

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

APPLICATION FOR GRANT  
UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # ~~P015A140001~~ <sup>P015A140024</sup> P015B140001

University of Arizona/Regents

APPLICATION FOR NATIONAL RESOURCE CENTER  
UNDERGRADUATE

AND

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP  
PROGRAM

2014-2017

ANNE H. BETTERIDGE, DIRECTOR  
CENTER FOR MIDDLE EASTERN STUDIES  
THE UNIVERSITY OF ARIZONA  
MARSHALL BUILDING 470  
P.O. BOX 210158-B  
TUCSON, ARIZONA, 85721-0158  
TEL (520) 621-5450  
FAX: (520) 621-9257

Table of Contents  
University of Arizona Center for Middle Eastern Studies

Abstract	
Acronyms Guide	
PROJECT NARRATIVE	
1. COMMITMENT TO THE SUBJECT AREA.....	1
A.1. Operations .....	2
2. Teaching Staff.....	2
3. Library Resources .....	2
4. Linkages.....	3
5. Outreach.....	3
6. Students.....	3
B. Support to Students .....	4
2. QUALITY OF CURRICULUM DESIGN .....	4
A.1. Undergraduate Instruction.....	4
2. Appropriateness of Requirements.....	5
3. Training Options .....	6
B.1. Academic and Career Advising.....	7
2. Programs Abroad .....	8
3. Non-UA Programs .....	9
3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM.....	10
A.1. Quality and Extent of Offerings.....	10
2. Professional Schools .....	12
B. Depth of Course Coverage .....	12
C. Interdisciplinary Courses.....	13
D.1. Non-Language Faculty.....	14
2. TA Pedagogy Training.....	14
4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM.....	14
A.1. Language Instruction.....	14
2. Enrollments .....	16
B.1. Levels of Language Training .....	17
2. Courses in Other Disciplines .....	17
C.1. Language Faculty .....	18
2. Language Pedagogy Training .....	18
D.1. Performance-Based Instruction.....	19
2. Adequacy of Resources.....	19
3. Language Proficiency Requirements .....	20
5. STRENGTH OF LIBRARY .....	21
A.1. Holdings .....	21
2. Support for Acquisitions and Staff .....	22
B.1. Cooperative Arrangements.....	22
2. Accessibility.....	24
6. QUALITY OF STAFF RESOURCES.....	24
A.1. Faculty/Staff Qualifications .....	24
2. Professional Development .....	26

3. Commitment to Students.....	27
B.1. Oversight.....	28
2. Adequacy of Staffing and Oversight.....	29
C. Nondiscriminatory Hiring.....	29
7. OUTREACH ACTIVITIES.....	30
A. K-12.....	30
B. Post-Secondary Outreach.....	32
C. Business, Media, and the General Public.....	33
8. PROGRAM PLANNING AND BUDGET.....	34
A. Quality.....	34
B.1. Plan.....	36
2. Resources.....	37
C. Costs.....	37
E. Impact on Undergraduate Program.....	37
9. IMPACT AND EVALUATION.....	38
A.1. Impact.....	38
2. Undergraduate Matriculation.....	41
B. Equal Access.....	41
C.1. Evaluation Plan.....	41
2. Use of Recent Evaluations.....	44
D. Contribution to an Improved Supply of Specialists.....	45
E. 1. Addressing National Needs and Providing Information.....	46
2. Student Placement.....	46
F.1. FLAS Fellowships and National Needs.....	46
2. Student Placement.....	47
10. FLAS AWARDEE SELECTION CRITERIA.....	47
A.1. Advertising.....	47
2. Schedule.....	48
3. Priorities.....	48
B. Application.....	49
C.1. Selection Committee.....	49
2. Selection Criteria.....	49
11. COMPETITIVE PREFERENCE PRIORITIES.....	50
APPENDICES	
A. Budget Detail.....	A-1
B. Profiles for Project Personnel.....	B-1
C. Course List.....	C-1
D. Performance Measures Forms.....	D
E. Letters of Support.....	E

Application for Federal Assistance SF-424		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
<b>* If Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify):</b> _____		
<b>* 3. Date Received:</b> _____		<b>4. Applicant Identifier:</b> _____
<b>5a. Federal Entity Identifier:</b> _____		<b>5b. Federal Award Identifier:</b> _____
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> _____		<b>7. State Application Identifier:</b> _____
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> Arizona Board of Regents, University of Arizona		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 742652689		<b>* c. Organizational DUNS:</b> 8063456170000
<b>d. Address:</b>		
<b>* Street1:</b> P.O. Box 210158, Rm 510		
<b>Street2:</b> _____		
<b>* City:</b> Tucson		
<b>County/Parish:</b> _____		
<b>* State:</b> AZ: Arizona		
<b>Province:</b> _____		
<b>* Country:</b> USA: UNITED STATES		
<b>* Zip / Postal Code:</b> 85721-0158		
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> Sponsored Projects Services		<b>Division Name:</b> _____
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> Dr.		<b>* First Name:</b> Kimberly
<b>Middle Name:</b> Andrews		
<b>* Last Name:</b> Espy		
<b>Suffix:</b> _____		
<b>Title:</b> Senior Vice President for Research		
<b>Organizational Affiliation:</b> Office of Vice President for Research, University of Arizona		
<b>* Telephone Number:</b> 520-621-6000		<b>Fax Number:</b> 520-626-4137
<b>* Email:</b> sponsor@u.arizona.edu		

**Application for Federal Assistance SF-424**

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

A: State Government

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.015A/B

CFDA Title:

National Resource Centers, NRC/Foreign Language and Area Studies Fellowships Program, FLAS

**\* 12. Funding Opportunity Number:**

ED-GRANTS-053014-001/2

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A and  
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program  
CFDA Number 84.015B

**13. Competition Identification Number:**

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Middle East National Resource Center and Foreign Language and Area Studies Fellowships 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.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="582,672.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="582,672.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative: 

\* Date Signed:

Kimberly Andrews Espy, Senior Vice President for Research

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

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

Address:

\* Street1:   
Street2:   
\* City:   
County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

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

Yes  No

**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) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), 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.



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

OMB Control Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

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	131,203	135,617	147,966	151,948		566,734
2. Fringe Benefits	47,779	50,359	47,280	48,503		193,921
3. Travel	21,266	11,789	17,253	16,476		66,784
4. Equipment						
5. Supplies	5,400	5,400	5,000	5,000		20,800
6. Contractual						
7. Construction						
8. Other	35,252	27,900	33,310	27,802		124,264
9. Total Direct Costs (lines 1-8)	240,900	231,065	250,809	249,729		972,503
10. Indirect Costs*	19,272	18,485	20,065	19,978		77,800
11. Training Stipends	322,500	322,500	322,500	322,500		1,290,000
12. Total Costs (lines 9-11)	582,672	572,050	593,374	592,207		2,340,303

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2014 To: 06 / 30 / 2017 (mm/dd/yyyy)

Approving Federal agency: ED  Other (please specify): DHHS The Indirect Cost Rate is 52.5 %

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

Is included in your approved Indirect Cost Rate Agreement? or  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Name of Institution/Organization

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 B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C -- BUDGET NARRATIVE (see instructions)**

**APPLICATION WORLD REGION OR THEMATIC FOCUS  
FY 2014-2017**

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input type="checkbox"/>
<b>Middle East</b>	<input checked="" type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="checkbox"/>
<b>South Asia</b>	<input type="checkbox"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

**APPLICATION TYPE**

<b>Comprehensive NRC and FLAS</b>	<input type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>



**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Arabic	Y
Hebrew	Y
Persian	Y
Turkish	Y



**ASSURANCE, CERTIFICATIONS,  
AND DISCLOSURE FORMS**

### 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Senior Vice President for Research Kimberly Andrews Espy, Senior Vice President for Research
APPLICANT ORGANIZATION Arizona Board of Regents, University of Arizona	DATE SUBMITTED 6/27/14

## 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		
Arizona Board of Regents, University of Arizona		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr.	* First Name: Kimberly	Middle Name: Andrews
* Last Name: Espy	Suffix:	
* Title: Senior Vice President for Research		
* SIGNATURE: 	* DATE: 10/27/14	

*acting for*

Kimberly Andrews Espy, Senior Vice President for Research

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____ Congressional District, if known: _____		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>  <p style="text-align: center;">Z /</p> <p style="text-align: center;">A</p>		
<b>6. * Federal Department/Agency:</b> _____	<b>7. * Federal Program Name/Description:</b> _____ CRDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name _____ Middle Name _____ * Last Name _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name _____ Middle Name _____ * Last Name _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
<b>11.</b> 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: Completed on submission to Grants.gov * Name: Prefix _____ * First Name _____ Middle Name _____ * Last Name _____ Suffix _____ Title: _____ Telephone No.: _____ Date: Completed on submission to Grants.gov		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**SECTION 427 OF GENERAL  
EDUCATION PROVISIONS ACT (GEPA)**

**GEPA STATEMENT**  
**University of Arizona Center for Middle Eastern Studies**

The Center for Middle Eastern Studies (CMES) will continue its efforts to ensure that students, faculty, and other program beneficiaries are aware and take advantage of existing University and Center programs that benefit people with special needs. The Center adheres to the University of Arizona (UA) mission's core values that encourage a "diverse and inclusive community." The following steps will continue to be taken to ensure equitable access to, and participation in, Center programming.

CMES is fully committed to implementing EOAA guidelines and does so with the support of the UA. According to the UA Office of Institutional Equity: "It is the policy of The University of Arizona to provide equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran's status, sexual orientation, or gender identity." Equal opportunity policies are spelled out in great detail - in both English and Spanish - on the UA website, which thoroughly outlines the rights and responsibilities of students, employees, and supervisors with regard to non-discrimination practices. In 2013 (the last year for which statistics are available), more than half of all employees - and more than half of all administrators - are female. 26% of employees (including 20% of administrators) are racial/ethnic minorities. Both the absolute number and the percentage of minority employees have increased significantly over the past ten years.

CMES also actively supports and encourages applications from minorities and women as part of our standard hiring practices. Of the full-time CMES staff of five, four are women. In the School of Middle Eastern and North African Studies, with whom we work closely and which provides much of our faculty support, 44% of the faculty members are women, one is disabled, and many are naturalized citizens from different countries of origin.

teachers in other distant locations; and begun to experiment with video conferencing, podcasts, and DVD recordings of presentations to include teachers/students in presentations that they cannot attend in person.

Since Hispanics and other minorities comprise a large percentage of the population of southern Arizona, special efforts have been made to involve them in our programs. Our educator workshops are often designed in close collaboration with the Center for Latin American Studies, and take a comparative approach to issues relevant to the Middle East and Latin America (e.g. modern-day elections, historical developments such as slavery and colonialism, environmental issues). For the past six years, Outreach Coordinator Lisa Adeli, on behalf of CMES, has taught or co-taught a Middle Eastern Studies class at Cholla High School, a low-income, predominantly Hispanic school in Tucson. The Center has provided special assistance to these students in entering a challenging, research-based competition, hosted them during visits to the university, and helped them get funding to travel to out-of-town competitions. In recent years, CMES has helped Cochise College, a Hispanic-serving institution, create an online Middle East Humanities course and has helped some Cholla High School students find funding to take the class for college credit.

