakh, Kyrgyz, Pashto)	6	14	4	--	24
South Asia (Bengali)	1	--	--	--	1
Russia + Europe (Bosnian/Croatian/Serbian)	43	21	15	8	87
Southeast Asia (Indonesian)	11	--	--	--	11

**Total:
2274**

**Total:
154**

G(2). Levels of Language Training; Course Taught in Requested LCTLs

Levels of Training. IU offers three or more levels of language instruction for all nine languages for which we request FLAS funding. Among these nine languages, IU offers **six years** of Russian, **four years** of Arabic and Turkish, and **three years** of Bamana, Persian, Swahili, Urdu, Uzbek, and Uyghur. Many of our graduate students, depending upon their thesis or dissertation projects, also pursue advanced/post-advanced training in languages other than those for which we request funding, especially in the Central Asian languages for which offerings are also strong.

Disciplinary Courses in Requested Languages. IU offers content-based courses designed to help students develop purpose-specific language skills at an advanced level, particularly in graduate courses. For example, CEUS offers an advanced class on translating Turkish texts, and another on Turkish for media specialists. In Russian, there are advanced classes on Russian for the Social Sciences and on Business Russian carried out entirely in Russian. Through IU's Kelley School of Business, which is home to one of only 17 national Centers for International Business Education and Research (CIBER), students can participate in their 'Business is Global' summer language program to learn business vocabulary in Arabic and Turkish, as well as gain an introduction to business practices in the MENA region and Turkey. Upper-level graduate seminars in CEUS and NELC routinely require that students engage primary source materials throughout the semester.

G(3). Sufficient Language Faculty and Pedagogy Training

Language Faculty. IU academic year faculty for our requested languages includes 21 permanent appointments (T/TT faculty; senior lecturer; lecturer): Arabic (4), Persian (3), Bamana (1), Swahili (2), Turkish (3), Urdu (1), Uyghur (1), Uzbek (1), and Russian (5), as well as a further six sessional instructors each per year for both Arabic and Russian, three sessional instructors per

year for Swahili, and one each per year for both Persian and Turkish. In AY2017-18, IU had Fulbright FLTA instructors for Swahili, Turkish, and Uzbek (and for other "Islamic" languages, e.g., Kazakh, Kyrgyz, Pashto, and Bengali). Full-time IU faculty serve as directors, or coordinators, of the programs in: Arabic language, African languages, Central Asian languages, India studies languages, and Russian language. Each of these faculty members are active in language training pedagogics and curricular development. The SLW hires native speakers who are trained language instructors who typically hold AY teaching positions at universities in the U.S. and abroad. In summer 2018, for our requested languages, the SLW employed instructors for Arabic (5 instructors), Persian (1), Russian (10), Swahili (1), and Turkish (2). **Pedagogy Training.** AY and summer language-teaching faculty and instructional assistants participate in annual pedagogical training in the methods of performance-based instruction at workshops and on-campus lectures, and there are university funds to support travel to national language pedagogics meetings, including the American Council on the Teaching of Foreign Languages (ACTFL) conventions, and the annual National Council of Less Commonly Taught Languages (NCOLCTL) conferences, etc. IU is home to two Title VI National Foreign Language Resource Centers (LRCs)—the Center for Languages of the Central Asian Regions (CeLCAR), and the National African Language Resource Center—which both host a variety of summer and AY workshops, conferences, and institutes focused on language pedagogy training for several of our requested languages (Swahili, Turkish, Uyghur, Uzbek, and Bamana) and several other less-commonly taught "Islamic" languages (Azerbaijani, Dari, Kazakh, Kyrgyz, Pashto, Tajik, Turkmen, and Wolof). For example, the National African LRC will host the two-week 2018 Summer Institute focused on language curriculum design and performance assessment that all IU African language instructors, including graduate student associate instructors (AIs), attend. Also

in summer 2018, IU hosts the LCTL STARTALK Professional Development Program, which for three weeks will train instructors in the latest language instruction, curriculum design, and assessment techniques for a variety of less-commonly taught "Islamic" languages including **Arabic, Dari, Persian, Swahili, Turkish and Urdu**. In 2014, 2016, and 2018, CeLCAR hosted the Conference on Central Asian Languages and Linguistics (ConCALL) at IU, where a substantial part of each conference was devoted to issues in pedagogics and assessment methods, and which was attended by instructors of Central Asian languages.

The curricula for Arabic, Bamana, Persian, Russian, Swahili, Turkish, Urdu, and the Central Asian languages are all designed around clearly articulated proficiency guidelines, with performance-based instructional methods employed to achieve reading, writing, listening, and speaking goals. For example, the Arabic language program uses the Avant Stamp 4S exam for benchmark assessments of proficiency each semester, and a test from the American Councils on International Education, with an oral proficiency interview (OPI) component, to assess summer abroad and capstone year abroad students. Students in the Turkish language program have to sit a once-per-semester proficiency assessment exam, designed by the ACTFL, with an OPI component. The language curricula for Bamana, Russian, Swahili, Urdu, Persian, Uyghur, and Uzbek are designed around similar proficiency principles and also use ACTFL assessment tools with certified OPI testers.

G(4). Quality of Performance-Based Instruction; Resources; Language Proficiency

Quality of Language Program. As discussed above, IU offers high-quality language instruction in over 70 languages in part because its language programs are designed using nationally recognized proficiency guidelines, and because all our LCTL instructors employ performance-based instructional and assessment methods. The consistent quality of IU's language programs is

further evidenced by having been awarded two US Dept. of Education Language Resource Centers (CeLCAR; African LRC), and three US Dept. of Defense Flagship programs (Chinese, Turkish, and Arabic), all five of which develop proficiency-oriented curricula. With other LRCs and Title VI NRCs, CeLCAR is coordinating a national Proficiency Testing Project, which is developing unique proficiency guidelines for the seven Central Asian languages, including Uyghur and Uzbek. Based on its very strong curricula, IU's SLW holds competitively awarded US Dept. of Defense funding to run the Project GO program (for ROTC students), as well as US Dept. of State Title VIII funding, totaling over \$800,000 combined. In addition to this, the SLW has smaller privately funded "Friends of the Workshop" grants and \$10,000 in scholarship funding from SGIS for its students.

Resources for Language Teaching. IU's two LRCs serve as invaluable resources for our language instructors. Both LRCs host language instruction training conferences and workshops, and they produce textbooks for language instruction. For example, CeLCAR has developed textbooks for introductory Dari, Pashto, Tajiki, Uzbek, and Uyghur, and they are in the process of developing materials for introductory Kazakh, and intermediate and advanced Dari, Pashto, Uyghur, and Uzbek. The National African LRC has also produced textbooks. In addition to textbooks, both LRCs have produced other instructional materials including mobile apps, audio, and video materials. In 2014, IU's College of Arts + Sciences launched its Center for Language Excellence (CLE) which supports language instruction across the campus by sponsoring events that share best practices about proficiency-based and standards-based instruction, the assessment of language learning outcomes, and online language education, among other topics.

Across the IU campus, language classes are taught in tech-supported classrooms with AV, computer, Internet, and video-conference capabilities being standard. Since 2015, our

institutional home, SGIS, has been housed in a new, \$52-million building which added over 35 large, state of the art tech-supported classrooms, thus facilitating multimedia pedagogy and distance learning. IU's Center for Language Technology (CeLT) oversees IU's language and computer labs, pedagogical and methodological training, technological support, and testing and evaluation methods and tools for language instructors across campus, with a particular emphasis on instructors of LCTLs. CeLT manages two language labs (67 workstations + headsets), four video conference camera rooms (for distance education), and a media development room (12 workstations). Between the Fall 2014 and Fall 2017 terms, CeLT scheduled almost 3700 hours of class time for foreign language classes, distance education (with BTAA partners), foreign language outreach, and workshops. In the same period, CeLT produced over 600 hours of professional audio and video material for language instruction, including material in Arabic, Persian, Russian, Swahili, Turkish, Uzbek, as well as in other "Islamic" languages (Kurdish, Kyrgyz, and Wolof).

Language Proficiency Requirements. All language programs for which we seek FLAS funding follow proficiency-based guidelines developed by the respective language coordinators. Students are required to meet proficiency benchmarks across the language modalities, rather than merely to accumulate requisite course credits. As noted above, all Arabic and Turkish Flagship students must meet ACTFL-Superior (ILR 3) in order to graduate from the Flagship program. All AY and summer FLAS recipients at IU are pre- and post-tested by OPI-certified instructors. Proficiency requirements, and the tools to assess them, are continuously being articulated, examined, and refined by IU's language instructors working with CeLCAR, the National African LRC, CeLT, and the other language coordinators.

H. Quality of Curriculum Design

H(1): N/A for FLAS-only applicants

H(2). Academic and Career Advising.

All incoming undergraduate students meet with an academic advisor in the University Division to discuss academic and career goals, develop an academic plan, go over university policies, find out about academic support services, and so on. Once a course of study is selected, students are assigned a departmental advisor, and meet with the director of undergraduate studies (DUS) in that department. The principal departments offering Islamic Studies—content courses—ANTH, CEUS, HIST, INTL, NELC, REL—each have dedicated academic advisors, and ISP has an academic advisor for its undergraduate Certificate. Graduate students have ready access to their department's director of graduate studies (DGS), as well as to the informal network of faculty involved in their training.

Our academic home, SGIS, offers numerous ways for students to plan for their careers and make valuable professional connections for their post-graduate years. Students have access to SGIS's dedicated career advisor, whose office is located in the Global & International Studies Building. The Global Leaders and Professionals Program offers SGIS students customized career counseling, skills development workshops, and networking opportunities. Students can make other valuable connections through Ascend Indiana, a service that partners with major employers in the state that do business in the global marketplace. Students may use IU's Walter Center for Career Achievement, which offers career development services--employment and internship resources; life coaching; career outcome data; etc.--to both undergraduate and graduate students. One of the Walter Center's ten "Career Community" hubs is focused on Government, International Affairs, and Public Policy, offering students specialized training, contacts, and

events to prepare and connect them to positions in governance, national security, Foreign Service, planning, regulation, and administration at the local, state, and federal levels. The Walter Center also offers two credit-bearing career classes that each provide in-depth and practical guidance on job-hunting. SGIS and the Department of International Studies each offer a one-credit class on career development. IU's Office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA), which offers a host of services--cultural involvement, academic support, scholarship opportunities, and community engagement--to IU's minority and underrepresented students.

H(3). Training Options

IU has a substantial curriculum in the study of Islam and the Islamic world for both undergraduate and graduate students, a curriculum which spans disciplinary methodologies, languages, and geographic areas, offered across IU's traditional departments, non-departmental units, and professional schools. The various curricula across the university involve subject matter courses focused on Islam and Muslim peoples and practices, and rigorous, multi-year study of approximately 18 "Islamic" languages. (Language and non-language course offerings are discussed at length in sections **F** and **G**, above.)

With particular and long-standing area studies strengths in Eurasia, the Middle East and North Africa, and sub-Saharan Africa, students at IU can also engage in the study of the Islamic world in South Asia, Southeast Asia, and in Russia and Europe. Multiple courses with Islamic Studies content are offered in UG/GRAD departments (e.g., ANTH, Art History, CEUS, Comparative Literature, Folklore and Ethnomusicology, History, INTL, NELC, Political Science, REL), non-departmental units (African Studies Program, India Studies Program,

Russian and East European Institute, Southeast Asian and ASEAN Program), and professional schools (Education; Law; Art, Architecture + Design; SPEA; Public Health).

Curricular development happens principally at the departmental level, and core faculty in the Islamic Studies Program have established course requirements and concentrations for the undergraduate and graduate degrees in their home departments. Since 2010, for example, IU has produced nearly 190 PhD dissertations, and a further 50 Master's theses, with a substantial focus on Islam and the Islamicate world. In CEUS, Islamic Studies–content courses predominate in three of the doctoral and Master's degree regions of specialization (Central Asia, incl. Xinjiang, Iran, and Turkey). At the undergraduate level, CEUS requires Islamic Studies–content courses for both its Language and Civilization Track and its Central Eurasian Studies Track, including three- and two-years study, respectively, of a regional language. In NELC, Islamic Studies–content courses are predominant in their undergraduate major, and in their minor in Islamic Studies, and NELC also offers a concentration in Islamic Studies in their doctoral program. In Religious Studies, there is a doctoral concentration in Comparative and Transnational Studies of the Muslim Tradition, which includes thematic and comparative religions coursework in Islam and the Islamicate world; and for undergraduates, the Religious Studies major and minor, which are built around regions and themes, can both accommodate a substantial focus on Islam and the Islamicate world. The African Studies Program has created a variety of Master's degrees, and a PhD minor, each of which allows for the study of Islam and Muslim peoples and practices in the Arabic-, Bamana-, Swahili-, and Wolof-speaking regions of the continent. Finally, as discussed below (**H(4)**), IU is home to the Arabic Flagship and Turkish Flagship programs, which offer rigorous cultural and linguistic curriculum for IU undergraduate students, including language training up to ACTFL-Superior, and both summer and full-year study abroad.

The IU Maurer School of Law offers an LLM specialization in International and Comparative Law and Globalization, within which students can study Islam and Human Rights, Islamic Law, South Asian Constitutionalism, and Constitutionalism in the Middle East. Graduate curricula are also available via the Law School's Center for Constitutional Democracy, including its Law and Democracy doctoral degree, which can revolve around emerging democracies in the Islamicate world, and its dual PhD major offered jointly with NELC.

For its part, the Islamic Studies Program introduced a 24-credit Certificate in Islamic Studies, open to degree-seeking undergraduate students at IU, which began enrolling in AY2013-14. The Certificate in Islamic Studies provides students with comparative and interdisciplinary training needed to prepare them for careers in government, non-government organizations, and business where knowledge of Islam and the Islamicate world is beneficial, and for graduate-level work in both disciplinary and area studies units. In addition to the nine "Islamic" languages for which we are requesting FLAS funding, we accept a further nine languages, depending on the student's academic focus, for the purposes of the Certificate.

H(4). Research and Study Abroad; Access to other Institutions' Programs

Research/Study Abroad. Three in ten graduating seniors at IU have studied abroad, and the IU-Bloomington campus ranks 7th nationwide among more than 1000 US universities in the overall number of students studying abroad. Through the Office of Overseas Study, whose Associate VP recently won the Peter A. Wollitzer Advocacy Award for her leadership in the field from the Forum on Education Abroad, IU students have access to over 380 summer, semester, and academic year study abroad programs in over 65 countries; and IU students accessed over \$11 million in loan, gift aid, grant, and scholarship support to study abroad. In addition to IU programs (for which students get IU GPA-eligible credit), students have ready access to non-IU

programs that are vetted by IU (and for which students may receive transfer credit). For undergraduates, the Hutton Honors College at IU offers study abroad opportunities for students through its Hutton International Experiences Program (HIEP), which offers tailored overseas study opportunities, and a grant program (funded with an \$11 million endowment) for which any IU undergraduate student can apply. Regionally, in the past three AYs, 409 students have participated in study abroad program in Africa, 295 in South & Central Asia, and 200 in the Middle East. Overall, 2395 IU students studied abroad in AY2014-15, 2720 students in AY2015-16, and 2673 students in AY2016-17, with the ten-year trend showing a 74% increase in the number of students studying abroad since AY2006-07.

Counted among these study abroad opportunities, several are notable for Islamic Studies. IU is home to three federally funded Language Flagships, including the only Turkish Flagship in the US, and IU's newly established Arabic Flagship. The Flagship undergraduate curriculum aims to produce complete linguistic and cultural competence in its graduates. Thus, in addition to rigorous language training, up to ACTFL-Superior (ILR Level 3), students do a summer study abroad and a culturally immersive capstone year in Azerbaijan (for Turkish Flagship students) and in Morocco (for Arabic Flagship students). Only now in its second year, the Arabic Flagship has 35 students and has admitted a further 10 students for entry in fall 2018. One student is doing an AY2018-19 capstone year at the Arab American Language Institute in Morocco (AALIM) in Meknes, while four others are doing a summer abroad curriculum at AALIM in 2018. In AY2017-18, the Turkish Flagship had a total of 24 enrolled students, with four students doing a summer 2017 abroad (American Research Institute in Turkey [ARIT] program in Istanbul, or with the Critical Language Scholarship Program in Baku, Azerbaijan), and a further 3 students going abroad in summer 2018. (IU stopped sending students to Ankara, its usual host for

Flagship students, after the 2016 coup attempt.) Three students did a capstone year abroad in AY2017-18 at the Azerbaijan University of Languages in Baku, while four students did so in AY2016-17.

IU is an institutional member of the Council on International Educational Exchange (CIEE), and with the CIEE acts as co-sponsor for several study abroad programs, for example, the Advanced Arabic Language program in Amman, Jordan (13 credits of Arabic); the Russian Language program at St. Petersburg State University (10 summer credits; 17 semester credits); the Arts & Sciences program in Hyderabad (incl. 4 credits of Urdu); and, the Senegalese Studies Summer program in Dakar (incl. two credits of Wolof, and a three-credit class on "History of Islam").

In the past three academic years, the Islamic Studies Program, through its biannual funding program, has helped fund the research-related travel of 33 graduate students to Mali, Turkey, Mauritania, Kyrgyzstan, France, Germany, Kosovo, Ireland, Egypt, Tunisia, Pakistan, England, Mongolia, Uzbekistan, as well as to over 15 domestic conferences.

I. Outreach Activities: N/A for FLAS-only applicants.

J. FLAS Awardee Selection Procedures

Advertising. In cooperation with graduate degree-offering departments at IU, the ISP will pursue an aggressive advertising campaign for its AY fellowships that seeks to recruit exceptional graduate students from across the country into one of the many graduate programs within which students can pursue the study of Islam, Muslim peoples and practices, and "Islamic" languages. ISP will also target IU undergraduate and graduate students and advertise internally for its AY and summer FLAS fellowships; and, with IU's Summer Language Workshop, it will advertise nationally to recruit non-IU students into the SLW.

Aided by SGIS and the staffing it has dedicated to FLAS management, ISP's comprehensive advertising campaign includes: 1) hard copy and digital advertisements in IU's College units and professional schools; 2) targeted electronic notifications to students at the university, including master's students, other potential graduate students, and to all relevant IU listservs; 3) automated individual electronic notifications to applicants to the university who use the online graduate school and SLW admissions processes; 4) FLAS information sessions multiple times per year in multiple campus locations; 5) announcements via SGIS's and ISP's website, email, Facebook, and Twitter; 6) in-class announcements in relevant IU language courses; 7) ads in the *Indiana Daily Student* newspaper, both print and online, as well as on its social media platforms; 8) hard copy and digital advertisements to select universities around the nation, as well as to minority serving institution in Indiana and the Midwest; and, 9) advertisements at select national conferences (e.g., AAR, MESA, ASMEA, AHA, CESS, ASA, etc.).

Application Procedure. IU has standardized the AY and summer FLAS application procedure across all NRC and FLAS-only units. The application must be submitted online and is overseen by the SGIS FLAS manager. Applicants are required to provide two statements detailing (1) previous language training and (2) the relationship of proposed language study to academic and career goals with particular emphasis on why Islamic Studies is important to their future plans. The student must submit transcripts, GRE scores, and three letters of recommendation. (To decrease application costs, IU applicants can ask their home departments to forward their GREs and transcripts to the FLAS manager.) Applicants will be asked to check a box on their application stating that they wish to have their application considered based on financial need; if so, they will be asked to submit their FAFSA to IU Student Central (IU's financial aid office), or if applying from another institution, to transfer their FAFSA to IU.

Student Central will review their FAFSA and forward the relevant information to a designated staff member in SGIS who is trained to handle sensitive student data (as per IU and FERPA policies) and evaluate financial data. These determinations will be communicated to the ISP program manager. If eligible, applicants to IU's SLW may also apply for FLAS funding.

Selection Criteria. FLAS fellowships are awarded on the basis of merit as defined by quantitative criteria (GPA, GRE and SAT scores, as appropriate), qualitative criteria (recommendation letters; statement of purpose; quality of institutions attended), and a clear articulation of why the proposed language and Islamic Studies coursework is important to their plan of study. In addition to taking financial need into explicit consideration (**CPP-1**, Project Goal #1; **C(3)**, above), the selection committee will also give preference to students from traditionally underrepresented groups (Project Goal #3; **C(3)**, above). The selection committee will further prioritize those students pursuing advanced degrees who are likely to serve areas of national need via government service or other professional fields (Project Goal #2; **C(3)**, above). More flexibility is required for summer FLAS applicants since funding is available on a rolling basis throughout the spring. For summer applicants, a smaller committee, including the ISP and SLW directors, independently review and score applications. Score aggregation is done by SLW staff; discrepancies are resolved, and final decisions are made in a face-to-face meeting.

Selection Committee. The ISP Director appoints five ISP-affiliated faculty to the committee, whose composition will reflect the geographic/linguistic areas of our projected FLAS applicant pool. All members of the selection committee will be Islamic Studies scholars with different regional and methodological specialties, each with advanced proficiencies in "Islamic" languages; one committee member will be from a professional school, another shall be a foreign language specialist. The ISP director does not participate on the selection committee and each

member arrives at his/her ranking independently of other members. Rankings will be communicated directly to the ISP program manager. **Process Timeline.** In consultation with the current IU Title VI centers, SGIS developed a uniform FLAS application for both AY and summer awards. SGIS has created a new FLAS manager position to serve as the primary point of contact and provide School-wide coordination for the FLAS competition and communications. The Year 1 process will run on an accelerated timeline: a call for applications will be issued in late June; applications will be due 4 weeks later; a short review process will rank applicants; and contingent offers will be announced, so that students are prepared to respond to these offers once the Department of Education has awarded FLAS funds to institutions. For Years 2-4, AY and summer applications are due on February 1 of that calendar year. The FLAS manager will oversee the online FLAS applications, respond to issues and queries from applicants, and assemble applications to deliver to the ISP program manager, who will vet the applications for compliance with applicable rules. The selection committee will evaluate each application according to instructions and criteria provided to them by the ISP director. After the program manager aggregates the rankings, the selection committee meets with the ISP director to arrive at a final recommendation. ISP will notify students of awards no later than March 15. IU complies with the April 15 deadline of the Council of Graduate Schools, by which date students should accept or decline fellowship offers. The IU Summer Language Workshop FLAS deadline is February 1, and students are notified of awards on a rolling basis, but before the end of March.

K. Competitive Preference Priorities

K(2a). FLAS Competitive Preference Priority 1 (CPP-1). As discussed in section C (above), ISP's Project Goal #1 is to increase the level of participation in FLAS training opportunities for those students with demonstrated financial need. (**Table C2**, above, summarizes the data we will

collect to assess the achievement of this project goal, and section **J**, above, describes how this prioritization is operationalized in the selection procedures.) In response to CPP-1, ISP will prioritize FLAS candidates who have been recommended through a merit-based review process and who exhibit financial need based on their Free Application for Federal Student Aid (FAFSA) expected family contribution (EFC) to the costs of their education, regardless of other aid received, so that no less than 50% of all awards will result from a combination of merit and financial need. During each of the four FLAS application cycles, ISP will include reference in the competition announcement that undergraduate and graduate students who demonstrate financial need shall receive preference during the final stage of the selection process. For students who wish to be considered for such preference, they will need to so state (by checking an appropriate box on the online application). Those students checking the priority box will be asked to submit their annual FAFSA form (or for students applying from other institutions, to transfer their forms) as early as possible (the forms are available in January of each year).

K(2b). FLAS Competitive Preference Priority 2 (CPP-2). 100% of the languages for which ISP will offer FLAS fellowships are among the 78 priority languages selected from the US Department of Education's list of LCTLs. This responds to CPP-2.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

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: n/a Year 2: n/a Year 3: n/a Year 4: n/a

FLAS Request

Year 1: \$313,500 Year 2: \$313,500 Year 3: \$313,500 Year 4: \$313,500

Type of Applicant

- Single institution Indiana University--Islamic Studies Program
- 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 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 checked="" 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, Bamana, Persian, Russian, Swahili, Turkish, Urdu, Uyghur, and Uzbek

Acronyms List

Acronym	Explanation
AI	Assistant Instructors
ANTH	Dept. of Anthropology
AAD	School of Art, Architecture + Design
ART	Dept. of Art History
AY	Academic Year
BCS	Bosnian/Croatian/Serbian
BTAA	Big Ten Academic Alliance
CeLCAR	Center for Languages of the Central Asian Region
CEUS	Dept. of Central Eurasian Studies
CLE	Center for Language Excellence
College	College of Arts + Sciences
DEMA	Office of the VP for Diversity, Equity, and Multicultural Affairs
EASC	East Asian Studies Center
ED	US Department of Education
FOLK	Dept. of Folklore and Ethnomusicology
GA	Graduate assistant
GEOG	Dept. of Geography
GR	Graduate
HIST	Dept. of History
INTL	Dept. of International Studies
ISP	Islamic Studies Program
IU	Indiana University
LAW	Maurer School of Law
LRC	Language Resource Center
Media	Media School
NELC	Dept. of Near Eastern Languages and Cultures
NRC	National Resource Center
OVPIA	Office of the Vice President for International Affairs
OVPR	Office of the Vice Provost for Research
REL	Dept. of Religious Studies
SEAS	Southeast Asian and ASEAN Program
SGIS	School for Global and International Studies
SLW	Summer Language Workshop
SPEA	School of Public and Environmental Affairs
SPH	School of Public Health
T/TT	Tenured/Tenure-track
UG	Undergraduate

Indiana University—Islamic Studies Program 2018 FLAS-only Application
Supplemental Information to Meet Statutory Requirements

Description #1: Diverse Perspectives and Wide Range of Views in Funded Activities

The IU Islamic Studies Program (ISP), its partnering units, and the university as a whole follow a strict policy of allowing diverse perspectives to be taught, voiced, and debated. The Foreign Language and Area Studies Fellowships awarded to the ISP will be used to fund activities that reflect diverse perspectives and a wide range of views, which will generate debate on world regions and international affairs. In all its teaching, research, funding, and programing activities, the ISP works with many different departments, non-departmental units, and Schools, as well as with student and other campus organizations, that collectively express a very wide range of perspectives and views. The policies that Indiana University has in place serve to encourage the open exchange of diverse viewpoints and to protect those who wish to express and vigorously debate their ideas. The IU Bloomington Faculty Council's 2017 "Statement on Diversity" reads, in part:

"Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences...To retain its leadership role within the educational community, our campus must do more than merely promote policies of nondiscrimination...We must include all who comprise our university community and foster a campus climate in which diverse influences are respected and valued...This campus is to remain a place of tolerance and respect for all, where diversity of opinions are civilly debated. Our pledge to diversity is an indispensable principle... This commitment to diversity extends beyond a set of ideas or nondiscrimination policies; we actively strive to promote diversity, expand access, create a safe and supportive environment, and foster a community that embraces and celebrates all groups."

The ISP endorses this statement and will work to ensure that it is enacted in all of its activities such that the diversity it fosters will generate and inform debate on the world regions and international affairs that we, and all our partnering units are engaged with.

Indiana University—Islamic Studies Program 2018 FLAS-only Application
Supplemental Information to Meet Statutory Requirements

Description #2: Government Service in Areas of National Need and in Other Employment Sectors

In its capacity as a public institution, Indiana University is obligated to serve the public interest, most especially when in receipt of public funds. The Foreign Language and Area Studies Fellowships awarded to the ISP will be used to build upon IU's strong track record of placing its graduates in government employment positions, thus in positions in which they directly serve areas of national need. The ISP will also encourage its students to pursue careers in education, business, and the nonprofit sectors. All (100%) of the languages for which we are seeking FLAS funding--Arabic, Bamana, Persian, Russian, Swahili, Turkish, Urdu, Uyghur, and Uzbek--are less commonly taught languages according to the US Department of Education, thereby assuring that our FLAS recipients are specialists who are prepared to serve areas of national need. One of our FLAS awarding project goals is designed to increase the supply of specialists outside of the university; in particular, we are committed to increasing the levels of participation of professional school students in FLAS training opportunities, especially students in law, education, public and environmental affairs, and business. Indiana University has a wide variety of career advising services throughout the university, for undergraduate, graduate, and professional students alike. We will actively encourage our FLAS recipients to seek out these services, and those in particular which involve career counseling and career fairs that emphasize government, education, business, and the nonprofit sector.

APPENDIX #1: CVs

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Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

I. Islamic Studies Core Faculty

Anthropology, Department of

Beth Buggenhagen**Time Dedicated to Islamic Studies: 80%****Title/Department:** Associate Professor, Department of Anthropology; (tenured)**Education:** PhD, U. of Chicago, 2003; MA, U. of Chicago, 1995; BA, U. of Michigan, 1993**Academic Experience:** 2013-Present, Associate Professor, IU; 2006-13, Assistant Professor, IU**Overseas Experience:** Since 1999 has spent 20 months in Senegal**Language Proficiency:** French 4, Wolof 4, Arabic 3**Number of Area Studies Courses Taught:** 3 (Globalization and Africa; Photography and Ethnography; Global Africa)**Research/Teaching Specialization:** Islam and gender in Senegals; Islam and globalization**Number of Recent Publications:** 3 (2017, Sole author, "If You Were in My Sneakers: Migration Stories in the Studio Photography of Dakar-Based Omar Victor Diop." *Visual Anthropology Review* 33(1); 2017, Sole author, "Area Studies and the Challenges of Creating a Space for Public Debate." *Africa Today* 63(2); 2016, Sole author, "Dak'Art 11th Biennale of Contemporary African Art." *African Arts* 49(1))**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** New Frontiers Fellowship in the Arts and Humanities, IU 2016; Institute for Advanced Study, Collaborative Research Award for NEMLIA, IU 2016; Institute for Advanced Study, Residential Fellowship, IU 2015; Curatorial Fellowship, IU Mathers Museum of World Cultures, 2012-2015**M. Nazif Mohib Shahrani****Time Dedicated to Islamic Studies: 100%****Title/Department:** Professor of Anthropology, Central Asian and Middle Eastern Studies, Depts. of Anthropology, Central Eurasian Studies, and Near Eastern Languages and Cultures; (tenured)**Education:** PhD, U. of Washington, 1976; MA, U. of Washington, 1972; BA, U. of Hawaii, 1970**Academic Experience:** 1990-Present, Professor, IU; 2007-11, Chair, Dept. of Near Eastern Languages and Cultures, IU; 1991-94, Director of Middle Eastern Studies Program, IU**Overseas Experience:** Native of Afghanistan; field research in Afghanistan, 2017, '15, '11, '09, '08, '04, '03, '02, '96, '75, 1972-74; taught a course at Kazan Federal University for a week, Nov. 2013.**Language Proficiency:** Dari/Persian/Tajik 5, Uzbek 5, Kyrghz 4, Pashto 3, Turkish 3, Arabic 2**Number of Number of Area Studies Courses Taught:** 5 (Ethnographic representations of Islam and Muslims in Anthropological Literature; Post-Taliban Afghanistan and the War on Terror; Islam and Politics in Central Asia and the Middle East)**Research/Teaching Specialization:** Failed states & divided societies; Islamic movements; identity politics; social change and modernization; cultural ecology of nomadic pastoralism**Number of Recent Publications:** 5 (2017, Sole author, "The State and Community Self-Governance: Paths to Stability and Human Security in Post-2014 Afghanistan." In *Afghanistan—Challenges and Prospects*. Routledge with Bose S, Motwani N, Maley W, Eds.; 2016, Sole author, "US Policies and Practices towards Afghanistan and Central Asia since 2001." In *Afghanistan and Its Neighbors after the NATO Withdrawal*. Lexington Books with Saikal A, Nourzhanov K, Eds.; 2016, Sole author, "Why Muslim Sectarian Politics of Rage in the Age of 'Empire of Trust'?" *Journal of Islamic and Muslim Studies* 1(1);)**Dissertations and/or Theses Supervised over Past Five Years:** 12**Distinctions:** None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Art, Architecture + Design, School of

Heather M. Akou**Time Dedicated to Islamic Studies: 80%****Title/Department:** Associate Professor of Fashion Design and Merchandising, School of Art, Architecture and Design; Director, Sage Collection of Historic Costume and Fashion; (tenured)**Education:** PhD, U. of Minnesota, 2005; MA, Macalester College, 2001; BA, Macalester College, 1998**Academic Experience:** 2011-Present, Assoc. Professor of Fashion Design and Merchandising, IU; 2009-Present, Adjunct Assoc. Professor, IU; 2014-Present, Adjunct Assoc. Professor of Near Eastern Languages and Cultures, IU; 2017-Present, Adjunct Assoc. Professor of History, IU**Overseas Experience:** Semester abroad in Mali with the School for International Training, 1997; 4 years of research with the Somali diaspora community based in Minneapolis, MN**Language Proficiency:** French 4, Somali 4, Arabic 3, German 3**Number of Area Studies Courses Taught:** 4 (Workshop on African Fashion; Dress Studies: Cultural Analysis (Special Topic on Dress and Religion; Special Topics: Workshops on Non-Western Fashion)**Research/Teaching Specialization:** Islamic dress in Africa and North America; Somali dress; identity formation and transformation; aesthetics of textiles, dress, and the body**Number of Recent Publications:** 3 (Co-editor, *Creating African Fashion Histories: Politics, Museums and Sartorial Practice*. Indiana University Press with McGregor J, Stylianou N, Taylor L, Eds. [In press]; 2015, Sole author, "Becoming Visible: The Role of the Internet in Dress Choices among Native-Born Converts to Islam in North America." *HAWWA: Journal of Women of the Middle East and the Islamic World* 13(3); 2013, Sole author, "A Brief History of the Burqini: Confessions and Controversies." *Dress* 39(1))**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** Big Ten Academic Alliance Departmental Executive Officer program (2016-17); Faculty Adv. Board, Mathers Museum of World Cultures (2013-17); New Frontiers in the Arts grant (2012).

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Art History, Department of

Margaret S. Graves**Time Dedicated to Islamic Studies: 100%****Title/Department:** Associate Professor, Dept. of Art History; Assoc. Professor, Dept. of International Studies; (tenured)**Education:** PhD, U. of Edinburgh, 2010; MSc (Res), U. of Edinburgh, 2006; MA Fine Art (Honors), U. of Edinburgh, 2002**Academic Experience:** 2018-present, Assoc. Prof., IU; 2012-2018, Assistant Professor, IU; 2010-2011, Senior Research Associate, Aga Khan Trust for Culture**Overseas Experience:** Morocco, Turkey, Iran, Syria, Egypt, Russia**Language Proficiency:** French 3, Arabic 1, German 1**Number of Area Studies Courses Taught:** 5 (Introduction to Islamic Art and Visual Culture; The Painted Image in the Islamic World; Islamic Ceramics in the Museum)**Research/Teaching Specialization:** Art, architecture and material culture of the Islamic world, with particular focus on the medieval Middle East and nineteenth-century North Africa**Number of Recent Publications:** 6 (2018, Sole author, *Arts of Allusion: Object, Ornament and Architecture in Medieval Islam*. Oxford University Press [In press]; 2018, Sole author, "Fracture, Factice, and the Collecting of Islamic Art." In *Faking, Forging, Counterfeiting: Discredited Practices at the Margins of Mimesis*. Transcript-Verlag with Becker D, Fischer A, Schmitz Y, Eds.; 2014, Sole author, "Islam and Visual Art." In *The Oxford Handbook of Religion and the Arts*. Oxford University Press with Brown FB, Ed.)**Dissertations and/or Theses Supervised over Past Five Years:** 7**Distinctions:** Institute for Advanced Study, Princeton, Fellow; British Academy Three-Year Postdoctoral Fellowship; Postdoctoral Fellowship, Institute for the Advanced Study of the Humanities, University of Edinburgh; Postdoctoral Fellowship, British Institute of Persian Studies; Outstanding Junior Faculty Award, IU; Trustees Award for teaching, IU.

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Central Eurasian Studies, Department of

Michael C. Brose**Time Dedicated to Islamic Studies: 80%****Title/Department:** Director, East Asian Studies NRC; Director, ANU-IU Pan Asia Institute; (non-tenure track)**Education:** PhD, U. of Pennsylvania, 2000; MA, U. of Washington, 1991; MSc, U. of British Columbia, 1985; BS, Seattle Pacific U., 1978**Academic Experience:** 2017-Present, Director, East Asian Studies Center, Pan Asia Institute, IU; 2006-17, Assoc. Professor, U. of Wyoming; 2000-06, Asst. Professor, U. of Wyoming**Overseas Experience:** Archival/Field research in Yunnan, PR China (annually since '01); study abroad course instructor, Kobe, Japan (1 month, '07); History exchange grad student, Taipei Taiwan (1991-92)**Language Proficiency:** Chinese 4, Literary Chinese 4, Japanese 2, German 3**Number of Area Studies Courses Taught:** 9 (Modern Silk Roads; Mongol Empire; The Great Wall of China)**Research/Teaching Specialization:** Late imperial Chinese history; Modern Chinese history; ethnicity in China; Islam in China; Chinese borderlands and frontier studies; China-Central Asian relations**Number of Recent Publications:** 4 (2017, Sole author, "Permitted and Pure: Packaged Halal Snack Food from Southwest China." *International Journal of Food Design* 2(2); 2015, Sole author, "Yunnan's Muslim Heritage." In *China's Encounters on the South and Southwest: Reforging the Fiery Frontier Over Two Millennia*. Brill with Anderson, JA; Whitmore, JK Eds.; 2013, Sole author, "Neo-Confucian Uyghur Semuren in Koryō and Chosōn Korean Society and Politics." In *Eurasian Influences on Yuan China*. Institute of Southeast Asian Studies, Singapore, with Rossabi, M Ed.)**Distinctions:** Finalist, Franklin Fellow, US Department of State; Kluge Scholar, Library of Congress**Jamsheed K. Choksy****Time Dedicated to Islamic Studies: 100%****Title/Department:** Distinguished Professor, Depts. of Central Eurasian Studies and History; (tenured)**Education:** PhD, Harvard University, 1991; BA, Columbia University, 1985**Academic Experience:** 1993-Present, Distinguished Professor, IU; 1991-93, Visiting Asst. Professor, Stanford U.**Overseas Experience:** Canada, Britain, Egypt, Israel and West Bank, Jordan, UAE, Qatar, Oman, Kuwait, Iran, Pakistan, India, Sri Lanka, Thailand, Singapore, South Korea, PR China, Kyrgyzstan**Language Proficiency:** Persian 5, Arabic 3, French 3, German 3, Old Persian 3, Avestan 3, Bactrian 3, Sogdian 3, Greek 1, Latin 1, Sanskrit 1**Number of Area Studies Courses Taught:** 5 (Prophets, Poets, and Kings: Iranian Civilization; State and Faith in Iranian Societies; History of Iran to the Twentieth Century)**Research/Teaching Specialization:** Iranian and Persian Studies; Middle Eastern Studies; Indian Subcontinental Studies; Zoroastrianism; Islam; and Manicheism**Number of Recent Publications:** 3 (2017, Sole author, "The Zoroastrian Creation Myth: Clues to Its Antiquity." In *Holy Wealth: Accounting for This World and the Next in Religious Belief and Practice*. Iranica Series Book 24, Otto Harrassowitz with Hintze, A; Williams, A Eds.; 2016, Sole author, "Friendship in the Pahlavi Books." In *The Zoroastrian Flame: Exploring Religion, History, and Tradition*. I.B. Tauris & Co. Ltd. with Williams, A; Stewart, S; Hintze, A Eds.; 2015, Sole author, "Religious Sites and Physical Structures." In *Wiley Blackwell Companion to the Study of Zoroastrianism*. Wiley-Blackwell with Strausberg, M; Vevaina, YS-D; Tessman, A Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 14**Distinctions:** Elected Fellow - American Numismatic Soc., N.Y.C. (2009); U.S.A. Nat. Council on the Humanities, overseeing the NEH, nominated by the President of the U.S.A. and confirmed by the U.S. Senate, bearing the life designation of "The Honorable" (2008-); Explorers Club, N.Y.C. (2000); Royal Asiatic Soc. of Great Britain and Ireland, London (1994)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Devin DeWeese**Time Dedicated to Islamic Studies: 100%****Title/Department:** Professor, Dept. of Central Eurasian Studies; Adjunct Professor, Dept. of Near Eastern Languages and Cultures; (tenured)**Education:** PhD, Indiana U., 1985; MA, Indiana U., 1979; BA, Indiana U., 1977**Academic Experience:** 2003-Present, Professor of Central Eurasian Studies, IU; 1993-2003, Assoc. Professor, IU; 1986-93, Asst. Professor, IU; 2011, Visiting Professor of Religious Studies, Stanford U.**Overseas Experience:** Soviet Union, Russia, Uzbekistan, Turkmenistan, Tajikistan, Kazakhstan, Turkey**Language Proficiency:** Persian 4, Chaghatay 4, Uzbek 4, Russian 3, Arabic 3**Number of Area Studies Courses Taught:** 7 (Islamic Hagiography of Central Asia; Shrine and Pilgrimage in Central Asian Islam; Religion and Power in Islamic Central Asia)**Research/Teaching Specialization:** Islamic Central Asia; Sufism; Persian and Turkic hagiographical literature of Central Asia; Islamization in Inner Asia**Number of Recent Publications:** 4 (2018, Sole author, "Organizational Patterns and Developments within Sufi Communities." In *Wiley Blackwell History of Islam*. Wiley Pub., with Salvatore A, Ed.; 2016, Sole author, "Mapping Khwārazmian Connections in the History of Sufi Traditions: Local Embeddedness, Regional Networks, and Global Ties of the Sufi Communities of Khwārazm." *Eurasian Studies* 14(1-2); 2016, Sole author, "It Was a Dark and Stagnant Night ('til the Jadids Brought the Light): Clichés, Biases, and False Dichotomies in the Intellectual History of Central Asia." *Journal of the Economic and Social History of the Orient* 59(1-2); 2013, Co-author with Muminov, A; Rahimjanov, D; Ziyadov, S, "Islamization and Sacred Lineages in Central Asia: The Legacy of Ishaq Bab in Narrative and Genealogical Traditions, Vol. 1: Opening the Way for Islam: The Ishaq Bab Narrative, 14th-19th Centuries." Dalik Press)**Dissertations and/or Theses Supervised over Past Five Years:** 9**Distinctions:** Carnegie Scholars Fellow; Guggenheim Fellow; NEH Fellow**Seema Golestaneh****Time Dedicated to Islamic Studies: 100%****Title/Department:** Assistant Professor of Iranian Studies, Dept. of Central Eurasian Studies; (tenure track)**Education:** PhD, Columbia U., 2014; MA, Columbia U., 2007; BA, Barnard College, 2006**Academic Experience:** 2015-Present, Asst. Professor of Iranian Studies, IU; 2014-15, C3 Mellon Postdoctoral Fellow of Anthropology and Religion, Connecticut College**Overseas Experience:** Ethnographic work in Iran (annually since 2009, with extensive work from Aug. 2009 to Jan. 2011) and archival research in the UK**Language Proficiency:** Persian 4, French 2, Arabic 1**Number of Area Studies Courses Taught:** 6 (Iran-Saudi Relations; Shi'ism: Debates and Discourses; The Iranian Revolution: Comparative Analyses)**Research/Teaching Specialization:** Anthropology of Islam; contemporary Sufi thought and practice; histories of Shi'i thought and practice in Iran; literary cultures; anthropological and aesthetic theory**Number of Recent Publications:** 2 (Sole author, "Text and Contest: Theories of Secrecy and Dissimulation in the Archives of Sufi Iran." In *Sufism and Shi'ism in the Early Modern and Modern Eras*, IB Tauris, [Forthcoming]; 2013, Sole author, "God Is In the Details: Bureaucratic Practice and Divine Governance in Iran." American Anthropological Association Annual Meeting)**Dissertations and/or Theses Supervised over Past Five Years:** 11**Distinctions:** CAHI Research Fellowship Fall 2018; Mellon C3 Minority Postdoctoral Fellowship 2014-15; Columbia U Middle East Institute Dissertation Write-up Fellowship 2012-13; Morton H. Fried Memorial Fellowship Fund for Academic Excellence 2012; Mellon Graduate Dissertation Fellowship - Interdisciplinary Center for Innovative Theory and Empirics 2011-13

Language Competence:

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Marianne Kamp**Time Dedicated to Islamic Studies: 80%****Title/Department:** Associate Professor, Dept. of Central Eurasian Studies; Adjunct Professor, History; (tenured)**Education:** PhD, U. of Chicago, 1998; BA, Dartmouth College, 1985**Academic Experience:** 2017-Present, Assoc. Professor, IU; 2000-16, Asst., then Assoc. Professor of History, U. of Wyoming; 1997-2000, Visiting Asst Professor of History, Whitman College; 1994-96, Visiting Lecturer for Uzbek language, U. of Michigan**Overseas Experience:** Fieldwork Uzbekistan, 22 weeks 1997-2014, 10 months 1992-93, language training 3 months 1991; Russia 6 weeks research 2003, language training 3 months 1983; Tajikistan, Kyrgyzstan, Kazakhstan, Israel, Turkey, Hungary, Ukraine**Language Proficiency:** Russian 4, Uzbek 4, Tajik 2, Turkish 2, German 2**Number of Area Studies Courses Taught:** 2 (Gender, Women, and Islam in Central Asia; Central Asia in Soviet Times; Labor and Migration in Central Asia)**Research/Teaching Specialization:** Contemporary Central Asia politics and society; Central Asian social history; Soviet and post-Soviet gender studies, Central Asia**Number of Recent Publications:** 4 (2017, Co-author, Borbieva, N, "Veiling and Unveiling in Central Asia: Beliefs and Practices, Past and Present." In *The Routledge International Handbook to Veils and Veiling Practices*. Routledge with Almila, A; Inglis, D Eds.; 2017, Sole author, "Kinship and Orphans: Rural Uzbeks and Loss of Parents in the 1920s and 1930s." In *The Family in Central Asia: New Perspectives*. Klaus Schwarz Verlag with Roche, S Ed.; 2017, Co-author with Zanca, "Stalinism as Collectivization in Uzbekistan: Stalinism and Local Activism." *Central Asian Survey* 36(1))**Dissertations and/or Theses Supervised over Past Five Years:** 3**Distinctions:** None**Edward J. Lazzerini****Time Dedicated to Islamic Studies: 100%****Title/Department:** Academic Specialist, Volga-Ural and Siberian Studies; Crimean Studies; Director, Inner Asian and Uralic NRC, Denis Sinor Research Institute for Inner Asian Studies; (not applicable)**Education:** PhD, U. of Washington, Seattle, 1973; MA, Fordham U., 1967; BA, Trinity College, 1965**Academic Experience:** 2002-Present, Academic Specialist, Central Eurasian Studies, IU**Overseas Experience:** Research in Russia, Ukraine (especially Crimea), Tatarstan, Azerbaijan, Turkey, China, England, France, Germany, Austria, Finland**Language Proficiency:** Russian 3, French 3, German 2, Modern Turkish 2, Ottoman Turkish 1, Crimean Tatar 2, Volga Tatar 2, Italian 1**Number of Area Studies Courses Taught:** 4 (Islam and Modernity in Central Eurasia, 1850-2008; Russia's Orient 1552-1924)**Research/Teaching Specialization:** Ismail Bey Gasprinskii and Turkic Modernism; The Cartoon and Turkic Public Opinion in Late Imperial Russia; From Tajdid to Jadid: the Varieties and Evolution of Tatar Thought, 1750-1931**Number of Recent Publications:** None**Dissertations and/or Theses Supervised over Past Five Years:** 8**Distinctions:** Treadgold Memorial Lecturer for 2003, The University of Washington; Visiting Scholar, Middle East Studies Center, University of Michigan (November 1995), Research Grant, National Council for Eurasian and East European Research (1992-1994); Scholar-in-Residence, Middle East Center, The University of Utah (1990); Faculty Excellence in Teaching Award, University of New Orleans (1985)

Language Competence:

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Paul Losensky**Time Dedicated to Islamic Studies:** 100%**Title/Department:** Professor, Depts. of Central Eurasian Studies and Comparative Literature; (tenured)**Education:** PhD, Univ. of Chicago, 1993; BA, Univ. of Chicago, 1979**Academic Experience:** 1994-Present, Professor, IU**Overseas Experience:** Egypt, Jordan, Tajikistan, Iran**Language Proficiency:** Standard, Colloquial Iranian 4, Tajik Persian 4, Arabic 3, Spanish 3, French 1, German 1, Turkish 1**Number of Area Studies Courses Taught:** 7 (Research in classical Persian texts (various topics); Literature and cinema of modern Iran (in English); Journeys in the Thousand and One Nights)**Research/Teaching Specialization:** Persian literature and literary history, in particular the literature of the 16th and 17th centuries in Iran, India, and Central Asia; literature, architecture, and topography; Sufism and literature**Number of Recent Publications:** 2 (2014, Sole author, "Vintages of the Sāqī-nāma: Fermenting and Blending the Cupbearer's Song in the Sixteenth Century." *Iranian Studies* 47(1); 2013, Sole author, "To Revere, Revise, and Renew: Šā'ib of Tabriz Reads the Ghazals of Rūmī." *Mawlana Rumi Review* 4)**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** Fellow, National Humanities Center**Ron Sela****Time Dedicated to Islamic Studies:** 100%**Title/Department:** Director, Islamic Studies Program; Associate Professor, Depts. of Central Eurasian Studies and International Studies; (tenured)**Education:** PhD, Indiana U., 2004; MA, Indiana U., 2001; BA, Tel Aviv U., 1995**Academic Experience:** 2005-Present, Assistant and Associate Professor (since 2011) of Central Eurasian Studies and International Studies, IU**Overseas Experience:** Conducted research and led seminars/workshops in China, France, Germany, Hungary, India, Israel, Netherlands, Poland, Turkey, United Kingdom, and Uzbekistan. Extensive travel experience in Europe, Middle East, and Central, East, South, and Southeast Asia.**Language Proficiency:** Hebrew 5, Persian 4, Chaghatay 4, Uzbek 4, Arabic 4, Russian 4, French 4, Tibetan 2, Mandarin Chinese 2, German 1**Number of Area Studies Courses Taught:** 9 (Jesus, Alexander & Other Heroes of Islam; Research Seminar in Central Asian History: Identity & Conflict (International Studies); Central Asia under Russian Rule)**Research/Teaching Specialization:** History and historiography of Islamic Central Asia, 16th-20th centuries; political and cultural self-representation in Muslim literary traditions; authority and legitimacy in Islam; the "early modern" Muslim world**Number of Recent Publications:** 6 (2019 [in press], Co-editor. *The Fragmentation of Religious Authority in Islam: Muslim Eurasia*. Indiana University Press, with DeWeese D, Sartori P, Eds.; 2018, Sole author, "Tamerlane's (Fictitious) Pilgrimage to the Tombs of the Prophets." In *Studying the Near and Middle East at the Institute for Advanced Study, Princeton, 1935–2018*. Gorgias Press with Schmidtk S, Ed.; 2013, Sole author, "Prescribing the Boundaries of Knowledge: Seventeenth Century Russian Diplomatic Missions to Central Asia." In *Writing Travel in Central Asian History*. Indiana University Press with Green NS, Ed.; 2014, Sole author, "Central Asian Muslim on Tibetan Buddhism, 16th-18th Centuries." In *Trails of The Tibetan Tradition: Papers for Elliot Sperling*. Amnye Machen Institute with Vitali R, Ed.)**Dissertations and/or Theses Supervised over Past Five Years:** 12**Distinctions:** Member, School of Historical Studies, Institute for Advanced Study, Princeton, 2012; IU Trustees Teaching Award, 2006, 2008, 2010, 2011; Central Asia Research and Training Initiative, International Scholar, Open Society Institute, 2008-2009; IREX (International Research & Exchanges Board) Travel Grant, 2007-2008.

Language Competence:

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Kemal Silay**Time Dedicated to Islamic Studies: 80%****Title/Department:** Professor, and Ottoman and Modern Turkish Studies Endowed Chair, Dept. of Central Eurasian Studies; Director, Turkish Flagship Program; (tenured)**Education:** PhD, Indiana U., 1993; MA, Indiana U., 1990; BA, Ankara U., 1987**Academic Experience:** 2007-Present, Professor of Central Eurasian Studies, and Ottoman and Modern Turkish Studies Endowed Chair, IU; 1997-98, Director of Graduate Studies, Dept. of Near Eastern Languages, IU; 1998-Present, Director, Turkish Studies Program, IU**Overseas Experience:** Fieldwork: Turkey (1994-2017, 1 month/year), Kazakhstan (2016, 21 days), China (2013-17, often); Manuscript lib. work, 2 weeks: France (1998), England (2000); Lectures, 1 week: Mexico (1997), Morocco (1999), Australian (2003), Germany (1999); Azerbaijan (2016-17, often)**Language Proficiency:** Turkish 5, Old Anatolian Turkish 1, Classical Ottoman 1, Old Turkic 1, Khwarezm 1, Chaghatay 1, Uzbek 3, Azerbaijani 3, Persian 3, Arabic 3, French 1**Number of Area Studies Courses Taught:** 6 (Islam and Islamism in Turkey; Introduction to Islamic Civilization; Turkish Literary History II: Literature of the Ottoman Empire)**Research/Teaching Specialization:** Turkey, its language, literature, history, society, and politics; Turkey's Islamist danger; organized crime; transformation of Turkish education; Turkish foreign policy today; and counter-revolutionary activities**Number of Recent Publications:** 2 (Editor, *The Turks and Islam: A Cultural and Political Journey from the God of Heaven to Allah*. Indiana University Press. [Forthcoming]; 2018, Sole author, "Sexual Discourses in Ottoman Literature." In *Global Encyclopedia of Lesbian, Gay, Bisexual & Transgender History*. Charles Scribner & Sons)**Dissertations and/or Theses Supervised over Past Five Years:** 10**Distinctions:** 1996: University of Washington Award towards the publication of *An Anthology of Turkish Literature*; 2012, Invited member, Editorial Advisory Board, Institute for the Study of Contemporary Antisemitism.

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Education, School of

Margaret R. Sutton**Time Dedicated to Islamic Studies: 80%****Title/Department:** Associate Professor of Educational Policy Studies, Dept. of Educational Leadership and Policy Studies; Faculty Affiliate, Dept. of Gender Studies; (tenured)**Education:** PhD, Stanford U., 1991; MA, U. of British Columbia, 1978; BA, Seattle U., 1974**Academic Experience:** 1997-Present, Assoc. Professor of Educational Policy Studies, IU**Overseas Experience:** Indonesia, Nepal, Pakistan, India, China, South Korea, Guinea, Malawi**Language Proficiency:** Indonesian 2, French 1**Number of Area Studies Courses Taught:** 3 (Growing up in Southeast Asia; Introduction to Southeast Asia; Comparative Education 1)**Research/Teaching Specialization:** Democratization and civic education; gender and education**Number of Recent Publications:** None**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** Doctoral Short-Term Program for Indonesian Visiting Scholars from State U. of Malang

Language Competence:

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History, Department of

John H. Hanson**Time Dedicated to Islamic Studies: 100%****Title/Department:** Professor, Dept. of History; Director, African Studies Program; (tenured)**Education:** PhD, Michigan State U., 1989; MA, Michigan State U., 1982; BA, Kalamazoo College, 1979**Academic Experience:** 2018-present, Professor, IU; 1991-2018, Associate Professor, IU**Overseas Experience:** Côte d'Ivoire, Ghana, Kenya, Mali, Mauritania, Morocco, Senegal, South Africa, Tanzania, Togo, France, Germany, Netherlands, United Kingdom**Language Proficiency:** Arabic 4, French 3, Pulaar/Fulfulde 1, Twi 1**Number of Area Studies Courses Taught:** 6 (History of Islam in West Africa; African Civilizations; History of Western Africa)**Research/Teaching Specialization:** African Muslim societies; religions in Africa; social and cultural history; West Africa; Arabic texts, translation, and interpretation**Number of Recent Publications:** 2 (2017, Sole author, *The Ahmadiyya in the Gold Coast: Muslim Cosmopolitans in the British Empire*. Indiana University Press; 2014, Co-editor, "Africa." 4th ed., Indiana University Press with Grosz-Ngaté, M; O'Meara, P Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 6**Distinctions:** Gerda Henkel Foundation, Research Scholarship 2013-14; NEH grant, Collaborative Research Program 2009-13, 2012-16; John W. Ryan Award for Distinguished Contributions to Intl. Studies at IU 2011; NEH Fellowship, National Humanities Center 2009-10; Fulbright-Hays Faculty Research Abroad Fellowship, Ghana and United Kingdom 2005; Rockefeller Fellowship, Library of Congress, Kluge Center 2004; Trustee's Teaching Award, IU 2001**Kaya Şahin****Time Dedicated to Islamic Studies: 100%****Title/Department:** Associate Professor, Dept. of History; Director, IU Eurasia Gateway; Director, IU Renaissance Studies Program; Adjunct Assoc. Professor, Dept. of Central Eurasian Studies; (tenured)**Education:** PhD, U. of Chicago, 2007; MA, Sabanci U., 2000**Academic Experience:** 2015-Present, Assoc. Professor of History, IU; 2012-15, Asst. Professor of History, IU; 2008-2012, Asst. Professor of History, Tulane U.**Overseas Experience:** Archival and manuscript research in Turkey since 2000**Language Proficiency:** Turkish 5, French 4, Ottoman Turkish 4, Persian 3, Arabic 3, Italian 3, Spanish 3, German 3**Number of Area Studies Courses Taught:** 5 (Introduction to Islamic Civilization; Making of Modern Middle East; Empire and Nation State in the Middle East)**Research/Teaching Specialization:** Empire-building in early modern Eurasia; religious and cultural conflicts between Europeans and Muslims, and between Sunnis and Shiites; the performance of political and cultural identities; historiography**Number of Recent Publications:** 4 (2018, Sole author, "Staging an Empire: An Ottoman Circumcision Ceremony as Cultural Performance." *American Historical Review* 123(2); 2017, Sole author, "The Ottoman Empire in the Long Sixteenth Century." *Renaissance Quarterly* 70(1); 2013, Sole author, *Empire and Power in the Reign of Süleyman: Narrating the Sixteenth-Century Ottoman World*. Cambridge University Press)**Dissertations and/or Theses Supervised over Past Five Years:** 20**Distinctions:** NEH Fellow; Notre Dame Institute for Advanced Study Residential Fellow; Social Science Research Council Postdoctoral Fellow; Mellon Postdoctoral Fellow in the Humanities at the Newberry Library; Mellon Postdoctoral Fellow in Middle Eastern Studies at Northwestern University

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Islamic Studies Program

Robert Crouch**Time Dedicated to Islamic Studies: 100%****Title/Department:** Program Manager, Islamic Studies Program; (not applicable)**Education:** MA, McGill University, 1996; BA, McGill University, 1993**Academic Experience:** 2014-Present, Program Manager, Islamic Studies Program, Indiana University**Overseas Experience:** None**Language Proficiency:** French 4, German 2**Number of Area Studies Courses Taught:** None**Research/Teaching Specialization:** None**Number of Recent Publications:** 1 (2013, Co-editor, *The Placebo: A Reader*. The Johns Hopkins University Press with Miller FG, Colloca L, Kaptchuk TJ, Eds.)**Distinctions:** None

Language Competence:

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Law, Maurer School of

Timothy William Waters**Time Dedicated to Islamic Studies: 50%****Title/Department:** Professor, School of Law; Associate Director, IU Center for Constitutional Democracy; (tenured)**Education:** JD, Harvard University, 1999; MIA, Columbia University, 1998**Academic Experience:** 2007-Present, Professor, Maurer School of Law**Overseas Experience:** Germany, Sweden, Bosnia, Netherlands, Hungary, Turkey, Serbia, Kosovo**Language Proficiency:** German 3, Swedish 3, Hungarian 3, Turkish 2, Serbo-Croatian 2**Number of Area Studies Courses Taught:** 9 (Islamic law; Seminar in International Law: World War I)**Research/Teaching Specialization:** International criminal law; Ethnic conflict; Secession; State formation; Public international law**Number of Recent Publications:** 4 (2016, Sole author, "The shaping flame: trials, conflict and reconciliation in Syria." *International Social Science Journal* Iss. # 221-222; 2013, Editor, *The Milošević Trial: An Autopsy*. Oxford University Press; 2016, Sole author, "A World Elsewhere: Secession, Subsidiarity, and Self-Determination as European Values." *Revista d'Estudis Autònoms i Federals (REAF)* 23; 2013, Sole author, "Plucky Little Russia: Misreading the Georgian War through the Distorting Lens of Aggression." *Stanford Journal of International Law* 49)**Dissertations and/or Theses Supervised over Past Five Years:** 10**Distinctions:** Experienced Researcher Fellowship, Alexander von Humboldt Foundation (2012-3); Visiting Fellow, Max Planck Institute for Comparative Public Law and International Law (Heidelberg, 2012-3); Visiting Fellow, American University of Iraq-Sulaimani (2016); Val Nolan Faculty Fellow, IU Maurer School of Law (2015-8); Reginald F. Lewis Fellow for Law Teaching, Harvard (2003-4)

Language Competence:

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Libraries

Akram Habibulla**Time Dedicated to Islamic Studies: 100%****Title/Department:** Librarian for Middle Eastern, Central Eurasian, and Islamic Studies, Indiana University Libraries; (tenured)**Education:** MLIS, Rutgers, the State Univ. of New Jersey, USA, 2004; PhD, Academy of Science of the Republic of Uzbekistan, 1994; Univ. diploma (MA), Tashkent State Univ., Uzbekistan, 1984**Academic Experience:** 2007-Present, Librarian for Middle Eastern, Central Eurasian, and Islamic Studies, Indiana University; 2004-07, Librarian, University of Chicago; 2001-2002, Visiting Scholar, Institute for Advanced Study, Princeton NJ**Overseas Experience:** Hungary (2009, 2011, 2013, 8 weeks) - Intensive Hungarian Language course;

Turkey - (1994, 5 weeks) - Islamic Manuscripts workshop; Libya (1985-1987) - Translator; Yemen (1982-83) - Translator

Language Proficiency: Russian 5, Arabic 5, Uzbek 5, Persian 3, Turkish 3, Hungarian 1**Number of Area Studies Courses Taught:** 1 (Co-teacher of the course "Area Studies Librarianship" at the Department of Information and Library Science)**Research/Teaching Specialization:** Arabic and Islamic Studies; Library and Information Science**Number of Recent Publications:** 1 (2017, Co-author with Rahmatullaev, M; Ganieva, B, "Library and Information Science Education in Uzbekistan." *Slavic & East European Information Resources* 18(1-2))**Distinctions:** Elected President of Middle East Librarians Association

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Near Eastern Languages and Cultures, Department of

Asma Afsaruddin**Time Dedicated to Islamic Studies: 100%****Title/Department:** Professor, NELC; Adjunct Faculty, Religious Studies; (tenured)**Education:** PhD, Johns Hopkins U., 1993; MA, Johns Hopkins U., 1985; BA, Oberlin College, 1982**Academic Experience:** 2009-Present, Professor of NELC, IU; 2003-09, Associate Professor, Univ. of Notre Dame; 1996-2003, Assistant Professor, Univ. of Notre Dame; 1993-1996, Lecturer, Harvard Univ.**Overseas Experience:** Syria, Egypt, United Arab Emirates, Qatar, Saudi Arabia, Lebanon, Tunisia, Morocco, Jordan, Spain, Germany, Britain, France, Italy, Malaysia, Singapore**Language Proficiency:** Arabic 4, French 3**Number of Area Studies Courses Taught:** 7 (Islam and Modernity; Islamic Feminisms; The Golden Age of Islamic Civilization)**Research/Teaching Specialization:** Pre-modern and modern Islamic religious and political thought; Qur'an and hadith; Islamic intellectual history; Contemporary Islamic movements; Gender issues in the Middle East**Number of Recent Publications:** 6 (2018, Sole author, "Alternative Patterns of Legitimacy: Sunni-Shi'i Debates on Political Leadership." In *Wiley Blackwell History of Islam*. Wiley Pub., with Salvatore A, Ed.; 2015, Sole author, *Contemporary Issues in Islam*. Edinburgh University Press; 2013, Sole author, *Striving in the Path of God: Jihad and Martyrdom in Islamic Thought*. Oxford University Press; 2017, Sole author, "Tolerance and Pluralism in Islamic Thought and Praxis." In *Toleration in Comparative Perspective*. Lexington Press with Spencer VA, Shogimen T, Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 28**Distinctions:** Advisory board for an international seminar series on religion, Friedrich-Alexander-Universitat, Erlangen, Germany; Winner of the World Book Award in Islamic Studies awarded by the Iranian government; Runner-up for the British-Kuwaiti Friendship Society, London**Salman H. Al-Ani****Time Dedicated to Islamic Studies: 50%****Title/Department:** Professor of Arabic Languages and Linguistics, Dept. of NELC; Director, Arabic Flagship Program; (tenured)**Education:** PhD, Indiana Univ., 1963; MAT, Indiana Univ., 1961; BA, Univ. of Baghdad, 1958**Academic Experience:** 1974-Present, Professor of Arabic Languages and Linguistics, Indiana University**Overseas Experience:** Visiting Prof. of Linguistics, King Abdulaziz Univ., Jeddah, Saudi Arabia, 1976, 1983; Visiting Prof. of Linguistics, Kuwait Univ., 1987-88; over 30 years of research in Middle East**Language Proficiency:** Arabic 5, Persian 1, French 1, German 1**Number of Area Studies Courses Taught:** 7 (Arabic Phonetics and Phonology; Introduction to Arabic Linguistics; Arabic Grammar)**Research/Teaching Specialization:** Arabic linguistics with a special emphasis on phonetics, phonology, morphology, and syntax; Teaching Arabic as a second language with the application of Computer Assisted Language Learning (CALL); Translation**Number of Recent Publications:** 1 (2016, Co-author with Gadoua, A, "An Analytical Translation of the Book of al-Luma' fi al-Nahw "Flashes on Syntax"." *Journal of Arabic Linguistics Tradition, University of Michigan* 14)**Dissertations and/or Theses Supervised over Past Five Years:** 1**Distinctions:** Nominated as Life Member of the Literary Club of Jeddah, Saudia Arabia, 1983-present; Named national co-chairman of the Arabic Proficiency Test 1979 as Life Member of the Literary Club of Jeddah, Saudia Arabia, 1983-present; Named national co-chairman of the Arabic Proficiency Test 1979

Language Competence:

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Asaad Alsaleh**Time Dedicated to Islamic Studies: 80%****Title/Department:** Associate Professor of Arabic Literature, NELC; (tenured)**Education:** PhD, University of Arkansas, 2010**Academic Experience:** 2015-2018, Assistant Professor, IU NELC; 2010-15, Assistant Professor and Head of Arabic Program, Dept. of Languages and Literature, University of Utah**Overseas Experience:** Syria, Kuwait, Lebanon, Turkey**Language Proficiency:** Arabic 5, German 2**Number of Area Studies Courses Taught:** 2 (Meet the Middle East; ISIS and Terrorism: Use and Abuse of Islamic Texts)**Research/Teaching Specialization:** The Arab Spring**Number of Recent Publications:** 5 (2019, Sole author, *ISIS and Islam*. International Institute of Islamic Thought Publishers, forthcoming; 2015, Sole author, *Voices of the Arab Spring: Personal Stories from the Arab Revolutions*. Columbia University Press; 2016, Sole author, "The Ministry of Culture in Syria: History, Production and Restrictions." *Journal for Cultural Research* 20(2); 2018, Sole author, "Sexual Displacement in *Season of Migration to the North*." In *Beloved in Middle Eastern Literatures: The Culture of Love and Languishing*, IB Tauris, with Korangy A; Al-Samman H; Beard M, Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 11**Distinctions:** Trustees Teaching Award, 2017; Faculty Exchange by Pan-Asia Institute, jointly administered by IU and Australia National University, Visiting Scholar at Australia National University, Canberra, Australia; Co-recipient of the President's International Research Award, IU (Conducting Research in Germany on Syrian Refugees)**John Walbridge****Time Dedicated to Islamic Studies: 100%****Title/Department:** Professor, Near Eastern Languages and Cultures; Adjunct Professor, Department of Philosophy; (tenured)**Education:** PhD, Harvard University, 1983; BA, Yale University, 1973**Academic Experience:** 2001-Present, Professor, NELC, Indiana University; 1993-2001, Associate Professor, NELC, Indiana University; 1991-1993, Assistant Editor, Encyclopaedia Iranica, Columbia University; 1987-1991, General Editor, Baha'i Encyclopedia Project**Overseas Experience:** University lecturing 8 universities, PR China (2015, 2017). Research Turkey (2001, 2005, 2007–8). Research, lecturing Pakistan (1999–8, 1999, 2000–1). Graduate study Jordan, 1978-9, Lebanon 1973–4. Library research UK, Holland, Germany**Language Proficiency:** Arabic 3, Persian 2, Ancient Greek 3, French 3, German 1, Chinese 2, Biblical Hebrew 1, Syriac 1**Number of Area Studies Courses Taught:** 7 (Islamic Philosophical texts; War in the Middle East; World War I in the Middle East)**Research/Teaching Specialization:** Islamic philosophy, theology, science, and intellectual history. Teaching interest in war in the Middle East**Number of Recent Publications:** 5 (2014, Sole author, "The Alexandrian Epitomes of Galen: Arabic edition and English translation of the Alexandrian epitomes of Galen." Vol 1: Medical Schools, Short Art of Medicine, The Elements according to Hippocrates, Brigham Young University Press; 2013, Sole author, *God and Logic in Islam: The Caliphate of Reason*. Cambridge University Press; 2017, Sole author, "Illuminationist Manuscripts: The Rediscovery of Suhrawardī and Its Reception." In *Illuminationist Texts and Textual Studies*, Bilingual ed. Brill)**Dissertations and/or Theses Supervised over Past Five Years:** 10**Distinctions:** Kanaan Rifa'i Distinguished Professor of Islamic Studies, Peking University; National Endowment for the Humanities Fellow; Guggenheim Fellow; Fulbright Fellow (twice)

Language Competence:

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Political Science, Department of