In addition to its large Hispanic and Native American population, Tucson is a refugee resettlement area, serving immigrants from the Middle East, Asia, and sub-Saharan Africa adjust to life in the US. Working with the International Rescue Committee and other refugee assisting agencies, we have brought refugee and other minority students into our intensive student institute programs (most recently, a weeklong summer institute in 2010 and a four-day – two-weekend - fall institute in 2012). The Center fully funded the academic programs, food, and sometimes housing during the programs, so that economic status would not bar students from participating.

Center for Judaic Studies, CMES is careful to schedule events – as well as any food we might serve – so as to take into account Christian, Jewish, and Muslim religious sensibilities.

Overall, CMES not only makes every effort to accommodate diverse needs, but actively embraces diversity as essential to the quality of our programs.

**SUPPLEMENTAL INFORMATION TO MEET  
STATUTORY REQUIREMENTS**

**Information to Meet §602(e) Statutory Requirements**

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

*\* See attached*

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

*\* See attached*

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended. \*

Name of Applicant Institution and Center: Arizona Board of Regents  
University of Arizona

Name/Title of Authorized Representative (Printed): Kimberly Andrews Espy, Senior Vice President for Research

Title: *acting for* Telephone: *(520) 626-6000*

Signature: *[Signature]* E-mail: *sponsor@email.arizona.edu*

Date: *6/27/14* *Kimberly Andrews Espy*

### **Information Requirement 1: Diverse Perspectives in Funded Activities**

Activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs in multiple ways. The UA Center for Middle Eastern Studies (CMES) will encourage dialogue, debate and critical thinking through presentation of a variety of programs, including public forums on current issues, lectures by individual scholars, cultural events, support for excellence in teaching and learning, and carefully planned outreach activities. While no single event can represent all views on a given subject, a wide range of perspectives will be represented over the course of the entire grant period. In all activities, CMES will be concerned to uphold high academic standards and assure respect for participants, thus encouraging responsibly founded discussion.

Decisions about center activities will be reached through discussion among members of the CMES Governing Board, a diverse group of 13 faculty, community members and students. These discussions, too, will assure attention to a wide range of perspectives in center activities. In addition, many CMES events will be co-sponsored with other UA units, which bring additional disciplinary, regional, and scholarly perspectives to bear in the understanding and analysis of Middle East issues. Cooperation with a wide range of community groups through co-sponsorship of events will further extend and enrich the range of perspectives reflected in CMES activities.

CMES will advertise its events widely, assuring diverse audiences. This, in turn, will contribute to lively discussion and debate and assure representation of a wide range of views, as all CMES forums and lectures include time for questions from the audience and engagement with speakers. Flyers advertising events will be posted across campus. Announcements of public events will appear on the CMES and the UA News websites, be sent to local newspapers for inclusion in community event calendars, and circulate via a center listserv to all interested members of the campus and wider Tucson communities.

Cultural events, too, will offer scope for discussion. For example, knowledgeable speakers will introduce film screenings with background information on the films and their context, and will engage in conversation with audience members. Films will be selected to represent a wide variety of Middle Eastern groups and countries, and, insofar as possible, to reflect over the academic year the array of Middle Eastern languages taught at the UA.

Center outreach activities, as well, bring information about the Middle East to a wide variety of groups, including K-12 teachers, students, community groups, and representatives of business and media. CMES outreach activities that address complex issues will introduce the views of multiple actors to encourage independent decision making and debate among members of the constituency addressed.

In all its activities, CMES honors UA's commitment as a public research university to academic excellence, collegiality and openness, societal impact, and diversity and inclusion. Through responsible encouragement of critical thinking and debate on the Middle East and international affairs, CMES contributes to the realization of these values.

### **Information Requirement 2: Areas of National Need**

The University of Arizona (UA) Center for Middle Eastern Studies (CMES) will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business, and nonprofit sectors, by sharing information about job opportunities with students; through holding presentations on non-academic careers, including government service; awarding FLAS fellowships in priority languages that address national needs; and through the support of relevant classes, degree programs, and internships.

UA students of Middle East studies have a strong record of entering a variety of careers, including higher education, government service, private business, and nonprofit work. CMES will build on this tradition by linking interested current students with UA graduates employed in careers of interest to the students. Further, CMES will continue to sponsor professional development sessions on non-academic careers, including government service. In addition to formal presentations, invited speakers will engage in informal conversation with students to advise them on how best to prepare for the career of the speaker's expertise. Many UA students enter Middle Eastern studies precisely because they wish to be of service in international careers and in work with Middle Eastern populations. CMES makes a point of sharing with students information about relevant government and other employment opportunities through posting of listserv announcements and flyers.

Collaborations with professional schools, including UA's College of Education (CoE), College of Public Health Eller College of Management, School of Government and Public Policy, and School of Journalism will provide curricular opportunities to combine Middle East studies with professional education. Students educated in these classes and related degree programs will be equipped to pursue careers related to Middle East studies in government and key nongovernmental fields. CMES will promote new Middle East internship experiences in the fields of Journalism and Environmental Studies, providing students with invaluable practical experience and encouraging their pursuit of careers in those key fields. With the Center for Latin American Studies, CMES will facilitate development of a new CoE international studies certificate. CMES' sponsorship of "Business Environment in the Middle East and North Africa," a class cross-listed with Eller College of Management, will encourage enrolled students to consider business careers. The course is taught by Ambassador David Dunford, former US ambassador to Oman and former US deputy ambassador to Saudi Arabia. He will continue to advise students interested in US Department of State careers; indeed, he has assisted UA students in obtaining internships that lead to such careers. Creation of a new social sciences position in Middle East environmental studies will enrich environmental studies course options, and so enhance students' interest and usefulness in environment-related careers in the Middle East, an area identified by the US Department of Agriculture as vital to the future of US agriculture. The Center's co-directorship of a Project Global Officers Program, designed to enhance the Arabic language skills and cultural awareness of future military officers, will continue to encourage future military officers to prepare for careers involving communication with and work in the Middle East.

## ABSTRACT

## **The University of Arizona Center for Middle Eastern Studies**

Since its establishment in 1975, the University of Arizona (UA) Center for Middle Eastern Studies (CMES) has served as a major resource for the support and promotion of Middle East studies (MES)-related teaching and research throughout the University. It fosters understanding of the Middle East (ME) through an extensive program of outreach to schools and the wider community. Sixty-eight miles from the Mexico border in an arid region, UA's location shares international concerns and environmental affinities with much of the ME; these are reflected in the curriculum and proposed project activities, some in collaboration with the UA Center for Latin American Studies (LAS). The UA is unique as a Research I university with a sizable population of students from underrepresented minority groups (undergraduate 33%; graduate 18%); UA's graduate student body is the most ethnically diverse among peer AAU institutions. CMES shares the UA's goal to recruit and retain a more diverse student body, and proposes to work toward it through project activities designed to increase the amount and quality of ME and ME language education in K-16 minority-serving educational institutions, encouraging study of the ME and smoothing students' transition from one educational level to the next. These and teacher-training activities respond to the NRC Absolute Priority and to NRC Competitive Preference Priorities 1 and 2.

One of the largest educational institutions in the region with a student body of 40,621 and 15,342 faculty and staff, UA offers 124 undergraduate degree programs, 131 masters and 101 doctoral degrees, including professional degrees, in 21 colleges and 20 schools on 3 campuses. UA takes pride in being a student-centered research university, reflecting its emphasis on undergraduate education. UA offers a full complement of courses in MES: BA, MA and PhD degrees in the School of Middle Eastern and North African Studies (MENAS); dual MENAS MA degrees with Journalism, Information Resources & Library Sciences, and Public Administration; a dual MENAS/Anthropology PhD degree; and a ME Histories Ph.D. program in the Department of History. Diverse ME-related course offerings include those in Architecture, Gender & Women's Studies, Government & Public Policy, Linguistics, Materials Science & Engineering, and Soil, Water & Environmental Studies. MENAS and other programs are served by 127 MES faculty, 50% of whom devote 50% or more of their time to MES. UA offers instruction in classical, modern standard, and colloquial Arabic; Modern and Biblical Hebrew; Persian; and Turkish, with at least 4 years of each language; modern languages are taught using performance-based methods. Aramaic, Chechen, Kurmanji Kurdish, and Ottoman Turkish are available on demand. UA Library's (UAL) ME Collection is recognized as one of the top ten major collections in North America, with extensive holdings in Arabic, and growing Hebrew, Persian and Turkish collections. UAL has 2 unique projects digitizing Afghan historical materials and making them widely available.

CMES provides information and support to undergraduate and graduate students on new CMES-created study abroad programs in Jordan and Turkey and on non-UA programs, and maintains formal links to universities and programs in Afghanistan, Egypt, Iraq, Israel, Jordan, Kazakhstan, Kuwait, Lebanon, Libya, Oman, Morocco, Qatar, Saudi Arabia, The West Bank, Tunisia, Turkey, and the UAE.

Since 1981, UA has hosted the permanent Secretariat of the Middle East Studies Association (MESA), the premier organization for scholars of the region. UA is also the institutional home of the International Studies Association, the primary organization for study of international relations and foreign affairs, and the American Institute for Maghrib Studies, an American Overseas Research Center.

CMES regularly organizes scholarly conferences and workshops, and is active in bringing MES to diverse audiences through well-attended public forums and cultural events. Annual for-credit workshops are offered for K-12 educators, for whom CMES also plans educational tours to the ME. In addition, the Center organizes workshops on the ME for regional and national teachers' organizations, media, business, law enforcement, and federal, state, and local agencies.

Requested 2014-17 funding will support strengthening of the UA's ME language programs, especially Turkish, with particular attention to development of advanced language proficiency and creation of new teaching and testing materials; a new social sciences tenure-track position in Environmental Studies; in concert with LAS, curriculum internationalization partnerships with Cochise College and UA South, both Minority-Serving Institutions, and with the UA College of Education; development of library resources; professional evaluation of CMES programs, with an emphasis on language-teaching; and extensive outreach throughout the Southwest to K-12 and postsecondary educators and institutions, community groups, and professional organizations. All requested FLAS fellowships will be awarded to students of priority languages (FLAS Competitive Preference Priority 2). Further, CMES will give preference when awarding fellowships to students who demonstrate financial need (FLAS Competitive Preference Priority 1).

## ACRONYMS GUIDE

### University of Arizona Center for Middle Eastern Studies

ACTFL	American Council on the Teaching of Foreign Languages	IS	Independent Study
AIMS	American Institute for Maghrib Studies	JUS	Arizona Center for Judaic Studies
AORC	American Overseas Research Center	LAS	Center for Latin American Studies
APR	Academic Program Review	LTRR	Laboratory of Tree-Ring Research
AZ	Arizona	ME	Middle East
CAORC	Council of American Overseas Research Centers	MEMP	Middle East Microform Project
CASA	Center for Arabic Study Abroad	MENA	Middle East and North Africa Graduate Student Organization
CERCLL	Center for Educational Resources in Culture, Language and Literacy	MENAS	School of Middle Eastern & North African Studies
CLP	Critical Languages Program	MEOC	Middle East Outreach Council
CMES	Center for Middle Eastern Studies	MES	Middle East Studies
CoE	College of Education	MESA	Middle East Studies Association
CoPH	College of Public Health	MSA	Modern Standard Arabic
DEU	Dokuz Eylül University	NA	North Africa
ED	US Department of Education	NCSS	National Council for the Social Studies
Eller	Eller College of Management	NHD	National History Day
FLAP	US Department of Education Foreign Language Assistance Program	NMELRC	National Middle East Language Resource Center
FLAS	Foreign Language and Area Studies Fellowship	NRC	National Resource Center
FT	Full Time	OIA	Office of Instruction and Assessment
FTE	Full Time Equivalent	OPI	Oral Proficiency Interview
G	Graduate	PCC	Pima Community College
GE <sup>3</sup>	Global Engineering Education Exchange	PD	Professional Development
GenEd	General Education	Project GO	Project Global Officers
GLS	Global Studies	PT	Part Time
GPA	Group Project Abroad (Fulbright Hays)	RA	Research Assistantships
GWLA	Great Western Library Alliance	SASE	UA Study Abroad and Student Exchange Office
ILL	Interlibrary Loan	SBS	College of Social and Behavioral Sciences
ILR	Inter-Agency Language Roundtable	SBSRI	Social & Behavioral Sciences Research Institute

# PROJECT NARRATIVE

### **1. Commitment to the Subject Area**

Middle East studies (MES) has occupied an important place at the University of Arizona (UA) since the Center for Middle Eastern Studies' (CMES) founding in 1975; UA has hosted the Middle East Studies Association (MESA) offices since 1981 and the American Institute of Maghrib Studies (AIMS) since 2001. MES has enjoyed remarkable growth since 2010, with UA support. In 2011 the Department of Near Eastern Studies became the School of Middle Eastern & North African Studies (MENAS) to signal its contemporary focus and create a structure with which other units could be affiliated, e.g. CMES, MESA, and AIMS. UA created the Arizona Center for Turkish Studies in 2014. Directors of affiliated units meet regularly as the MENAS Internal Advisory Committee to coordinate activities, further strengthening MES. In 2012 CMES and MENAS were awarded a Project Global Officers (GO) grant to enhance Arabic skills of ROTC cadets, and in 2013 MENAS was designated an Arabic Flagship site; the 2 programs have brought significant Arabic language program resources and leveraged UA support.

CMES' area of focus is the Middle East (ME) broadly defined, extending from Mauritania to Afghanistan, and Central Asia. UA's southwest desert setting has encouraged top-ranked arid lands studies and water resource management programs; each features faculty and students with ME research interests. 68 miles from the US border with Mexico, UA has a high population of underrepresented minority students (33% undergraduate; 18% graduate). These facts, the presence of a Center for Latin American Studies (LAS) and a Language Resource Center—the Center for Educational Resources in Culture, Language, and Literacy (CERCLL)—create fruitful collaborative teaching, research, and outreach opportunities. CMES proposes to build on these in 2014-17 through the expansion of ME environmental studies, strengthening of ME language programs, and via collaboration with LAS in 2 internationalization projects: 1) a partnership with two Minority-Serving Institutions: Cochise College and UA South, and 2) a curriculum

development initiative with the UA College of Education (CoE).

**1.A.1. Operations.** CMES receives \$400,646 in direct UA support for salaries and fringe benefits. The center occupies ample space, with a computer lab well equipped for language classes. An important indication of commitment, UA hosts AIMS and MESA offices, for which UA provides space, as well as a course release for MESA's executive director. AIMS and MESA employees are UA-benefit eligible—support valued at some \$79,692 per year.

**1.A.2. Teaching Staff.** UA pays 164 MES instructional salaries for a total of \$11,523,650 per year, or \$6,880,180 after adjusting for the percentage devoted to MES, including fringe benefits. Continuing support for a faculty of this size and diversity is a major commitment, also apparent in the UA's willingness to hire new and replace departing faculty (Table 3.1). Importantly, UA has agreed to fund 2 new MES assistant professors in Environmental Studies, seeded with National Resource Center (NRC) funds, and Physical Geography, and one senior MES hire to head MENAS. UA will also provide an additional 1.0 Full Time Equivalent (FTE) in teaching assistantships per year for ME General Education (GenEd) classes in 2014-17, to be assigned at CMES' discretion. UA's commitment is reflected in strong support for language instruction. 25% (\$1,747,418) of ME-related salaries noted above fund ME languages, linguistics, and literature faculty and TAs (Table 4.1, 4.C.1). Minimum enrollments are waived for ME language classes. UA will continue to provide much of the support for Turkish language teaching, and in 2014-15 will fund a ¼ time Second Language Acquisition and Teaching (SLAT) PhD Research Assistant (RA) to develop Turkish language instruction materials.

**1.A.3. Library Resources.** UA's commitment is evident in continuing support for an extensive ME library collection (5.A.1); the annual allocation for ME library acquisitions and staff is approximately \$211,530, including fringe benefits, plus special allocations (5.A.2).

**1.A.4. Linkages.** UA pays \$5,700 annually for 13 institutional memberships, including 8 ME American Overseas Research Centers (AORCs) and the Center for Arabic Studies Abroad (CASA). UA has linkages with 30 ME universities and, through UA Global Initiatives (UAGI), supports the development of new affiliations. Deep ties have been established with many institutions, e.g. with Afghanistan, UA Journalism partners with Nangarhar University in Jalalabad in a project to strengthen journalism curricula in Afghan universities; UA's Drachman Institute in the College of Architecture and Kabul University (KU) cooperate to build KU's cultural heritage conservation program; also with KU, UA Libraries has an extensive project digitizing Afghan historical materials (5.B.1); the UA College of Agriculture and Life Sciences is working with Saudi Arabia's King Abdullah U of Science and Technology to create the Desert Agriculture Research Institute, and UA Civil Engineering is engaged in a "US-Iran Collaboration on Sustainable, Resilient Cities," approved by the US Office of Foreign Assets Control.

**1.A.5. Outreach.** CMES outreach receives generous UA support. UA pays 75% of the FT outreach coordinator's salary. UA faculty members and students contribute vital time and expertise for outreach programs. Outreach programs benefit from local donors and local and state foundation support, including that of the Arizona Humanities Council. CMES' office space includes an Outreach Library and adjacent seminar rooms, often used for outreach events.

**1.A.6. Students.** With 2014-15 incoming undergraduate resident tuition of \$11,000 guaranteed for 4 years, UA MES is affordable for a diverse student population. Due to generous financial aid, 85% of incoming undergraduates receive assistance. Among undergraduate MENAS majors, minors and ME language minors, 72% received one or more of 3 forms of aid: UA support, Pell Grants, and need-based aid from the state of AZ. MES students benefit from UA's broad support, including the Office of Instruction and Assessment (OIA) and the Writing Skills Improvement

Program, and effective student advising. UA counsels on financial aid and scholarship applications (2.B.1, 6.A.3). Talented MES students secure outside grants: 25 Critical Language Scholarships since 2009; 4 Boren Scholarships since 2013; and 6 Fulbrights since 2011-12.

**1.B. Support to Students.** UA gives the great majority of 95 MES grad students assistantships, Graduate College fellowships, and tuition waivers. UA waives out-of-state tuition fees for all Foreign Language and Area Studies fellowship (FLAS) grad student recipients, valued at \$92,460 in 2012-13. UA provided \$408,808 in 2013-14 for TAs to teach MENAS classes and sections. Over 95% of MES graduate students received at least partial support in 2012-13, other students, including those in the military, have outside funding. UA has committed 2014-17 funds for 3 MES student internships. The Graduate and Professional Student Council offers conference travel, research, and professional development (PD) support, as do departments. UA provides outstanding Veterans Education & Transition Services that have become a national model.

## **2. Quality of Curriculum Design**

**2.A.1. Undergraduate Instruction.** Undergraduate instruction and specialization in MES is incorporated into BA programs in MENAS, the Arizona Center for Judaic Studies (JUS), and Global Studies (GLS). The MENAS BA offers 3 tracks (Table 2.1). MENAS minors have majors in varied disciplines, including Biosystems Engineering, Economics, History, Italian, and Neuroscience & Cognitive Science. From 2009-14 89 undergraduates received a MENAS BA. The JUS major requires 4th semester proficiency in Hebrew, *Jewish Civilization* (JUS301), two history-themed courses, 1 language/literature course, and 2 religion/culture-themed courses, plus 3 additional JUS credits. A JUS minor with a Hebrew emphasis requires 6<sup>th</sup> semester proficiency; other emphases include history, Judaica, language and literature, and religion and culture. Students may also minor in JUS (18 units; 9 are upper division). For the GLS major, ME-focused students combine language and training with 6 months' study in the ME and

Table 2.1. MENAS Undergraduate Degree Requirements				
Degree	Core required units/courses	Tracks	Track requirements	Language Requirements
<b>MENAS BA Major</b>	<ul style="list-style-type: none"> <li>▶ Minimum 31 units in MENAS, not counting the first year of a ME language.</li> <li>▶ Total of 120 units</li> <li>▶ <i>History of the ME</i> (MENA 277A and B)</li> <li>▶ track requirements</li> </ul>	▶ Languages and Cultures of the ME	9 additional upper level units, 6 of which must relate to language and literature	Two years of a ME language, plus: ▶ 6 units of advanced coursework in the chosen ME language
		▶ Islamic & Middle Eastern Civilizations	<i>Islamic Thought</i> ; 12 additional upper level units, 9 of which must be in ME history and/or culture, and 3 of which need to be writing emphasis	Two years of a ME language
		▶ Modern ME & North Africa	<i>Islamic Thought</i> ; 12 additional upper level units, 9 of which must relate to Modern ME and North Africa	Two years of a ME language
<b>MENAS Minor</b>	18 units, including 9 upper division			
<b>ARB, PRS, TURK Minor</b>				18 units, 9 of which must be upper division, and 9 non-language units

coursework in 1 of 6 tracks. The GLS ME focus requires 45 units, including *Introduction to*

*International Studies*, *Dimensions of Globalization*, and 6<sup>th</sup>-semester proficiency in a ME

language. CMES shares resources, including speakers and program advising, with the Eller

College of Management (Eller) Global Business Program, an 18-credit minor. CMES offers UA

undergraduates with a 2.5 GPA in ME coursework a Certificate in MES for completion of 18

credits of eligible UA MES coursework; 9 credits must be in non-language courses. From 2011-

13, 46 students from 26 majors met MES certificate eligibility requirements.