Abdulkader H. Sinno**Time Dedicated to Islamic Studies: 100%****Title/Department:** Associate Professor of Political Science and Middle Eastern Studies, School of Global and International Studies; (tenured)**Education:** PhD, UCLA, 2002; MA, UCLA, 1997; BA, U. of Florida, 1994**Academic Experience:** 2010-Present, Associate Professor of Political Science & NELC, IU; 2003-10, Assistant Professor of Political Science & NELC, IU; 2002-03, Postdoctoral Fellow, Center for International Security & Cooperation, Stanford University**Overseas Experience:** Extensive travel in more than 28 countries**Language Proficiency:** Arabic 5, French 5, Hebrew 1, Persian 1**Number of Area Studies Courses Taught:** 5 (International Political Controversies: The US involvement in Iraq and Afghanistan; Middle Eastern Politics; Muslims in Western Politics)**Research/Teaching Specialization:** The evolution and outcomes of civil wars, ethnic strife and other territorial conflicts; Muslim representation in Western liberal democracies**Number of Recent Publications:** 3 (2017, Co-author Hellwig, T, "Different groups, different threats: public attitudes towards immigrants." *Journal of Ethnic and Migration Studies* 43(3); 2015, Sole author, "Partisan Intervention and the Transformation of Afghanistan's Civil War." *The American Historical Review* 120(5); 2015, Co-author with Tatari, E; Williamson, S; Schwennicke, A; Nassif, HB "Discourses on Muslims and Welfare Across the Atlantic." In *Race, Ethnicity and Welfare States An American Dilemma?* Globalization and Welfare Series Edward Elgar with Kettunen, P; Michel, S; Petersen, K Eds)**Dissertations and/or Theses Supervised over Past Five Years:** 5**Distinctions:** None

Language Competence:

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Religious Studies, Department of

Nur Amali Ibrahim**Time Dedicated to Islamic Studies: 100%****Title/Department:** Assistant Professor, Depts. of Religious Studies and International Studies; (tenure track)**Education:** PhD, New York U., 2011; MA, New York U., 2006; BA, National U. of Singapore, 2001**Academic Experience:** 2013-Present, Assistant Professor, Religious Studies & International Studies, IU; 2011-13, Academy Scholar, Harvard University**Overseas Experience:** Indonesia and Singapore**Language Proficiency:** Malay 5, Indonesian 4, Thai 2, Classical Arabic 2**Number of Area Studies Courses Taught:** 4 (Introduction to Islam; Islam in America; The Politics and Cultures of Islamic Education)**Research/Teaching Specialization:** Islam; Religion and secularism; Political anthropology; the socialization of practices; Youth cultures; Indonesia; Southeast Asia**Number of Recent Publications:** 5 (2018, Sole author, *Improvisational Islam: Indonesian Youths in a Time of Possibility*. Cornell University Press [Forthcoming]; 2016, Sole author, "Homophobic Muslims: Emerging Trends in Multireligious Singapore." *Comparative Studies in Society and History* 58(4); 2017, Sole author, "Questioning the New Secularism of the West," *Journal of Politics, Religion & Ideology* 18(1))**Dissertations and/or Theses Supervised over Past Five Years:** 2**Distinctions:** Trustees Teaching Award, IU, 2017; New Frontiers Experimentation Fellowship, IU, 2017; Academy Scholar, Harvard Academy for International and Area Studies, Harvard University, 2011**R. Kevin Jaques****Time Dedicated to Islamic Studies: 100%****Title/Department:** Associate Professor, Department of Religious Studies; Adjunct Professor, Dept. of NELC; (tenured)**Education:** PhD, Emory Univ., 2001; MA, Arizona State Univ., 1997; BA, Arizona State Univ., 1992**Academic Experience:** 2007-Present, Associate Professor of Religious Studies, IU; 2001-present, Adjunct, Near Eastern Languages and Cultures, IU; 2009-2015, Director, Islamic Studies Program, IU; 2007-09, Director, Middle Eastern and Islamic Studies Program, IU.**Overseas Experience:** Research and Teaching in Indonesia 2004; University of Oxford, 2005**Language Proficiency:** Classical Arabic 4, Bahasa Indonesia 3, Javanese 3, Bahasa Jawi 3, French 3, German 3, Russian 2**Number of Area Studies Courses Taught:** 5 (Introduction to Islam; Jews, Christians, Muslims; Studies in Islam: Islamic Theology)**Research/Teaching Specialization:** Islamic Studies; Medieval Islamic legal history; Religious authority in times of social and cultural upheaval; Comparative religion**Number of Recent Publications:** 3 (2015, Sole author, "Muhammad's Mission and the Dīn of Ibrāhīm according to Ibn Ishāq." In *Varieties of Religious Invention: Founders and Their Functions in History*. Oxford University Press, with Gray P, Ed.; 2015, Sole author, "Murder in Damascus: The Consequences of Competition among Medieval Muslim Religious Elites." *Mamlūk Studies Review* 18(2014-15); 2016, Sole author, "Yūsuf al-Qaradāwī." In *Encyclopedia of Islam and the Muslim World*. 2nd ed., Macmillan Reference with Martin RC, Ed.)**Dissertations and/or Theses Supervised over Past Five Years:** 5**Distinctions:** IU Trustee's Teaching Award, 2006; IU New Frontiers Grant, 2016; 19th Battlefield Surveillance Brigade Training Grant, 2010-11

Language Competence:

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II. Islamic Studies Affiliate Faculty**African Studies Program****David Adu-Amankwah****Time Dedicated to Islamic Studies: 50%****Title/Department:** Senior Lecturer, African Studies Program; (non-tenure track)**Education:** PhD, Indiana Univ., 2003; MA, Indiana Univ., 1999; MEd, Indiana Univ, 2008; MPhil, University of Ghana, 1994; BA, University of Ghana, 1988**Academic Experience:** 2008-2018, Lecturer, Indiana University**Overseas Experience:** Ghana, West Africa**Pedagogy Training for Language:** ACTFL Certification**Language Proficiency:** Akan 4**Number of Area Studies Courses Taught:** 6 (Occultism in Africa; Akan Social Life and Cultural Heritage; Popular Akan Oral Art Forms)**Research/Teaching Specialization:** Akan language, folklore, and culture; African communication in culture; Occult power and 'spiritist' churches in Ghana**Number of Recent Publications:** 5 (Sole author, '*Siesie Wo Ho Sie*': *Elementary Akan (Asante-Twi) Vocabulary*. BookBlast PRO [forthcoming]; 2017, Sole author, '*Tie Ma Mense Wo*': *Basic Vocabulary for Asante-Twi Learners*. Xlibris; 2014, Sole author, "Akan Humor." In *Encyclopedia of Humor Studies*. Sage Publications with S. Attardo Ed.)**Distinctions:** Language Advisory Committee (LAC) Member**Alwiya S. Omar****Time Dedicated to Islamic Studies: 50%****Title/Department:** African Languages Coordinator, African Studies Program; Clinical Associate Professor of Linguistics, Indiana University; (non-tenure track)**Education:** PhD, Indiana Univ., 1992; MA, Univ. of Dar es Salaam, 1985; BA, Kuwait Univ., 1978**Academic Experience:** 2002-Present, Clinical Associate Professor of Linguistics, Indiana University**Overseas Experience:** Tanzania, Kuwait**Pedagogy Training for Language:** ACTFL/ILR OPI Certified Tester for Swahili**Language Proficiency:** Swahili 4, Arabic 1, French 1**Number of Area Studies Courses Taught:** 2 (Swahili Language and Culture; Language in Africa)**Research/Teaching Specialization:** Computer-assisted language learning; second-language acquisition; Kiswahili and cross-cultural pragmatics; study abroad language programs**Number of Recent Publications:** None**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** Ronald Walton Lifetime Achievement Award for National Council of LCTL, 2018; STARTALK Central, U. of Maryland grant to teach Swahili language and culture to Indiana High Schools, summer 2013, 2014, 2015, and 2016; Carnegie African Diaspora Fellowship, May 2015, at State University of Zanzibar (SUZA) to teach at the Kiswahili graduate program

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Anthropology, Department of

Jane E. Goodman**Time Dedicated to Islamic Studies: 50%****Title/Department:** Associate Professor, Department of Anthropology; (tenured)**Education:** PhD, Brandeis Univ., 1999; MA, Brandeis Univ., 1992; BA, Bates College, 1980**Academic Experience:** 2015-Present, Assoc. Professor of Anthropology, IU; 2013-2015, Chair, Dept. of Communication and Culture, IU; 2005-2015, Assoc. Professor, Dept. of Communication and Culture, IU**Overseas Experience:** 2010, 2011, 2013 summer ethnographic research, Algeria; 2008-2009 ethnographic and archival research Algeria/France; 2007 ethnographic and archival research, France**Language Proficiency:** French 4, Modern Stan. Arabic 3, North African Arabic 3, Berber 3, Spanish 3**Number of Area Studies Courses Taught:** 4 (Performance, Culture, And Power in the Middle East and North Africa; Ethnography and Social Theory in the Middle East; Power and Violence: Political Systems in Ethnographic Perspective)**Research/Teaching Specialization:** Language and performance among Muslim populations in the Middle East and North Africa**Number of Recent Publications:** 4 (2017, Sole author, "Acting with One Voice: Producing Unanimism in Algerian Reformist Theater." In *The Monologic Imagination*. Oxford University Press with Tomlison, M; Millie, J Eds.; 2015, Sole author, "The man behind the curtain: theatrics of the state in Algeria." In *Global and Local in Algeria and Morocco: The World, The State and the Village*. Routledge with McDougall, J; Parks RP Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** Fulbright-Hays Faculty Research Abroad fellow, 2008-2009; ACLS/SSRC/NEH fellow, 2008-09; American Institute for Maghreb Studies fellow, 2008-2009; New Frontiers faculty fellow, 2008-09; Trustees' Teaching Award, IU, 2003

Language Competence:

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Center for the Study of Global Change

Hilary E. Kahn**Time Dedicated to Islamic Studies: 40%**

Title/Department: Assistant Dean of International Education and Global Initiatives, School of Global and International Studies; Executive Director, Center for the Study of Global Change; (non-tenure track)

Education: PhD, Univ. of Buffalo, 2002; MA, Univ. of Buffalo, 1993; BA, Indiana Univ., 1990

Academic Experience: 2014-Present, Assistant Dean of International Education and Global Initiatives, IU; 2013-Present, Senior Lecturer, IU.

Overseas Experience: Belize, Guatemala, Honduras, Jamaica, Mexico

Language Proficiency: Spanish 3, Jamaican Patois 2, Q'eqchi' 1

Number of Area Studies Courses Taught: 4 (Peoples and Cultures of Mexico and Central America; Issues and Approaches to Global Studies)

Research/Teaching Specialization: International Education, Global Studies and Research; Visual, Anthropological, and Social Theory; Ethnographic Methods; Human Rights; Global Learning

Number of Recent Publications: 3 (2018, Co-editor, *On Islam: Muslims and the Media*. Indiana University Press, with Pennington R, Ed.; 2014, Editor, *Framing the Global: Entry Points for Research*. Indiana University Press; 2015, Co-author with Agnew M, "Global Learning through Difference: Considerations for Teaching, Learning, and the Internationalization of Higher Education." *Journal of Studies in International Education* 21(1))

Dissertations and/or Theses Supervised over Past Five Years: 12

Distinctions: 2014 Paul Simon Award, Central States Conference on the Teaching of Foreign Languages, awarded to CGC; 2010 Excellence in Teaching Award IU International Studies Program

Language Competence:

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Central Eurasian Studies, Department of

Christopher I. Beckwith**Time Dedicated to Islamic Studies: 25%****Title/Department:** Distinguished Professor, Department of Central Eurasian Studies; (tenured)**Education:** PhD, Indiana Univ., 1977; MA, Indiana Univ., 1974; BA, Ohio State Univ., 1968**Academic Experience:** 2017-Present, Distinguished Prof. of Central Eurasian Studies, IU; 1977-present, Assistant, Associate, Full Professor, IU CEUS; 2011-12, Research Fellow, Ruhr-Universität Bochum; 2009, Fulbright-University of Vienna Distinguished Chair in Humanities and Cultural Studies**Overseas Experience:** Taiwan (about 3 years)-teaching and research; Japan (3 years +)-research; Germany (1.5 years)-research; Austria (5 months)-teaching; Afghanistan (3 months)-research**Pedagogy Training for Language:** Convener of workshop on competency-based teaching and testing of Tibetan, Indiana University, 1991; attendance at competency-based workshops on French and Uzbek**Language Proficiency:** Mandarin 4, Japanese 2, French 2, Russian 2, German 2, Tibetan 2, Arabic 1, Persian 1, Spanish 1, Finnish 1, Old Turkic 1, Turkish 1, Uzbek 1**Number of Area Studies Courses Taught:** 7 (Central Eurasian Languages; Empires of The Silk Road; Introduction to Central Eurasia)**Research/Teaching Specialization:** History of early Central Eurasia and East Asia; Historical linguistics (primarily Chinese, Tibetan, Tokharian); Mandarin structure; Typological linguistics; the Axial Age**Number of Recent Publications:** 3 (2015, Sole author, *Greek Buddha: Pyrrho's Encounter with Early Buddhism in Central Asia*. Princeton University Press; 2016, Sole author, "The Earliest Chinese Words for 'the Chinese': The Phonology, Meaning, and Origin of the Epithet ḥarya ~ ārya in East Asia." *Journal Asiatique* 304(2); 2016, Sole author, "The Pronunciation, Origin, and Meaning of A-shih-na in Early Old Turkic." In *Central Eurasia in the Middle Ages. Studies in Honour of Peter B. Golden*. *Tucologica* 104 Series, Otto Harrassowitz with Zimonyi, I; Karatay, O Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** Academy of Korean Studies, World Distinguished Scholar series lecturer; Seoul, 2013; 2009 first-prize PROSE Award of the Assoc. of American Publishers for best book for *Empires of the Silk Road*; Numata Distinguished Guest Speaker Series Lecturer, Oxford University, 2008; Guggenheim Foundation Fellowship, 2004; Japan Foundation Fellowship, 2001; MacArthur Fellowship, 1986.**Gardner Bovington****Time Dedicated to Islamic Studies: 50%****Title/Department:** Associate Professor, Departments of Central Eurasian Studies and East Asian Languages and Cultures; (tenured)**Education:** PhD, Cornell Univ., 2002; MA, Cornell Univ., 1995; AB, Princeton Univ., 1988**Academic Experience:** 2013-Present, Associate Professor of International Studies, Indiana Univ.; 2010-Present, Associate Professor of Central Eurasian Studies, Indiana Univ.; 2015, Director of Graduate Studies, Indiana Univ.; 2003-10, Assistant Professor of Central Eurasian Studies, Indiana Univ.**Overseas Experience:** Visits to Xinjiang Uyghur Region (China), Taiwan, Kyrgyzstan, Kazakhstan**Language Proficiency:** Mandarin 4, Uyghur 4, Japanese 3, Russian 3, Nepali 2, Latin 1, Kazakh 2**Number of Area Studies Courses Taught:** 8 (Politics in Modern Xinjiang; Politics of Identity in China and Inner Asia; The Rise of the Global City)**Research/Teaching Specialization:** Politics in contemporary Xinjiang; History of modern Xinjiang; Historiography in China; Nationalism and ethnic conflict**Number of Recent Publications:** 2 (2015, Sole author, "Conclusions: The Importance of Being Uyghur." In *Language, Education and Uyghur Identity in Urban Xinjiang*. Routledge with Finley JS, Zang X, Eds.; 2014, Sole author, "Hu Wants Something New: Discourse and the Deep Structure of Minzu Policies in China." In *Social Difference and Constitutionalism in Pan-Asia*. Cambridge University Press with Williams SH, Ed.)**Dissertations and/or Theses Supervised over Past Five Years:** 25**Distinctions:** IAUNRC course development grant, 2016; Trustee's Faculty Teaching Award, IU, 2005; IREX Asian Regional Policy Symposium Grant, 2005; Distinguished Teaching Award, Cornell U. 2000

Language Competence:

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Shahyar Daneshgar**Time Dedicated to Islamic Studies: 50%****Title/Department:** Senior Lecturer of Persian, Department of Central Eurasian Studies; Director, Silk Road Ensemble; (non-tenure track)**Education:** PhD, Indiana Univ., 1995; MA, Indiana Univ., 1987; BA, Indiana Univ., 1982**Academic Experience:** 2004-Present, Senior Lecturer, Central Eurasian Studies, Indiana University**Overseas Experience:** Born in Tehran, Iran; Studied in Germany, Bremen 1974-78; Research in Turkmenistan and Uzbekistan, 1992, and Azerbaijan, 1998**Pedagogy Training for Language:** Professional teacher of languages for 35 years - Selected workshops: STARTALK, Modern language, ACTFL & ILR**Language Proficiency:** Azerbaijani 5, Persian 5, Turkish 4, German 4, Uzbek 4, Turkmen 3, Russian 2, Arabic 2**Number of Area Studies Courses Taught:** 3 (Music of the Silk Road People; Advanced Language Studies in Persian; Advanced Reading Azerbaijani)**Research/Teaching Specialization:** Iranian/Persian and Turkic linguistic and cultural contacts; Middle Eastern/Central Eurasian comparative folklore and ethnomusicology; Ethnic and nationality issues of the Middle East and Central Eurasia**Number of Recent Publications:** None**Distinctions:** A List of Resources for the music and art teachers' participants of Teaching and Exploring Multiculturalism, sponsored by the Indiana Department of Education, 2004. Founded Silk Road Ensemble in 1997 to showcase the traditional instruments and rich cultural heritage of the Silk Road regions, including Azerbaijan, Turkey, Iran, Afghanistan, Russia, the Arab world, India, Central Asia, and Spain.**Malik A. Hodjaev****Time Dedicated to Islamic Studies: 50%****Title/Department:** Lecturer, Department of Central Eurasian Studies; (non-tenure track)**Education:** PhD Candidate, Language Pedagogy Program, Samarkand State University, 2003; MEd, Moscow State Pedagogical Institute, USSR, 1980; BA, Samarkand State Pedagogical Institute, Uzbekistan, 1972**Academic Experience:** 2002-Present, Lecturer, Central Eurasian Studies, Indiana University**Overseas Experience:** Language Center Management Training Program, Leeds University, UK; conferences and training sessions in the U.S., Israel, and Austria**Pedagogy Training for Language:** Pedagogical training through degrees, conferences and workshops**Language Proficiency:** Uzbek 5, Russian 3, Tajik 3**Number of Area Studies Courses Taught:** None**Research/Teaching Specialization:** Modern language pedagogy and linguistics; Intensive methods of teaching Uzbek as a foreign language; Developing online teaching materials; Teaching Uzbek in distance and online**Number of Recent Publications:** 0**Distinctions:** Excellence in Education National Award Ministry of Education of the Republic of Uzbekistan, Tashkent, Uzbekistan, 1998

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Gulnisa Nazarova**Time Dedicated to Islamic Studies: 50%****Title/Department:** Senior Lecturer, Department of Central Eurasian Studies; Uyghur Language Developer, Center for Languages of the Central Asian Region; (non-tenure track)**Education:** PhD, Institute of Linguistics, 1992; BA/MA, Ivanovo State University, 1987**Academic Experience:** 2005-Present, Senior Lecturer, Central Eurasian Studies, Indiana University; 2005, Uyghur Language Developer, CeLCAR, Indiana University; 2012-2013, Uyghur Language Test Editor, Defense Language Institute**Overseas Experience:** None**Language Proficiency:** Uyghur 5, Russian 5, Uzbek 4, Turkish 4**Number of Area Studies Courses Taught:** 1 (Central Asia: Cultures and Customs)**Research/Teaching Specialization:** Uyghur language; Comparative lexicology of Turkic languages; Problems of Etymology; Ethnography; Methods of Teaching**Number of Recent Publications:** 3 (2016, Co-author with Niyaz, Q, *Uyghur: An Intermediate Textbook*. Georgetown University Publishing House; 2013, Co-author with Niyaz, Q, *Uyghur : an elementary textbook*. Georgetown University Press; 2015, Sole author, "Teaching Uyghur at Indiana University (in French and Uyghur)." *Uyghurlarğa Nezer*, Paris, France)**Distinctions:** 2015 Indiana University Trustees Teaching Award in the At-Large NTT Faculty competition**Öner Özçelik****Time Dedicated to Islamic Studies: 40%****Title/Department:** Associate Professor, Department of Central Eurasian Studies; Director, Center for Languages of the Central Asian Region; (tenured)**Education:** PhD, McGill Univ., 2012; MA, Univ. of Pittsburgh, 2006; BA, Boğaziçi Univ., 2004**Academic Experience:** 2018-Present, Associate Professor of Turkic and Central Asian Linguistics and Second Language Acquisition, Indiana Univ.; 2012-2018, Assistant Professor of Turkic and Central Asian Linguistics and Second Language Acquisition, Indiana Univ.**Overseas Experience:** Canada (PhD); Turkey (BA)**Language Proficiency:** Turkish 5, Azerbaijani 4, Turkmen 3, French 2, German 2, Uyghur 2, Mandarin 1, Kazakh 1, Kyrgyz 1, Uzbek 1,**Number of Area Studies Courses Taught:** 4 (Central Eurasian Languages; Intro to Turkey;)**Research/Teaching Specialization:** Phonology and phonetics (with an emphasis on prosody); Central Asian linguistics; second language acquisition with an emphasis on Turkish and Turkic languages; prosody-syntax interface; phonology-morphology interface**Number of Recent Publications:** 4 (2018, Sole author, "Interface Hypothesis and the L2 acquisition of quantificational scope at the semantics-syntax-pragmatics interface." *Language Acquisition* 25(2); 2017, Co-author with Sprouse, RA, "Emergent knowledge of a universal phonological principle in the L2 acquisition of vowel harmony in Turkish: a 'four'-fold poverty of the stimulus in L2 acquisition." *Second Language Research* 33(2); 2017, Sole author, "The Foot is not an obligatory constituent of the Prosodic Hierarchy: "stress" in Turkish, French and child English." *The Linguistic Review* 34(1))**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** 2013, 2015 Trustees Teaching Award, IU; 2010 Lara Riente Memorial Prize, Dept. of Linguistics, McGill Univ.; 2009 EUOSLA student presenter award, Cork, Ireland

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Comparative Literature, Department of

Eileen M. Julien**Time Dedicated to Islamic Studies: 40%****Title/Department:** Director, Indiana University Institute for Advanced Study; Professor, Department of Comparative Literature, Department of French & Italian; (tenured)**Education:** PhD, U. of Wisconsin, 1978; MA, U. of Wisconsin, 1970; BA, Xavier U. of Louisiana, 1969**Academic Experience:** 2004-Present, Professor of Comparative Literature and French & Italian, IU; 2002-04, Professor of French and Comparative Literature, University of Maryland**Overseas Experience:** France: English lang. teaching asst., Lycée Camille Julian, Bordeaux, 1971-72 & Founding Dir. of Boston U. Study Abroad in Grenoble, 1983-85; 1993-95 Founding Director, West African Res. Ctr., Dakar**Pedagogy Training for Language:** Training in teaching French, 1968-72; taught French 1973-92**Language Proficiency:** French 5, Spanish 3, Wolof 2**Number of Area Studies Courses Taught:** 5 (Introduction to African Literature; French Language Literature's of Africa and the Americas)**Research/Teaching Specialization:** Local and transnational literature, film, culture, modernity in Africa, the Americas and Europe**Number of Recent Publications:** 2 (2016, Co-editor, *The Locations and Dislocations of African Literature: A Dialogue Between Humanities and Social Science Scholars*. Africa World Press with Jeyifo, B Ed.; Africa Regional Coordinator, *Literature: A World History*; (4-volume international project). Blackwell Publishers [forthcoming])**Dissertations and/or Theses Supervised over Past Five Years:** 7**Distinctions:** NEH Grant for 2016 Summer Institute for University Faculty; 1998 Guggenheim Fellowship; 1993-95 Fulbright Senior Scholar; 1985-87 Carnegie Faculty Fellowship Bunting Institute

Language Competence:

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English, Department of

Purnima Bose**Time Dedicated to Islamic Studies: 25%****Title/Department:** Interim Chair, Associate Professor, International Studies; Associate Professor, English; (tenured)**Education:** PhD, University of Texas, 1993; BA, Univ. of Notre Dame, 1984**Academic Experience:** 1993-2001, Assistant Professor, English, Indiana Univ.; 2001-0, Associate Professor, English, Indiana Univ.; 2013-Present, Associate Professor, International Studies, Indiana Univ.**Overseas Experience:** None.**Language Proficiency:** Hindi 5, French 2**Number of Area Studies Courses Taught:** 6 (Partition in South Asia, Germany, Israel/Palestine; Introduction to Modern India)**Research/Teaching Specialization:** Indian Nationalism; Irish Nationalism; Feminist Movements in India and Ireland; British Colonialism; Corporations and Neo-liberalism; US Intervention in Afghanistan.**Number of Recent Publications:** 2 (2017, Sole author, "Canine Rescue, Civilian Casualties, and the Long Gulf War." In *In/Visible War: The Culture of War in 21st Century America*. Rutgers University Press with Lucaites, J; Simons, J Eds.; 2015, Sole author, "Without Osama: *Tere bin Laden* and the Critique of the War on Terror." In *Covering Bin Laden: Global Media and the World's Most Wanted Man*. University of Illinois Press with Al-Sumait, F; Jeffords, S Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 8**Distinctions:** None

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Folklore and Ethnomusicology, Department of

David A. McDonald**Time Dedicated to Islamic Studies: 25%****Title/Department:** Chair and Associate Professor, Department of Folklore and Ethnomusicology; Adjunct Associate Professor, Department of Anthropology; (tenured)**Education:** PhD, Univ. of Illinois Urbana-Champaign, 2006; MM, Univ. of Illinois Urbana-Champaign, 2001; BM, Colorado State Univ., 1998**Academic Experience:** 2014-Present, Associate Professor, Indiana Univ.; 2008-14, Assistant Professor, Indiana Univ.; 2007-08, Visiting Assistant Professor, Bowling Green State Univ.; 2006-07, Visiting Assistant Professor, Univ. of Illinois Urbana-Champaign**Overseas Experience:** Jordan, Israel, Palestine, Turkey, Syria, Bahrain, Qatar, Zimbabwe, Indonesia, South Korea, Ireland**Language Proficiency:** Arabic 4, Hebrew 2**Number of Area Studies Courses Taught:** 7 (Music in the Arab World; Music in the Israeli-Palestinian Conflict; Activism, Engagement, and Critical Ethnography)**Research/Teaching Specialization:** Expert in the Expressive Cultural Practices of the Arab Middle East, focusing in particular on the dynamics of music, violence, memory, and trauma among Palestinian refugee communities**Number of Recent Publications:** 4 (2018, Sole author, "Framing the Arab Spring: Hip-Hop, Social Media, and the American News Media." *Journal of Folklore Research* 55; 2013, Sole author, *My Voice is My Weapon: Music, Nationalism, and the Poetics of Palestinian Resistance*. Duke University Press; 2013, Co-editor, *Palestinian Music and Song: Expression and Resistance since 1900*. Indiana University Press, with Kanaaneh M, Thorsen S-M, Bursheh H, Eds.; 2013, Sole author, "Imaginariness of Exile and Emergence in Israeli Jewish and Palestinian Hip-Hop." *The Drama Review* 57(3))**Dissertations and/or Theses Supervised over Past Five Years:** 30**Distinctions:** Jaap Kunst Prize; Fulbright-Hays Fellow; Fulbright IIE Fellow; Temperley Prize (North American British Music Studies Association); IU Trustee's Teaching Award**Daniel B. Reed****Time Dedicated to Islamic Studies: 50%****Title/Department:** Professor of Ethnomusicology, Dept. Folklore and Ethnomusicology, IU; (tenured)**Education:** PhD, Indiana University, 1999; MA, Indiana University, 1995; BA, Ohio University, 1985**Academic Experience:** 2017-Present, Laura Boulton Professor of Ethnomusicology, IU; 2008, Associate Professor, Department of Folklore and Ethnomusicology, IU; 2001-07, Director, Archives of Traditional Music, IU; 2013-14, Director, Ethnomusicology Institute, IU**Overseas Experience:** Mali and Guinea 2003, Côte d'Ivoire 1997, 1994**Language Proficiency:** Bamana 4, Dan (Yakuba) 4, French 3**Number of Area Studies Courses Taught:** 4 (African Mobilities and Expressive Culture; Ritual Music in West Africa; African Expressive Culture Now)**Research/Teaching Specialization:** Music and Culture in West Africa; Islam in West Africa**Number of Recent Publications:** 6 (2016, Sole author, *Abidjan USA: Music, Dance, and Mobility in the Lives of Four Ivorian Immigrants*. Indiana University Press; 2016, Sole author, "Drums, Dance, Dreams, and Remittance: Transnational Interconnections in Ivorian Immigrant Mask Performance in the USA." *African Arts* 49(4); 2015, Sole author, "An Ivorian Wedding in an Indiana Cornfield: "Ballet" Discourse and New Diasporic Community," *World of Music* 4(2))**Dissertations and/or Theses Supervised over Past Five Years:** 2**Distinctions:** IU Vice Provost for Research Summer Faculty Fellowship (2014); IU Trustees Teaching Award (2014, 2003); National Endowment for the Humanities Summer Scholar Award (2011); Amaury Talbot Prize for book *Dan Ge Performance* (2004)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Geography, Department of

Ishan Ashutosh**Time Dedicated to Islamic Studies: 50%****Title/Department:** Assistant Professor, Department of Geography; (tenure track)**Education:** PhD, Syracuse University, 2010; MA, University of Chicago, 2002; BA, State University of New York at Buffalo, 2001**Academic Experience:** 2014-Present, Assistant Professor of Geography, Indiana University; 2012-2014, Lecturer, Department of Social Science, Northumbria University**Overseas Experience:** Presentations held in UK, Scotland, Canada, and India**Language Proficiency:** Hindi 3**Number of Area Studies Courses Taught:** 3 (Migration and Mobility; Cultural Geography; Urban Geography)**Research/Teaching Specialization:** Migration; South Asia; Race/Ethnicity; Urban Geography; Political Geography; Cultural Geography; Qualitative Methods; Postcolonial Studies**Number of Recent Publications:** 3 (2014, Sole author, "From the Census to the City: Representing South Asians in Canada and Toronto." *Diaspora* 17(2); 2013, Sole author, "Immigrant protests in Toronto: diaspora and Sri Lanka's civil war." *Journal of Citizenship Studies* 17(2); 2013, Co-author with Crane, NJ, "A Movement Returning Home? Critical Geographies of Occupy Wall Street After the Evictions." *Cultural Studies/Critical Methodologies* 13(3))**Dissertations and/or Theses Supervised over Past Five Years:** 5**Distinctions:** 2007-08, National Science Foundation Doctoral Dissertation Research Improvement Grant; 2010-14, Social and Behavioral Sciences Postdoctoral Fellowship, The Ohio State University; 2015, Antipode International Workshop Award**Majed Akhter****Time Dedicated to Islamic Studies: 50%****Title/Department:** Assistant Professor, Department of Geography; (tenure track)**Education:** PhD, Univ. of Arizona, 2013; MSc, Lahore Univ. of Management Services, 2007; BS, Georgia Institute of Technology, 2004**Academic Experience:** 2013-Present, Assistant Professor of Geography, Indiana University; 2007-2009, Exploration Economist, ENI Pakistan**Overseas Experience:** Pakistan, India, Canada**Language Proficiency:** n/a**Number of Area Studies Courses Taught:** 5 (Environmental Politics of South Asia; World Regional Geography; Development Geography: Critical Perspectives on the Historical and Spatial Rhythms of Capitalism)**Research/Teaching Specialization:** Geographies of physical infrastructure; Transboundary waters; Geopolitics of drone warfare; Marxist geography (especially critical development studies); Modern Pakistan and South Asia; Pakistan-US relationship**Number of Recent Publications:** 5 (2017, Sole author, "Desiring the data state in the Indus Basin." *Transactions of the Institute of British Geographers* 42(3); 2015, Sole author, "Infrastructure nation: State space, hegemony, and hydraulic regionalism in Pakistan." *Antipode* 47(4); 2015, Sole author, "The hydropolitical Cold War: The Indus Waters Treaty and state formation in Pakistan." *Political Geography* 46(3))**Dissertations and/or Theses Supervised over Past Five Years:** 13**Distinctions:** Social and Behavioral Science Research Institute Dissertation Grant, 2011; SSRC Dissertation Proposal Development Fellowship, 2010; Social and Behavioral Sciences Research Institute Pre-Dissertation Grant, 2010; Antipode Foundation International Workshop Grant: (w/ Ishan Ashutosh, Olimpia Rosenthal, and Anu Sabhlok) 2015 IUB New Frontiers in the Arts & Humanities - New Currents Award: (w/ Olimpia Rosenthal and Ishan Ashutosh) 2015

Language Competence:

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History, Department of

Nick Cullather**Time Dedicated to Islamic Studies: 25%****Title/Department:** Professor of History; Professor of International Studies; Executive Associate Dean, School of Global and International Studies; (tenured)**Education:** PhD, Univ. of Virginia, 1992; MA, Univ. of Virginia, 1988**Academic Experience:** 2011-Present, Professor, IU; 1998-2010, Associate Professor, IU; 1993-1998, Assistant Professor, IU.**Overseas Experience:** Philippines, Singapore**Language Proficiency:** n/a**Number of Area Studies Courses Taught:** 2 (The Vietnam War; US-East Asian Relations)**Research/Teaching Specialization:** US foreign relations; development; intelligence; history**Number of Recent Publications:** 0**Dissertations and/or Theses Supervised over Past Five Years:** 3**Distinctions:** 2014-present, Co-Editor *Diplomatic History, Journal of Society for Historians of American Foreign Relations*; Ellis W. Hawley Prize for best book on U.S. economic history, 2011; Robert H. Ferrell Prize for best book on U.S. foreign relations, 2011; Shortlisted for the Lionel Gelber Prize for best book on a global policy issue, 2011**Michael S. Dodson****Time Dedicated to Islamic Studies: 25%****Title/Department:** Associate Professor, Department of History; Director, Dhar India Studies Program; (tenured)**Education:** PhD, Univ. of Cambridge, 2003; MA, Univ. of British Columbia, 1998; BA, Simon Fraser Univ., 1992**Academic Experience:** 2010-present, Associate Professor of History, IU; 2004-2010, Assistant Professor, IU; 2011, Director, Dhar India Studies Program, IU; 2011-2015, Director, Undergraduate Honors Program, IU**Overseas Experience:** Research in India 2003, summers in India 2004, 2005, 2007, 2008**Language Proficiency:** Urdu 4, Hindi 4, Persian 3**Number of Area Studies Courses Taught:** 7 (Modern South Asia: The Eighteenth to Twentieth Century; Introduction to South Asian History and Civilization; Islam and Empire in South Asia)**Research/Teaching Specialization:** The intellectual and socio-cultural history of British imperialism in northern India from the late eighteenth to the early twentieth century**Number of Recent Publications:** 1(2013, Co-editor, "Trans-Colonial Modernities in South Asia." Routledge with Hatcher, BA Ed.)**Dissertations and/or Theses Supervised over Past Five Years:** 13**Distinctions:** IU International Projects and Activities Grant, 2008; IU Trustees Teaching Award, 2008; NSF Travel Grant, 2005