**2.A.2. Appropriateness of Requirements.** BA area studies and language requirements offer

comprehensive training in MES. Students may study several ME languages, major or minor in

MENAS and JUS, minor in Arabic, Persian, or Turkish, or receive a MES certificate. Students

whose focus is Arabic satisfy the language requirement with 4 semesters of Modern Standard

Arabic (MSA) or 3 semesters of MSA plus 2 semesters of an Arabic dialect. Students often go

beyond the 2<sup>nd</sup> year language requirement and/or study a second ME language. Many students

continue to advanced academic and professional training (Chart 9.1). Undergraduate ROTC

students from Air Force, Army, or Navy may enroll in the Project GO program, which offers

enhanced Arabic language instruction during the academic year and summer intensive Arabic study in Jordan. Project GO students major in Biology, Communication, Math, MENAS, and Political Science. The AZ Arabic Flagship program guides undergraduates from varied majors to superior level proficiency, with summer and capstone year intensive programs in Morocco. The new Accelerated MA Program allows students to achieve a BA and MA in 5 years.

**2.A.3. Training options.** UA MES opportunities, resources, and degree requirements meet or exceed the highest national standards. National Research Center 2010 rankings place UA's Anthropology department in the top 5 nationally, its Linguistic Anthropology and Political Philosophy programs are 1<sup>st</sup>; Geography, Linguistics, Philosophy, and Public Administration rank in the top 15. The journal *Science of the Total Environment* (2012) ranked UA 1<sup>st</sup> in the US and 2<sup>nd</sup> worldwide for environmental research. Students specialize in the ME in many graduate programs, e.g. Anthropology, History, Journalism, and Linguistics. MENAS MA students in the thesis track can choose from 7 concentrations. The PhD program offers 4 tracks (Table 2.2). MENAS has dual MAs with Journalism, the School of Information Resources & Library Sciences (SIRLS), and Public Administration in the School of Government & Public Policy (SGPP); all have 3<sup>rd</sup> year ME language requirements. A demanding Anthropology/MENAS PhD requires 3<sup>rd</sup> year proficiency in 1 ME language and 2<sup>nd</sup> year proficiency in another. MENAS plans to an MA/MPH degree in Public Health and dual graduate degrees with Geography, History, and Gender & Women's Studies. Graduate students may minor in MENAS; MENAS also offers a ME Culture & Pedagogy Graduate Certificate for non-degree study (12 credits, 3 in pedagogy; 6 500-level MENAS courses; 3 additional graduate level credits).

The breadth and flexibility of graduate programs and language and non-language courses distinguish UA MES, e.g., the History Department offers an innovative PhD program in ME

Histories to provide students with backgrounds in history, MES, Islam, and related fields. The diversity of UA ME programs is reflected in student thesis and dissertation topics (Table 2.3).

<b>Table 2.2. MENAS Graduate Degree Requirements</b>				
<b>Degree</b>	<b>Core required units/courses</b>	<b>Tracks/Concentrations</b>	<b>Track Requirements</b>	<b>Language Requirement</b>
<b>MENAS Accelerated Master's Program (AMP)</b>	<ul style="list-style-type: none"> <li>▶ 33 units, 12 of which may also be applied to a BA in MENAS</li> <li>▶ Fall senior year: take 595D and 1 500-level MENAS Core course</li> <li>▶ Spring senior year: take 2 500-level Core MENAS courses</li> <li>▶ 21 credits in MA yr.</li> </ul>	BA leading to General/Pre-professional MA track with one year of graduate study	<ul style="list-style-type: none"> <li>▶ Junior year: Apply by April 1</li> <li>▶ Fall, senior year: be evaluated by MENAS for admission to AMP</li> <li>▶ Spring senior year: Assemble departmental paper committee</li> <li>▶ Spring MA yr: Submit dept. paper</li> </ul>	▶ 2 <sup>nd</sup> year language proficiency in Arabic (MSA or MSA and dialect), Hebrew, Persian, or Turkish
<b>MENAS MA</b>	<ul style="list-style-type: none"> <li>▶ 33 units, incl. MENA595D, <i>MES: Approaches, Themes, and Controversies</i></li> <li>▶ 3 units each of ME History, Islamic Studies, and Gender or Culture</li> </ul>	<b>Thesis Track</b>		
		<ul style="list-style-type: none"> <li>▶ Middle East Literatures</li> <li>▶ Islamic Studies</li> <li>▶ Gender and Society in the ME</li> <li>▶ Linguistics of ME Languages</li> <li>▶ History of the ME</li> <li>▶ ME Conflict Studies</li> <li>▶ Topics in ME Studies (self-designed)</li> </ul>	<ul style="list-style-type: none"> <li>▶ 33 units of course work, including 3 or 6 thesis units</li> <li>▶ min. of 3 courses in concentration</li> </ul>	<ul style="list-style-type: none"> <li>▶ 3<sup>rd</sup> year language proficiency in Arabic (MSA), Hebrew, Persian, or Turkish</li> <li>▶ reading proficiency in German or French</li> </ul>
		<b>General/Pre-Professional Track</b>		
<b>MENAS PhD</b>	<ul style="list-style-type: none"> <li>▶ MENA595D, <i>MES: Approaches, Themes, and Controversies</i></li> <li>▶ 3 units each of ME History, Islamic Studies, and Gender &amp; Society</li> <li>▶ 54 units: 45 in major track, 9 in minor</li> <li>▶ 18 dissertation units</li> </ul>	<ul style="list-style-type: none"> <li>▶ Critical Studies in Modern ME Culture and Society</li> <li>▶ Islamic Studies</li> <li>▶ Linguistics of ME Languages</li> <li>▶ ME Literatures (Arabic, Hebrew, Persian, and Turkish)</li> </ul>	<ul style="list-style-type: none"> <li>▶ seminar in Qur'anic Studies</li> <li>▶ 6 units structure</li> <li>▶ 15 units basic/theoretical linguistics</li> <li>▶ 2 seminars</li> </ul>	<ul style="list-style-type: none"> <li>▶ 3<sup>rd</sup> year language proficiency in Arabic (MSA), Hebrew, Persian, or Turkish</li> <li>▶ 2<sup>nd</sup> year proficiency in 2<sup>nd</sup> ME language</li> <li>▶ reading proficiency in German or French</li> </ul>

**2.B.1. Academic and Career Advising.** MES students receive academic and career advising through colleges, home departments, and CMES. MENAS' home college, SBS, has a Central Advising Office. MENAS students also meet with the MENAS Director of Undergrad Studies

Table 2.3. Examples of Middle East-related MA/PhD Topics, 2010-14	
Anthropology PhD	Macro- and Micro-scale Geoarchaeology of Üçağızlı Caves I and II, Hatay, Turkey
History PhD	Shell Game: The US-Afghan Opium Relationship
Landscape Arch. MLA	The Hashemite University Campus Landscape Master Plan: Zarqa, Jordan
Linguistics PhD	The Morphosyntax of Turkish Causative Constructions
MENAS MA	Global Viralscapes and HIV/AIDS Discourses in Morocco
MENAS PhD	Silencing Sexuality: LGBT Refugees and the Public-Private Divide in Iran and Turkey
Music DMA	The Zurna, Oboe, and Syrian Musical Practice: Authenticating a Musical Modernity
Nutritional Sci. PhD	Vitamin D Status and Breast Cancer in Saudi Arabian Women: Case Control Study
Teacher Ed. PhD	Teacher Scaffolding of Oral Language Production (Arabic Language Pedagogy)

and are assigned to 1 of 3 members of the Undergrad Studies Committee. The Graduate Advisor counsels graduate students; each has a faculty mentor (6.A.3). CMES is committed to students' academic and professional development. CMES' Assistant Director advises some 75 students a year on grant opportunities, education abroad, further study, internships, and career choices. CMES' Director advises students on academic and career plans. UA Graduate College, other colleges, and CMES offer workshops on CV preparation, statements of purpose and abstract writing, career planning, and communicating with the media. Ambassador Dunford regularly advises students on diplomatic careers and also gives PD sessions on careers in diplomacy. CMES annually sponsors 4 FLAS information sessions; 1 ME study abroad session with UA Study Abroad & Student Exchange (SASE); 2 sessions on CMES programs (Jordan and Turkey); IRB procedures; academic publishing; and sessions with non-academic professionals in ME fields. CMES provides space, advertising, and funding for Middle East & North Africa Graduate Student Organization (MENA) events, e.g. their conference, in its 14<sup>th</sup> year in 2014. CMES announces jobs, study abroad, and financial aid opportunities through flyers on campus, on the CMES website and listservs, via Facebook, Twitter, and other social media. MENAS' graduate student orientation includes a session on resources and opportunities available at CMES.

**2.B.2. Programs Abroad.** UA has long enjoyed strong ties with institutions in the ME and North Africa (NA), and since 2010 has developed study abroad programs. UA maintains ties with institutions, research centers, and language institutes in 16 ME countries; approximately

150 UA students have done research or studied abroad in the ME since 2010. In that time period, CMES initiated 2 study abroad programs: 1) AZ in Jordan and 2) AZ in Turkey, for which UA signed an agreement with Izmir's Dokuz Eylül University (DEU) to provide intensive summer Turkish language training. CMES offered 3 Summer 2014 study abroad grants to undergraduates going to Jordan, Morocco, and Turkey. CMES is developing a summer program in Kurdish Language & Culture (KLC) with Mardin Artuklu University in Mardin, Turkey; a partnership with Diyarbakır Institute for Political and Social Research in Turkey to provide lectures for KLC students and a graduate research internship; internship opportunities in Jordan with Arab Reporters for Investigative Journalism and Friends of the Earth Middle East, and in Morocco with Dar Si Hmad Center for Language Training and Research Support, focusing on environmental and development studies. In 2015 JUS will launch an AZ in Israel summer program with Hebrew University and internships at 2 archaeological sites in Israel.

Due to UA's membership in the Global Engineering Education Exchange (GE<sup>3</sup>), engineering students can study in 19 countries, including Egypt and Israel. UA faculty-designed and -led programs with professional schools have included 3- to 4-week Urban Revitalization Programs through the College of Architecture (Frederickson) in 2010 (Palestine) and 2012 (Oman), and a Winter 2013 ME journalism undergraduate program in Oman and the UAE (Zanger). CMES has extensive MENA-region contacts in the technical sciences, especially through faculty in Agriculture, Chemical Engineering, Laboratory of Tree-Ring Research (LTRR), College of Public Health (CoPH), Renewable Natural Resources, and Soil, Water, & Environmental Sciences. AIMS provides resources and programming advice for students interested in NA.

**2.B.3. Non-UA Programs.** CMES, JUS, MENAS, SASE, and a study abroad fair, promote non-UA programs (Table 2.4). Working closely with SASE, CMES advises students on ME

programs, and holds sessions on studying in the ME, usually 2 per year. A SASE advisor is dedicated to ME study abroad. CMES offers advice on program quality, location, and fit with student interests and needs; SASE offers administrative assistance. UA participates in many

<b>Table 2.4. Sample Locations of UA Students Abroad in Non-UA Programs, 2010-2014</b>		
<b>Country</b>	<b>Name of Program/Funding</b>	<b>Purpose of trip</b>
Egypt	American University in Cairo, Kalimat Ctf. /FLAS	Arabic language study
Israel	Hebrew U., Tel Aviv U/ several UA JUS Scholarships, UA Hoffman Scholarship, UA Magellan Scholarships	Hebrew language, archaeology, Israeli culture and history study
Jordan	Al-Qasid Institute/FLAS, Gilman	Arabic language and culture study
Morocco	AALIM, Meknes; Arabic Lang. Institute, Fez; Qalam wa Lawh, Rabat/Boren, FLAS, Gilman, UA scholarships	Arabic language and culture study
Oman	-Arabic Language and Media/ Sultan Qaboos Cultural Center -CLS Program, Critical Language Scholarship	Arabic language and culture study
Turkey	-Boğaziçi U/ARIT Scholarship, Gilman, Bonine Scholarship -CLS Program, Bursa, Critical Language Scholarship -Intensive Ottoman & Turkish Summer School, Cunda/Institute for Turkish Studies -Mardin Artuklu University/FLAS	Turkish language and culture study Turkish language and culture study Turkish language and culture study Ottoman Turkish language study Kurdish language study

cooperative study abroad programs, (e.g. GE<sup>3</sup>) and has formal agreements with the Council on International Educational Exchange in Jordan and International Studies Abroad Morocco (4.A.2). 4 MENAS students were accepted to CASA for 2010-11. SASE is concerned to facilitate study abroad by students at all income levels, and promotes the Gilman scholarship to undergrad Pell Grant recipients. From 2012-13 to summer 2014, 8 UA students received Gilman awards for ME study abroad—12% of the UA awards. An ex-officio member of the UAGI College Advisory Committee, CMES’ Director is informed of cooperative study abroad programs, shares information about ME programs, and participates in UA decision-making.

### **3. Quality of the Non-Language Instructional Program**

**3.A.1. Quality and Extent of Offerings.** Courses and programs affiliated with CMES (Table 3.1) attract students from throughout UA and offer specialization in every region of the extended ME, and Islamic societies of Africa and South Asia. Courses cover each historic period from pre-historic (e.g. *Ancient Empires*) to modern (e.g. *Struggle and Survival: Modern ME and NA, c. 1850-present*); and are country- (e.g. *Turkey: Culture, Power, and History*) and region-specific

(e.g. *North African Societies: History, Culture & Politics*). Students can enroll in 227 non-language courses, excluding Independent Study (IS) and research credits, with 25%+ ME content: 141 undergraduate and 86 graduate courses (Table 3.1, Appx. C), with 4,359 enrollments (4,089 undergrad, 270 grad) in 2012-13. 83 ME content courses were created from

**Table 3.1. Subject Area Coverage on Non-Language Courses**

Subject Area	ME focused courses				Total Classes	Faculty		
	100%		25-99%			100%	50-99%	1-49%
	UG	G	UG	G				
Architecture	2	1	2	1	6			4
Education		1			1	1		2
Fine Arts	2	1	2	2	7	1	2	4
Humanities	44	24	25	7	100	17	8	22
Journalism	3	2	6	4	15		4	1
Law	1	2			3	3		1
Management	1			1	2		1	
Public Health	1	1		1	3		1	2
Sci, Eng, Med		1			1		1	8
Social Science	37	29	15	8	89	15	14	21
<b>UG/G Totals</b>	<b>91</b>	<b>62</b>	<b>50</b>	<b>24</b>	<b>227</b>	<b>37</b>	<b>31</b>	<b>65</b>
<b>Grand Totals</b>	<b>153</b>		<b>74</b>			<b>133</b>		

2010-14, the largest share in MENAS (19), JUS (11), History (7) and Journalism (5) (Table 3.2). ME courses appeal to many majors; the primary colleges of students in 2012-13 non-language ME courses were SBS (31%), Science (16%), and Eller (15%); 27% were in STEM fields.

Students benefit from wide geographic course coverage (Table 3.3).

Many ME classes satisfy GenEd requirements; the curriculum offers humanities, science, and social science at introductory (Tier I) and more advanced (Tier II) course levels; regular faculty teach most GenEds. Multi-section JUS and MENAS Tier I courses (e.g. *Jewish Thought & Culture, The Religion of Islam, and Islamic Civilization: Traditional & Modern ME*) enrolled

**Table 3.2. Sample of New Course Offerings Since Fall 2010, with 50-100% ME content**

Subject Area	Course Title	Professor	Ugrad	Grad
Humanities	Islam in the Francophone World	Bourget	x	x
Science	Field School in Egyptian Archaeology (Geosciences)	Creasman		x
Fine Arts/ Humanities	Representing the "Other": Translingual Modernities: Literature & Film on the German Turkish Axis	Gramling		x
Journalism	Media and Terrorism	Fahmy	x	x
Social Sciences	International Human Rights, Transitional Justice, & Israel	Hammer	x	
Social Sciences	Food Traditions of the Middle East & North Africa	Newhall	x	
Public Health	Public Health in the Middle East & North Africa	Kobeissi	x	x
Social Sciences	Perspectives on Gender and Violence in the Middle East	Açıksöz	x	x
Humanities	Shi'ism	Lucas		x
Humanities	History of Migrations in Modern MENA & Mediterranean	Clancy-Smith	x	x

1,115 undergraduates in 2012-13. Tier II MES options (1,581 enrollments, 2012-13) include *History of the ME* (MENA 277A, B), *History & Religion of Israel in Ancient Times* (JUS 372A, B), and *ME Humanities*. Many ME courses serve the Diversity Emphasis requirement (1,666 enrollments in 2012-13), e.g. *ME Ethnography* and *Gender in a Transnational World*. Freshman Honors students can take a *Human Rights in the ME* colloquium.

**Table 3.3. Geographic Region Course Coverage, # of courses on specific regions (Undergrad/Grad)**

Subject Area	Arab Countries		Israel		Persianate		Turkic Countries		Multi-Region	
	100%	<100%	100%	<100%	100%	<100%	100%	<100%	100%	<100%
Architecture	1/0	1/1						1/0	1/1	
Education									0/1	
Fine Arts	1/0	1/0			1/1			0/1		1/1
Humanities	4/6	5/1	5/1	2/0	3/3	1/1	3/3	0/1	27/13	17/4
Journalism	2/1								1/1	5/5
Law									1/2	
Management								0/1	1/0	
Public Health									1/1	0/1
Science	0/1									
Social Science	9/8		6/2	1/0	2/2		3/2		17/15	14/13
<b>Totals</b>	<b>33</b>	<b>9</b>	<b>14</b>	<b>3</b>	<b>12</b>	<b>2</b>	<b>11</b>	<b>4</b>	<b>83</b>	<b>56</b>
<b>Region Totals</b>	<b>42</b>		<b>17</b>		<b>14</b>		<b>15</b>		<b>139</b>	

**3.A.2. Professional Schools.** Relevant courses are offered by UA professional schools, including Architecture, Business, CoE, CoPH, Earth & Environmental Studies, Engineering, Journalism, Law, and Music; 29 faculty offer 31 ME-related courses in such fields. MENAS’ dual degree programs with Journalism, SIRLS, and Public Administration offer professional options; a MENAS PhD student minors in Law. Students have more professional opportunities via study abroad (e.g. ARC 451, JOUR 399-SA). New Eller hire Artunç specializes in Ottoman economic history and law; he will offer new ME content courses, among them *Topics in Economic History*.

**3.B. Depth of Course Coverage.** UA’s coverage of MES is both broad and deep. The wide range and depth of specialized courses is evident in Tables 3.1, 3.2, 3.3. and Appx. C. History, JUS, and MENAS, the core departments, offer 126 non-language courses (33, 29 and 64,

respectively), excluding IS and thesis, an increase of 22% over 4 years. These include classes from beginning to upper levels in a wide range of fields, allowing students to cover subjects in depth (e.g. MENA/HIST 277A & B, HIST 381A & B, 445, 571, 695M). Undergraduate students may enroll in upper level classes with graduate students. The ME curriculum includes 64 sets of such 400/500 level classes, which have additional writing, presentation, and research requirements for graduate students (e.g. ANTH459A/559A). Strong in courses with 100% ME content, UA also offers undergraduate and graduate classes with cross-regional perspectives (Table 3.3); in the undergraduate course *Global Human Rights*, case studies compare Latin America and the ME. Students tailor IS courses to their specific research interests, e.g. *Media Portrayals of Palestinians in the News*, *Mulla Nasreddin in Persian Literature*, *Teaching Elementary Hebrew to Pre-College Students*. Both continuing faculty and new hires (e.g. Açıksöz, Artunç, Korkman, S'hiri) create new courses to meet curricular needs.

**3.C. Interdisciplinary Courses.** Interdisciplinary coursework is fundamental to the ME curriculum, in which 57% of ME courses are cross-listed between at least 2 departments. Many CMES faculty are trained in 2+ disciplines such as History/Anthropology (Hudson, Park), Arid Lands/Architecture (Chalfoun), and Journalism/Law (Zanger). MES students take courses taught from multiple disciplinary perspectives (Tables 3.1, Appx. C). Numerous courses place the ME in global context by incorporating comparative material on subjects such as business environments, ethics in the media, gender, health, literature and film, neoliberalism, and religious traditions. With 153 courses containing 100% ME content and 74 with 25-99% content (Table 3.1, Appx. C), UA offers students an array of subject matter and disciplinary perspectives covering multiple regions (Table 3.3). These courses are offered by 27 units in 9 colleges. In addition, some interdisciplinary GLS majors take these courses for their MES focus. Students

routinely combine fields to achieve interdisciplinary perspectives; 25% of Fall 2013 MENAS majors were registered with a double major; one remarkable student quadruple majored.

UA offers graduate students 62 100% ME-content courses and 24 25-99% courses. (Table 3.1, Appx. C). Students from varied departments/programs use these courses as background for diverse research topics (Table 2.3). Graduate students entering MENAS must take a multi-disciplinary MES seminar (MENA 595D); in Fall 2014, they will be offered a *Critical Theory for ME Cultural Studies* class.

**3.D.1. Non-Language Faculty.** 112 UA faculty plus 21 instructors teach non-language courses and (Table 3.1) offer ample resources to support the ME curriculum. 23 of the 112 devote 100% of their time to MES teaching and advising. CMES has extensive ME faculty resources in non-traditional fields, e.g. Architecture (Frederickson), Public Health (Hakim, Kobeissi), Materials Science and Engineering (Vandiver), LTRR (Touchan) and Water Resources (Megdal).

**3.D.2. TA Pedagogy Training.** Working closely with SBS, CMES and MENAS conduct annual trainings required for MES TAs. The week-long training includes several ½-day sessions: academic integrity, syllabus formation, use of technology, and pre-service training for language instructors. TAs meet with supervising faculty for specialized instruction, and are introduced to CMES resources, e.g. a library of unique holdings and an extensive video collection. SBS' *Graduate Assistants in Teaching Orientation* focuses on lesson plan design, leading discussions, encouraging participation, maintaining records, stereotyping and cultural diversity. OIA offers a 10-credit curriculum, including supervised practice, leading to a Certificate in College Teaching; online training modules on assessment and teaching issues; monthly brown bag sessions; and workshops on lesson design, technology use, and promotion of academic honesty.