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Pedro Machado**Time Dedicated to Islamic Studies: 50%****Title/Department:** Associate Professor, Department of History; (tenured)**Education:** PhD, Univ. of London, 2005; MA, Univ. of New Hampshire, 1997; BA, Univ. of Cape Town, 1993**Academic Experience:** 2009-Present, Associate Professor of History, IU; 2011-2012, Visiting Scholar, World History Center, Univ. of Pittsburgh; 2007-09, Assistant Professor, Santa Clara Univ.**Overseas Experience:** Fieldwork and archival research in India, Mozambique, England, Portugal and South Africa**Language Proficiency:** Portuguese 5, Spanish 4, Dutch 3, French 3, Afrikaans 3, Gujarati 2, Kiswahili 1**Number of Area Studies Courses Taught:** 4 (Indian Ocean: Cradle of Civilizations; Cradle of Globalization? History, Economy, Society and Diaspora in the Indian Ocean)**Research/Teaching Specialization:** Merchant networks in the Indian Ocean; South Asian and African History; Early modern, modern, cultural, social, and economic slavery**Number of Recent Publications:** 4 (2017, Co-author with Fee, S, "Entangled Histories: Translocal Textile Trades in Eastern Africa, c. 800 CE to the Early Twentieth Century." *Textile History* 48(1); 2014, Sole author, *Ocean of Trade: South Asian Merchants, Africa and the Indian Ocean, c.1750-1850*. Cambridge University Press; 2018, Co-editor, *Textile Trades, Consumer Cultures, and the Material Worlds of the Indian Ocean: An Ocean of Cloth*. Palgrave Macmillan with Fee, S; Campbell, G Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 6**Distinctions:** IU Trustees Teaching Award (2012); Office of the VP for International Affairs, Language Learning Grant (2014); Mellon Innovating International Research, Teaching and Collaboration Award

(2015); FLAD/Luso-Development Foundation Short-Term Research Grant (2016)

Michelle R. Moyd**Time Dedicated to Islamic Studies: 50%****Title/Department:** Associate Professor, Department of History; Associate Director, Center for Research on Race and Ethnicity in Society; (tenured)**Education:** PhD, Cornell Univ., 2008; MA, Cornell Univ., 2003; BA, Princeton Univ., 1990**Academic Experience:** 2014-Present, Associate Professor of History, IU; 2008-2014, Assistant Professor of History, IU; 2012-13, Resident Fellow, International Research Center: Work and Human Lifecycle in Global History, Humboldt University**Overseas Experience:** Humboldt University, University of Heidelberg; University of Basel**Language Proficiency:** German 4, Swahili 3**Number of Area Studies Courses Taught:** 5 (African History: Colonial Rule and Independence; War and Peace in 20th Century Africa; African Military History)**Research/Teaching Specialization:** History of German East Africa; German colonial history, the history of racial thought in Europe, Africa, and the United States; Militaries and labor**Number of Recent Publications:** 5 (2017, Sole author, "Gender and Violence." In *Gender and the Great War*. Oxford University Press with Grayzel, SR; Proctor, TM Eds.; 2017, Sole author, "Resistance and Rebellions (Africa)." In *1914-1918-online. International Encyclopedia of the First World War*. Freie Universität Berlin with Daniel, U; Gatrell, P; Janz, O; Jones, H; Keene, J; Kramer, A; Nasson, B Eds.; 2016, Sole author, "Centring a Sideshow: Local Experiences of the First World War in Africa." *First World War Studies* 7(2))**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** IU Libraries Primary Source Immersion Grant (2017); IU Libraries Instructional Development Grant (2016); Institute for Advanced Study Individual Research Award (2016)

Language Competence:

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Informatics, Computing, and Engineering, School of

Hamid R. Ekbia**Time Dedicated to Islamic Studies: 25%****Title/Department:** Professor, Department of International Studies; Professor, School of Informatics, Computing, and Engineering; (tenured)**Education:** Ph.D., Indiana Univ., 2003; M.S., UCLA, 1979**Academic Experience:** 2016-Present, Professor of International Studies, IU; 2007-16, Associate Professor, Informatics, IU; 2003-2006, Assistant Professor, Computer Science, University of Redlands**Overseas Experience:** Australia (invited talk), Austria (3 month, senior fellow), Germany (2 months, invited talks and workshops), Russia (invited panel), Denmark (3 month, visiting professor), Czech Republic (keynote talks), Italy, Japan, UK**Language Proficiency:** Persian 5, German 3**Number of Area Studies Courses Taught:** 2 (Drone Warfare; Technology and Development)**Research/Teaching Specialization:** The legal, political, and cultural, and economic aspects of drone warfare; The relationship between modern technology and socio-economic development**Number of Recent Publications:** 3 (2017, Sole author, "The Political Economy of Drone Warfare." In *Handbook of Cyber-Development, Cyber-Democracy and Cyber-Defense*. Springer with Campbell, DFJ; Efthymiopoulos, MP Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** Provost Teaching Award; Senior Fellow, IFK Internationales Forschungszentrum, Kulturwissenschaften an der Kunstuniversität Linz, Vienna, Austria; Visiting Professor, Otto Monsted Fellow, Copenhagen Business School, Denmark

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International Studies, Department of	
Hussein Banai	Time Dedicated to Islamic Studies: 50%
Title/Department: Assistant Professor, International Studies; (tenure track)	
Education: PhD, Brown Univ., 2012; MSc, London School of Economics and Political Science, 2005; BA, York Univ., 2003	
Academic Experience: 2016-present, Assistant Professor, IU; 2012-15, Assistant Professor, Occidental College; 2011-12, Visiting Professor, Brown Univ.; 2008-present, Research Affiliate, MIT	
Overseas Experience: United Kingdom (2015, 1 month)	
Language Proficiency: Persian 5, Arabic 2	
Number of Area Studies Courses Taught: 9 (Middle East Politics; Modern Iran; Democracy and Global Politics)	
Research/Teaching Specialization: International and comparative political thoughts; diplomatic history and practice; US-Iran relations; intellectual history; modern liberalism; democratic theory; modern Iranian politics; international law	
Number of Recent Publications: 3 (Sole author, <i>Hidden Liberalism: Progress and Prudence in Modern Iran</i> . [Forthcoming]; 2016, Sole author, "Political Legitimacy, Contingency, and Rights in the Middle East and North Africa." In <i>The Routledge Handbook of Human Rights in the Middle East</i> . Routledge with Chase, AT Ed.; 2018, Sole author, "International and Regional Responses to ISIS." In <i>The Future of ISIS: Regional and International Implications</i> . Brookings Institution Press, with Ganguly S; Istrabadi F, Eds. [in press])	
Dissertations and/or Theses Supervised over Past Five Years: 3	
Distinctions: Global Ethics Fellow, Carnegie Council for Ethics in International Affairs	

Andrew M. Bell	Time Dedicated to Islamic Studies: 40%
Title/Department: Assistant Professor, Department of International Studies; (tenure track)	
Education: PhD, Duke Univ., 2015; MA, Duke Univ., 2012; MTS, Duke Divinity School, 2008; JD, MA, Univ. of Virginia School of Law and Graduate School, 2001; AB, Duke Univ., 1998	
Academic Experience: 2017-Present, Asst. Prof., International Studies, IU; 2016-17, Postdoctoral Research Fellow Law and Policy, International Committee of the Red Cross; 2016-17, Research Fellow, US Naval Academy; 2016-17, Visiting Scholar Security and Conflict Studies, The George Washington U.	
Overseas Experience: Australia (2017, 1 week), Philippines (2016, 2 weeks), Germany (2005-2012, 2 months/year), Uganda (2010, 2012, 1 month), Malawi (2008, 2 months), Russia (2010, 2 months), Japan (2002-2005), Iraq (2004, 3 months), Afghanistan (2008-2009, 6 months)	
Language Proficiency: Russian 2, French 1	
Number of Area Studies Courses Taught: 3 (Violence Against Civilians in War: Causes and Consequences; Challenges of Modern Conflict)	
Research/Teaching Specialization: The role of norms and law in influencing conflict behavior, particularly regarding conduct toward civilians; International Security; Law of armed conflict; Humanitarian intervention; Military culture; Ethics in war	
Number of Recent Publications: 3 (2016, Sole author, "Military Culture and Restraint toward Civilians in War: Examining the Ugandan Civil Wars." <i>Security Studies</i> 25(3); 2014, Sole author, "Leashing the 'Dogs of War': Examining the Effects of LOAC Training at the U.S. Military Academy and in Army ROTC." <i>New Voices in International Law: Empirical Perspectives on International Law</i> 108; 2013, Sole author, "Using Force against the Weapons of the Weak: Examining a Chemical-Biological Weapons Usage Criterion for Unilateral Humanitarian Intervention under the Responsibility to Protect." <i>Cardozo Journal of International and Comparative Law</i> 22)	
Dissertations and/or Theses Supervised over Past Five Years: 0	
Distinctions: Post-doctoral Fellow, Roots of Restraint in War Study (co-PI), International Committee of the Red Cross; Bradley Foundation Fellow; E. Bayard Halsted Fellow, Duke University; FLAS, Russian	

Language Competence:

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Emma L. Gilligan**Time Dedicated to Islamic Studies: 50%****Title/Department:** Associate Professor, International Studies; (tenured)**Education:** PhD, Univ. of Melbourne, 2003; BA, Univ. of Melbourne, 1996**Academic Experience:** 2015-Present, Associate Professor, IU; 2006-15, Assistant and Assoc. Prof., Univ. of Connecticut; 2003-06, Postdoctoral Fellow, Dept. of History, University of Chicago.**Overseas Experience:** Russia (research, 1993-2016 different lengths of time), Georgia (2017,2018: 2 months research 8), Austria (2014 teaching and research) , Britain (2010, research), Australia (2014 teaching), Norway (2016,2018 research)**Language Proficiency:** Russian 4**Number of Area Studies Courses Taught:** 2 (Human Rights and International Law; Genocide After WWII)**Research/Teaching Specialization:** Combining history, political science and law to demonstrate the impact of human rights movements, humanitarian and human rights law and international organizations on human rights reform in a transitional democracy.**Number of Recent Publications:** 5 (2016, Sole author, "Propaganda and the Question of Criminal Intent: the Semantics of the Zachistka." *Europe-Asia Studies* 68(6); 2016, Sole author, "Smart Sanctions against Russia: Human Rights, Magnitsky and the Ukrainian Crisis." *Demokratizatsiya: The Journal of Post-Soviet Democratization* 24(2); 2015, Sole author, "The Costs of Peace in Chechnya." *Current History* 114(774))**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** Institute for the Study of Genocide 2012 Best Book Award; University of Connecticut Humanities Fellowship**Clémence Pinaud****Time Dedicated to Islamic Studies: 40%****Title/Department:** Assistant Professor of International Studies, Indiana University; (tenure track)**Education:** PhD, Sorbonne-Paris 1 University, 2013; MA, Sciences Po (Institute of Political Studies), 2008; BA, Sciences Po (Institute of Political Studies), 2004**Academic Experience:** 2016-Present, Assistant Professor of International Studies, IU; 2015-16, Humanitarian Affairs Officer, Doctors without Borders, Juba, South Sudan (MSF Holland); 2012-Present, Regional Coordinator and Country Expert for the Sudan and South Sudan, V-Dem, Worldwide Research Project Measuring Varieties of Democracy**Overseas Experience:** South Sudan and Africa**Language Proficiency:** French 5, German 3, Amharic 1, Swahili 1, Chinese 1, Arabic 1**Number of Area Studies Courses Taught:** 1 (Advanced Topics in Peace and Conflict)**Research/Teaching Specialization:** The history of the relationship between women, civilians at large, and the armed groups in South Sudan's second and third civil wars**Number of Recent Publications:** 5 (2016, Sole author, "Military Kinship, Inc.: Patronage, inter-ethnic marriages and social classes in South Sudan." *Review of African Political Economy* 43; 2015, ""We are trained to be married!" Elite formation and ideology in the Sudan People's Liberation Army's "Girls' battalion" Ketiba Banat." *Journal of Eastern African Studies* 9(3); 2014, Sole author, "South Sudan: Civil War, Predation and the Making of a Military Aristocracy." *African Affairs* 113(451))**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** None

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Law, Maurer School of

David P. Fidler**Time Dedicated to Islamic Studies: 25%****Title/Department:** James Louis Calamaras Professor of Law, Maurer School of Law; (tenured)**Education:** BCL, Univ. of Oxford, 1991; JD, Harvard Law School, 1991; MPhil, Univ. of Oxford, 1988; BA, Univ. of Kansas, 1986**Academic Experience:** 2007-Present, James Louis Calamaras Professor of Law, IU; 2001-07, Professor of Law, IU; 1995-2001, Associate Professor of Law, IU**Overseas Experience:** England, Poland, Germany, Indonesia, India, Palestine, Dominican Republic**Language Proficiency:** German 1, French 1**Number of Area Studies Courses Taught:** 8 (Int. Law; National and Homeland Security Law; Cybersecurity Law and Policy: Crime, Terrorism, Espionage, and War in Cyberspace)**Research/Teaching Specialization:** Counterinsurgency and rule of law operations; Global health law; Intl. trade law; Intl. criminal law; Intl. business transactions; Intl. environmental law**Number of Recent Publications:** 4 (2017, Sole author, "President Trump, Trade Policy, and American Grand Strategy: From Common Advantage to Collective Carnage." *Asian Journal of WTO & International Health Law and Policy* 12(1); 2017, Sole author, "The U.S. Election Hacks, Cybersecurity, and International Law." *American Society of International Law* 110; 2017, Co-author with Marcano, AJ "Venezuela: The Passion and Politics of Baseball." In *Baseball Beyond Our Borders: An International Pastime*. University of Nebraska Press with Gmelch, G; Nathan, DA Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 2**Distinctions:** IU Trustees Teaching Award, 2012; Named an Assoc. Fellow with the Centre on Global Health Security at Royal Institute of Intl. Affairs (Chatham House), London, UK, 2010; Appointed by the Director-General of the WHO as a member of the IHR Roster of Experts, 2007- 2011**Feisal Amin Rasoul al-Istrabadi****Time Dedicated to Islamic Studies: 50%****Title/Department:** Professor of Practice, Maurer School of Law; Director, Center for the Study of the Middle East; (non-tenure track)**Education:** SJD, Northwestern U., 2009; JD, IU, 1988; LLM, Northwestern U., 2005; BA, IU, 1986**Academic Experience:** 2007-Present, Professor Practice, Maurer School of Law, Indiana University; 2004-2007, Ambassador Extraordinary and Plenipotentiary, Deputy Permanent Rep. of Iraq to the UN**Overseas Experience:** Iraq, Jordan, United Arab Emirates, Kuwait, UK, extensive travel in Europe**Language Proficiency:** Arabic 4, German 3, French 1, Turkish 1, Hebrew 1**Number of Area Studies Courses Taught:** 6 (Constitutionalism in the Middle East; Feminist Readings of Islamic Legal Texts; Transitional Justice in Iraq)**Research/Teaching Specialization:** The emergence of the rule of law and establishment of legal institutions in transitional processes, focusing on Iraq and the Middle East**Number of Recent Publications:** 4 (2018, Co-editor, *The Future of ISIS: Regional and International Implications*. Brookings Institution Press with Ganguly, S Ed.; Sole author, *The Iraqi Supreme Criminal Tribunal: National and International Dimensions*. Cambridge University Press [forthcoming]; 2016, Sole author, "Sectarian Visions of the Iraqi State: Irreconcilable Differences?" In *Social Difference and Constitutionalism in Pan-Asia*. Cambridge University Press, with Williams SH, Ed.)**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** Senior Fellow for Legal Reform and Dev. in the Arab World, the Intl. Human Rights Law Inst. DePaul Univ., 2003-Present; Deputy Permanent Rep. of Iraq to the UN, 2004-10; Chairman, Iraqi Mission Security Council Resolutions Comm., 2006-10; Principal legal drafter, Law of Administration of the State of Iraq for the Transitional Period, principal author, Bill of Fundamental Rights, 2003-2004

Language Competence:

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Libraries	
Wookjin Cheun	Time Dedicated to Islamic Studies: 25%
Title/Department: Librarian, Slavic and East European Studies, Indiana University Libraries; (tenured)	
Education: PhD, Indiana University, 2002; MLS, Indiana University, 1993; MA, Indiana University, 1993; BA, Dankook University, 1981	
Academic Experience: 2006-Present, Slavic and East European Studies Librarian, Indiana University Libraries	
Overseas Experience: Research: Moscow, Vladivostok, Russia: May-July 1995 Khabarovsk, Moscow, Vladivostok, Russia: July 1996 – May 1997; Acquisitions trip to Russia (Moscow, St. Petersburg, Warsaw, Prague), July 12-August 1, 2009	
Language Proficiency: Korean 5, Russian 4, Polish 1, Ukrainian 1, Japanese 1	
Number of Area Studies Courses Taught: 1 (Slavic Bibliography)	
Research and Teaching Specialization: National minorities of Russia and Eastern Europe; Siberia; and the history of bibliographies and publishing of Russia and Eastern Europe	
Number of Recent Publications: 1 (2016, Co-author with Frank-Wilson, M; González, LA; Khabibullaev, A; Liu, W-L; Farrell, KS, "Stepping into e-Learning: An Area and International Studies Librarianship Course Goes Online at Indiana University." IFLA WLIC 2016 – Columbus, OH – Connections. Collaboration. Community)	
Distinctions: Member of the Committee on Library and Information Resources Association for Slavic, East European, and Eurasian Studies (CLIR ASEES), chair for their collection development subcommittee, and frequently presents at the ASEES Annual Convention	
Mireille Djenno	Time Dedicated to Islamic Studies: 25%
Title/Department: Assistant Librarian, African Studies Librarian, Indiana University Libraries; (tenure track)	
Education: MA, University of Wisconsin-Madison, 2005; MA, University of Wisconsin-Madison, 2005, BA, University of Wisconsin-Stevens Point, 1996	
Academic Experience: 2016-Present, African Studies Librarian, Indiana University Libraries; 2014-2016, Librarian for African, African American and Diaspora Studies, University of North Carolina at Chapel Hill; 2010-2014, Assistant Reference Librarian and Assistant Professor, University of Illinois at Chicago	
Overseas Experience: Dakar, Senegal	
Language Proficiency: French 5, Spanish 4, Italian 3, Akan (Twi) 2, Portuguese 1, German 1	
Number of Area Studies Courses Taught: 1 (Research Methods in African Studies)	
Research and Teaching Specialization: Collection development; bibliography and information literacy	
Number of Recent Publications: 3 (2017, Co-author with Mulliken, A, "Faculty Visions for Teaching Web Accessibility within LIS Curricula in the United States: A Qualitative Study." <i>The Library Quarterly</i> 87(1); 2015, Co-author with Insua, GM; Pho, A, "From Paper to Pixels: Using Google Forms for Collaboration and Assessment." <i>Library Hi Tech News</i> 32(4); 2014, Co-author with Insua, G; Gregory, GM; Brantley, JS, "Discovering Usability: Comparing Two Discovery Systems at One Academic Library." <i>Journal of Web Librarianship</i> 8(3))	
Distinctions: 2008, Drake University Faculty Developmental Funds Award; 2007, ALA Emerging Leaders Program; 2006, Institute for Information Literacy (IIL) Executive Committee Scholarship	

Language Competence:

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Karen Farrell**Time Dedicated to Islamic Studies:** 25%**Title/Department:** Head of Area Studies, Librarian, South Asian and Southeast Asian Studies, Indiana University Libraries; (tenure track)**Education:** MLS, Wayne State University, 2013; MA, University of Pennsylvania, 2005; BA, Kalamazoo College, 1998**Academic Experience:** 2014-Present, Head of Area Studies Department and Librarian for South Asian and Southeast Asian Studies, Indiana University Libraries; 2013, Online Content Intern, Wayne State University; 2012-2013 Social Media Marketing Graduate Assistant, Wayne State University; 2007-2009, Assistant Director, Huntington Learning Center, King of Prussia, Penn.; 2006-2007, Annotator, Linguistics Data Consortium, University of Pennsylvania**Language Proficiency:** Sanskrit 4, Tamil 2, Spanish 2**Number of Area Studies Courses Taught:** None**Research and Teaching Specialization:** South Asian studies, Women's studies, Area studies librarianship**Number of Recent Publications:** 4 (2018, Co-author with Venlet, J; Kim, T; O'Dell, AJ; Dooley, J, "Descriptive Metadata for Web Archiving: Literature Review of User Needs." OCLC Research, doi:10.25333/C33P7Z; 2017, Co-author with Dooley, JM; Kim, T; Venlet, J, "Developing Web Archiving Metadata Best Practices to Meet User Needs." *Journal of Western Archives* 8(2); 2016, Co-editor, *Heading East: Security, Trade, and Environment Between India and Southeast Asia*. Oxford University Press, with Ganguly, S Ed.)**Distinctions:** FLAS Fellowship, 2002-2003, 2004-2005, Summer 2005; AsiaNetwork Freeman Foundation Fellowship, 1998; Anthropology Award, Kalamazoo College, 1998.**Charmaine Henriques****Time Dedicated to Islamic Studies:** 25%**Title/Department:** International Studies Librarian, Herman B Wells Library, Area Studies Department; (tenure track)**Education:** MLS, Southern Connecticut State Univ., 1998; MA, Central Connecticut State Univ., 1997; BA, Saint Joseph College, 1993**Work Experience:** 2017-Present, International Studies Librarian, Indiana Univ.; 2016-2017, Liaison and Subject Specialist, Northwestern Univ.; 2004-2009, Selector for Iberian and Latin American Literature, Northwestern Univ.; 2002-2004, Government Information Librarian, Northwestern Univ.; 1998-2002, U.S. Federal Documents Bibliographic Control Librarian, Univ. of Iowa Libraries**Overseas Experience:** n/a**Language Proficiency:** Spanish 3**Percentage of Time Dedicated to Islamic Studies:** 25%**Research/Professional Specialization:** Iberia and Latin America**Number of Recent Publications:** 0**Distinctions:** None

Language Competence:

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Linguistics, Department of

Samuel G. Obeng**Time Dedicated to Islamic Studies: 40%****Title/Department:** Professor, Department of Linguistics; (tenured)**Education:** PhD, Univ. of York, 1988; BA, Univ. of Ghana, 1981**Academic Experience:** 2006-Present, Professor of Linguistics, Indiana Univ.; 2000-2006, Associate Professor of Linguistics, Indiana Univ.; 1994-2000, Assistant Professor of Linguistics, Indiana Univ.**Overseas Experience:** Native of Ghana with extensive fieldwork in Ghana**Language Proficiency:** Akan 5, Dangme 4, Swahili 4, French 2, Arabic 1**Number of Area Studies Courses Taught:** 2 (Language and Religion; Language in Contemporary African Politics and Law)**Research/Teaching Specialization:** Political Discourse of the Languages of Africa**Number of Recent Publications:** 4 (2014, Co-author with Youssefagha, AH; Jayawardene, W, *Contemporary Issues in Public Health in Africa and the Middle East*. Nova Science Publishers; 2013, Co-author with Green, CR; Anderson, JC, "Interacting tonal processes in Susu." *Mandenkan* 50; Sole author, *Conflict Resolution in Africa: Language, Law, and Politeness in Ghanaian (Akan) Jurisprudence*. Carolina Academic Press [Forthcoming])**Dissertations and/or Theses Supervised over Past Five Years:** 15**Distinctions:** Distinguished Hon. Member of the African Language Research Proj. at the Univ. of Maryland Eastern Shore; Visiting Res. Fellow at the James S. Coleman African Studies Ctr., UCLA; Coll. Res. and Creative Activity Award, IU; Trustees Teaching Award, IU; Teaching Excellence Recognition Award, IU; Consulting Evaluator of the Mich. State University's Summer FLAS.; Consulting Evaluator of the Univ. of Pittsburgh's African Studies Program and USIFIL Grant Program

Language Competence:

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The Media School

Elaine Monaghan**Time Dedicated to Islamic Studies: 25%****Title/Department:** Professor of Practice, The Media School; (non-tenure track)**Education:** MA, University of Glasglow, 1993**Academic Experience:** 2014-Present, Professor of Practice, The Media School, Indiana University**Overseas Experience:** State Department work 9/11; Pakistan; East Asia; Saudi Arabia**Language Proficiency:** German 4, Russian 4, French 4, Polish 2**Number of Area Studies Courses Taught:** 2 (Covering the Irish Republic and Northern Ireland; Media as Social Institutions)**Research/Teaching Specialization:** Journalism Practice; Foreign Correspondence; Media ethics; Strategic communication; Crisis communication; Representations of Religion; Belarus; Northern Ireland Peace Process; Russia; Scottish Independence Movement**Number of Recent Publications:** None**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** 1993 Distinction in spoken German, Master's program, University of Glasgow - fully funded for five-year PhD program; 1989 Russo-Scottish Society Prize, University of Glasgow; 1988 Certificate of distinction, French Language and Literature; 2016-18 American Council of Learned Societies, Luce/ACLS Program in Religion, Journalism & International Affairs grant.

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Near Eastern Languages and Cultures, Department of

Iman Alramadan**Time Dedicated to Islamic Studies: 40%****Title/Department:** Lecturer of Arabic, Near Eastern Languages and Cultures; (non-tenure track)**Education:** PhD, Université Jean Moulin, Lyon 3, 2007; MA, University of Aleppo, Syria, 1998; Post-graduate Diploma, University of Aleppo, Syria, 1993; BA, University of Aleppo, Syria, 1991**Academic Experience:** 2015-Present, Lecturer of Arabic, IU; 2013-2015, Visiting Lecturer in Arabic Language, Univ. of Florida; 2010-2011, Practicing Professor of Linguistics, Al-Baath Univ., Homs, Syria**Overseas Experience:** None**Pedagogy Training for Language:** PhD, linguistics**Language Proficiency:** Arabic 5, Syrian Arabic 5, French 5**Number of Area Studies Courses Taught:** 1 (Arabic Cinema)**Research/Teaching Specialization:** Teaching specialist in Arabic as a foreign language. Dr. Alramadan is versed in Arabic grammar and morphology as well as Arabic literature. Teaching research interest is in using technology with instruction**Number of Recent Publications:** 1 (2014, Sole author, *Le Lexique Technique de la Médecine Arabe*. Press Académiques Francophones)**Distinctions:** 2016 IU Trustee Teaching Award**Daniel Caner****Time Dedicated to Islamic Studies: 25%****Title/Department:** Associate Professor, NELC (tenured)**Education:** PhD, UC Berkeley, 1998; MA, UC Berkeley, 1992**Academic Experience:** 2016-present, associate professor, IU**Overseas Experience:** Ancient Greece (especially Athens), Imperium Romanum, Byzantine Empire (Roman Empire of the East); Axum**Language Proficiency:** Attic Greek 1, Latin (Golden Age) 1, Syriac 1**Number of Area Studies Courses Taught:** 3 (MacroHistory (Origins of the World to Present); Byzantine History; Near East before Islam)**Research/Teaching Specialization:** Late Roman government and politics; Late Antique Social and Cultural History; Comparative Church Administration; Martyrdom; Monasticism; Ancient Philanthropy**Number of Recent Publications:** 2 (2013, Sole author, "From the Pillar to the Prison: Penitential Spectacles in Early Byzantine Monasticism." In *Ascetic Culture: Essays in Honor of Philip Rousseau*. Notre Dame University Press with Leyerle, B; Young, RD; 2013, Sole author, "Alms, Blessings, Offerings: The Repertoire of Christian Gifts in Early Byzantine Hagiography." In *The Gift in Antiquity*. Wiley-Blackwell with Satlow, ML Ed.)**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** National Endowment for the Humanities Fellow

Language Competence:

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Zaineb S. Istrabadi**Time Dedicated to Islamic Studies: 50%****Title/Department:** Senior Lecturer, Department of Near Eastern Languages and Cultures; (non-tenure track)**Education:** PhD, Indiana Univ., 1988; MA, Indiana Univ., 1978; BA, Indiana Univ., 1976**Academic Experience:** 2011-Present, Senior Lecturer, Department of NELC, Indiana Univ.; 2001-11, Lecturer, Department of NELC, Indiana Univ.; 2004-07, Director, Arabic Language Instruction, Indiana Univ.; 2011-Present, Arabic Language Consultant, Alef-Baa' Bridges Program**Overseas Experience:** Research and work in Iraq, Syria, and Egypt**Pedagogy Training for Language:** Attended several Language Pedagogy for LCTL workshops**Language Proficiency:** Arabic 5, French 4, Turkish 2, Hebrew 2, Afrikaans 2**Number of Area Studies Courses Taught:** 3 (Issues in Middle Eastern Literature; Arabic Literature: Classical to Modern Literature (in Arabic); Classical Prose Literature (in Arabic))**Research/Teaching Specialization:** Outreach to K-12 students for the teaching of Arabic; Arabic Instruction**Number of Recent Publications:** None**Distinctions:** Recognition Award for Dedication to the Middle Eastern Arts Festival and Outreach, IU NELC, 2006; Student Choice Awards for Outstanding Faculty, IU, 2005; Faculty Mentor Award, IU NELC, 2003-2004**Aziza Khazzoom****Time Dedicated to Islamic Studies: 25%****Title/Department:** Associate Professor, Department of Near Eastern Languages and Cultures; DUS, IU NELC; (tenured)**Education:** PhD, Univ. of California, Berkeley, 1999; MA, Univ. of California, Berkeley, 1992; BA, Wellesley College, 1986**Academic Experience:** 2012-Present, Associate Professor, Indiana Univ.; 2005-2012, Senior Lecturer, Hebrew Univ.; 2000-2006, Assistant Professor, Univ. of California, Los Angeles; 1998-2000, Postdoctoral Fellow, Tel Aviv Univ.; 1999-1999, Postdoctoral Fellow, Van Leer Institute**Overseas Experience:** Jerusalem and Tel Aviv, Israel; Montreal, Quebec**Language Proficiency:** Hebrew 4, English 4, German 2**Number of Area Studies Courses Taught:** 4 (Israeli inequality in perspective; Gender and Difference in Israel; Multiple voices of Israeli society)**Research/Teaching Specialization:** Israel; Social stratification; Race/ethnicity; Gender**Number of Recent Publications:** 3 (2018, Sole author, "Limited Cosmopolitanism: A comparison of talk about Arabs by Iraqi and Polish women who immigrated to Israel in the 1950s." *Israel Studies* 23(2); 2014, Sole author, "Jews in Israel: Effects of categorization practice on research findings and research frames." In *The Social Scientific Study of Jewry: Sources, Approaches, Debates*. Oxford University Press with Rebhun, U Ed.; 2014, Sole author, "De-urbanization and the new Jew: The kibbutz in immigration narratives of bourgeois Iraqi and Polish Jews who immigrated to Israel in the 1950s." *Israel Studies* 19(2))**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** UCLA Career Development Award; Hebrew University: Fleg Fellowship; Hebrew University: Scholion Institute grant for group research; Schusterman grant for Israeli scholars to teach Israeli society in the US. Granting institution: UC Davis; Israeli Science Foundation grant

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Nader Morkus**Time Dedicated to Islamic Studies: 40%****Title/Department:** Assistant Professor, Department of NELC; Director of the Arabic Language Program, Department of NELC; (tenure track)**Education:** PhD, Univ. of South Florida, 2009; MA, Univ. of Northern Iowa, 2001; BA, Alexandria Univ., 1995**Academic Experience:** 2012-Present, Assistant Professor, Indiana University; 2013, Instructor of Arabic, Middlebury College**Overseas Experience:** 2014: Ifrane, Morocco AL-Alkawayn University project; Alexandria, Egypt Arab Academy for Science and Technology project; Amman, Jordan Arabic CIEE program evaluation; 2016 and 2017: Overseas Arabic Flagship Program at AALIM instructor training Pedagogy Training for Language: PhD, Second Language Acquisition and Instructional Technology Language Proficiency: Arabic 5, French 3**Number of Area International Language Studies Courses Taught & List:** 5 (Contemporary Arab Cinema; Topics in Contemporary Arab Culture; Egyptian Colloquial Arabic)**Research/Training Specialization:** Conduct research and teach classes on second language acquisition and language pedagogy**Number of Recent & Selected Publications:** 3 (2017; Sole author, *The Speech Act of Correction in Egyptian Arabic and American English*. Lambert Academic Publishing; 2014, Sole author, "Refusals in Egyptian Arabic and American English." *Journal of Pragmatics* 70; Sole author, "'You're wrong!' How Egyptians and Americans correct others in everyday conversations: A cross-cultural investigation," *Journal of the National Council of Less Commonly Taught Languages* [in press])**Dissertations and/or Theses Supervised over Past Five Years:** 6**Distinctions:** Co-PI, Department of Defense, Arabic Flagship Grant; Mellon Innovating International Research, Teaching, and Collaboration (MIIRT) Grant - Joint award with Prof. Asma Afsaruddin

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Political Science, Department of	
Sumit Ganguly	Time Dedicated to Islamic Studies: 25%
Title/Department: Rabindranath Tagore Chair in Indian Cultures and Civilizations and Professor of Political Science, Department of Political Science; (tenured)	
Education: PhD, U. of IL at Urbana Champaign, 1984; MA, Miami U., 1978; BA, Berea College, 1977	
Academic Experience: 2003-Present, Rabindranath Tagore Chair in Indian Cultures/Civilizations and Prof. of Political Science, IU; 2017-18, Visiting Prof., Strategic Studies Inst., US Army War College; 2013-17, Director, Center on American and Global Security, IU; 2011-Present, Adjunct Prof., SPEA, IU	
Overseas Experience: None	
Language Proficiency: Bengali 4, Hindi 4, Urdu 3, French 1	
Number of Area Studies Courses Taught: 6 (Comparative Politics (South Asia, Southeast Asia); Ethnopolitics; Regional Security)	
Research/Teaching Specialization: Security; ethnic conflict; democratization; foreign policy; and international politics	
Number of Recent Publications: 4 (2017, Co-author with Thompson, WR, <i>Ascending India and Its State Capacity: Extraction, Violence, and Legitimacy</i> . Yale University Press; 2016, Co-editor, <i>Heading East: Security, Trade and Environment between India and Southeast Asia</i> . Oxford University Press; 2016, Sole author, <i>Deadly Impasse: Indo-Pakistani Relations at the Dawn of a New Century</i> . Cambridge University Press; 2016, Editor, <i>Engaging the World: India's Foreign Policy Since 1947</i> . Oxford University Press)	
Dissertations and/or Theses Supervised over Past Five Years: 10	
Distinctions: Recipient, von Humboldt Research Fellowship, 2018-19; Fellow, American Academy of Arts and Sciences, Cambridge, 2017; J. David Singer Award (with Karen Rasler and William R. Thompson), Midwest Section, Intl. Studies Association, for How Rivalries End, 2015; Distinguished Alumnus Award, Berea College, Berea, Kentucky, June 2014	