#### **4. Quality of Language Instructional Program**

**4.A.1. Language Instruction.** The UA has a strong tradition of teaching ME languages, and

offers Arabic (MSA and dialects), Chechen, Hebrew, Kurdish (Kurmanji), Persian, and Turkish (Modern and Ottoman) classes in conjunction with MENAS, JUS, and the UA Critical Languages Program (CLP) (Table 4.1). Gerald Lampe, 2013 language program reviewer, notes that UA programs follow “blended, immersive, student-centered approaches to language learning.” New courses and sections are offered to keep up with demand (e.g. 4<sup>th</sup> year Persian and Turkish in 2010-11, Intermediate Levantine in summer 2013).

<b>Table 4.1. Middle East Language Courses, 2013-2014</b>					
<b>Language</b>	<b>Years/ Levels</b>	<b>Sections/ year</b>	<b>Credits per full academic year</b>	<b>Total Enrollment 2013-14*</b>	<b>Faculty /Instructors*</b>
Arabic, MSA	5	30	beg/int 10 adv/4 <sup>th</sup> , 5 <sup>th</sup> : 6-9	360 <sup>^</sup>	<b>Abou Shanab, BA, Al Masaeed, PhD, Azaz, PhD, Farwaneh, PhD, Gamal, PhD, Kholoussi, PhD, M'Barki, MA, Noorani, PhD, S'hiri, PhD, SA Program Instructors/ 8 instructors</b>
Arabic, Levantine	2	6	6	50 <sup>^</sup>	
Arabic, Moroccan	1	3	6	17 <sup>^</sup>	
Chechen	1	1	8	1	<b>Dotton, PhD student, SLAT</b>
Hebrew, Modern	4	13	beg/int 10 adv/4th 6	167	<b>Limmer, PhD, A. Maimon, BA U. Maimon, MA, MS</b>
Kurdish, Kurmanji	1	4	8	18	<b>Çiviroğlu, MA Candidate</b>
Persian, Modern	4	7	beg/int 10 adv, 4 <sup>th</sup> 6	78	<b>Rastegar, PhD, Talattof, PhD /3 instructors</b>
Turkish, Modern	4	16	beg/int 10 adv/4 <sup>th</sup> 6	67 <sup>^</sup>	<b>Key, PhD, Okal, PhD Candidate, SA Program Instructors</b>
Turkish, Ottoman	1	2	6	4	
<b>Total ME language enrollment:</b>				<b>762</b>	
* see course list for individual course enrollment figures & instructor names					
<sup>^</sup> includes estimated Summer 2014 enrollment   ▪ Plus a license/diploma in pedagogical training					

Five years of MSA are taught; classes include Egyptian, Levantine and Moroccan dialect components. Arabic courses include Levantine (2 years), Moroccan, Classical, and *Modern Arabic Prose* (taught in Arabic), and periodically *Language of Arabic Media* and *Pedagogy of Teaching of Arabic as a Foreign Language*, designed to respond to growing interest in teaching Arabic as a profession. Since 2012, new sections of 1<sup>st</sup> and 2<sup>nd</sup> year MSA have been added off-cycle, giving students flexibility to begin and continue language study at various points during the year (e.g. one can begin 1<sup>st</sup> or 2<sup>nd</sup> year MSA in the spring).

Arabic is an area of particular strength, with 2 new federally-funded UA programs to support

student learning. Project GO enhances the Arabic language and intercultural skills of ROTC cadets, bringing them to ACTFL intermediate proficiency (Inter-Agency Language Roundtable 1, ILR1, some to ILR2). The Arabic Flagship program guides undergrads from diverse majors to professional Arabic fluency (ACTFL Superior, ILR3). Project GO and Arabic Flagship students benefit from native-speaker language partners and individualized tutoring; cultural activities and language teaching materials for both programs are available to all UA Arabic students. The Arabic Flagship will gradually increase the number of content-based courses beyond 3<sup>rd</sup> year.

Persian language is offered through 4<sup>th</sup> year, with advanced literature taught in Persian. JUS' Hebrew program offers 2 years of Biblical Hebrew; 3 years of Modern Hebrew, with 4<sup>th</sup> year as IS; 4<sup>th</sup> year Hebrew will be a regular course beginning in 2014-15. 1 year of Aramaic and 2 of Ottoman are offered upon demand. 4 years of Turkish are taught. In 2013-14 UA hired a Turkish instructor; previously graduate assistants had taught Turkish classes. AZ in Turkey summer Turkish classes are offered in conjunction with DEU in Izmir. CLP offers 1<sup>st</sup>-year Chechen and Kurdish, and 2<sup>nd</sup>-year Chechen since 2011. 1<sup>st</sup> year Kurdish and Chechen are offered off-cycle. CMES is developing a Kurdish summer curriculum with Mardin Artuklu University in Turkey.

**4.A.2. Enrollments.** UA ME language course enrollments totaled 3,248 from Fall 2010 to Summer 2014, 92% of them undergraduate in 2013-14 (702 of 762), and show notable increases over time. Undergraduate enrollments in advanced language courses grew 25% (69 to 86) from 2012-2014. Arabic enrollments increased from 2009-10 to 2013-14: MSA by 55% and Arabic dialects by 48%. ME language summer enrollments continue to grow. In the last 3 years CMES has developed new summer study abroad programs in Jordan and Turkey; UA has affiliated programs in Turkey, Jordan, Morocco, and Egypt. From 2011 to 2014, UA summer program enrollments in Arabic rose 538%, from 13 to 83. This trend will continue, as UA has been

designated a summer Flagship site for Arabic, CMES/MENAS plan new summer programs, and current programs continue to grow. All 2014 UA study abroad program students study language: in Jordan 11 study Jordanian Arabic, with 8 in MSA; in Morocco 10 students take both MSA and Moroccan dialect; 11 students in Turkey are in 1<sup>st</sup> through 4<sup>th</sup> year classes. CMES works closely with SASE to facilitate student participation in these and other programs (2.B.2 and 2.B.3).

**4.B.1. Levels of Language Training.** UA offers at least 4 years of all major ME languages:

Arabic, Hebrew, Persian, Turkish, and additional advanced literature and other courses, with 5 years of MSA (Table 4.1). *Readings in Arabic Prose* is a 5<sup>th</sup> year course, with English used only to explain grammar points; advanced course topics vary over time, e.g. S’hiri’s 2013 5<sup>th</sup> year Arabic class was titled “Multimodal Literacy for Advanced Learners.”

**4.B.2. Courses in Other Disciplines.** Increases in advanced-level student proficiency create a need to expand course offerings and other opportunities for diverse students to engage in ME languages across disciplines. In 2012-13 the colleges contributing most ME language students were SBS (41%), Science (15%) and Eller (9%). In Fall 2014 the 4<sup>th</sup> year ARB 407 will be taught in Arabic with a new curriculum, “Prominent Figures in the Arab World.” To meet the needs of advanced learners, CMES proposes a new upper-level undergrad/grad course in Arabic, *Religious, Linguistic and Ethnic Minorities in the ME*, to be developed and taught by Farwanah. UA offers multiple opportunities for students to encounter and use ME languages in disciplines other than language, linguistics, and literature. Advanced Arabic is a course prerequisite for MENA 696J: *Advanced Islamic Studies*. Geared towards high-intermediate and advanced learners, CMES-sponsored lectures in Arabic and Hebrew have addressed Islamic studies, Israeli domestic policy, and athletics. CMES proposes to sponsor a regular series of presentations in all 4 languages: Arabic, Hebrew, Persian and Turkish, with time for discussion in the relevant

language (e.g. Touchan has agreed to speak in Arabic about dendrochronology and ME climate change). Students in many non-language courses use primary resources in the target language for research; MENAS students are expected to do so for their MA theses and PhD dissertations.

**4.C.1. Language Faculty.** UA has ample and well-qualified language faculty, described by 2013 language program reviewer, Lampe, as “[t]houghtful, enthusiastic, energetic, industrious, innovative, creative, motivated, [and] dedicated to students.” Arabic faculty include Azaz, Gamal, Farwaneh, Kholoussi, Noorani, and S’hiri (with 8 TAs and a visiting faculty member from AALIM Institute, Morocco). Hebrew faculty consist of Limmer, A. Maimon, U. Maimon, Nakhai, and Wright. Persian faculty include Talattof and Rastegar (+ 3 TAs). Okal heads up Turkish language studies and oversees DEU summer faculty; Ottoman has been taught by Key. Chechen and Kurdish are taught at CLP. UA linguists specialize in the 4 major ME languages (Arabic/Farwaneh; Hebrew/Ussishkin; Persian/Karimi; Turkish/Wedel) and provide additional classes of interest and advising to TAs. TAs have extensive background in language pedagogy and are often PhD candidates in the SLAT PhD program. Sites of tenure-track Arabic pedagogy jobs secured by 3 2014 MENAS and SLAT PhD graduates who were Arabic TAs indicate the program’s high quality: Carnegie-Mellon, UA, and the US Naval Academy. A recent Persian literature PhD teaches all levels of Persian at U of Kansas; a PhD candidate will teach Persian at Ohio State U next year; since 2012 Hosseini Fahraji has directed the U of Wisconsin-Madison summer Persian immersion program; 2 other UA Persian TAs also teach there.

**4.C.2. Language Pedagogy Training.** CMES supports language faculty/instructors to attend pedagogy conferences and workshops hosted by UA and other institutions (Table 4.2). CMES hosted the Western Consortium (WC) ME Language Pedagogy Workshop in 2010 and 2013, and will host the 2016 workshop. 12 Arabic instructors attended 2- or 3-day Oral Proficiency

Interview (OPI) training in spring 2013 and 2014 with Project GO support. CMES regularly sends instructors to WC workshops: UT Austin (2011), Portland State (2012). Instructors benefit from on-campus events, e.g. the 25<sup>th</sup> Arabic Linguistics Symposium in 2011, CERCLL language and intercultural competence pedagogy conferences (2012, 2014), and a 2013 technology in language workshop.

**Table 4.2. Faculty/graduate TAs' language pedagogy trainings, 2010-2014**

	10-11	11-12	12-13	13-14	Total
TAs	9	8	8	6	31
Faculty	7	3	6	2	18
<b>Total</b>	<b>16</b>	<b>11</b>	<b>14</b>	<b>8</b>	<b>49</b>

**4.D.1. Performance-based Instruction.** All ME language programs at UA use pedagogical principles of performance-based instruction to a high degree. Instructors are developing these principles further in their curriculum design and materials (e.g. Talattof's Persian language texts), and incorporating them through proficiency testing. Learning outcomes in Hebrew courses are defined for every semester. Learning outcomes have been in place for Arabic courses since 2003. ME Language Coordinator S'hiri directs the Arabic Flagship, oversees 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year MSA courses, Arabic TA training, and the development and implementation of instructional design to assure high quality instruction.

Classes regularly incorporate proficiency testing. Through both Project GO and Flagship, students are tested in Arabic speaking skills using OPI-certified testers. Flagship students also take reading and listening tests. All FLAS fellows are tested pre- and post-award. AZ in Turkey students are tested pre- and post-program by a certified OPI tester.

**4. D.2. Adequacy of Resources.** Reviewer Lampe commended UA ME language programs and their effective use of technology for language and culture learning, particularly for Arabic. Technology used includes Arabic without Walls, Arabic Encounters, Mughazi's Arabic On-line, Aktub (typing tutor), Arizona Hypermedia Project, and the Berkeley Film Clip Project resources. Language instructional resources include a language lab, software to learn and type in non-

Western scripts, and online and digital resources for student and faculty use, including dictionaries and databases of primary resource documents. CMES, CERCLL, and the Flagship collaborate to develop resources, e.g. hypermedia texts and a corpus of L2 writing for instructional use in Arabic, as well as Turkish Global Simulation (TGS), designed by Okal. TGS is a 4<sup>th</sup> semester course that promotes student success in functional and professional roles, delivered in a computer-assisted language learning environment. Students use ME language in informal conversation, language clubs, weekly conversation groups in each language, and cultural activities. In Arabic, 6 conversation circles meet weekly: 1 Moroccan, 1 Egyptian, and 2 each week for Levantine and for MSA. Learning is individualized, self-paced, content-, project-, and web-based, using authentic materials and tools.

**4.D.3. Language Proficiency Requirements.** UA ME language instruction and assessment methods conform to ACTFL guidelines. JUS and MENAS degree programs have clear language requirements (Table 2.1); in JUS and MENAS 4<sup>th</sup> semester proficiency is required for BA students and may be filled by taking Hebrew and, for MENAS, Arabic, Persian or Turkish courses or passing a departmentally-approved language Credit-by-Exam test. MENAS PhD students take two ME languages and 1 European language. They must attain a high level of proficiency in one ME language, sufficient for advanced research, and an intermediate reading level in the 2<sup>nd</sup> ME language. In addition, each FLAS recipient is assessed at the beginning and end of the award period by an ACTFL-certified OPI tester. Project GO and Arabic Flagship have brought an increased use of performance testing; both programs have stated proficiency objectives (4.A.1, 4.D.1). Many UA graduates have entered fields in which they continue to use the language skills acquired at UA (9.A.2, 9.F.2), demonstrating that their level of proficiency provides a functional ability in the language.

## **5. Strength of Library**

**5.A.1. Holdings.** The UA Libraries (UAL) maintain over 6,165,500 volumes of resources in a variety of formats, including subscriptions to 67,229 journals, 63,503 of which are electronic and over 3,300 in print subscription, and access to another 37,588 electronic journals. UAL subscribes to 500+ electronic databases, including full text sources and e-books in all subject areas, including MES. UA faculty and students have access to a rich selection of ME reference materials, such as specialized monographs, electronic resources, and serial holdings.

UAL's ME Collection contains 110,000+ volumes in Arabic, Hebrew, Pashto, Persian, and Turkish. The ME Collection covers a wide range of areas such as Agriculture, Humanities, Medicine, Social Sciences, and Women's Studies, and serves research and teaching needs of faculty and students of the modern ME and ancient Near East, and of Israel and Modern Hebrew. The collection's strengths are its overall breadth, its concentrations in ancient and modern ME history, anthropology, Islam, ME languages and literature, political science, and other areas highlighted by the curriculum. UAL maintains a collection of History Microforms; ME-related holdings that include 6,000+ current periodicals, many in regional languages; back issues of another 200 periodicals that are no longer published; and over 550 videos and films. For more than a decade, UAL has added 2,000+ titles on the ME annually; in the past year UAL added over 6,800 electronic books, 51 computer files, and 388 electronic journals to the ME Collection. In support of the curriculum, UAL acquires ME print serials titles from the Library of Congress. In addition, MENAS recently acquired the Edmund Burke III collection of 500+ volumes on modern history of the Maghrib, and CMES maintains a lending library of 573 videos and 800+ books for use by faculty, students, K-12 teachers, and the public.

**5.A.2. Support for Acquisitions and Staff.** UA provides ample resources in support of ME library acquisitions and staff. UAL's overall acquisition budget was \$11,593,400 in 2012-13.

Spending in support of the ME Collection topped exceeded \$129,000 that year, with a budget of \$24,633 for Arabic and Persian language books. UAL spent \$82,030, including fringe benefits, on ME library collection staff in 2013-14. The ME Collection receives additional acquisitions funding from Friends of the Library, a ME resources endowment, other donors, and student fees.

**5.B.1. Cooperative Arrangements.** UA students and faculty access holdings and research materials at institutions across the country through consortium and cooperative agreements.

UAL's membership in the Center for Research Libraries (CRL) gives students and faculty access to the CRL Digital Library for International Research, an initiative to provide access to the resources of CAORC-sponsored overseas research centers and allied partners in Europe, the ME, S and SE Asia, and W Africa, covering research collections in print and other media. CRL's strong area studies collection acquires and preserves unusual and notable items; its Middle East Microform Project (MEMP) gathers microform copies of rare ME studies research resources, and preserves valuable deteriorating printed and manuscript materials. Thus far, MEMP has acquired some 100 newspaper titles in Arabic, Turkish, and English and is microfilming materials on the ME at the Library of Congress. MEMP's geographic coverage includes Afghanistan, Arab countries, Central Asia, Iran, Israel, Turkey and related areas. CRL includes the Global Newspapers Program, which improves access to newspapers worldwide by preserving a representative collection of newspapers for research use. UAL extends access through memberships in other consortia, such as the Great Western Library Alliance (GWLA), the largest academic library consortium in the western US, and cooperative agreements with other AZ universities and programs such as Interlibrary Loan and document delivery services. UAL has access to the Yale-based OACIS project, a web-based database of rare resources from academic libraries in the ME and at member institutions. Other cooperative agreements include Research

Library Groups SHARES program, which gives access to collections of other SHARES institutions, including several libraries in the ME, and RapidILL (Interlibrary Loan system). Subscriptions to 500+ online databases, including OCLC WorldCat, increase access to off-site resources. Other electronic resources include databases/resources such as Index Islamicus, Social Sciences Citation Index, Academic Search Elite, JSTOR, Humanities Citation Index, Historical Abstracts, ALTA Religion Databases, Economist Intelligence Unit, Public Affairs Information Service, Sociological Abstracts, as well as online access to ME newspapers and encyclopedias and other digital products, such as the *Encyclopedia of Islam and the Muslim World*, *Encyclopedia of Jews in the Islamic World*, and *Democracy in Turkey, 1950-1959*. UAL also acquired the KA Arabic e-Library (*Kotobarabia*), the largest electronic content creator and distributor of Arabic language eBooks with 11,000+ titles in multiple genres and subject areas.

UAL participates in 2 major digital ME-related projects: 1) USAID helped fund Afghanistan Digital Libraries (ADL) infrastructure for major Afghan academic institutions. ADL includes an integrated library system and digital contents, and links to scholarly articles and databases. For this project, UAL digitized the original 34 volumes of *Da Afghanistan Kalanay* (Afghanistan Almanac)—unique volumes of the country’s history in Dari/Persian and Pashto languages from 1933-1990 and 2 daily newspapers *Anis* (1946-1984) and *Kabul Times* (1962-1980). These items are accessible via the UAL Institutional Repository. 2) UAL, with the Afghanistan Centre at Kabul University (ACKU), is collaborating on Preserving and Creating Access to Afghanistan Literature from the Jihad Period, to catalog, digitize, and create metadata. Initially funded by the National Endowment for the Humanities, this project is currently supported by UAL and ACKU; some 5,500 titles are available thus far. ACKU’s permanent collection is the most extensive in

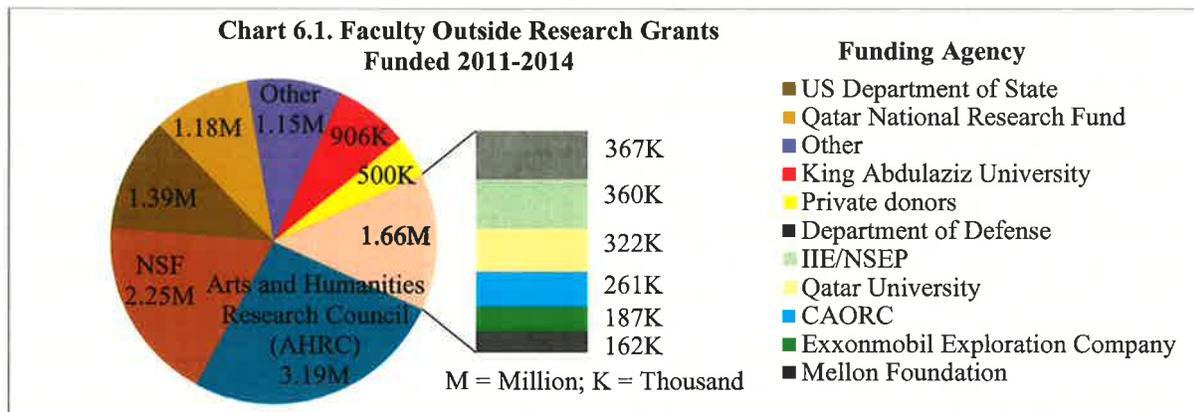
the region, covering a time of war and social upheaval; most of the documents are in English or the principal languages of Pashto and Dari, and are accessible online worldwide.

**5.B.2 Accessibility.** UA Libraries are open to the public, most days until 9:00 p.m. Teachers, faculty and students from other institutions access UA's collection electronically through UAL's online catalog or in person. Pima Community College (PCC) faculty and students have full use of the UAL. Teachers and students at other local institutions can obtain a library community user card. The CMES Scholar Access Grant Program facilitates use of UA library collections by faculty from New Mexico and other AZ post-secondary institutions. The ME Collection's web site provides links to free internet resources, e.g. ME newspaper sites. UA Visiting Scholars have UA library privileges. As members of OCLC and OCLC Shares, all UAL collections are available through ILL to any college or university participant in the programs; members of the GWLA have access to UAL collections through reciprocal agreements.