Michael D. McGinnis	Time Dedicated to Islamic Studies: 25%
Title/Department: Associate Dean for Social & Historical Sciences and Graduate Education, College of Arts and Sciences; Professor, Department of Political Science; (tenured)	
Education: PhD, U. of Minneapolis, 1985; BS, Ohio State U., 1980; Assoc., ITT Technical Inst., 1976	
Academic Experience: 2003-Present, Professor of Political Science, IU; 2010-Present, Adjunct Professor of Governance and Management, SPEA, IU; 2016-Present, Adjunct Professor, Intl. Studies, SGIS, IU	
Overseas Experience: China, Sub-Saharan Africa, Europe	
Language Proficiency: n/a	
Number of Area Studies Courses Taught: 9 (Religion, Politics and Public Policy; Nations, States, and Boundaries; Senior Seminars: International Negotiations, Nuclear Games, International Order)	
Research/Teaching Specialization: Institutional analysis; Public policy related to humanitarian relief, development assistance, peace-building, and reconciliation in troubled regions of the world	
Number of Recent Publications: 3 (2018, Co-editor, "Vol. 4: Policy Applications and Extensions." In <i>Elinor Ostrom and the Bloomington School of Political Economy (4 volume compendium)</i> . Lexington Books, with Cole, D Ed.; 2017, Co-author with Hendryx, M; Guerra-Reyes, L; Holland, BD; Meanwell, E; Middlestadt, SE; Yoder, KM, "A county-level cross-sectional analysis of positive deviance to assess multiple population health outcomes in Indiana." <i>BMJ Journal</i> 7(10); Sole author, "Connecting Commons to the IAD Framework." In <i>Handbook of the Commons</i> . Routledge with Hudson, B Ed.) [Forthcoming]	
Dissertations and/or Theses Supervised over Past Five Years: 15	
Distinctions: 2013 Senior Research Fellow designation in the Ostrom Workshop (previously known as Vincent and Elinor Ostrom Workshop in Political Theory and Policy Analysis); 2004 Gastwissenschaftler (Visiting Scholar), Division of Resource Economics, Humboldt University, Berlin	

Language Competence:

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Public Health, School of

Cecilia S. Obeng**Time Dedicated to Islamic Studies: 40%****Title/Department:** Associate Professor of Applied Health Science, School of Public Health; (tenured)**Education:** PhD, Indiana Univ., 2002; MA, Indiana Univ., 1999; BA, Univ. of Ghana, 1994**Academic Experience:** 2010-Present, Associate Professor of Applied Health Science, IU; 2004-2010, Assistant Professor of Applied Health Science, IU**Overseas Experience:** Native of Ghana, field work in Ghana 12 months since 2001**Language Proficiency:** Akan 5**Number of Area Studies Courses Taught:** 3 (Healthy Children: Breastfeeding Promotion in Global Communities; Folklore in Education: Multicultural Issues; Africa in the 20th Century)**Research/Teaching Specialization:** Culture, Care, and Child Health in Muslim West Africa**Number of Recent Publications:** 3 (2016, Co-author with Weinstein, M; Hauser, J, "Teacher's Strategies in Implementing Health Education Activities in Early Years Classrooms in Cape Coast (Ghana)." *Journal of Ethnographic and Qualitative Research* 10(4); 2016, Co-author with Obeng SG, "Gender, Power and Sexuality in Akan (Ghana) Epigrams." *Issues in Intercultural Communication* 4(2))**Dissertations and/or Theses Supervised over Past Five Years:** 5**Distinctions:** 2010 Distinguished Mentor Award: African Student's Association; 2008: Emerald Literati Network Outstanding Paper Award for the paper: "Culture and Dental Health among African Immigrant School-Aged children in the United States" *Health Education*, 34, 343-349; 2007 Distinguished Service Award: African Student's Association

Language Competence:

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Public and Environmental Affairs, School of

Rajendra M. Abhyankar**Time Dedicated to Islamic Studies: 50%****Title/Department:** Professor of Practice of Diplomacy and Public Affairs, SPEA; (non-tenure track)**Education:** MA, Univ. of Delhi, 1966; BA, Univ. of Delhi, 1964**Academic Experience:** 2014-Present, Professor of Practice, SPEA, IU; 2005-11, Director, India Programs/Advisor, The Asia Foundation, San Francisco; 2006-09, President, Hinduja Foundation; 2005-09, Director, Centre for West Asian Studies, Jamia Millia Islamia Central University; 1987-2005, Ambassador of India, Government of India, Ministry of External Affairs**Overseas Experience:** Indian diplomatic missions in US, Europe, Middle East and South Asia with served posts in Baghdad, Damascus, Ankara, Baku and Nicosia**Language Proficiency:** Hindi 5, Marathi 5, French 4, Italian 3, Arabic 2, Turkish 2, Greek 2**Number of Area Studies Courses Taught:** 3 (The Art of Diplomacy; Capstone Course for Graduate Students; The Practice of Diplomacy)**Research/Teaching Specialization:** Intl. relations and diplomacy, its practice and multiple dimensions**Number of Recent Publications:** 4 (2015, Sole author, "Afghanistan after the 2014 U.S. Drawdown: The Transformation of India's Policy." *Asian Survey* 55(2); 2014, Co-author with Paranjpe, S, *Sri Lanka-India: Future Imperfect*. GB Books; 2013, Sole author, *Stuff Happens: An Anecdotal Insight into Indian Diplomacy*. Hindustan Publishing Corporation)**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** Indian diplomatic service spanning 37 years: Ambassador to Syria, Turkey, Azerbaijan, Belgium, European Union, Luxembourg and European Union; Secretary, Ministry of External Affairs, Government of India; Director and Prof., Ctr. for West Asian Studies, Jamia Millia Islamia, New Delhi**Osita Afoaku****Time Dedicated to Islamic Studies: 50%****Title/Department:** Clinical Professor, School of Public and Environmental Affairs; (non-tenure track)**Education:** PhD, Washington State Univ., 1991; MA, Washington State Univ., 1986; BA, Univ. of Ife, Nigeria, 1980**Academic Experience:** 2003-Present, Clinical Professor, SPEA IU; 2003-2009, Director, African Studies Outreach Program, IU; 2000-03, Chair, Department of Africana Studies, Univ. of Northern Colorado; 1999-2001, Associate Professor, Department of Africana Studies, Univ. of Northern Colorado**Overseas Experience:** Native of Nigeria, extensive work in Nigeria, Congo**Language Proficiency:** Igbo 5, French 5**Number of Area Studies Courses Taught:** 5 (African Political Economy; United States Foreign Policy and Third World Regimes; Contemporary Issues in Global Governance)**Research/Teaching Specialization:** Human rights, sustainable development, democratization and state reconstruction in Africa, U.S.-African/Third World relations, and UN Security Council reform**Number of Recent Publications:** 1 (2017, Sole author, "Islamist Terrorism and State Failure in Northern Nigeria." *Africa Today* 63(4))**Dissertations and/or Theses Supervised over Past Five Years:** 1**Distinctions:** President's Distinguished Leadership and Service Award, Association of Third World Studies, 2005; Member, African Studies Outreach Advisory Comm., since 2007; Board of Trustees, Holy Ghost Univ., Afikpo, Ebonyi State, Nigeria; Organizer/co-organizer of more than two dozen professional workshops on African and Intl. Studies; Editorial Advisory Board, Intl. Journal of African Studies

Language Competence:

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Brad R. Fulton**Time Dedicated to Islamic Studies: 25%****Title/Department:** Assistant Professor, School of Public and Environmental Affairs; (tenure track)**Education:** PhD, Duke University, 2015**Academic Experience:** 2015-Present, Assistant Professor, Indiana University**Overseas Experience:** Ethiopia, Nigeria, China, Kyrgyzstan, India, and Mexico**Language Proficiency:** n/a**Number of Area Studies Courses Taught:** 1 (Diversity and Social Inequality)**Research/Teaching Specialization:** Diversity and Social Inequality**Number of Recent Publications:** 5 (2017, Sole author, "Fostering Muslim Civic Engagement through Faith-Based Community Organizing." *Journal on Muslim Philanthropy and Civil Society* 1(1); 2015, Co-author with Wood, RL, *A Shared Future: Faith-Based Organizing for Racial Equity and Ethical Democracy*. University of Chicago Press; 2016, Sole author, "Organizations and Survey Research: Implementing Response Enhancing Strategies and Conducting Nonresponse Analyses." *Sociological Methods & Research* 47(2))**Dissertations and/or Theses Supervised over Past Five Years:** 3**Distinctions:** 2017 Assoc. for Research on Non-profit Orgs. and Voluntary Action, TIBS Section, Felice Perlmutter Best Paper Award; 2016 Society for the Psychological Study of Social Issues, Social Issues Dissertation Award – Finalist; 2016 American Sociological Association, Sociology of Culture, Sec. Clifford Geertz Best Article Award; 2016 Assoc. for Research on Non-profit Organizations and Voluntary Action, Outstanding Book Award; 2015 Nat. Communication Association, Group Communication Division, Dennis Gouran Research Award for an Outstanding Article on Group Comm.**Rafael Reuveny****Time Dedicated to Islamic Studies: 40%****Title/Department:** Professor, School of Public and Environmental Affairs; (tenured)**Education:** PhD, Indiana University, 1997; MBA, Indiana University, 1996; BS, Technion-Israel Institute of Technology, 1978**Academic Experience:** 2007-Present, Professor, Indiana University; 2002-2007, Associate Professor, Indiana University; 1997-2002, Assistant Professor, Indiana University**Overseas Experience:** Research in Israel and Palestine, extensive travel in Egypt**Language Proficiency:** Hebrew 5, Arabic 2**Number of Area Studies Courses Taught:** 3 (International and Comparative Affairs; International Political Economy; International Economics)**Research/Teaching Specialization:** International political economy; Sustainable development; Israeli-Palestinian Conflict; Globalization; International development; Political economy of the Middle East**Number of Recent Publications:** 1 (2013, Co-author with Keshk, OMG, "Reconsidering trade and conflict simultaneity: The risk of emphasizing technique over substance." *Conflict Management and Peace Science* 30(1))**Dissertations and/or Theses Supervised over Past Five Years:** 1**Distinctions:** Award of Excellence in World Society Research, World Society Foundation, Switzerland, 2007; First Round Award, Globalization and World Society Focus Paper Competition, World Society Foundation, Switzerland, 2006; IU Trustees Teaching Award, 2000

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Religious Studies, Department of

Shaul Magid	Time Dedicated to Islamic Studies: 40%
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Title/Department: Professor, Department of Religious Studies; Jay and Jeanie Schottenstein Chair, Jewish Studies in Modern Judaism; (tenured)

Education: PhD, Brandeis University, 1994; MA, Hebrew University, 1991; BA, Goddard College, 1980

Academic Experience: 2004-Present, Professor of Religious Studies, Indiana University; 2017-2018, NEH Senior Research Fellow, The Center for Jewish History; 2010-2014, Director of Graduate Studies, Borns Jewish Studies Program, Indiana University

Overseas Experience: Research in Israel, Egypt, and Europe

Language Proficiency: Hebrew 5, German 4, Arabic 3

Number of Area Studies Courses Taught: 1 (Power, Politics, and Piety: Struggle for the Holy Land)

Research/Teaching Specialization: Mysticism, The Israeli-Palestinian Conflict

Number of Recent Publications: 3 (2017, Sole author, "Defining Christianity and Judaism from the Perspective of Religious Anarchy: Martin Buber on Jesus and the Ba'al Shem Tov." *The Journal of Jewish Thought and Philosophy* 25(1); 2013, Sole author, *American Post-Judaism: Identity and Renewal in a Postethnic Society*. Indiana University Press; 2014, Sole author, *Hasidism Incarnate: Hasidism and the Construction of Modern Judaism*. Stanford University Press)

Dissertations and/or Theses Supervised over Past Five Years: 9

Distinctions: 2015, College Arts and Humanities Institute, IU Research Fellow; Winner, 2009 American Academy of Religion Book Award for Excellence in Religion in the Textual Studies Category

Rebecca J. Manring	Time Dedicated to Islamic Studies: 40%
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Title/Department: Associate Professor, Religious Studies, Religious Studies; Director of Language Instruction, Dhar India Studies Program; (tenured)

Education: PhD, University of Washington, 1995; MA, University of Washington, 1989

Academic Experience: 2012-present, Director of Language Instruction, Dhar India Studies Program; 2007, Associate Professor, IU; 2000-07, Assistant Professor, IU; 1996-2000, Visiting Assistant Professor, IU; 1995, Instructor, Hindi and history, Antioch Buddhist Studies Abroad program

Overseas Experience: India, Bangladesh, UK, Romania

Pedagogy Training for Language: PhD, Asian Languages and Literatures; numerous workshops

Language Proficiency: Sanskrit 4, Bengali 4, Hindi 3, Pali 3, Russian 2, French 3

Number of Area Studies Courses Taught: 3 (Ancient and Classical Literatures of India (in translation);

Bollywood and Beyond: Religion in South Asian Cinema; Women in South Asian Religions)

Research/Teaching Specialization: Asian Languages and Literature (Sanskrit, Bengali, Middle Bengali); South Asian Hagiography; Women in South Asian Religious Traditions; Film and religion

Number of Recent Publications: 2 (Sole author, "Child Sacrifice in Ruparama's Dharmamangala." *Journal of Hindu Studies* [Forthcoming]; 2014, Sole author, "Her Resonance in Tantra." In *Radha: From Gopi to Goddess*. Niyogi Books with Dehejia, HV Ed.)

Dissertations and/or Theses Supervised over Past Five Years: 4

Distinctions: IU College Arts and Humanities Inst. Fellowship, 2013; American Inst. of Indian Studies senior research fellowship to catalogue/microfilm Sukumar Sen manuscript collection, India, 2001.

Language Competence:

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Jason Sion Mokhtarian**Time Dedicated to Islamic Studies:** 50%**Title/Department:** Associate Professor of Religious Studies and Jewish Studies, IU; (tenured)**Education:** PhD, UCLA, 2011; MA, UCLA, 2007; MA, Univ. of Chicago, 2004; BA/AM, Univ. of Chicago, 2001**Academic Experience:** 2018-present, Associate Professor, Religious Studies; 2011-2018, Assistant Professor of Religious Studies and Jewish Studies, IU; 2011, Adjunct Professor of Central Eurasian Studies, Ancient Studies, Islamic Studies, NELC, IU**Overseas Experience:** Israel**Language Proficiency:** Hebrew 3, Aramaic 3, Middle Persian 3, Old Persian 3, New Persian 3, Avestan 3, Arabic 3, French 3, German 3**Number of Area Studies Courses Taught:** 6 (Intro. to Judaism; Intro. to Jewish History: From the Bible to the Spanish Expulsion; Religious Interaction in Early Islamic Period)**Research/Teaching Specialization:** Jewish studies and Iranian studies: Jews of late antiquity; Rabbis; Talmud in its Sasanian context; Second Temple Judaism; ancient Iranian history**Number of Recent Publications:** 3 (2015, Sole author, *Rabbis, Sorcerers, Kings, and Priests: The Culture of the Talmud in Ancient Iran*. University of California Press; 2015, Sole author,"Excommunication in Jewish Babylonia: Comparing Bavli Mo'ed Qatan 14b-17b and the Aramaic Bowl Spells in a Sasanian Context." *Harvard Theological Review* 108(04); 2015, Sole author, "The Boundaries of an Infidel in Zoroastrianism: A Middle Persian Term of Otherness for Jews, Christians, and Muslims." *Iranian Studies* 48(1))**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** 2010-11: Fndn. for Jewish Culture, Cohen Doc. Dissertation Fellowship in Jewish Studies & UCLA, Dissertation Yr. Fellowship; Davis Grad Res. Fellowship, Hebrew Univ. of Jerusalem 2005-06**Jeremy M. Schott****Time Dedicated to Islamic Studies:** 40%**Title/Department:** Associate Professor of Religious Studies, Indiana University; (tenured)**Education:** PhD, Duke Univ., 2005; MA, Duke Univ., 2002; BA, Univ. of Rochester, 1999**Academic Experience:** 2013-Present, Associate Professor of Religious Studies, IU; 2011-2013, Associate Professor of Religious Studies, Univ. of North Carolina-Charlotte; 2005-2011, Assistant Professor of Religious Studies, Univ. of North Carolina-Charlotte**Overseas Experience:** International Conference Participation, Brussels, Belgium; International Conference Participation, Oxford, UK; International Conference Participation, Vancouver, Canada; International Scholarly Collaboration, Oxford, UK; Field Research, Florence, IT**Language Proficiency:** Classical, Koine, and Byzantine Greek 4, Latin - Classical Medieval 4, Syriac 3, French 3, German 2, Italian 1**Number of Area Studies Courses Taught:** 4 (Introduction to Christianity; Sexuality and Gender in Early Christianity; Pilgrims and Exiles: Late-ancient and early-medieval imaginings of travel, territory and identity)**Research/Teaching Specialization:** Religions of the Late Ancient and Early Medieval/Byzantine Mediterranean and Near East; Cultural and Social History of Late Antiquity and the Later Roman Empire**Number of Recent Publications:** 3 (2015, Co-editor, *Macarius, Apocriticus: Introduction, Translation, and Notes*. Oxford University Press with Edwards, MJ Ed.; 2013, Co-editor, *Eusebius of Caesarea: Tradition and Innovations*. Harvard University Press with Johnson, A Ed.; 2015, Sole author, "Language." In *Late Ancient Knowing: Explorations in Intellectual History*. University of California Press with Chin, CM; Vidas, M Eds.)**Dissertations and/or Theses Supervised over Past Five Years:** 13**Distinctions:** American Academy of Religion Regional Development Grant 2012-13; NEH Fellowship, 2011-2012; Jacob K. Javits Fellowship; Faculty Research Grant, UNC-Charlotte, 2008

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Winnifred Fallers Sullivan**Time Dedicated to Islamic Studies:** 40%**Title/Department:** Professor, Department of Religious Studies; Affiliated Professor, Maurer School of Law; (tenured)**Education:** PhD, Univ. of Chicago, 1993; JD, Univ. of Chicago, 1976**Academic Experience:** 2012-Present, Professor, Religious Studies, Indiana Univ.; 2006-2012, Professor of Law, SUNY Buffalo; 2000-05, Sr. Lecturer, U. of Chicago; 1994-2000, Assistant Professor, Washington & Lee Univ.**Overseas Experience:** Taught short course on religious freedom at EUI in Florence**Language Proficiency:** French 3**Number of Area Studies Courses Taught:** 3 (European Union law; Religion in Europe: Comparative study of law and religion)**Research/Teaching Specialization:** Religion and law**Number of Recent Publications:** 6 (2018, Co-author with Klassen, P; Johnson, P, *Ekklesia: Three Studies in Church and State*. University of Chicago; 2017, Sole author, "'Going to Law': Reflections on Law, Religion, and Mitra Sharafi's *Law and Identity in Colonial South Asia*." *Law & Social Inquiry* 42; 2015, Co-editor, *Politics of Religious Freedom*. University of Chicago Press with Hurd, ES; Mahmood, S; Danchin, PG Eds.; 2014, Sole author, *A Ministry of Presence: Chaplaincy, Spiritual Care and the Law*. University of Chicago Press)**Dissertations and/or Theses Supervised over Past Five Years:** 10**Distinctions:** Member, School of Social Science, Institute for Advanced Study, Princeton, N.J., 2010-11; Fellow traveler, Law and Public Affairs, Princeton University, 2010-11; Fellowship, American Council of Learned Societies, 2010-11; Fellow, Guggenheim Foundation, 2006-07; Fellow, National Humanities Center (Lilly Endowment Fellow), 2005-06; Senior Fellow, Martin Marty Center, Univ. of Chicago Divinity School, 2005-06; Winner, The Martin E. Marty Award for the Public Understanding of Religion (awarded by the American Academy of Religion, AAR), 2017; Winner, AAR book award, 2015.

Language Competence:

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Summer Language Workshop

Kathleen Evans**Time Dedicated to Islamic Studies: 25%****Title/Department:** Director, Summer Language Workshop; (not applicable)**Education:** PhD, University of Michigan, 1998; BA, Oberlin College, 1986**Academic Experience:** 2017-Present, Director, Summer Language Workshop, Indiana University; 2009-2017, Director, Critical Languages Institute, Arizona State University; 2007-2009, Research Administrator, Instructor, Project Manager, Arizona State University; 1998-2006, Assistant Director, Institute for Applied & Professional Ethics, Ohio University; 1998-2006, Bilingual Technology Assistant, Russian, Middlebury Russian Language School**Overseas Experience:** Germany (1983, 1989) research, study; Russia (1993-1996) Research, private-sector employment; Albania, Armenia, Bosnia, Indonesia, Russia, Tajikistan, Turkey, Ukraine, Uzbekistan (2008-2017, varies) Study-Abroad director or resident director**Language Proficiency:** German 4, Russian 4, Finnish 2, Turkish 1, Spanish 2, Uzbek 1**Number of Area Studies Courses Taught:** None**Research/Teaching Specialization:** Director Summer language training institute covering Russian, Chinese, Arabic, and 17 other languages.

Research interests: German, Russian, experimental phonology, language pedagogy

Number of Recent Publications: None**Distinctions:** None**Andrew Findley****Time Dedicated to Islamic Studies: 25%****Title/Department:** Associate Director, Summer Language Workshop**Education:** PhD, Washington University in St. Louis, 2013; MA, Case Western Reserve University, 2004; BA, Loyola University Chicago, 2002**Academic Experience:** 2016-2018, Assistant Professor, Ivy Tech Community College; 2013-2016, Visiting Assistant Professor, Rose-Hulman Institute of Technology; 2013, Visiting Lecturer, University of Illinois at Urbana-Champaign**Overseas Experience:** Turkey (Summer 2015), Study Abroad Professor; Turkey (Summer 2015), Fieldwork; Turkey and Greece (Summers 2009-2013), Dissertation Research; Turkey (2010), Study Abroad Assistant; Azerbaijan (2004-2007), Peace Corps Volunteer; Italy (Summer 2003), Research and Fieldwork**Language Proficiency:** Azerbaijani 3, Turkish 2, Latin 2, Attic Greek 2, Italian 1, German 1**Number of Area Studies Courses Taught:** 2 (The Urban Topography of Istanbul from Pre-history to the Present; Late Antique and Byzantine Architecture)**Research/Teaching Specialization:** Classical Art and Architecture; The Roman east (up to the early Byzantine Empire)**Number of Recent Publications:** 1 (2015, Sole author, "Egyptian Art and the Imperial Cult at the Red Hall in Pergamon." *Istanbul Mitteilungen* 65 (2015))**Dissertations and/or Theses Supervised over Past Five Years:** None**Distinctions:** Curricular development grant, Ivy Tech Community College, 2017, 2016; Travel support grant, Ivy Tech, 2017, 2016; Professional development grant, Ivy Tech, 2016; Travel support grant, Rose-Hulman Institute of Technology, 2015 (x2), 2014.

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APPENDIX #2: NON-LANGUAGE COURSES

CONTENTS

Indiana University Islamic Studies Content Courses/Enrollment Tables.....	4
Undergraduate / Graduate 2016-2018.....	4
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2. African Studies.....	5
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4. Anthropology.....	6
5. Apparel Merchandising and Interior Design.....	7
6. Art History.....	7
7. Central Eurasian Studies.....	8
8. College of Arts and Sciences.....	11
9. Collins Living-Learning Center.....	12
10. Comparative Literature.....	12
11. Criminal Justice.....	13
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INDIANA UNIVERSITY ISLAMIC STUDIES CONTENT COURSES/ENROLLMENT TABLES
UNDERGRADUATE / GRADUATE 2016-2018

1. AFRICAN AMERICAN AND AFRICAN DIASPORA STUDIES

African American and African Diaspora Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Survey Culture of Black Americans	AAAD-A 150	25	3	Varies	141	153	53	135	93	Y
History of Race in the Americas	AAAD-A 154	25	3	Varies	19	-	18	29	35	N
Studying Blacks of the New World	AAAD-A 203	25	3	Smith	-	31	-	-	1	N
Black Women in the Diaspora	AAAD-A 210	25	3	Smith	33	26	-	32	22	N
Afro-American Autobiography	AAAD-A 249	25	3	Varies	-	31	-	-	21	N
Survey of Hip Hop	AAAD-A 295	25	3	Orejuela	89	90	-	90	89	N
African-American Art II: Artists	AAAD-A 352	25	3	Wolfskill	-	14	-	-	-	N
Afro-American History I	AAAD-A 355	25	3	Varies	44	-	-	48	-	N
Afro-American History II	AAAD-A 356	25	3	Varies	-	20	-	-	39	N
Black Migration	AAAD-A 387	25	3	Smith	11	-	-	13	-	N
Black Panther Party and Beyond	AAAD-A 398	40	3	Hamilton Abegunde M	-	3	-	-	10	N
Race and Representation in American Art	AAAD-A 399	25	3	Wise	-	6	-	-	5	N
Introduction to African American and African Diaspora Studies	AAAD-A 500	25	3	Grim	9	-	-	-	-	N
Race and Culture in the African Diaspora	AAAD-A 556	25	4	Calloway-Thomas	5	-	-	8	-	N
Civil Rights/Black Power Movement	AAAD-A 590	40	3	Hamilton Abegunde	-	-	-	-	5	N
Race and Culture in the African Diaspora	AAAD-A 697	25	2	Varies	2	-	2	-	2	Y
					353	374	73	355	322	
					Total: 1477					

2. AFRICAN STUDIES (**--cross-listed)

African Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Advanced Topics in African Studies	AFRI-A 500	30	1-4	Hanson	-	-	-	-	1	Y
Democracy and Development in Africa	AFRI-A 731	40	3	MacLean	-	5	-	-	-	N
Political Leadership in Africa	AFRI-L 100	40	3	Sow	47	26	-	33	-	Y
Occultism in Africa	AFRI-L 202	50	3	Adu-Amankwah	14	13	-	10	-	Y
African Civilization	AFRI-L 231**	50	3	Hanson	27	-	-	48	-	N
Contemporary Africa	AFRI-L 232	30	3	Varies	30	-	-	29	-	N
Development/Globalization in Africa	AFRI-L 400	30	3	Grosz-Ngate'/Dlamini	11	35	-	-	35	N
					129	79	-	120	36	
					Total: 364					

3. AMERICAN STUDIES

American Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Comparative American Identities	AMST-A 200	25	3	Varies	59	82	17	39	79	Y
US Movements & Institutions: Experimental Blackness	AMST-A 201	30	3	Kendall	-	-	-	32	-	N
Seventies Culture	AMST-A 350	25	3	Anderson	19	-	-	25	-	N
The Sixties	AMST-A 399	25	3	McGerr	3	-	-	-	-	N
Peopling of Americas	AMST-G 620	25	3	Kaestle	2	-	-	-	-	N
20th-Century US History	AMST-G 620	25	3	Wu	-	-	-	1	-	N
Race, Nation and Anxieties of Empire	AMST-G 751	25	3	Varies	2	3	-	1	-	N
					85	85	17	98	79	
					Total: 364					

4. ANTHROPOLOGY (**-- cross-listed)

Anthropology					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Post-Taliban Afghanistan and the War on Terror	ANTH-E 251**	100	3	Shahrani	-	-	-	11	-	N
Islam In and Out of Africa	ANTH-E 300	100	3	Buggenhagen	-	10	-	-	-	N
Photography and Ethnography	ANTH-E 300	40	3	Buggenhagen	-	25	-	-	-	N
China Through Anthropological Eyes	ANTH-E 345	25	3	Barber	-	11	-	-	-	N
Performance, Culture, And Power in the Middle East and North Africa	ANTH-E 386	90	3	Goodman	8	-	-	-	-	N
Peoples and Cultures of the Middle East	ANTH-E 397**	100	3	Shahrani	15	-	-	-	16	N
Peoples and Cultures of Central Asia	ANTH-E 398**	100	3	Shahrani	-	6	-	-	-	N
Undergraduate Seminar: Fashion, Beauty, Power	ANTH-E 400	25	3	Buggenhagen	24	-	-	25	25	N
Global Africa	ANTH-E 413	50	3	Buggenhagen	-	-	-	10	-	N
Islam and Politics in Central Asia and the Middle East	ANTH-E 600**	100	3	Shahrani	-	-	-	-	2	N
Anthropology of Religion (Focus on Islam)	ANTH-E 600**	100	3	Shahrani	7	-	-	-	-	N
Performance and Politics in South India	ANTH-E 600	35	3	Seizer	-	3	-	-	-	N
Comparative Study of Middle East and Central Asia: Ethnographic Representations of Islam and Muslims in Anthropological Literature	ANTH-E 600**	100	3	Shahrani	-	-	-	1	-	N
Textual Ethnography in Central Asia and Beyond	ANTH-E 600**	100	3	Golestaneh	-	1	-	-	-	N
Global Africa	ANTH-E 613	50	3	Buggenhagen	-	-	-	4	-	N
					54	56	-	51	43	
					Total: 204					

5. APPAREL MERCHANDISING AND INTERIOR DESIGN

Apparel Merchandizing					AY2016-17		AY2017-18		
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	Continues in School of Art, Architecture and Design (below)		
History of Dress	AMID-F 311	25	3	Rowold	-	21			
Dress Studies: Aesthetic Analysis	AMID-F 352	25	3	Akou	24	-			
Workshop on African Fashion	AMID-F 485	50	1	Akou	-	1			
Textiles/Apparel in Global Economy	AMID-H 504	25	3	Reiter	1	-			
Special Prob: Textiles and Apparel	AMID-H 519	25	3	Akou	3	-			
International Textiles and Apparel Trade	AMID-R 404	25	3	Varies	73	54			
Global Sourcing	AMID-R 412	25	3	Varies	23	23			
					124	99			
					Total: 223				

6. ART HISTORY (--cross-listed)**

Art History					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Ancient and Medieval Art	ARTH-A 101	25	3	Varies	62	61	-	66	47	N
Photography of and by the African Diaspora	ARTH-A 200	25	3	Wolfskill	-	-	-	12	-	N
21st-Century Art Around Middle East	ARTH-A 200	75	3	Domene-Danes	11	-	-	-	-	N
Gender, Race, and Sexuality in Contemporary and Modern Art	ARTH-A 200	25	3	Watson	-	-	-	-	18	N
Introduction Islamic Visual Culture	ARTH-A 281	100	3	Graves	-	-	-	-	25	N
Cultural Heritage in Crisis	ARTH-A 300**	100	3	Graves	-	-	-	-	25	N
Art/Craft/Technology of Sub-Saharan Africa	ARTH-A 355	25	3	Perlrine	-	19	-	-	-	N
Museums: Display of Culture	ARTH-A 393	25	3	Graves	-	-	-	30	-	N
The Artwork from Visual to Verbal	ARTH-A 400	25	3	Graves	8	-	-	-	-	N

Topics in Islamic Art: Painted Image in Islamic World	ARTH-A 459	100	3	Graves	-	-	-	17	-	N
Imaging Race: 20 th and 21 st Century Photography	ARTH-A 490	25	3	Gleisser	-	9	-	-	-	N
Arabesque	ARTH-A 490	35	3	Grewe	-	-	-	-	10	N
Topics in Islamic Art: Painted Image in Islamic World	ARTH-A 589	100	4	Graves	-	-	-	5	-	N
Problems in Islamic Art: Forgery and History of Collecting	ARTH-A 667	100	4	Graves	-	9	-	-	-	N
					81	98	-	130	125	
					Total: 434					

7. CENTRAL EURASIAN STUDIES (**--cross-listed)

Central Eurasian Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Central Asia: Cultures and Customs	CEUS-R 110	30	3	Nazarova	-	3	-	-	-	N
Introduction to Central Eurasia	CEUS-R 191	25	3	Beckwith	-	1	-	-	5	N
Post-Taliban Afghanistan and War on Terror	CEUS-R 251**	100	3	Shahrani	-	-	-	10	-	N
Turkish Lit in Translation	CEUS-R 281	25	3	Elbasan-Bozdogan	-	-	-	3	-	N
Introduction to Central Asia, Mongolia, and Tibet	CEUS-R 290	60	3	Sela	13	-	-	10	-	N
Introduction to Turkic and Iranian Civilization	CEUS-R 292	75	3	Golestaneh	-	24	-	-	27	N
Shrine and Pilgrimage in Central Asian Islam	CEUS-R 312	100	3	DeWeese	3	-	-	-	-	N
Politics and Society in Central Asia	CEUS-R 315	85	3	Kamp	-	4	-	-	-	N
Peoples and Cultures of Central Asia	CEUS-R 316**	90	3	Shahrani	-	5	-	-	-	N
Central Asia In Soviet Times	CEUS-R 329	50	3	Kamp	-	-	-	-	4	N
Gender, Women, and Islam in Central Asia	CEUS-R 329	100	3	Kamp	-	-	-	3	-	N

Labor and Migration in Central Asia	CEUS-R 329	50	3	Kamp	-	3	-	-	-	N
Textual Ethnography in Central Asia and Beyond	CEUS-R 329**	100	3	Golestaneh	-	2	-	-	-	N
Politics in Modern Xinjiang	CEUS-R 330**	100	3	Bovington	-	-	-	4	-	N
Prophets Poets Kings: Iran	CEUS-R 351	40	3	Dubeansky	10	-	-	25	-	N
Peoples and Cultures of the Middle East	CEUS-R 352**	90	3	Shahrani	7	-	-	-	6	N
Shi-ism: Debates and Discourse	CEUS-R 359**	100	3	Golestaneh	-	-	-	-	4	N
Ottoman Classical Age 1300-1600	CEUS-R 383	100	3	Elbasan-Bozdogan	-	-	-	-	8	N
Islam and Islamism in Turkey	CEUS-R 386	100	3	Silay	6	-	-	-	7	N
Contemporary Turkey	CEUS-R 389	85	3	Elbasan-Bozdogan	-	-	-	7	-	N
Politics of Identity in China and Inner Asia	CEUS-R 395**	90	3	Bovington	-	-	-	-	3	N
Empires of The Silk Road	CEUS-R 397	40	3	Beckwith	-	-	-	3	-	N
Russia And Its Neighbors	CEUS-R 399**	40	3	Zlotin	-	1	-	-	1	N
Religion and Power in Islamic Central Asia	CEUS-R 416	100	3	DeWeese	-	4	-	-	-	N
Capstone Seminar in CEUS	CEUS-R 491	100	3	Sela	1	1	-	2	1	N
Shrine and Pilgrimage in Central Asian Islam	CEUS-R 512	100	3	DeWeese	7	-	-	-	-	N
Politics and Society in Central Asia	CEUS-R 515	85	3	Kamp	-	4	-	-	-	N
Peoples and Cultures of Central Asia	CEUS-R 516**	90	3	Shahrani	-	3	-	-	-	N
Textual Ethnography in Central Asia and Beyond	CEUS-R 529**	100	3	Golestaneh	-	3	-	-	-	N
Labor and Migration in Central Asia	CEUS-R 529	50	3	Kamp	-	3	-	-	-	N
Gender, Women, and Islam in Central Asia	CEUS-R 529	100	3	Kamp	-	-	-	2	-	N
Central Asia In Soviet Times	CEUS-R 529	50	3	Kamp	-	-	-	-	6	N
Prophets Poets Kings: Iran	CEUS-R 551	40	3	Dubeansky	4	-	-	-	-	N
Peoples and Cultures of the Middle East	CEUS-R 552**	90	3	Shahrani	2	-	-	-	-	N
The Iranian Revolution	CEUS-R 559	100	3	Golestaneh	8	-	-	-	-	N

State and Faith in Iranian Society	CEUS-R 559	100	3	Choksy	-	-	-	11	-	N
Shi'ism: Debates and Discourses	CEUS-R 559**	100	3	Golestaneh	-	-	-	-	3	N
Islam and Islamism in Turkey	CEUS-R 586	100	3	Silay	3	-	-	-	2	N
Politics of Identity in China and Inner Asia	CEUS-R 595**	90	3	Bovington	-	-	-	-	7	N
Empires of The Silk Road	CEUS-R 597	40	3	Beckwith	-	-	-	4	-	N
Russia and Its Neighbors	CEUS-R 599**	40	3	Zlotin	-	4	-	-	1	N
Religion and Power in Islamic Central Asia	CEUS-R 616	100	3	DeWeese	-	4	-	-	-	N
Russia's Orient 1552-1924	CEUS-R 628	85	3	Lazzerini	6	-	-	-	-	N
Islamic Hagiography in Central Asia	CEUS-R 629	100	3	DeWeese	-	6	-	-	-	N
Advanced Readings in Iranian Studies	CEUS-R 650	75	6	Choksy	-	1	-	-	-	Y
Advanced Readings in Iranian Studies: Iran-Saudi Relations	CEUS-R 650	100	6	Golestaneh	1	-	-	-	-	N
Advanced Readings in Iranian Studies: Readings in Modern Persian Poetry and Prose	CEUS-R 650	100	6	Losensky	-	-	-	2	3	N
Empire and Ethnicity in Modern Russia	CEUS-R 698	35	3	Raun	-	3	-	-	-	N
Anthropology of Religion (focus on Islam)	CEUS-R 711**	100	3	Shahrani	2	-	-	-	-	N
Family and Gender: Muslims in Central Asia and the Middle East	CEUS-R 711	100	3	Shahrani	-	2	-	-	-	N
Ethnographic Representations of Islam and Muslims in Anthropological Literature	CEUS-R 711**	100	3	Shahrani	-	-	-	2	-	N
					73	81	-	88	88	
					Total: 330					

8. COLLEGE OF ARTS AND SCIENCES

					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Power, Politics, and Piety	COLL-C 103	50	3	Magid	62	-	-	-	-	N
Saints of The Silk Road	COLL-C 103	100	3	DeWeese	54	-	-	-	58	N
Jesus, Alexander, and Other Muslim Heroes	COLL-C 103	100	3	Sela	-	53	-	-	-	N
Language and Religion	COLL-C 103	40	3	Obeng	-	129	-	-	-	
Evolution and Creationism	COLL-C 104	25	3	Varies	135	-	-	116	-	N
Global Pop Culture	COLL-C 104	25	3	McGraw	-	120	-	-	119	N
Immigration and Refugee Crises	COLL-C 104	50	3	Bielasiak	-	57	-	-	-	N
Mid-East in Western Imagination	COLL-C 104	100	3	Afsaruddin	-	-	-	-	48	N
Global Tourism	COLL-C 104	25	3	Varies	-	-	-	-	60	N
War in the Middle East	COLL-C 104	100	3	Walbridge	-	59	-	-	52	N
Magic, Science, Art in Africa	COLL-S 103	50	3	McNaughton	-	119	-	-	-	N
Global Media at Home and in the World	COLL-S 103	25	3	De Boer	14	-	-	-	-	N
Music, Identity, and Social Life: Performance and Community Action	COLL-S 103	40	3	McDonald	18	-	-	-	-	N
Becoming "American": Immigration and American Literature	COLL-S 103	25	3	Barwick	11	-	-	-	-	N
Through the Looking Glass: Theory, Identity and Dress	COLL-S 104	25	3	Christiansen	17	-	-	11	-	N
The Struggle for Civil Rights: Reacting to the Past	COLL-S 104	25	3	Weinberg	8	-	-	-	-	N
					319	537	-	127	337	
					Total: 1320					

9. COLLINS LIVING-LEARNING CENTER

Collins Living/Learning Center					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Experiencing the Divine	CLLC-L 100	30	3	Farmer	-	16	-	-	11	N
Public Space and Memory	CLLC-L 100	25	2	Starowitz	-	-	-	6	-	N
Hip Hop Around the Globe	CLLC-L 110	25	3	Shao	-	20	-	-	-	N
Sex, War, Terrorism	CLLC-L 120	100	3	Onur-Cifci	17	-	-	-	-	N
African Feminisms and Culture	CLLC-L 120	50	3	Mudiwa	-	-	-	-	11	N
Psychology of Global Conflict	CLLC-L 120	30	3	Driskell	-	-	-	-	21	N
Politics, Identity, Resistance: African Feminisms and Culture	CLLC-L 120	50	3	Mudiwa	-	-	-	-	11	
Body, Earth, Identity	CLLC-L 210	25	3	Chambers	-	-	-	19	-	N
					17	36	-	25	54	
					Total: 132					

10. COMPARATIVE LITERATURE

Comparative Literature					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Images of the Self: East and West	CMLT-C 147	40	3	Varies	34	35	-	32	35	N
Intro to African Literature	CMLT-C 261	40	3	Julien	23	-	-	-	-	N
Cross-Cultural Encounters	CMLT-C 262	40	3	Adesokan	-	-	19	-	-	Y
World Literature Before 1500	CMLT-C 320	40	3	Losensky	-	25	-	-	-	N
Literature and Religion	CMLT-C 345	40	3	Varies	23	-	-	3	-	N
African Literary Traditions	CMLT-C 361	40	3	Adesokan	24	-	-	-	-	N
Comparative Studies in Western and Middle Eastern Literatures: Voyages Through the Thousand and One Nights	CMLT-C 370	100	3	Losensky	25	-	-	-	-	N
					129	60	19	35	35	
					Total: 278					

11. CRIMINAL JUSTICE

Criminal Justice					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Global Gender and Justice	CJUS-P 318	25	3	Levesque	-	49	-	-	-	N
Terrorism	CJUS-P 407	75	3	Verma	25	-	-	25	-	N
Race, Class and Crime	CJUS-P 419	25	3	Gaston	30	30	-	30	30	N
					55	79	-	55	30	
					Total: 219					

12. CULTURAL STUDIES (**--cross-listed)

Cultural Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Nationalism in the Balkans: 1804-1923	CULS-C 701**	75	3	Bucur-Deckard	1	-	-	-	-	N
Imaging Race: 20th and 21st Century Photography and the Boundaries of Visual Representation	CULS-C 701	25	3	Gleisser	-	-	-	-	1	N
Introduction to Post-Colonial Studies	CULS-C 701	50	3	Bose	-	-	-	5	-	N
Activism, Engagement, and Critical Ethnography	CULS-C 701	40	3	McDonald	-	-	-	-	1	N
East European Historiography	CULS-C 701**	25	3	Bucur-Deckard	-	-	-	-	2	N
					1	-	-	5	4	
					Total: 10					

13. EAST ASIAN LANGUAGES AND CULTURES

East Asian Languages and Cultures					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
East Asian Politics: A Comparative Perspective	EALC-E 204	25	3	Yasuda 33375	-	5	-	-	-	N
Law and Society in Contemporary China	EALC-E 350	40	3	Michelson/Lanham	-	4	-	-	5	N
Law and Society in Contemporary China	EALC-E 505	40	3	Michelson/Lanham	-	2	-	-	2	N
					-	11	-	-	7	
					Total: 18					

14. ENGLISH

English					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
African-American Literature	ENG-L 396	25	3	Varies	13	15	-	-	27	N
Racing Images: Race and Ethnicity in American Sequential Art	ENG-L 750	25	4	Kilgore	-	-	-	-	10	N
					13	15	-	-	37	
					Total: 65					

15. FOLKLORE AND ETHNOMUSICOLOGY

Folklore and Ethnomusicology					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Black Music of Two Worlds	FOLK-E 112	25	3	Burnim	20	-	-	-	-	N
The Study of Ethnomusicology	FOLK-E 522	25	3	Varies	13	-	-	10	-	N
World Music and Culture	FOLK-F 111	25	3	Varies	250	225	168	225	224	Y
World Arts and Culture	FOLK-F 120	25	3	Varies	-	169	-	-	-	N
World Arts and Culture	FOLK-F 121	25	3	Varies	-	-	-	-	150	N
The Supernatural and Folklore	FOLK-F 256	25	3	Varies	-	-	-	-	139	N
Folk Religion and Popular Belief	FOLK-F 330	25	3	Goldstein	-	22	-	-	-	N

Ethnography of Belief	FOLK-F 536	30	3	Goldstein	-	7	-	-	-	N
Cultural Diversity in China	FOLK-F 600	25	3	Tuohy	2	-	-	-	-	N
African Mobilities	FOLK-F 722	75	3	Reed	-	7	-	-	-	N
Cultural Heritage and Tourism	FOLK-F 722	25	3	Tuohy	-	-	-	10	-	N
The Black Messiah	FOLK-F 722	25	3	Jones	-	-	-	-	8	N
					285	430	168	245	521	
					Total: 1649					

16. GENDER STUDIES

Gender Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Gender, Race, and Performance	GNDR-G 205	25	3	Gutierrez Lopez				9	-	N
Sex and Gender: Cross-Cultural Perspectives	GNDR-G 215	25	3	Foster	-	-	-	30	-	N
Race, Sexuality and Culture	GNDR-G 250	25	3	Fair	28	-	-	-	19	N
Issues in Gender Studies: Gender, Race and Viral Performance	GNDR-G 302	25	3	Peoples	-	-	-	11	-	
Problems in Gender Studies: Gender, Race, Disability, and Science	GNDR-G 402	25	3	Foster	-	10	-	-	-	N
International Feminist Debates	GNDR-G 410	25	3	Frazier	-	-	-	-	32	N
Gender, Race, Sexuality, and Law	GNDR-G 490	25	3	Foster	-	19	-	-	31	N
					28	29	-	50	82	
					Total: 189					

17. GEOGRAPHY

Germanic Languages					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Development Geography: Critical Perspectives on the Historical and Spatial Rhythms of Capitalism	GEOG-G 417	25	3	Akhter	7	-	-	-	-	N
Migration and Mobility	GEOG-G 441	50	3	Ashutosh	-	-	-	4	-	N
Development Geography: Critical Perspectives on the Historical and Spatial Rhythms of Capitalism	GEOG-G 517	25	3	Akhter	7	-	-	-	-	N
Migration and Mobility	GEOG-G 520	50	3	Ashutosh	-	-	-	3	-	N
Marxist Margins: Gender, Race, Nation	GEOG-G 603	25	3	Akhter	-	9	-	-	-	N
					14	9	-	7	-	
					Total: 30					

18. GLOBAL VILLAGE LIVING-LEARNING CENTER

Global Village Living/Learning Center					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Religion and Film in Global Perspective	GLLC-G 210	25	3	Cooper	1	-	-	-	-	N
					1	-	-	-	-	
					Total: 1					

19. HISTORY (**--cross-listed)

History					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Black Power in America	HIST-A 200	50	3	Williams	-	-	-	26	-	N
Issues Modern European History: The British Empire	HIST-B 303	25	3	Dodson	35	-	-	-	-	N
Zionism and the State of Israel	HIST-B 324	25	3	Zadoff	-	-	-	-	26	N
Introduction to Islamic Civilization	HIST-C 205	100	3	Sahin	24	-	-	-	-	N
The Making of the Modern Middle East	HIST-C 210	100	3	Sahin	-	68	-	-	17	N
Israel: History, Society, Culture	HIST-C 230	30	3	Zadoff	-	-	-	19	-	N
Empire of the Tsars	HIST-D 308	40	3	Eklof	26	-	-	19	-	N
Issues in African History: African Oil	HIST-E 300	40	3	Moorman	14	-	-	-	-	N
African History: Colonial Rule and Independence	HIST-E 332	25	3	Moyd	-	-	-	-	25	N
African Popular Culture	HIST-E 340	25	3	Moorman	-	-	-	19	-	N
Frontier China	HIST-G 200	25	3	Schlesinger	32	-	-	-	17	N
African Civilizations	HIST-H 227**	50	3	Hanson	6	-	-	16	-	N
Jewish History: Bible to Spanish Expulsion	HIST-H 251**	40	3	Varies	14	-	-	15	-	N
Jewish History: Spanish Expulsion to Present	HIST-H 252**	40	3	Zadoff	-	9	-	-	15	N
East European Historiography	HIST-H 645**	25	4	Bucur-Deckard	-	-	-	-	7	N
African American History	HIST-H 650	50	4	Williams	-	-	-	-	9	N
History of Conflict as History of Emotions: The Israeli-Arab Case	HIST-H 685	100	4	Zadoff	6	-	-	-	-	N
History of Media in Africa	HIST-H 695	40	4	Moorman	-	-	-	-	4	N
Nations and Nationalism	HIST-H 699	25	4	Guardino	-	-	-	-	13	N
East European Historiography	HIST-H 745**	25	4	Bucur-Deckard	-	-	-	-	5	N
Empires in World History	HIST-H 799	25	4	Pergher	-	5	-	-	-	N
Empire and Nation State in the Middle East	HIST-J 300	100	3	Sahin	-	20	-	-	-	N
Christianity in Africa	HIST-J 300	25	3	Hanson	-	20	-	-	20	N
African History and Film	HIST-J 300	40	3	Moorman	20	-	-	-	-	N
Travelers Abroad	HIST-J 400	25	3	Dierks	-	-	-	-	17	N

Topics in History: Nationalism in the Balkans: 1804-1923	HIST-T 500**	75	3	Bucur-Deckard	4	-	-	-	-	N
Refugees and Migrants	HIST-W 300**	40	3	Zadoff	-	18	-	19	-	N
					181	135	-	133	175	
					Total: 624					

20. INDIA STUDIES (**--cross-listed)

India Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Introduction to India	INST-I 100	30	3	Manring & Andrews	16	-	-	9	23	N
International Relations of South Asia	INST-I 362**	50	3	Ganguly	-	2	-	-	-	N
Women in South Asian Religious Traditions	INST-I 380	50	3	Manring	6	-	-	-	-	N
Women in South Asian Religious Traditions	INST-I 580	50	3	Manring	1	-	-	-	-	N
					23	2	-	9	23	
					Total: 57					

21. INTERNATIONAL STUDIES (**--cross-listed)

International Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Diplomacy, Security, Governance	INTL-I 210	25	3	Varies	-	-	-	72	-	N
Human Rights and International Law	INTL-I 204	25	3	Kousaleos, Gilligan, Parnell	135	152	13	210	149	Y
Culture and Politics	INTL-I 205	30	3	Kousalos, Nemes	48	43	42	105	103	Y
Identity and Conflict	INTL-I 206	30	3	Pinaud, Ibrahim	46	89	-	-	60	N
Peace and Conflict	INTL-I 206	30	3	Hosur Suhas	-	-	-	58	-	N
Global Connections	INTL-I 220	25	3	Siqueira, Nemes	59	55	44	60	64	Y
ISIS and Terrorism	INTL-I 300**	100	3	Alsaleh	-	-	-	-	13	N

Politics of Identity in China and Inner Asia	INTL-I 300**	90	3	Bovingdon	-	-	-	-	5	N
Refugees and Migrants: From Ellis Island to Budapest Train Station.	INTL-I 300**	25	3	Zadoff	-	14	-	22	-	N
Ethics and Decision-making in International Politics	INTL-I 300	25	3	Lindberg	-	27	-	-	-	N
Women's Rights and Health	INTL-I 302	30	3	Siqueira	-	-	-	-	26	N
Global Humanitarianism	INTL-I 303	25	3	Dunn	-	33	-	-	-	N
Political Change and Development	INTL-I 303	25	3	Stein	-	-	-	30	-	N
Refugees and Displaced People	INTL-I 303	35	3	Dunn	31	-	-	-	23	N
Gender and International Human Rights	INTL-I 304	25	3	Rana, Kousaleos	-	29	-	43	32	N
Cultural Heritage in Crisis	INTL-I 305**	100	3	Graves	-	-	-	20	5	N
Geographies of Islam	INTL-I 305	100	3	Todd	-	-	-	16	-	N
Democracy and Global Politics	INTL-I 306	30	3	Banai	29	-	-	-	-	N
Identity Politics in Divided Societies	INTL-I 306	25	3	Bovingdon	-	26	-	-	-	N
Neoliberalism in Crisis	INTL-I 306	40	3	Ibrahim	-	-	-	30	-	N
International Political Thought	INTL-I 310	30	3	Banai	-	30	-	-	19	N
War and Peace in the International Order	INTL-I 310	40	3	Istrabadi	32	-	-	-	-	N
Competing Visions of Global (Dis)Order	INTL-I 310	25	3	Scheuerman	-	-	-	31	-	N
The Work and Politics of the U.N. Security Council: Sanctions, Peacekeeping, Big Power Politics	INTL-I 310	25	3	Minton	-	-	-	30	-	N
Challenges of Modern Conflict	INTL-I 310	25	3	Bell	-	-	-	-	28	N
International Studies Capstone Seminar (Senior undergraduate theses)	INTL-I 400	25	3	Sela	-	-	-	-	11	N
Honors International Studies Capstone Seminar (Senior undergraduate theses)	INTL-I 406	25	3	Sela	-	-	-	-	4	N

International Humanitarian Aid	INTL-I 422	30	3	Dunn	-	-	-	11	-	N
Contested Territories and Conflicted Identities: Youth and Politics	INTL-I 422	50	3	Ibrahim	10	-	-	-	-	N
After Atrocities, Reconstructing the Peace	INTL-I 424**	75	3	Istrabadi	-	-	-	-	9	N
Violence Against Civilians in War: Causes and Consequences	INTL-I 424	25	3	Bell	-	-	-	15	-	N
Genocide after World War II	INTL-I 424	25	3	Gilligan	-	18	-	-	-	N
Women and War	INTL-I 425	25	3	Pinaud	-	-	-	13	-	N
Shi'ism: Debates and Discourses	INTL-I 426**	100	3	Golestaneh	-	-	-	-	1	N
International Humanitarian Aid	INTL-I 500	30	3	Dunn	-	-	-	5	-	N
After Atrocities, Reconstructing the Peace	INTL-I 500**	75	3	Istrabadi	-	-	-	-	4	N
Genocide after World War II	INTL-I 504	25	3	Gilligan	-	2	-	-	-	N
Women and War	INTL-I 506	25	3	Pinaud	-	-	-	14	-	N
Violence Against Civilians in War: Causes and Consequences	INTL-I 510	25	3	Bell	-	-	-	10	-	N
					390	518	99	795	556	
					Total: 2358					

22. JEWISH STUDIES (**--cross-listed)

Jewish Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Jewish History: Bible to Spanish Expulsion	JSTU-J 251**	40	3	Varies	19	-	-	21	-	N
Jewish History: Spanish Expulsion-Present	JSTU-J 252**	40	3	Zadoff	-	19	-	-	25	N
Israel: History, Society, Culture	JSTU-J 254	25	3	Zadoff	15	-	-	18	-	N
Literature of Muslim Spain	JSTU-J 260	100	3	Gonzalez Dieguez	9	-	-	-	-	N
Gender and Difference in Israel	JSTU-J 304**	30	3	Khazzoom	14	-	-	-	3	N

Refugees and Migrants	JSTU-J 304**	30	3	Zadoff	-	1	-	4	-	N
What is Middle Eastern?	JSTU-J 304**	50	3	Khazzoom	-	-	-	-	2	N
Zionism And Israel	JSTU-J 324	25	3	Zadoff	-	-	-	-	9	N
					57	20	-	43	39	
					Total: 159					

23. LINGUISTICS

Linguistics					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Languages in Africa	LING-A 502	25	3	Obeng	6	-	-	-	-	N
Languages in Africa	LING-L 481	25	3	Obeng	11	-	-	-	-	N
					17	-	-	-	-	
					Total: 17					

24. MAURER SCHOOL OF LAW (**--cross-listed)

Maurer School of Law					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
After Atrocities, Reconstructing the Peace	LAW-B 540**	75	3	Istrabadi	-	-	-	12	-	N
Constitutional Design in Multiethnic societies	LAW-B 575	25	3	Williams	13	-	-	13	-	N
International Law	LAW-B 665	25	3	Waters	-	11	-	14	-	N
Immigration Law	LAW-B 669	25	3	Parrish	-	-	-	26	-	N
Law and Religion	LAW-B 730	40	3	Conkle	-	17	-	-	-	N
Comparative Legal Systems	LAW-B 748	25	2	Krishnan	34	-	-	-	-	N
Comparative Legal Systems: South Asian Constitutionalism	LAW-B 748	50	3	Shah	5	-	-	-	-	N
Comparative Legal Systems: Regulating Religion	LAW-B 748	80	2	Oraby	-	6	-	-	-	N
Comparative Legal Systems: Islam and Human Rights	LAW-B 748	100	1	Cox	-	5	-	-	-	N
Constitutionalism in Middle East	LAW-L 641	75	3	Istrabadi	-	12	-	-	-	N

Seminar in Comparative Law: Islamic Law	LAW-L 770	100	3	Waters	17	-	-	-	-	N
					69	51	-	65	-	
					Total: 185					

25. MEDIA SCHOOL

Media School					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Screening Race and Ethnicity	MSCH-C 212	25	3	Varies	65	30	-	64	30	Y
Race, Prejudice, and the Media	MSCH-C 214	25	3	Vaugh, Weaver, Alahmed, Han	65	127	-	-	100	N
Migrants and Refugees in Film	MSCH-F 204	35	3	Adesokan	-	18	-	-	-	N
Race and Speculative Fiction	MSCH-F 204	25	3	Martin	-	-	-	13	-	N
Globalization, Media, and Social Change	MSCH-J 614	25	3	Parmeswaran	-	-	-	-	10	N
					130	175	-	77	110	
					Total: 492					

26. MUSIC

Jacobs School of Music					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Music of the Silk Road	MUS-Z 280	40	3	Huseynova	30	36	-	40	35	N
East-West Encounters in Music	MUS-Z 281	40	3	Huseynova	-	35	-	-	32	N
Music in Global Cinema	MUS-Z 284	25	3	Bishop	34	-	-	34	-	N
					64	71	-	74	67	
					Total: 276					

27. NEAR EASTERN LANGUAGES AND CULTURES (**--cross-listed)

Near Eastern Languages and Cultures					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Survey of Arabic Literature in English	NELC-N 204	100	3	Alsaleh	6	-	-	-	-	N
Meet the Middle East	NELC-N 204	100	3	Alsaleh	-	-	-	20	-	N
Israeli Inequality in Context	NELC-N 216	30	3	Khazzoom	-	-	-	2	-	N
Golden Age Islamic Civilization	NELC-N 233	100	3	Afsaruddin	8	-	-	-	-	N
Post-Taliban Afghanistan and War Terror	NELC-N 251**	100	3	Shahrani	-	-	-	8	-	N
Literature of Muslim Spain	NELC-N 260	100	3	Gonzalez Dieguez	10	-	-	-	-	N
World War I in the Middle East	NELC-N 303	75	3	Walbridge	-	-	-	20	-	N
What is Middle Eastern?	NELC-N 304**	50	3	Khazzoom	-	-	-	-	12	N
Gender and Difference in Israel	NELC-N 304**	30	3	Khazzoom	7	5	-	-	-	N
ISIS and Terrorism: Use and Abuse of Islamic Texts	NELC-N 304**	100	3	Alsaleh	-	13	-	-	9	N
Issues in Middle Eastern Literature	NELC-N 305	100	3	Alsaleh	14	10	-	1	1	N
Middle Eastern Politics	NELC-N 339**	100	3	Sinno	9	-	-	-	-	N
Islamic Feminisms	NELC-N 361	100	3	Afsaruddin	-	-	-	11	-	N
Koranic Studies	NELC-N 370	100	3	Walbridge	18	-	-	22	-	N
War and Peace in Islam	NELC-N 391	100	3	Afsaruddin	-	10	-	-	-	N
Islam and Modernity	NELC-N 392	100	3	Afsaruddin	6	-	-	15	-	N
People and Cultures of the Middle East	NELC-N 397**	100	3	Shahrani	7	-	-	-	10	N
Koranic Studies	NELC-N 570	100	3	Walbridge	7	-	-	3	-	N
Qur'an Commentaries	NELC-N 670	100	3	Afsaruddin	-	4	-	-	-	N
Hadith Sciences	NELC-N 672	100	3	Afsaruddin	-	-	-	-	3	N
War and Peace in Islam	NELC-N 681	100	3	Afsaruddin	-	10	-	-	-	N
Islam and Modernity	NELC-N 682	100	3	Afsaruddin	6	-	-	5	-	N
Research in Classical Arabic Texts: Philosophical texts	NELC-N 690	100	3	Walbridge	5	-	-	-	-	N
Research in Classical Arabic Texts: Islamic Theology	NELC-N 690	100	3	Walbridge	-	6	-	-	-	N
Research in Classical Arabic Texts: Issue in Islamic Metaphysics	NELC-N 690	100	3	Walbridge	-	-	-	-	7	N

Survey of Arabic Literature in English	NELC-N 695	100	3	Alsaleh	3	-	-	-	-	N
World War I in the Middle East	NELC-N 695	75	3	Walbridge	-	-	-	5	-	N
What is Middle Eastern?	NELC-N 695**	50	3	Khazzoom	-	-	-	-	1	N
Gender and Difference in Israel	NELC-N 695**	30	3	Khazzoom	1	3	-	-	-	N
ISIS and Terrorism: Use and Abuse of Islamic Texts	NELC-N 695**	100	3	Alsaleh	-	-	-	-	1	N
Issues in Middle Eastern Literature	NELC-N 695	100	3	Alsaleh	-	3	-	-	4	N
Islamic Feminisms	NELC-N 695	100	3	Afsaruddin	-	-	-	3	-	N
Family, Gender, and Crisis of Masculinity in Central Asia and the Middle East	NELC-N 695**	100	3	Shahrani	-	2	-	-	-	N
Seminar on Anthropology of Religion (focus on Islam)	NELC-N 695**	100	3	Shahrani	2	-	-	-	-	N
Multiple Voices of Israeli Society	NELC-N 695	40	3	Khazzoom	-	-	-	1	-	N
Seminar in Islam and Politics in Central Asia and the Middle East	NELC-N 695**	100	3	Shahrani	-	-	-	-	5	N
Muslim Immigration and Minorities in the West	NELC-N 695**	100	3	Sinno	2	-	-	-	-	N
Ethnographic Representations of Islam and Muslims in Anthropological Literature	NELC-N 695**	100	3	Shahrani	-	-	-	3	-	N
Seminar in Classical Arabic Literature	NELC-N 707	100	3	Walbridge	-	-	-	6	-	N
					111	66	-	125	52	
					Total: 354					

28. POLITICAL SCIENCE (**--cross-listed)

Political Science					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Introduction to Comparative Politics	POLS-Y 107	25	3	Razo	47	-	-	48	48	N
Indigenous and Ethnic Minority Rights	POLS-Y 200	25	3	Miliate	28	-	-	-	-	N
Analyzing Politics	POLS-Y 205	40	3	Sinno	-	77	-	-	-	N
Politics in Modern Xinjiang	POLS-Y 300**	100	3	Bovingdon	-	-	-	15	-	N
Law, Courts, and Constitutions in Authoritarian States	POLS-Y 300	25	3	Grigorev	-	-	-	-	26	N
Democracy and National Security	POLS-Y 311	25	3	Kastart	-	25	-	-	-	N
African-American Politics	POLS-Y 325	25	3	Kastart, Hayes	40	-	27	-	-	N
US Racial and Ethnic Politics	POLS-Y 329	30	3	Fraga	-	71	-	84	-	N
African Politics	POLS-Y 338	25	3	MacLean	16	-	-	-	-	N
Middle Eastern Politics	POLS-Y 339**	100	3	Sinno	42	-	-	-	-	N
International Relations of South Asia	POLS-Y 362**	50	3	Ganguly	-	13	-	-	-	N
International Politics of the Middle East	POLS-Y 362	100	3	Magid	-	-	-	-	32	N
Comparative Foreign Policy	POLS-Y 363	25	3	Spechler	16	-	-	29	-	N
Nuclear Weapons, Strategy, and International Politics	POLS-Y 490	50	3	Ganguly	22	-	-	-	-	N
Contentious Politics of the Arab Spring	POLS-Y 490	75	3	Rasler	-	8	-	-	-	N
Political Violence: Military Coups	POLS-Y 490	25	3	Thompson	16	-	-	-	-	N
Explaining Global Protests	POLS-Y 490	25	3	Smyth	-	22	-	-	-	N
America Seen Through Foreign Eyes	POLS-Y 490	25	3	Craiutu	-	-	-	-	20	N
The Politics of Global Inequality	POLS-Y 490	25	3	Wincoff	-	-	-	-	19	N
Muslim Immigration and Minorities in the West	POLS-Y 657**	100	3	Sinno	5	-	-	-	-	N
					232	216	27	176	145	
					Total: 796					

29. RELIGIOUS STUDIES (**--cross-listed)

Religious Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Issues in African, European, and West Asian Religions	REL-A 202	30	3	Jaques	-	-	-	-	1	N
Introduction to Islam	REL-A 270	100	3	Jaques, Spicer, Ibrahim	110	89	20	71	78	Y
Religions of Russia Since 1991	REL-A 300	30	3	Silano	-	-	-	-	14	N
Jews, Christians, Muslims	REL-A 316	35	3	Schott	-	7	-	-	-	N
Knowing Will of God Islam I: Law	REL-A 380	100	3	Jaques	-	-	-	3	-	N
Studies in Islam: Islamic Theology	REL-A 480	100	3	Jaques	-	-	-	-	5	N
Women in South Asian Religious Traditions	REL-B 330**	50	3	Manring	7	-	-	-	-	N
Islam in America	REL-C 350	100	3	Ibrahim	31	-	-	-	-	N
Shamans, Mediums, and Prophets	REL-D 201	25	3	Selka	-	17	-	-	-	N
Self-Cultivation and Spiritual Exercises	REL-D 430	30	3	Varies	10	-	-	-	5	N
Religion and Media	REL-D 485	40	3	Ibrahim	-	-	-	12	-	N
Religion and Popular Culture	REL-R 102	30	3	Selka, Monteith	77	-	-	-	-	N
Introduction to Religion	REL-R 133	30	3	Michelson	147	137	-	146	-	N
Jews, Christians, Muslims	REL-R 152	35	3	Imhoff, Jaques	147	14	-	-	85	N
Religions of Asia	REL-R 153	35	3	Haberman, Boss, Ing	-	-	21	82	21	Y
Religion, Ethics and Public Life	REL-R 170	25	3	Bartzel, Sideris, Stalnaker	146	61	5	145	72	N
Studies in Religion: The Origin of ISIS	REL-R 300	100	3	Jaques	6	-	-	-	-	N
Studies in Islam: Islamic Theology	REL-R 553	100	3	Jaques	-	-	-	-	7	N
Studies in Islam: Islamic Law	REL-R 553	100	3	Jaques	-	-	-	5	-	N
Religion and Media	REL-R 561	40	3	Ibrahim	-	-	-	3	-	N
Self-Cultivation and Spiritual Exercises	REL-R 571	30	3	Varies	3	-	-	-	4	N
Religious Hermeneutics	REL-R 600	40	4	Jaques	-	6	-	-	-	N
Religion and Social Criticism	REL-R 661	30	4	Varies	6	-	-	-	5	N

Cross-cultural Studies of Religion	REL-R 662	25	3	Nance, Blair	3	-	-	5	-	N
Interpretations of Religion	REL-R 665	25	4	Sullivan, Schott	13	-	-	6	-	N
Religion and Social Criticism	REL-R 761	30	4	Varies	3	-	-	-	1	N
Cross-cultural Studies of Religion	REL-R 762	25	3	Nance, Blair	3	-	-	2	-	N
Advanced Cross-Cultural Study	REL-R 792	25	4	Varies	2	2	1	3	-	Y
					714	333	47	483	298	
					Total: 1875					

30. RUSSIAN AND EAST EUROPEAN INSTITUTE (**--cross-listed)

School of Art and Design					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Russia And Its Neighbors	REEI-R 300**	40	3	Zlotin	1	-	-	-	-	N
Russian and East European Issues: Nationalism in Balkans: 1804-1923	REEI-R 500**	75	3	Bucur-Deckard	2	-	-	-	-	N
Russia And Its Neighbors	REEI-R 500**	40	3	Zlotin	2	-	-	-	-	N
Soviet History	REEI-R 500	25	3	Kuromiya	-	2	-	-	-	N
					5	2	-	-	-	
					Total: 7					

31. SCHOOL OF ART, ARCHITECTURE AND DESIGN

School of Art and Design					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Body & Identity	SOAD-A 211	40	3	Akou	--	--	-	-	27	N
Dress Studies: Topics in Cultural Analysis	SOAD-F 301	30	3	Akou	--	--	-	-	24	N
History of Fashion	SOAD-F 340	25	3	Hasty	--	--	21	26	30	Y
International Textiles and Apparel Trade	SOAD-M 404	25	3	Embry	--	--	-	40	52	N
Global Sourcing	SOAD-M 412	25	3	Bomberger	--	--	-	18	-	N
History of Ceramics	SOAD-S 468	25	3	Mather	--	--	-	7	-	N
Graduate History of Ceramics	SOAD-S 568	25	3	Mather	--	--	-	6	-	N
					-	-	21	97	133	
					Total: 251					

32. SCHOOL OF EDUCATION

School of Education					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Education and Social Issues	EDUC-H 520	30	3	Martinez, Walton	-	12	20	-	-	N
Anthropology of Education	EDUC-H 525	30	3	Levinson	-	18	-	-	14	N
Comparative Education 1	EDUC-H 551	30	3	Sutton	9	-	-	-	-	N
Comparative Education 2	EDUC-H 552	30	3	Kubow	-	-	-	12	-	N
Seminar in Education Policy Studies	EDUC-H 620	30	3	Sutton	13	-	-	9	-	N
Seminar: Issues in Education Policy	EDUC-H 622	30	3	Sutton	-	12	-	-	8	N
Ed Policy Research Seminar	EDUC-H 623	25	3	Martinez	9	8	3	-	-	N
Topical Seminar: Globalization and Educational Reform	EDUC-H 637	25	3	Kubow	6	-	-	-	-	N
Topical Seminar: Transnational Migration in Education	EDUC-H 637	30	3	Levinson	-	-	-	8	-	N
Multicultural and Global Education	EDUC-J 655	25	3	Kubow	5	-	-	-	-	N

Young Adult Literature in a Diverse Society	EDUC-L 408	25	3	Power-Carter	15	-	-	28	-	N
Young Adult Literature in a Diverse Society	EDUC-L 508	25	3	Power-Carter	1	-	-	-	-	N
Topics Literature, Culture and Lang Educ: Language, Policy, Planning and Revitalization from Multiple Perspectives	EDUC-L 630	25	3	Coronel-Molina	14	-	-	-	-	N
Topics Literature, Culture and Lang Educ: Ethnographic Perspectives	EDUC-L 630	25	3	Coronel-Molina	-	1	-	-	-	N
Critical Perspectives on Whiteness	EDUC-L 750	25	3	Power-Carter	-	-	6	-	-	Y
Psychology of Cultural Diversity	EDUC-P 681	25	3	Skiba	-	-	-	-	19	N
Diversity and the Communities of All Learners	EDUC-S 555	25	3	Edmonds	13	-	-	21	-	N
Culture and Diversity Higher Education	EDUC-U 330	25	3	Sanchez	-	-	-	-	13	N
Diversity of Students on the College Campus	EDUC-U 546	25	3	Varies	-	26	-	-	43	N
					85	77	29	78	97	
Total: 366										

33. SCHOOL OF INFORMATICS, COMPUTING, AND ENGINEERING

India Studies					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
Topics in ILS: The Book 1450 to the Present	ILS-Z 399	25	3	Baumann	-	1	-	-	2	N
History of Libraries	ILS-Z 580	25	3	Dekydtpotter	-	-	9	-	-	Y
The Book 1450 to the Present	ILS-Z 681	25	3	Baumann	-	7	-	-	8	N
					-	8	9	-	10	
Total: 27										

34. SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
US Foreign Policy and African Development	SPEA-D 548	25	3	Afoaku	-	2	-	-	-	N
US Foreign Policy and 3rd World Regimes	SPEA-D 548	25	3	Afoaku	-	-	-	-	4	N
Introduction to Comparative and International Affairs	SPEA-D 578	25	3	Reuveny	9	20	-	-	18	N
Sustainable Development	SPEA-S 596	25	3	Reuveny	15	-	-	12	-	N
African Political Economy	SPEA-V 450	25	3	Afoaku	-	13	-	-	19	N
US Foreign Policy and African Development	SPEA-V 450	25	3	Afoaku	-	15	-	-	-	N
Contemporary Issues in Public Affairs: International Law and Policy	SPEA-V 450	25	3	Waters	-	59	-	-	-	N
Intl Organizations and Global Governance	SPEA-V 450	25	3	Afoaku	-	-	15	-	-	Y
US Foreign Policy and 3rd World Regimes	SPEA-V 450	25	3	Afoaku	-	-	-	-	36	N
African Political Economy	SPEA-V 550	25	3	Afoaku	-	3	-	-	1	N
US Foreign Policy and African Development	SPEA-V 550	25	3	Afoaku	-	-	6	-	-	N
International Organizations and Global Governance	SPEA-V 550	25	3	Afoaku	-	-	2	-	-	Y
Global Governance in 21st cent	SPEA-V 550	25	3	Afoaku	14	-	-	24	-	N
Global Security in 21st cent	SPEA-V 550	25	3	Afoaku	-	-	-	-	25	N
Sustainability in a Tri-sectoral World	SPEA-V 550	25	3	Richards	-	15	-	-	23	N
					38	127	23	36	126	
					Total: 350					

35. SCHOOL OF PUBLIC HEALTH

School of Health, Physical Education, and Recreation					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
International Health and Social Issues	SPH-H 172	25	3	Kay	68	57	-	50	28	N
Culture and Immigrant's Health	SPH-H 650	25	3	Obeng	-	-	-	2	-	N
Middle Eastern Dance	SPH-I 134	30	1	Barbrick	35	31	-	34	27	N
					103	88	-	86	55	
					Total: 332					

36. SOUTHEAST ASIAN AND ASEAN STUDIES

					AY2016-17		SS 2017	AY2017-18		SS 2018
Course Title	Course#	IS%	CH	Faculty	F-16	S-17	SS-I7	F-17	S-18	SS-18 (Y/N)
Growing up in Southeast Asia	SEAS-S 231	50	3	Sutton	-	3	-	-	-	N
Introduction to Southeast Asia	SEAS-S 240	50	3	Sutton	-	-	-	-	24	N
					-	3	-	-	24	
					Total: 27					

INDIANA UNIVERSITY ISLAMIC STUDIES CONTENT COURSES / ENROLLMENT TABLES

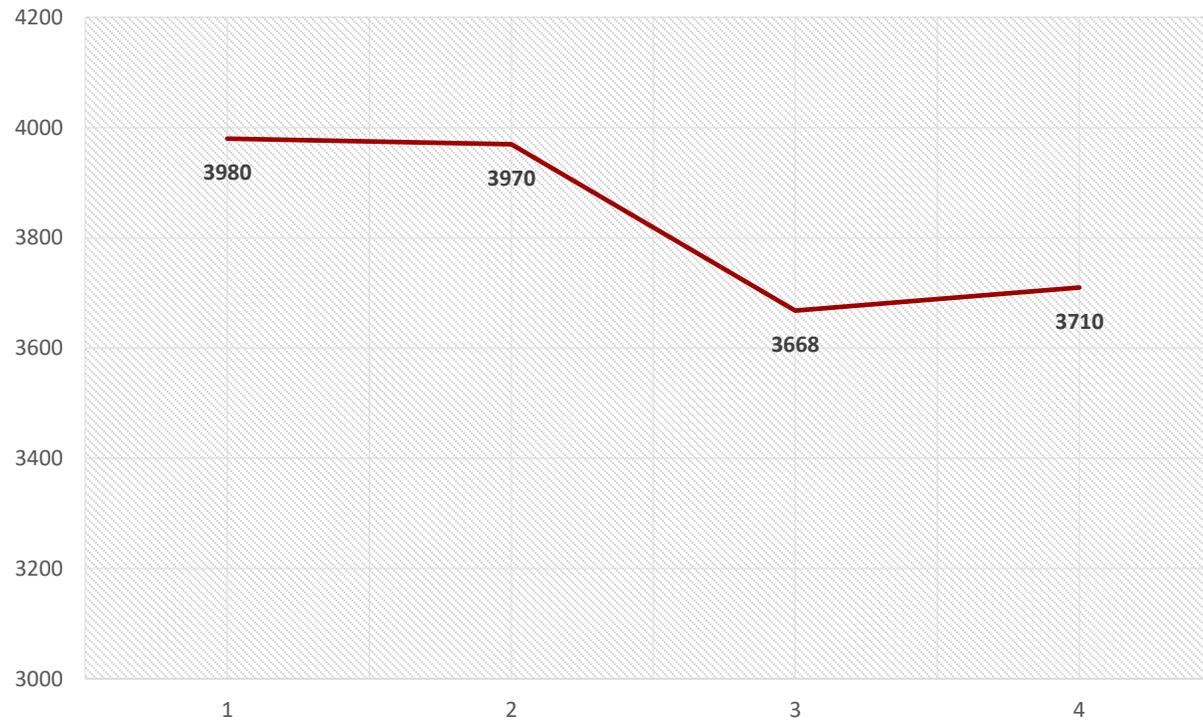
UNDERGRADUATE / GRADUATE AY 2016-2018

	Department/School	# Courses†	100% IS Content†		F-16	S-17	SS-17	F-17	S-18	Total
1	African American and African Diaspora Studies	16	-		353	374	73	355	322	1477
2	African Studies	7	-		129	79	-	120	36	364
3	American Studies	7	-		85	85	17	98	79	364
4	Anthropology	15	8		54	56	-	51	43	204
5	Apparel Merchandizing	7	-		124	99	--	--	--	223
6	Art History	14	5		81	98	-	130	125	434
7	Central Eurasian Studies	52	24		73	81	-	88	88	330
8	College of Arts and Sciences	16	4		319	537	-	127	337	1320
9	Collins Living-Learning Center	8	1		17	36	-	25	54	132
10	Comparative Literature	7	1		129	60	19	35	35	278
11	Criminal Justice	3	-		55	79	-	55	30	219
12	Cultural Studies	5	-		1	-	-	5	4	10
13	East Asian Languages and Cultures	3	-		-	11	-	-	7	18
14	English	2	-		13	15	-	-	37	65
15	Folklore and Ethnomusicology	12	-		285	430	168	245	521	1649
16	Gender Studies	7	-		28	29	-	50	82	189
17	Geography	5	-		14	9	-	7	-	30
18	Global Village Living-Learning Center	1	-		1	-	-	-	-	1
19	History	27	4		181	135	-	133	175	624
20	India Studies	4	-		23	2	-	9	23	57
21	International Studies	39	4		390	518	99	795	556	2358
22	Jewish Studies	8	1		57	20	-	43	39	159
23	Linguistics	2	-		17	-	-	-	-	17
24	Maurer School of Law	11	2		69	51	-	65	-	185
25	Media School	5	-		130	175	-	77	110	492
26	Music	3	-		64	71	-	74	67	276
27	Near Eastern Languages and Cultures	39	31		111	66	-	125	52	354
28	Political Science	20	4		232	216	27	176	145	796
29	Religious Studies	28	7		714	333	47	483	298	1875
30	Russian and East European Institute	4	-		5	2	-	-	-	7
31	School of Art, Architecture and Design	7	-		--	--	21	97	133	251
32	School of Education	19	-		85	77	29	78	97	366

33	School of Informatics, Computing, and Engineering	3	-		-	8	9	-	10	27
34	School of Public and Environmental Affairs	15	-		103	88	-	86	55	332
35	School of Public Health	3	-		38	127	23	36	126	350
36	Southeast Asian and ASEAN Studies	2	-		-	3	-	-	24	27
	Total Courses	427	96	Total Enrollments	3980	3970	532	3668	3710	15860
	Total Courses (adjusted for cross-lists)	392	76							

†Represents all undergraduate, graduate, and joint-listed courses (F16-S18).

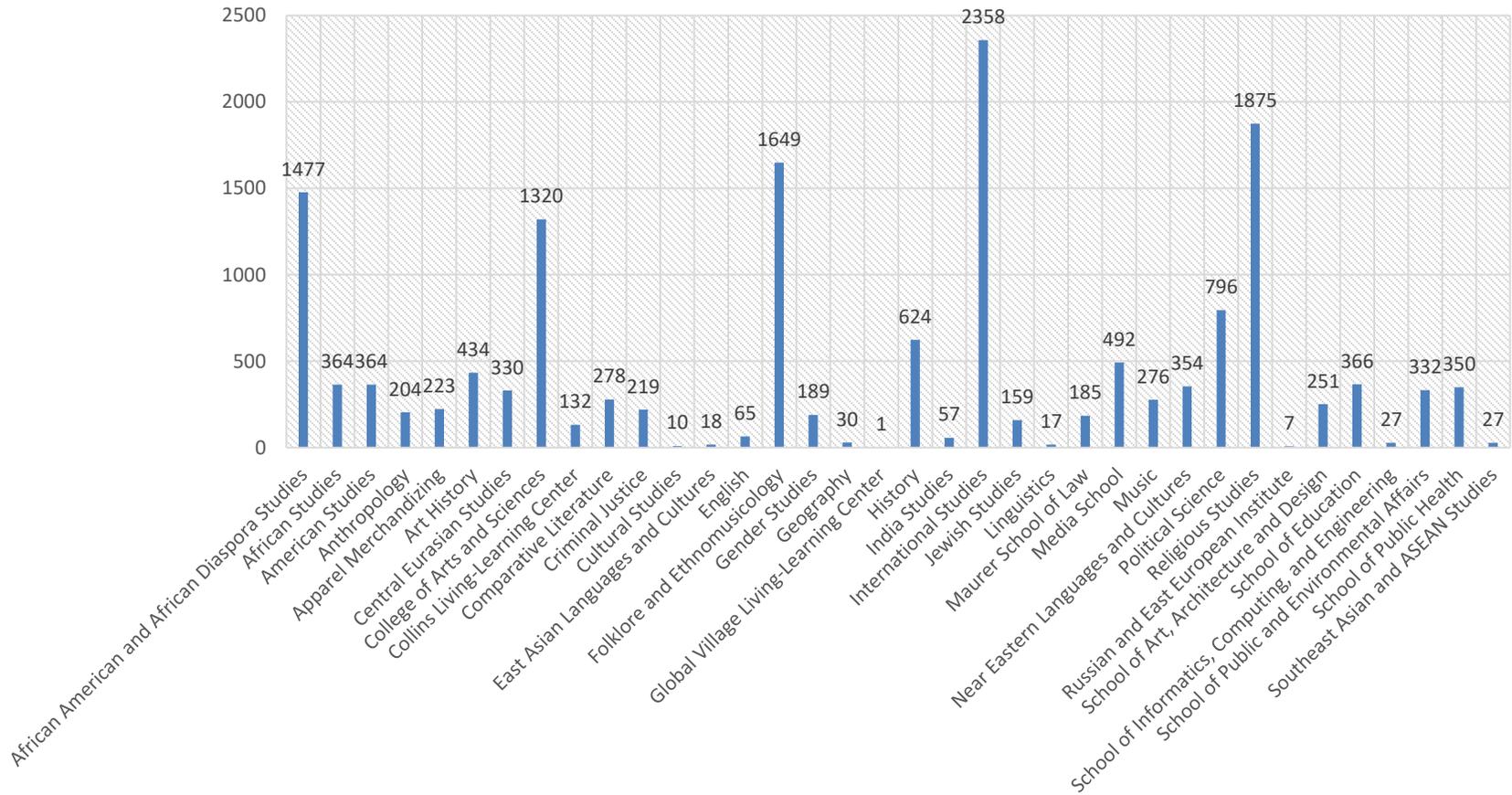
TOTAL ISLAMIC STUDIES CONTENT COURSE ENROLLMENTS FALL 2016-SPRING 2018



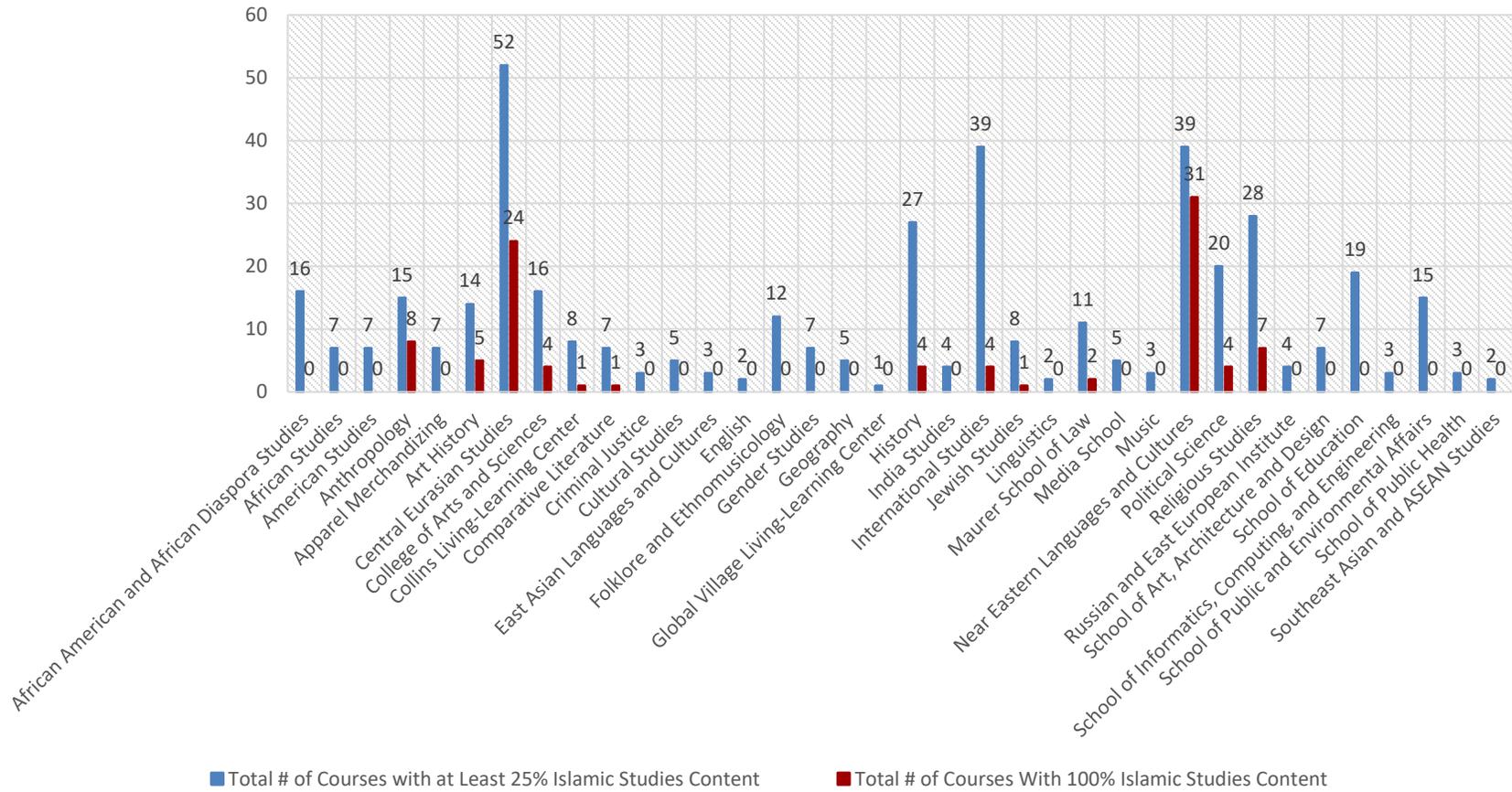
Two Year Enrollment Trend (F16-S18) [Does not include summer sessions]

Total Islamic Studies Content Course Enrollments Summer 2017: 532

DISTRIBUTION OF ISLAMIC STUDIES CONTENT COURSE ENROLLMENTS BY ACADEMIC UNIT (FALL 2016-SPRING 2018)



TOTAL DISTRIBUTION OF ISLAMIC STUDIES COURSES BY UNIT (FALL 2016-SPRING 2018)



APPENDIX #3: LANGUAGE COURSES

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**Indiana University Islamic Studies Program Language Enrollment Table by Language
Undergraduate/Graduate Students AY2016-2018**

Indiana University Islamic Studies Program

Middle Eastern and North African Languages

---ARABIC---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
NELC-A 100	Elementary Arabic I	Varies	5	90		9	87		Y
NELC-A 150	Elementary Arabic II	Varies	5		63	9		51	Y
NELC-A 200	Intermediate Arabic I	Varies	5	37		20	38		Y
NELC-A 250	Intermediate Arabic II	Varies	5		22	20		31	Y
	Total Lower Level Arabic			127	85	58	125	82	
NELC-A 300	Advanced Arabic I	Istrabadi Z	3	10		4	18		Y
NELC-N 310	Arabic Composition I	Alramadan	3						N
NELC-N 312	Arabic Grammar	Alani S	3						N
NELC-A 350	Advanced Arabic II	Varies	3		7	4		16	Y
NELC-A 400	Advanced Arabic III	Varies	3	2			4		Y
NELC-A 450	Advanced Arabic IV	Varies	3					3	Y
	Total Upper Level Arabic			12	7	8	22	19	
	Total Undergraduate			139	92	66	147	101	
Total by Academic Year					231			248	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
NELC-A 500	Elementary Arabic I	Varies	2	7	0	0	5	0	Y
NELC-A 550	Elementary Arabic II	Varies	2	0	5	0	0	0	Y
NELC-A 555	Summer Intensive Arabic I	Varies	6	0	0	3	0	0	N
NELC-A 600	Intermediate Arabic I	Varies	3	4	0	4	1	0	Y
NELC-A 650	Intermediate Arabic II	Varies	3	0	4	4	0	3	Y
	Total Lower Level Arabic			11	9	11	6	3	
NELC-N 510	Arabic Composition I	Alramadan	3	0	0	0	0	0	N
NELC-N 512	Arabic Grammar	Al-Ani	3	0	0	0	0	0	N
NELC-A 660	Advanced Arabic I	Istrabadi	3	1	0	3	2	0	Y
NELC-A 670	Advanced Arabic II	Varies	3	0	2	3	0	3	Y
NELC-A 680	Advanced Arabic III	Varies	3	3	0	0	4	0	Y
NELC-A 690	Advanced Arabic IV	Varies	3	0	5	0	0	2	Y
	Total Upper Level Arabic			4	7	6	6	5	
	Total Graduate			15	16	17	12	34	
	Total by Academic Year				31			46	

Total undergraduate and graduate Arabic language enrollments	154	108	83	159	135	35
Total	674					

---KURDISH---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 198	Introductory Sorani Kurdish I	Varies	4	2	0	1	2	0	Y
CEUS-T 199	Introductory Kurdish II	Varies	4	0	1	1	0	1	Y
CEUS-T 298	Intermediate Sorani Kurdish I	Khezri	4	0	0	0	0	0	N
CEUS-T 299	Intermediate Kurdish II	Khezri	4	0	0	0	0	0	N
	Total Lower Level Kurdish			2	1	2	2	1	
CEUS-T 398	Advanced Sorani Kurdish I	Khezri	4	0	0	0	0	0	N
CEUS-T 399	Advanced Sorani Kurdish II	Khezri	4	0	0	0	0	0	N
	Total Upper Level Kurdish			0	0	0	0	0	
	Total Undergraduate			2	1	2	2	1	
Total by Academic Year					3			3	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 598	Introductory Kurdish I	Varies	3	0	0	2	3	0	N
CEUS-T 599	Introductory Kurdish II	Varies	3	1	1	2	0	2	Y
CEUS-T 698	Intermediate Kurdish I	Khezri	3	0	0	0	1	0	N
CEUS-T 699	Intermediate Kurdish II	Khezri	3	0	0	0	0	1	N
	Total Lower Level Kurdish			1	1	4	4	3	
CEUS-T 798	Advanced Sorani Kurdish I	Khezri	3	3	0	0	0	0	N
CEUS-T 799	Advanced Sorani Kurdish II	Khezri	3	0	1	0	0	0	N
	Total Upper Level Kurdish			3	1	0	0	0	
	Total Graduate			4	2	4	4	3	
Total by Academic Year					6			7	

Total undergraduate and graduate Kurdish language enrollments	6	3	6	6	4	2
Total	27					

---PERSIAN---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 151	Introductory Persian I	Varies	4	6		3	8		Y
CEUS-T 152	Introductory Persian II	Varies	4		8	3		7	Y
CEUS-T 251	Intermediate Persian I	Daneshgar	4	5			7		N
CEUS-T 252	Intermediate Persian II	Daneshgar	4		4			7	N
	Total Lower Level Persian			11	12	6	15	14	
CEUS-T 351	Advanced Persian I	Losensky	4	3					N
CEUS-T 352	Advanced Persian II	Losensky	4		2				N
	Total Upper Level Persian			3	2	0	0	0	
	Total Undergraduate			14	14	6	15	14	
Total by Academic Year					28			29	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 551	Introductory Persian I	Varies	3	13		4	6		Y
CEUS-T 552	Introductory Persian II	Varies	3		11	4		5	Y
CEUS-T 651	Intermediate Persian I	Daneshgar	3	13			11		N
CEUS-T 652	Intermediate Persian II	Daneshgar	3		12			14	N
	Total Lower Level Persian			26	23	8	17	19	
CEUS-T 751	Advanced Persian I	Losensky	3	9			7		N
CEUS-T 752	Advanced Persian II	Losensky	3		9			7	N
	Total Upper Level Persian			9	9	0	7	7	
	Total Graduate			35	32	8	24	26	
Total by Academic Year					67			50	

Total undergraduate and graduate Persian language enrollments	49	46	14	39	40	9
Total	197					

---TURKISH---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 181	Introductory Turkish I	Varies	4	7	0	3	18	0	Y
CEUS-T 182	Introductory Turkish II	Varies	4	0	6	3	0	13	Y
CEUS-T 198	Accelerated Intro Turkish I	Crum	4	0	5	0	0	0	N
CEUS-T 199	Accelerated Intro Turkish II	Crum	4	0	4	0	0	0	N
CEUS-T 281	Intermediate Turkish I	Varies	4	9	0	6	3	0	Y
CEUS-T 282	Intermediate Turkish II	Varies	4	0	8	6	0	3	Y
	Total Lower Level Turkish			16	23	18	21	16	
CEUS-T 381	Advanced Turkish I	Varies	4	7	0	0	4	0	N
CEUS-T 382	Advanced Turkish II	Varies	4	0	6	0	0	4	N
CEUS-R 385	Structure Of Turkish	Ozcelik	3	0	0	0	2	0	N
CEUS-R 389	Topics in Turkish Studies (Translating Turkish Texts)	Varies	1-4	0	0	0	0	1	N
CEUS-T 485	MEDIA TURKISH I	Silay	3	0	4	0	0	0	N
CEUS-T 489	Adv Rdgs & Communicatn: Turkish	Crum	3	3	0	0	0	0	N
CEUS-T 493	Advanced Study Of A Central Eurasian Language I	Varies	1-4	0	0	0	9	0	N
CEUS-T 494	Advanced Study Of A Central Eurasian Language II (Fourth Year Turkish I)	Varies	1-4	0	0	0	0	6	N
	Total Upper Level Turkish			10	10	0	15	11	
	Total Undergraduate			26	33	18	36	27	
Total by Academic Year					59			63	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 581	Introductory Turkish I	Varies	3	1	0	1	1	0	Y
CEUS-T 582	Introductory Turkish II	Crum S	3	0	2	1	0	2	Y
CEUS-T 598	Accelerated Introductory Turkish I	Crum S	3	0	2	0	0	0	N
CEUS-T 599	Accelerated Introductory Turkish II	Crum S	3	0	2	0	0	0	N
CEUS-T 681	Intermediate Turkish I	Varies	3	4	0	3	2	0	Y
CEUS-T 682	Intermediate Turkish II	Varies	3	0	1	3	0	2	Y
	Total Lower Level Turkish			5	7	8	3	4	
CEUS-R 585	Structure Of Turkish	Ozcelik O	3	1	0	0	1	0	N
CEUS-R 589	Topics In Turkish Studies (Translating Turkish Texts)	Silay K	3-4	0	0	0	0	1	N
CEUS-T 691	Old Turkic	Kara G	3	0	1	0	0	0	N
CEUS-T 781	Advanced Turkish I	Varies	3	2	0	0	1	0	N
CEUS-T 782	Advanced Turkish II	Varies	3	0	3	0	0	0	N
CEUS-T 785	Media Turkish I	Silay K	3	0	1	0	0	0	N
CEUS-T 798	Advanced Central Eurasian Languages I	Varies	3	3	0	0	3	0	N
CEUS-T 799	Advanced Central Eurasian Languages II (Fourth Year Turkish)	Varies	3	0	3	0	0	1	N
	Total Upper Level Turkish			6	8	0	5	2	
	Total Graduate			11	15	8	8	6	
	Total by Academic Year				26			14	

Total undergraduate and graduate Turkish language enrollments	37	48	26	44	34	15
Total	204					

Indiana University Islamic Studies Program

Central Asian Languages

---AZERBAIJANI---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 283	Intermediate Azerbaijani I	Varies	4	0	0	0	0	0	N
CEUS-T 284	Intermediate Azerbaijani II	Varies	4	0	0	0	0	0	N
Total Lower Level Azerbaijani				0	0	0	0	0	
Total Undergraduate				0	0	0	0	0	
Total by Academic Year					0			0	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 683	Intermediate Azerbaijani I	Varies	3	0	0	3	0	0	N
CEUS-T 684	Intermediate Azerbaijani II	Varies	3	0	0	3	0	0	N
Total Lower Level Azerbaijani						6			
Total Graduate				0	0	6	0	0	
Total by Academic Year					0			0	

Total undergraduate and graduate Azerbaijani language enrollments				0	0	6	0	0	
Total				6					

---DARI---*

*Not offered during AY2016-17 to AY2017-18 period

---KAZAKH AND KYRGYZ---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 113	Introductory Kazakh I	Varies	4	0	0	0	1	0	N
CEUS-T 114	Introductory Kazakh II	Varies	4	0	0	0	0	1	N
CEUS-T 213	Intermediate Kazakh I	Varies	4	0	0	0	0	0	N
CEUS-T 214	Intermediate Kazakh II	Varies	4	0	0	0	0	0	N
CEUS-T 198	Introductory Kyrgyz I	Dokturbekov A	1-4	0	0	0	0	0	Y
CEUS-T 199	Introductory Kyrgyz II	Abakirova	1-4	0	1	0	0	0	Y
CEUS-T 298	Intermediate Kyrgyz I	Dokturbekov A	1-4	0	0	0	0	0	N
CEUS-T 299	Intermediate Kyrgyz II	Dokturbekov A	1-4	0	0	0	0	0	N
	Total Lower Lever Kazakh and Kyrgyz			0	1	0	1	1	
CEUS-T 313	Advanced Kazakh I	Varies	4	0	0	0	0	0	N
CEUS-T 314	Advanced Kazakh II	Varies	4	0	0	0	0	0	N
	Total Upper Level Kazakh and Kyrgyz			0	0	0	0	0	
	Total Undergraduate			0	1	0	1	1	
Total by Academic Year					1			2	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 513	Introductory Kazakh I	Varies	3	0	0	0	0	0	N
CEUS-T 514	Introductory Kazakh II	Varies	3	0	0	0	0	0	N
CEUS-T 613	Intermediate Kazakh I	Varies	3	1	0	0	0	0	N

CEUS-T 614	Intermediate Kazakh II	Varies	3	0	1	0	0	0	N
CEUS-T 598	Introductory Kyrgyz I	Dokturbekov A	3	1	0	0	0	0	N
CEUS-T 599	Introductory Kyrgyz II	Dokturbekov A	3	0	0	0	0	0	N
CEUS-T 698	Intermediate Kyrgyz I	Dokturbekov A	3	0	0	0	0	0	N
CEUS-T 699	Intermediate Kyrgyz II	Dokturbekov A	3	0	0	0	0	0	N
	Total Lower Lever Kazakh and Kyrgyz			2	1	0	0	0	
CEUS-T 713	Advanced Kazakh I	Varies	3	0	0	0	1	0	N
CEUS-T 714	Advanced Kazakh II	Varies	3	0	0	0	0	1	N
CEUS-T 798	Advanced Kyrgyz I	Dokturbekov A	3	0	0	0	0	0	N
CEUS-T 798	Post-Advanced Kyrgyz	Dokturbekov A	3	0	0	0	0	0	N
CEUS-T 799	Advanced Kyrgyz II	Dokturbekov A	3	0	0	0	0	0	N
	Total Upper Level Kazakh and Kyrgyz			0	0	0	1	1	
	Total Graduate			2	1	0	1	1	
	Total by Academic Year				3			2	
Total undergraduate and graduate Kazakh and Kyrgyz language enrollments				2	2	0	2	2	
Total				8					

---PASHTO---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 153	Introductory Pashto I	Arman R	4	0	0	1	0	0	Y
CEUS-T 154	Introductory Pashto II	Arman R	4	0	0	1	0	0	Y
CEUS-T 253	Intermediate Pashto I	Arman R	4	3	0	0	0	0	N
CEUS-T 254	Intermediate Pashto II	Arman R	4	0	1	0	0	0	N
Total Lower Level Pashto				3	1	2	0	0	
CEUS-T 353	Advanced Pashto I	Arman R	4	0	0	0	0	0	N
CEUS-T 399	Advanced Central Eurasian Languages II	Arman R	4	0	0	0	0	0	N
Total Upper Level Pashto				0	0	0	0	0	
Total Undergraduate				3	1	2	0	0	
Total by Academic Year					4			0	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 553	Introductory Pashto I	Arman R	3	0	0	0	0	0	Y
CEUS-T 554	Introductory Pashto II	Arman R	3	0	0	0	0	0	Y
CEUS-T 653	Intermediate Pashto I	Arman R	3	1	0	0	0	0	N
CEUS-T 654	Intermediate Pashto II	Arman R	3	0	1	0	0	0	N
Total Lower Level Pashto				1	1	0	0	0	
CEUS-T 753	Advanced Pashto I	Arman R	3	0	0	0	1	0	N
CEUS-T 754	Advanced Pashto II	Arman R	3	0	0	0	0	1	N
Total Upper Level Pashto				0	0	0	1	1	
Total Graduate				1	1	0	1	1	
Total by Academic Year					2			2	

Total undergraduate and graduate Pashto language enrollments				4	2	2	1	1	
Total				10					

---UYGHUR---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 131	Introductory Uyghur I	Nazarova	4	0	0	0	0	0	N
CEUS-T 132	Introductory Uyghur II	Nazarova	4	0	0	0	0	0	N
CEUS-T 231	Intermediate Uyghur I	Nazarova	4	1	0	0	0	0	N
CEUS-T 232	Intermediate Uyghur II	Nazarova	4	0	1	0	0	0	N
Total Lower Level Uyghur				1	1	0	0	0	
CEUS-T 331	Advanced Uyghur I	Nazarova	4	0	0	0	1	0	N
CEUS-T 332	Advanced Uyghur II	Nazarova	4	0	0	0	0	1	N
CEUS-T 398	Advanced Central Eurasian Languages I (Uyghur For Heritage Speakers)	Nazarova	1-4	2	2	0	6	1	N
Total Upper Level Uyghur				2	2	0	7	2	
Total Undergraduate				3	3	0	7	2	
Total by Academic Year					6			9	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 531	Introductory Uyghur I	Nazarova G	3	2	0	0	0	0	N
CEUS-T 532	Introductory Uyghur II	Nazarova G	3	0	2	0	0	0	N
CEUS-T 631	Intermediate Uyghur I	Nazarova	3	1	0	0	2	0	N
CEUS-T 632	Intermediate Uyghur II	Nazarova	3	0	1	0	0	2	N
Total Lower Level Uyghur				3	3	0	2	2	
CEUS-T 731	Advanced Uyghur I	Nazarova	3	0	0	0	0	0	N
CEUS-T 732	Advanced Uyghur II	Nazarova	3	0	0	0	0	0	N
Total Upper Level Uyghur				0	0	0	0	0	
Total Graduate				3	3	0	2	2	
Total by Academic Year					6			4	

Total undergraduate and graduate Uyghur language enrollments				6	6	0	9	4	
Total				25					

---UZBEK---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 111	Introductory Uzbek I	Hodjaev M	4	0	1	0	0	0	N
CEUS-T 112	Introductory Uzbek II	Hodjaev M	4	0	1	0	0	0	N
CEUS-T 211	Intermediate Uzbek I	Hodjaev M	4	0	0	0	0	0	N
CEUS-T 212	Intermediate Uzbek II	Hodjaev M	4	0	0	0	0	0	N
Total Lower Level Uzbek				0	2	0	0	0	
CEUS-T 311	Advanced Uzbek I	Hodjaev M	4	0	0	0	0	0	N
CEUS-T 312	Advanced Uzbek II	Hodjaev M	4	0	0	0	0	0	N
Total Upper Level Uzbek				0	0	0	0	0	
Total Undergraduate				0	2	0	0	0	
Total by Academic Year					2			0	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
CEUS-T 511	Introductory Uzbek	Hodjaev M	3	0	3	0	0	1	N
CEUS-T 512	Introductory Uzbek II	Hodjaev M	3	0	1	0	0	1	N
CEUS-T 611	Intermediate Uzbek I	Hodjaev M	3	1	0	0	0	0	N
CEUS-T 612	Intermediate Uzbek II	Hodjaev M	3	0	1	0	0	0	N
Total Lower Level Uzbek				1	5	0	0	2	
CEUS-T 711	Advanced Uzbek I	Hodjaev M	3	0	0	0	1	0	N
CEUS-T 712	Advanced Uzbek II	Hodjaev M	3	0	0	0	0	1	N
Total Upper Level Uzbek				0	0	0	1	1	
Total Graduate				1	5	0	1	3	
Total by Academic Year					6			4	

Total undergraduate and graduate Uzbek language enrollments				1	7	0	1	3	
Total				12					

Indiana University Islamic Studies Program

South Asian Languages

---BENGALI---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
INST-B 100	Introductory Bengali I	Varies	5	1	0	0	0	0	N
INST-B 150	Introductory Bengali	Varies	5	0	0	0	0	0	N
INST-B 200	Intermediate Bengali I	Varies	3	0	0	0	0	0	N
INST-B 250	Intermediate Bengali II	Varies	3	0	0	0	0	0	N
	Total Lower Level Bengali			1	0	0	0	0	
INST-B 325	Bengali Conversation	Das S	2	0	0	0	0	0	N
	Total Upper Level Bengali			0	0	0	0	0	
	Total Undergraduate			1	0	0	0	0	
Total by Academic Year					1			0	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
	Total Lower Level Bengali								
INST-B 510	ADVANCED BENGALI I	Varies	3	0	0	0	0	0	N
	Total Upper Level Bengali			0	0	0	0	0	
	Total Graduate			0	0	0	0	0	
Total by Academic Year					0			0	

Total undergraduate and graduate Bengali language enrollments				1	0	0	0	0	
Total				1					

---URDU---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
INST-U 100	Beginning Urdu I	Varies	5	0	3	0	3	0	N
INST-U 150	Beginning Urdu II	Singh K	5	0	0	0	0	1	N
INST-U 200	Second-Year Urdu I	Varies	3	0	0	0	0	0	N
INST-U 250	Second-Year Urdu II	Singh K	3	0	0	0	0	0	N
Total Lower Level Urdu				0	3	0	3	1	
INST-U 300	Advanced Urdu I	Kirk G	3	0	0	0	0	0	N
INST-U 350	Advanced Urdu II	Singh K	3	0	0	0	0	0	N
Total Upper Level Urdu				0	0	0	0	0	
Total Undergraduate				0	3	0	3	1	
Total by Academic Year					3			4	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
INST-U 506	Beginning Urdu I	Varies	4	0	0	0	1	0	N
INST-U 507	Beginning Urdu II	Singh K	4	0	0	0	0	1	N
INST-U 508	Second Year Urdu I	Varies	3	0	0	0	0	0	N
INST-U 509	Second Year Urdu II	Singh K	3	0	0	0	0	0	N
Total Lower Level Urdu				0	0	0	1	1	
INST-U 510	Advanced Urdu I	Varies	3	0	0	0	0	0	N
INST-U 511	Advanced Urdu II	Varies	3	0	1	0	0	0	N
Total Upper Level Urdu				0	1	0	0	0	
Total Graduate				0	1	0	1	1	
Total by Academic Year					1			2	

Total undergraduate and graduate Urdu language enrollments				0	4	0	4	2	
Total				10					

Indiana University Islamic Studies Program

Southeast Asian Languages

---INDONESIAN---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
SEAS-I 101	Elementary Indonesian I	Varies	3	0	0	0	6	0	Y
SEAS-I 102	Elementary Indonesian II	Varies	3	0	0	0	0	5	Y
	Total Lower Level Indonesian			0	0	0	6	5	
	Total Upper Level Indonesian			0	0	0	0	0	
	Total Undergraduate			0	0	0	6	5	
Total by Academic Year					0			11	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
	Total Lower Level Indonesian			0	0	0	0	0	
	Total Upper Level Indonesian			0	0	0	0	0	
	Total Graduate			0	0	0	0	0	
Total by Academic Year					0			0	

Total undergraduate and graduate Indonesian language enrollments	0	0	0	6	5	
Total	11					

Indiana University Islamic Studies Program

African Languages

BAMANA (BAMBARA)

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
AFRI-B 101	Elementary Bamana I	Sow A	4	0	0	0	15	0	N
LING-B 101	Elementary Bamana I	Sow A	4	28	0	0	0	0	N
AFRI-B 102	Elementary Bamana II	Sow A	4	0	0	0	0	27	N
LING-B 102	Elementary Bamana II	Sow A	4	0	28	0	0	0	N
AFRI-B 201	Intermediate Bamana I	Sow A	3	0	0	0	14	0	N
LING-B 201	Intermediate Bamana I	Sow A	3	8	0	0	0	0	N
AFRI-B 202	Intermediate Bamana II	Sow A	3	0	0	0	0	14	N
LING-B 202	Intermediate Bamana II	Sow A	3	0	10	0	0	0	N
Total Lower Level Bamana				36	38	0	29	41	N
AFRI-B 301	Advanced Bamana I	Sow A	3	0	0	0	15	0	N
LING-B 301	Advanced Bamana I	Sow A	3	1	0	0	0	0	N
AFRI-B 302	Advanced Bamana II	Sow A	3	0	0	0	0	8	N
LING-B 302	Advanced Bamana II	Sow A	3	0	1	0	0	0	N
Total Upper Level Bamana				1	1	0	15	8	
Total Undergraduate				37	39	0	44	49	
Total by Academic Year					76			93	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
AFRI-B 501	Elementary Bamana I	Sow A	3	0	0	0	1	0	N
LING-B 501	Elementary Bamana I	Sow A	3	0	0	0	0	0	N
AFRI-B 502	Elementary Bamana II	Sow A	3	0	0	0	0	0	N
LING-B 502	Elementary Bamana II	Sow A	3	0	0	0	0	0	N
AFRI-B 601	Intermediate Bamana I	Sow A	3	0	0	0	0	0	N
LING-B 601	Intermediate Bamana I	Sow A	3	0	0	0	0	0	N

AFRI-B 602	Intermediate Bamana II	Sow A	3	0	0	0	0	0	N
LING-B 602	Intermediate Bamana II	Sow A	3	0	0	0	0	0	N
	Total Lower Lever Bamana			0	0	0	1	0	N
AFRI-B 701	Advanced Bamana I	Sow A	3	0	0	0	0	0	N
LING-B 701	Advanced Bamana I	Sow A	3	0	0	0	0	0	N
AFRI-B 702	Advanced Bamana II	Sow A	3	0	0	0	0	0	N
LING-B 702	Advanced Bamana II	Sow A	3	0	0	0	0	0	N
	Total Upper Level Bamana			0	0	0	0	0	
	Total Graduate			0	0	0	1	0	
	Total by Academic Year			0				1	

Total undergraduate and graduate Bamana language enrollments	37	39	0	45	49	
Total	170					

---SWAHILI---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
AFRI-S 101	Elementary Swahili I	Varies	4	0	0	0	42	0	Y
LING-S 101	Elementary Swahili I	Varies	4	44	0	0	0	0	N
AFRI-S 102	Elementary Swahili II	Varies	4	0	0	0	0	28	Y
LING-S 102	Elementary Swahili II	Varies	4	0	37	0	0	0	N
AFRI-S 201	Intermediate Swahili I	Mwingira M	3	0	0	0	28	0	N
LING-S 201	Intermediate Swahili I	Omar	3	26	0	0	0	0	N
AFRI-S 202	Intermediate Swahili II	Mwingira M	3	0	0	0	0	26	N
LING-S 202	Intermediate Swahili II	Omar	3	0	22	0	0	0	N
Total Lower Lever Swahili				70	59	0	70	54	
AFRI-S 301	Advanced Swahili I	Omar A	3	0	0	0	8	0	N
LING-S 301	Advanced Swahili I	Tungaraza	3	7	0	0	0	0	N
AFRI-S 302	Advanced Swahili II	Omar A	3	0	0	0	0	8	N
LING-S 302	Advanced Swahili II	Tungaraza	3	0	6	0	0	0	N
Total Upper Level Swahili				7	6	0	8	8	
Total Undergraduate				77	65	0	78	62	
Total by Academic Year					142			140	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
AFRI-S 501	Elementary Swahili I	Varies	3	0	0	0	1	0	Y
LING-S 501	Elementary Swahili I	Kavaya	3	1	0	0	0	0	N
AFRI-S 502	Elementary Swahili II	Varies	3	0	0	0	0	1	Y
LING-S 502	Elementary Swahili II	Varies	3	0	1	0	0	0	N
AFRI-S 601	Intermediate Swahili I	Mwingira M	3	0	0	0	1	0	N
LING-S 601	Intermediate Swahili I	Omar	3	2	0	0	0	0	N
AFRI-S 602	Intermediate Swahili II	Mwingira M	3	0	0	0	0	1	N

LING-S 602	Intermediate Swahili II	Omar	3	0	1	0	0	0	N
	Total Lower Level Swahili			3	2	0	2	2	
AFRI-S 701	Advanced Swahili I	Omar A	3	0	0	0	2	0	N
LING-S 701	Advanced Swahili I	Tungaraza	3	1	0	0	0	0	N
AFRI-S 702	Advanced Swahili II	Omar A	3	0	0	0	0	0	N
LING-S 702	Advanced Swahili II	Tungaraza	3	0	0	0	0	0	N
	Total Upper Level Swahili			1	0	0	2	0	
	Total Graduate			4	2	0	4	2	
	Total by Academic Year				6			6	

Total undergraduate and graduate Swahili language enrollments	81	67	0	82	64	3
Total	297					

---WOLOF---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
AFRI-W 101	Elementary Wolof I		4	0	0	0	0	0	N
LING-X 101	Elementary Wolof I	Ndour	4	0	0	0	0	0	N
AFRI-W 102	Elementary Wolof II		4	0	0	0	0	0	N
LING-X 102	Elementary Wolof II	Varies	4	0	0	0	0	0	N
AFRI-W 201	Intermediate Wolof I		3	0	0	0	0	0	N
LING-X 201	Intermediate Wolof I	Ndour	3	1	0	0	0	0	N
AFRI-W 202	Intermediate Wolof II		3	0	0	0	0	0	N
LING-X 202	Intermediate Wolof II	Varies	3	0	1	0	0	0	N
Total Lower Level Wolof				1	1	0	0	0	
AFRI-W 301	Advanced Wolof I		3	0	0	0	0	0	N
LING-X 301	Advanced Wolof I	Lo	3	0	0	0	0	0	N
AFRI-W 302	Advanced Wolof II		3	0	0	0	0	0	N
LING-X 302	Advanced Wolof II	Varies	3	0	0	0	0	0	N
Total Upper Level Wolof				0	0	0	0	0	
Total Undergraduate				1	1	0	0	0	
Total by Academic Year					2			0	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
AFRI-X 501	Elementary Wolof		3	0	0	0	0	0	N
LING-X 501	Elementary Wolof	Ndour	3	1	0	0	0	0	N
AFRI-X 502	Elementary Wolof		3	0	0	0	0	0	N
LING-X 502	Elementary Wolof	Varies	3	0	1	0	0	0	N
AFRI-X 601	Intermediate Wolof		3	0	0	0	0	0	N
LING-X 601	Intermediate Wolof	Ndour	3	0	0	0	0	0	N
AFRI-X 602	Intermediate Wolof		3	0	0	0	0	0	N
LING-X 602	Intermediate Wolof	Varies	3	0	0	0	0	0	N
Total Lower Level Wolof				1	1	0	0	0	
AFRI-X 701	Advanced Wolof		3	0	0	0	0	0	N

LING-X 701	Advanced Wolof	Lo	3	0	0	0	0	0	N
AFRI-X 702	Advanced Wolof		3	0	0	0	0	0	N
LING-X 702	Advanced Wolof	Varies	3	0	0	0	0	0	N
	Total Upper Level Wolof			0	0	0	0	0	
	Total Graduate			1	1	0	0	0	
	Total by Academic Year				2			0	

Total undergraduate and graduate Wolof language enrollments	2	2	0	0	0	
Total	4					

Indiana University Islamic Studies Program

Slavic and East European Languages

---RUSSIAN---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
SLAV-R 101	Elementary Russian I	Varies	4	52	0	0	71	0	N
SLAV-R 102	Elementary Russian II	Varies	4	0	30	0	0	38	N
SLAV-N 111	Summer Intensive Elementary Russian I	Varies	4	0	0	9	0	0	Y
SLAV-N 112	Summer Intensive Elementary Russian II	Varies	4	0	0	8	0	0	Y
SLAV-N 122	Summer Intensive Elementary Russian II	Varies	4	0	0	4	0	0	Y
SLAV-R 201	Intermediate Russian I	Varies	4	28	0	0	27	0	N
SLAV-R 202	Intermediate Russian II	Varies	4	0	23	0	0	20	N
SLAV-N 221	Summer Intensive Intermediate Russian I	Varies	4	0	0	2	0	0	Y
SLAV-N 231	Summer Intensive Intermediate Russian I	Varies	4	0	0	11	0	0	Y
SLAV-N 232	Summer Intensive Intermediate Russian II	Varies	4	0	0	10	0	0	Y
	Total Lower Level Russian			80	53	44	98	58	
SLAV-R 301	Advanced Intermediate Russian I	Melnyk S	3	11	0	0	10	0	N
SLAV-R 302	Advanced Intermediate Russian II	Melnyk S	3	0	8	0	0	10	N
SLAV-S 320	Special Topics in Slavic Studies: Russian for the Social Science	Melnyk S	1-3	4	0	0	0	0	N
SLAV-S 320	Special Topics in Slavic Studies: Fifth-year level Russian	Melnyk S	1-3	0	4	0	0	0	N

SLAV-S 320	Special Topics in Slavic Studies: Old Russian Literature	Shrager M	1-3	0	1	0	0	0	N
SLAV-S 320	Special Topics in Slavic Studies: Fifth Year-Russian via Literature	Varies	3	0	0	0	0	4	
SLAV-R 431	Intensive Russian: Oral	Varies	2	0	0	0	0	0	Y
SLAV-R 434	Intensive Russian: Phonetics	Varies	1	0	0	0	0	0	Y
SLAV-N 351	Summer Intensive Advanced Intermediate Russian I	Varies	4	0	0	6	0	0	Y
SLAV-N 352	Summer Intensive Advanced Intermediate Russian II	Varies	4	0	0	5	0	0	Y
SLAV-N 362	Summer Intensive Advanced Intermediate Russian II	Varies	4	0	0	1	0	0	N
SLAV-R 451	Russian Poetry	Emery J	3	0	0	0	0	3	N
SLAV-N 461	Summer Intensive Advanced Russian I	Varies	4	0	0	1	0	0	N
SLAV-N 471	Summer Intensive Advanced Russian I	Varies	4	0	0	0	0	0	Y
SLAV-N 472	Summer Intensive Advanced Russian II	Varies	4	0	0	0	0	0	Y
SLAV-N 481	Fifth-Year Russian I	Varies	4	0	0	2	0	0	Y
SLAV-N 482	Fifth-Year Russian II	Varies	4	0	0	2	0	0	Y
SLAV-N 491	Sixth-Year Russian I	Varies	4	0	0	0	0	0	Y
SLAV-N 492	Sixth-Year Russian II	Varies	4	0	0	0	0	0	Y
	Total Upper Level Russian			15	13	17	10	17	
	Total Undergraduate			95	66	61	108	75	
Total by Academic Year						161		183	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
SLAV-N 511	Intensive Elem. Russian I	Varies	3	0	0	5	0	0	Y
SLAV-N 512	Intensive Elem. Russian II	Varies	3	0	0	4	0	0	Y
SLAV-N 521	Accel. Elem. Russian II	Varies	3	0	0	2	0	0	Y
SLAV-N 522	Accel. Elem. Russian II	Varies	3	0	0	2	0	0	Y
SLAV-N 531	Intensive Intermediate Russian I	Varies	3	0	0	8	0	0	Y

SLAV-N 532	Intensive Intermediate Russian II	Varies	3	0	0	8	0	0	Y
SLAV-S 562	Topics in Slavic Studies: Elementary Russian I	Shardakova	3	2	0	0	0	0	N
SLAV-S 562	Topics in Slavic Studies: Elementary Russian II	Shardakova	3	0	2	0	0	0	N
SLAV-S 562	Topics in Slavic Studies: Intermediate Russian I	Shardakova	3	1	0	0	3	0	N
SLAV-S 562	Topics in Slavic Studies: Intermediate Russian II	Shardakova	3	0	2	0	0	0	N
	Total Lower Lever Russian			3	4	29	3	0	
SLAV-R 401	Advanced Russian I	Shrager M	3	7	0	0	11	0	N
SLAV-R 402	Advanced Russian II	Shrager M	3	0	7	0	0	12	N
SLAV-R 404	Structure of Russian	Cavar M	3	7	0	0	1	0	N
SLAV-R 472	Business Russian	Melnyk S	3	0	0	0	5	0	N
SLAV-R 491	Russian for Grad Students	Fowler G	3-4	3	0	0	5	0	N
SLAV-R 492	Russian for Grad Students II	Franks S	3	0	0	0	0	6	N
SLAV-L 501	Structure of Russian I: Phonetics & Morphology	Cavar M	3	2	0	0	5	0	N
SLAV-R 503	Old Russian Literature	Shrager M	3	0	0	0	5	0	N
SLAV-R 532	Dostoevsky	Cravens C	3	0	0	0	2	0	N
SLAV-R 535	Chekhov	Stefani S	3	0	6	0	0	0	N
SLAV-S 540	Fifth Year-Russian via Literature	Shrager M	3					11	N
SLAV-R 551	Russian Poetry	Emery J	3					3	N
SLAV-S 562	Advanced Intermediate Russian I	Melnyk S	3	1			3		N
SLAV-S 562	Advanced Intermediate Russian II	Varies	3		1			2	N
SLAV-R 563	Pushkin to Dostoevsky	Emery J	3	5			3		N
SLAV-R 564	Tolstoy to Solzhenitsyn	Stefani S	3		2			6	N
SLAV-R 572	Business Russian	Melnyk S	3				5		N
SLAV-N 551	Intensive Advanced Intermediate Russian I	Varies	3			12			Y
SLAV-N 552	Intensive Advanced Intermediate Russian II	Varies	3			11			Y
SLAV-N 561	Accelerated Advanced Intermediate Russian II	Varies	3			4			N

SLAV-N 562	Accelerated Advanced Intermediate Russian I	Varies	3			4			N
SLAV-N 571	Intensive Advanced Russian I	Varies	3			6			Y
SLAV-N 572	Intensive Advanced Russian II	Varies	3			5			Y
SLAV-N 581	Fifth-Year Russian I	Varies	3			5			Y
SLAV-N 582	Fifth-Year Russian II	Varies	3			5			Y
SLAV-R 601	Seminar in Russian Literature	Emery J	3				3	7	
SLAV-N 691	Sixth-Year Russian I	Varies	3			4			Y
SLAV-N 692	Sixth-Year Russian II	Varies	3			4			Y
	Total Upper Level Russian			25	16	60	48	7	
	Total Graduate			28	20	89	51	7	
	Total by Academic Year				48			58	

Total undergraduate and graduate Russian language enrollments	123	86	150	159	82	85
Total	685					

---BOSNIAN/CROATIAN/SERBIAN (BCS)---

Undergraduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
SLAV-S 101	Elem Bosnian/Croat/Serb I	Veinovic	4	7	0	0	6	0	N
SLAV-S 102	Elem Bosnian/Croat/Serb II	Veinovic	4	0	7	0	0	4	N
SLAV-S 111	Summer Intensive Elementary BCS I	Varies	4	0	0	1	0	0	Y
SLAV-S 122	Summer Intensive Elementary BCS II	Varies	4	0	0	1	0	0	Y
SLAV-S 201	Intermediate Bosnian/Croat/Serb I	Veinovic	3	3	0	0	5	0	N
SLAV-S 202	Intermediate Bosnian/Croat/Serb II	Veinovic	3	0	3	0	0	4	N
	Total Lower Level BCS			10	10	2	11	8	
SLAV-S 301	Adv Intermediate Bosnian/Croat/Serb I	Veinovic	3	4	0	0	0	0	N
SLAV-S 302	Adv Intermediate Bosnian/Croat/Serb II	Veinovic	3	0	5	0	0	1	N
SLAV-S 401	4th-Year Bosnian/Croatian/Serbian I	Veinovic	3	0	0	0	3	0	N
SLAV-S 402	4th-Year Bosnian/Croatian/Serbian II	Antic	3	0	0	0	0	1	N
	Total Upper Level BCS			4	5	0	3	2	
	Total Undergraduate			14	15	2	14	10	
Total by Academic Year					29			24	

Graduate Students				Academic Term					
Course Code	Course Title	Faculty	CH	F-16	S-17	SS-17	F-17	S-18	SS-18 (Y/N)
SLAV-S 501	Elem. Serbian & Croatian I	Veinovic	3	1	0	0	1	0	N
SLAV-S 502	Elem. Serbian & Croatian II	Veinovic	3	0	1	0	0	1	N

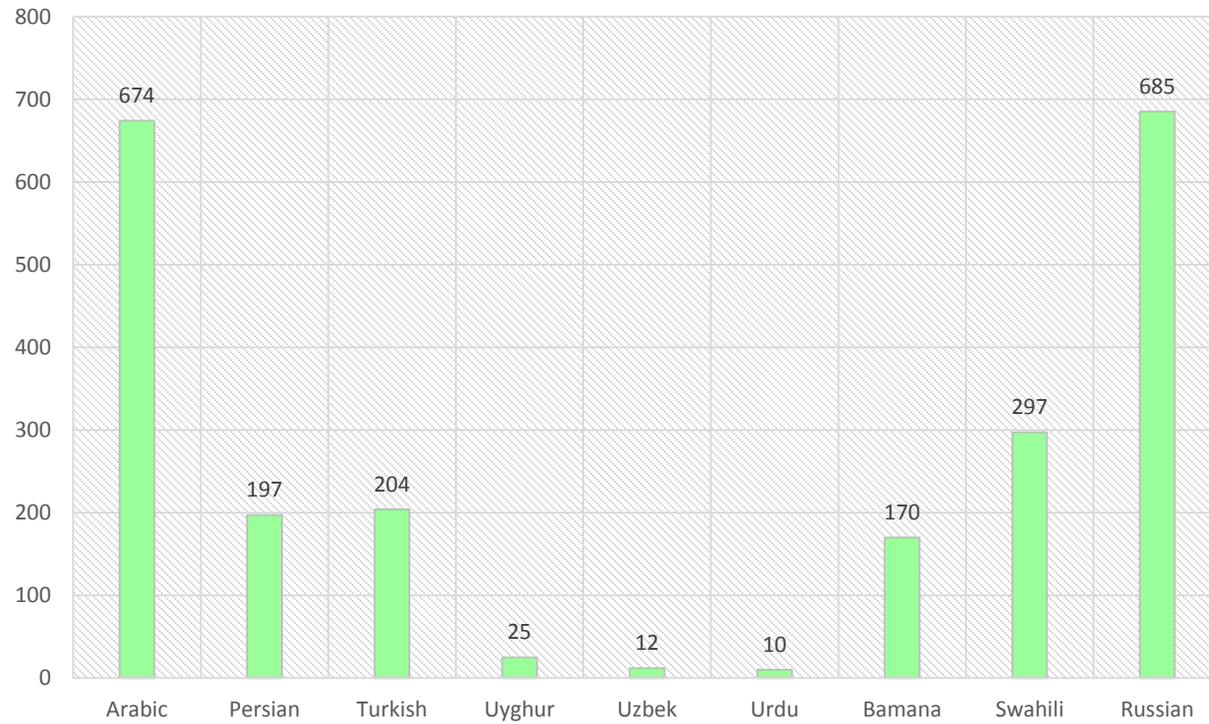
SLAV-S 503	Int. Serbian & Croatian I	Veinovic	3	1	0	0	2	0	N
SLAV-S 504	Int. Serbian & Croatian II	Veinovic	3	0	1	0	0	2	N
SLAV-S 511	Intensive Elementary BCS I	Varies	3	0	0	4	0	0	Y
SLAV-S 512	Intensive Elementary Croatian/Serbian II	Varies	3	0	0	4	0	0	Y
Total Lower Level BCS				2	2	8	3	3	
SLAV-S 505	Advanced Intermediate Serbian/Croatian I	Veinovic	3	1	0	0	2	0	N
SLAV-S 506	Advanced Intermediate Serbian/Croatian II	Veinovic	3	0	1	0	0	1	N
SLAV-S 507	4th-Year BCS I	Antic	3	0	0	0	2	0	N
SLAV-S 508	4th-Year BCS II	Antic	3	0	0	0	0	2	N
Total Upper Level BCS				1	1	0	4	3	
Total Graduate				3	3	8	7	6	
Total by Academic Year					6			13	

Total undergraduate and graduate BCS language enrollments	17	18	10	21	16	5
Total	87					

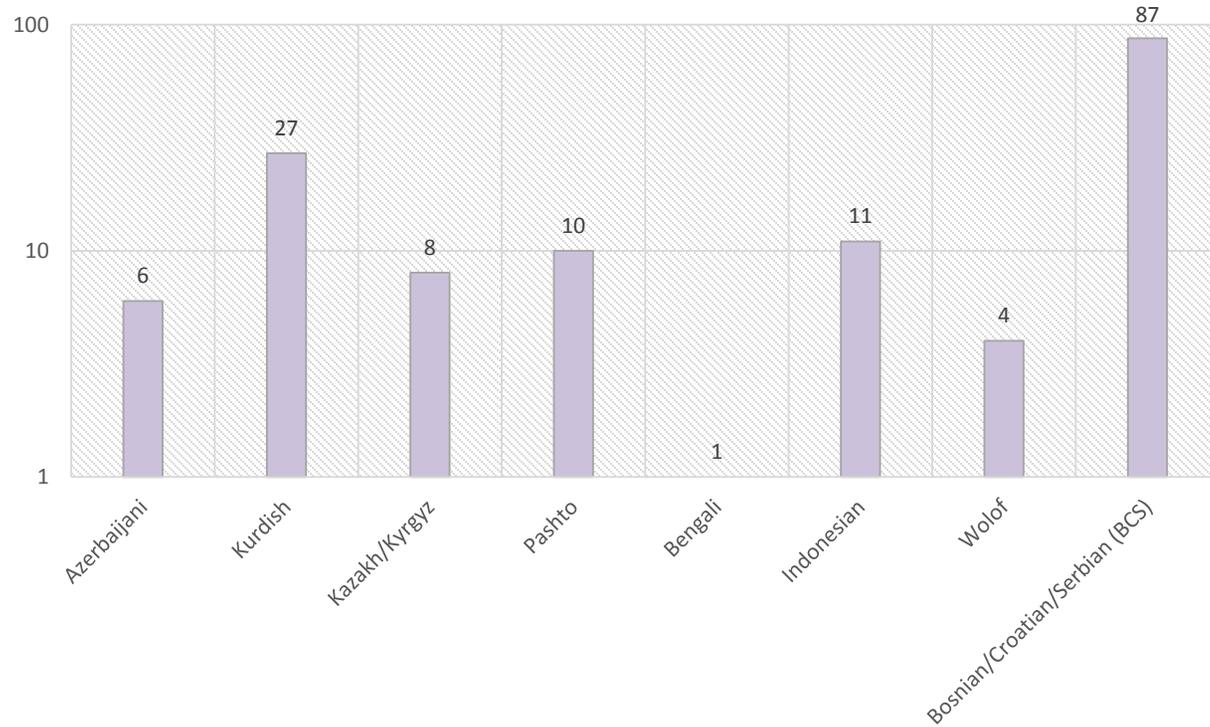
---SUMMARY---

Islamic Studies Language Course Enrollment		Undergraduate						Graduate						Total
	Academic Term	F-16	S-17	SS-17	F-17	S-18	SS-18	F-16	S-17	SS-17	F-17	S-18	SS-18	
1	Arabic	139	92	66	147	101	Y	15	16	17	12	34	Y	674
2	Persian	14	14	6	15	14	Y	35	32	8	24	26	Y	197
3	Turkish	26	33	18	36	27	Y	11	15	8	8	6	Y	204
4	Uyghur	3	3	0	7	2	N	3	3	0	2	2	N	25
5	Uzbek	0	2	0	0	0	N	1	5	0	1	3	N	12
6	Urdu	0	3	0	3	1	N	0	1	0	1	1	N	10
7	Bamana	37	39	0	44	49	N	0	0	0	1	0	N	170
8	Swahili	77	65	0	78	62	Y	4	2	0	4	2	Y	297
9	Russian	95	66	61	108	75	Y	28	20	89	51	7	Y	685
Total Enrollment in Requested Languages														2274
10	Azerbaijani	0	0	0	0	0	N	0	0	6	0	0	N	6
11	Kurdish	2	1	2	2	1	Y	4	2	4	4	3	Y	27
12	Kazakh/Kyrgyz	0	1	0	1	1	N	2	1	0	1	1	Y	8
13	Pashto	3	1	2	0	0	Y	1	1	0	1	1	Y	10
14	Bengali	1	0	0	0	0	N	0	0	0	0	0	N	1
15	Indonesian	0	0	0	6	5	Y	0	0	0	0	0	N	11
16	Wolof	1	1	0	0	0	N	1	1	0	0	0	N	4
17	Bosnian/Croatian/Serbian (BCS)	14	15	2	14	10	Y	3	3	8	7	6	Y	87
Total Enrollment in Other Languages														154

Requested Language Enrollments: Fall 2016-Spring 2018



Other Language Enrollments: Fall 2016-Spring 2018





**SCHOOL OF GLOBAL AND
INTERNATIONAL STUDIES**

INDIANA UNIVERSITY

June 18, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Peer Reviewer,

It is my pleasure as dean of Indiana University's School of Global and International Studies (SGIS) to write in strong support of the Islamic Studies Program's Title VI Foreign Language Area Studies (FLAS) Fellowship grant proposal. Indiana University (IU) has a century-long history of dedication to the study of the globe, its nations and its peoples, which culminated in the establishment of SGIS in 2012. At the core of the new School's global commitment are our area studies and advanced language training programs, which together create a strong foundation for developing global professionals with skills in language, critical analysis, cultural and political knowledge, foreign policy acumen, and global fluency. SGIS is committed to all of our Title VI centers, and we are especially proud that our centers can leverage our new shared services unit which provides grant support, FLAS management, travel processing, events coordination, and other administrative services.

IU's long-standing commitment to area and global studies and to critical language instruction forms the context within which the Islamic Studies Program (ISP) requests FLAS funding for undergraduate and graduate students across the university who study Islam and the Islamic world and its region-specific languages. The ISP is a very active program at IU and has launched innovative scholarly initiatives that bring IU faculty and students, along with external experts, together to examine a variety of Islam-related issues over the past several years. These initiatives include its Texts and Manuscripts of the Muslim World seminar series, its Iranian studies working group, and its initiative on the economic, institutional and ritual practices of Muslims in China.

I would like to highlight a major long-term, thematic initiative on the Fragmentation of Religious Authority in Islam, an initiative whose activities include academic year lectures, a series of international workshops (in Bloomington, New York City, Berlin, New Delhi, and Beijing), a series of edited volumes with IU Press, and ample opportunities throughout for student participation in these endeavors. In the past two years alone, the ISP has been competitively awarded over \$100,000 from IU sources in support of this initiative. This is a project with the potential to deepen understanding of an issue that has been at the core of international security concerns.

IU has notable strengths in the study and teaching of Islam in sub-Saharan Africa, the Middle East and North Africa, and in Eurasia. Its affiliated faculty in Central Eurasian Studies, Near Eastern Languages and Cultures, Religious Studies, Anthropology, History, the professional Schools, and so on, have created undergraduate and graduate curricula with the depth and

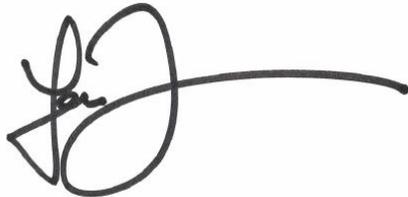
breadth required to train the next generation of scholars, government personnel, and non-profit experts who will engage Islam and the Islamicate world with the cultural and linguistic expertise that IU can provide.

The student demand for training in the many disciplines that substantively engage Islam matches IU's scholarly strengths. Since 2010, IU has produced nearly 190 doctoral dissertations and 50 Master's theses across the university that deal directly with Islam and Muslim peoples and their practices. Moreover, in the past two years alone, nearly 2300 students have enrolled in classes in the nine "Islamic" languages for which the ISP seeks FLAS funding (Arabic, Bamana, Persian, Russian, Swahili, Turkish, Urdu, Uyghur, and Uzbek). Just under 16,000 undergraduate and graduate students have enrolled in courses with Islamic studies content.

At IU, there is clear scholarly and curricular expertise in Islam and the Islamicate world, and corresponding student demand to study Islam and its region-specific languages. With our areas of strength in the study of Islam across Africa, the Middle East, and Eurasia, and our impressive language offerings, not only in the nine requested languages, but also in other African, Central Asian, and South and Southeast Asian languages, I believe that IU and the Islamic Studies Program stand at the center of the Islamic studies scholarship and training in the United States.

Indiana University and the School of Global and International Studies unequivocally support the work of the Islamic Studies Program and we hope that you look favorably upon its very strong application for FLAS fellowship funding.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lee Feinstein', with a long horizontal flourish extending to the right.

Lee Feinstein
Dean
School of Global and International Studies
Indiana University, Bloomington

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1242-IU ISP 2018 FLAS Budget _Budget Narrative.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Itemized Budget

FLAS: Islamic Studies Program

Organization: Trustees of Indiana University

Project Performance Period: 2018-2022

FLAS Fellowships

	Number	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Years 1-4 Total
Academic Year Graduate Fellowships						
Academic year institutional payments @ \$18,000/each	7	126,000	126,000	126,000	126,000	504,000
Academic year subsistence allowances @ \$15,000/each	7	105,000	105,000	105,000	105,000	420,000
Total, Academic Year Graduate:	7	231,000	231,000	231,000	231,000	924,000
Academic Year Undergraduate Fellowships						
Academic year institutional payments @ \$10,000/each	2	20,000	20,000	20,000	20,000	80,000
Academic year subsistence allowances @ \$5,000/each	2	10,000	10,000	10,000	10,000	40,000
Total, Academic Year Undergraduate:	2	30,000	30,000	30,000	30,000	120,000
Summer Fellowships						
Summer year institutional payments @ \$5,000/each	7	35,000	35,000	35,000	35,000	140,000
Summer year subsistence allowances @ \$2,500/each	7	17,500	17,500	17,500	17,500	70,000
Total, Summer:	7	52,500	52,500	52,500	52,500	210,000
Total FLAS Training Stipends Requested		313,500	313,500	313,500	313,500	1,254,000

The Islamic Studies Program (ISP) requests 9 Academic Year FLAS fellowships (7 GRAD/2 UG) and 7 (mixed UG/GRAD) Summer FLAS fellowships in each of the next 4 years. ISP requests approval for the following priority languages: Arabic, Bamana, Persian, Russian, Swahili, Turkish, Urdu, Uyghur, and Uzbek. FLAS selection criteria include academic potential, global career impact, national need, government service, student financial need, status as member of an underrepresented group, among other criteria. Funds are requested for each project year at \$313,500 for a total of \$1,254,000.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/20/2011

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs

ORGANIZATION: Indiana University
AGREEMENT DATE: 6/15/2015

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2015

(DATE) 5044

HHS REPRESENTATIVE: Ernest Kinneer

Telephone: (214) 767-3261

Arif M. Karim -S
Digitally signed by Arif M. Karim -S
DN: cn=Arif M. Karim -S, o=U.S. Government, ou=HHS, email=Arif.Karim@HHS.gov, c=US
Date: 2015.06.15 16:31:51 -0500

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17	FY 18-19	<u>OFF CAMPUS</u>
	<u>ON CAMPUS</u>	<u>ON CAMPUS</u>	
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	56.0	57.5	26.0

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044

 (Institution)

Mary Frances McCart

 (Signature)

Mary Frances McCart

 (Name)

SVP, CFO & Treasurer

 (Title)

6-23-15

 (Date)