## **6. Quality of Staff Resources**

**6.A.1. Faculty/Staff Qualifications.** CMES' highly qualified faculty includes 85 FT faculty members (excluding adjuncts, lecturers, and instructors) from 14 departments, 13 schools (e.g. Anthropology, Journalism, Landscape Architecture, and Optical Sciences), and 7 other units, including the LTRR and the Udall Center for Studies in Public Policy. They are drawn from 13 colleges (e.g. Agriculture & Life Sciences, CoE, Engineering, and Law), with 20% of FT faculty devoting 100% of their time to ME (Appx. B). UA has particular strength in Turkish studies (Açıksöz, Artunç, Darling, Gramling, Korkman, Okal, Silverstein, Sinclair). FT MES core faculty include current and past officers and board members of 6 ME AORCs and other organizations: Betteridge, Board of Trustees of The American Institute of Iranian Studies; Boum, AIMS Board of Directors (2015) and past vice president; Creasman, president of American Research Center in Egypt (Tucson chapter); Darling, American Research Institute in Turkey and

International Association for Ottoman Social & Economic History secretary and board member, and Ottoman & Turkish Studies Association (OTSA) president-elect; Nakhai, American Schools of Oriental Research trustee and former board member; Rawan, Board of Trustees of American Institute of Afghanistan Studies; Silverstein, OTSA board; Wright, W.F. Albright Institute of Archaeological Research honorary trustee and past president; former and present members of the International Society for Iranian Studies Council and Board (Betteridge, Talattof), and Newhall, MESA Executive Director, a position formerly held by Betteridge. 36 faculty have published 55 books and numerous articles since 2010, receiving 5 books awards from 2011-2013. Clancy-Smith won the 2013 MESA Undergraduate Education Award. 6 MES faculty and 3 TAs have received teaching awards since 2010 (Appx. B). UA faculty are active fundraisers; from 2011-14 they raised over \$12.2 million in outside grants (Chart 6.1.).



Core faculty contributions to CMES programs are significant and extensive. Faculty have led a CMES Fulbright-Hays Group Projects Abroad trip (Table 9.1), participate in UA lecture series, and are active in outreach, often speaking at K-12 workshops and consulting with national and international media. Language faculty are actively involved in professional activities to develop language teaching materials and techniques, and participate in pedagogy workshops (Table 4.2) S'hiri is on the CASA board; Talattof works with the National ME Language Resource Center

(NMELRC), the National Foreign Language Center, and co-authors Persian language textbooks.

The 2013-14 MENAS Academic Program Review (APR) commends “the capable, resourceful and dedicated” staff. Director Betteridge is an anthropologist with 12 years’ experience as MESA executive director, 13 as CMES director, and is a MENAS faculty member. Her knowledge of ME scholars, scholarship, and national and international networks is a great asset to CMES and its students, especially in her advising and networking capacities. Former director of MES for World Learning’s SIT Study Abroad, FT Assistant Director/FLAS Coordinator Sinclair developed new UA study abroad programs in Jordan and Turkey. His responsibilities include program development and management, publications, and FLAS administration. FT Outreach Coordinator Adeli, an experienced HS teacher with a History PhD, was awarded the 2009 History Channel Award for Service for outstanding contributions at National History Day (NHD) and the 2012 Award for Global Understanding from the National Council for the Social Studies (NCSS). She oversees an active outreach program (7, Tables 9.1), facilitates K-12 teacher workshops and activities regionally and nationally, develops lesson plans and resources, and runs CMES’ Speakers Bureau and summer teachers’ institutes. Her experience ensures proposed teacher training activities meet teachers’ needs and AZ standards. Evaluation specialists Franklin and Singh assist CMES with assessment. Other CMES staff include Business Manager Paine, experienced in grant management and Title VI programs, Administrative Assistant Young, MENAS MA alumna and 2014 SBS Outstanding Staff Award nominee, and 1 PT student worker. Together, CMES staff have facility in Arabic, Kurdish, Persian, and Turkish.

**6.A.2. Professional Development.** UA actively supports PD and travel abroad opportunities for faculty/staff. Colleges, units, and CMES support faculty and student participation at local, national, and international conferences, including those on language pedagogy. In the last 4

years, many MES tenured faculty received funding for academic sabbaticals; several tenure-eligible faculty (e.g. Vejdani) furthered research and careers with junior sabbaticals. The SBS Research Institute's (SBSRI) Research Professorships grant course releases for faculty research (Nassar & Açıksöz). SBSRI awards Faculty Small Grants as project seed money; Confluentcenter Faculty Collaboration Grants offer up to \$20,000 for interdisciplinary projects. The Provost's Author's Support Fund has benefitted MES professors (e.g. Boum). Travel funding is provided by such programs as the UA Foundation's George H. Davis Travel Fellowship and UA International Research Development Grants, (e.g. Gamal and Ussishkin). OIA provides training for classroom technology, curriculum design, and course development, and offers classroom evaluations and instruction workshops. UA provides on-site staff PD opportunities through the Center for Professional Development and University Information Technology Services. Academic Advising Conference/Workshop Funding allows faculty/staff involved in student advising to attend out-of-town conferences. Staff funding includes the Appointed Professionals Advisory Council's PD scholarships; Adeli used one to attend a seminar in the West Bank/Palestinian Territories in 2012. A UAGI award for overseas travel enabled Sinclair to travel to Libya in 2010. Faculty/staff ( $\geq .50$  FTE) and their families take courses at nominal cost with UA tuition reduction. CMES staff regularly attend conferences and PD workshops.

**6.A.3. Commitment to Students.** Most CMES core faculty devote 40% of their time to teaching and at least 10% to advising and supervising. Advisors and mentors devote far more time to advising, e.g. Farwaneh (MENAS Grad Studies Director & Advisor), Noorani (MENAS Undergrad Studies Director), Bourget (French & Italian Grad Studies Director), Gramling (German Studies Director of Grad Studies), van Dobben Schoon (Anthropology Undergrad Mentor), and Kholoussi (Phi Theta Kappa Honors Society Mentor Recognition Program Award).

11 ME faculty also advise 14 UA student organizations: e.g. Hudson (Southwest Initiative for the Study of ME Conflicts), Lucas (Muslim Students Assoc.), and Fahmy (The Arabian Club), and coordinate extracurricular language-learning activities. A faculty mentor is assigned to each MENAS graduate student upon enrollment; each faculty member mentors at least 2 students per year, in addition to service on student committees. MA students select 3-member committees; PhD students select committees of at least 3 MENAS faculty and 1 minor field faculty member. MENAS graduate students benefit from a graduate program coordinator. Professional advisor Barrera (SBS Advising) has been the MENAS undergraduate advisor since 2012. The MENAS Director of Undergrad Studies meets with majors and teaches a yearly senior capstone course (2.B.1). CMES Assistant Director advises on study abroad and fellowship opportunities.

**6.B.1. Oversight.** CMES' Governing Board has 13 members, 2 of whom are students. Non-student members serve 3-year terms and represent 5 colleges (e.g. Agriculture), schools (e.g. Journalism), or units, the Office of Int'l Alumni & Development Initiatives, and UAL. The CMES Director and Assistant Director/FLAS Coordinator, MENAS Director, MESA Executive Director, and ME Librarian are ex-officio members. The Board includes a MENA-elected grad student and an undergrad. Current members have disciplinary expertise in anthropology, art history, journalism, library sciences, language pedagogy, literary translation, political science, queer studies, religious studies, and water resource studies. Non-student members are Betteridge, Dunford, Gramling, Hijazi, Lucas, Megdal, Newhall, Rawan, ME Language Coordinator S'hiri, Sinclair, and Zanger. Members have experience in a wide range of ME regions and languages. The SBS Dean appoints faculty to the Board, which meets 6 times per academic year and is in regular e-mail contact with CMES. The Board reviews visiting scholar applications, guides CMES programming and policy, and contributes to CMES and CMES Director evaluation. The

full Board advises on and evaluates FLAS applications (10.C.1), assuring multi-disciplinary review. CMES works closely with MENAS, which maintains several faculty committees: 3-year Reviews, Academic Executive, Arabic Flagship, Curriculum, Graduate Studies, Language, Library, Peer Review, Roshan Fellowship, Promotion & Tenure, and Undergrad Studies.

**6.B.2. Adequacy of Staffing and Oversight.** The CMES staff, with a director, FT outreach coordinator, FT assistant director, shared business manager, FT administrative assistant, and PT student assistant, is fully adequate for center administration and outreach activities. Continuing Board and college-level review, along with proposed evaluation activities (9.C.1), assure that oversight arrangements for administration and outreach are sufficient and of high quality.

**6.C. Nondiscriminatory Hiring.** The UA Office of Institutional Equity policy provides for "equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran's status, sexual orientation, or gender identity." Equal opportunity policies detail student, employee, and supervisor rights and responsibilities in Spanish and English. In 2013 50%+ of all employees, and administrators, were female. 26% of employees (20% of administrators) were racial/ethnic minorities. The number/percentage of minority employees grew significantly in the past 10 years. CMES follows UA EOAA employer policies. 80% of permanent CMES staff are women, as are 55% of the non-student CMES Governing Board members. 44% of all FT MES faculty are women, 34% are of ME background, and 2 are visually impaired. Of the total 44 FT MES women faculty, 61.4% are tenured/tenure-track. To encourage diverse recruiting, CMES strives to encourage women's and minorities' applications through a wide range of resources. CMES has consulted with the UA President's Special Advisor on Diversity & Inclusion and the Office of Institutional Equity to assure that CMES procedures attract applications from traditionally underrepresented groups (See GEPA).

**7. Outreach Activities.**

**7.A. K-12.** CMES, with award-winning FT Outreach Coordinator Adeli (6.A.1), is nationally recognized as a K-12 outreach leader. Adeli, an experienced HS teacher with a History PhD, organizes a wide variety of programs, with UA faculty/staff speakers and K-12 educators as presenters. Table 7.1 shows CMES K-12 2010-14 outreach highlights. CMES reaches thousands

Activity	Number	Location(s)	Participants/Recipients
Intensive (wk/mo) teacher programs	3	Morocco, local	51
Full or half-day workshops	15	AZ, CA, CO, MO, OK	196
Conference presentations	25	local, national (NM, CO, others)	718
Presentations in CoE classes	4	AZ, SD	50
Information tables/booths	15	AZ, CO, DC, IL, MO, NV, WA	3,308
Distribution of lesson plan CDs	4 CDs	local, national	4,000
Teachers' listservs (weekly updates)	2	1 local, 1 non-Arizona teachers	2,181
Online lesson plans/materials	131	CMES outreach webpage	2013-14 average: 5,000 downloads/mo.

of educators through its programs. Locally and at national teachers' conferences, CMES has organized intensive multi-day institutes and full or half-day workshops on topics including the Ottoman Empire, Morocco, Environmental Sustainability in the ME and Latin America, WWI in the ME, and the literature/culture of Iran, some planned and conducted with LAS. CMES has developed teachers' programs with the ME Outreach Council (MEOC) and the National WWI Museum. CMES faculty/staff and trained teachers have given presentations at 1 local, 8 regional, and 16 national educators' conferences and at 4 university classes for pre-service teachers.

CMES also facilitates the creation and dissemination of lesson plans, teaching materials, and information about the ME. CMES' annual lesson plan competition attracts national participation. CMES' website hosts 108 lesson plans as well as 23 other educational materials (e.g. film guides, ME background units for teachers/students). Each year CMES produces lesson plan CDs and distributes 1,000 annually at conferences/presentations. CMES is nationally known for its teachers' listservs. 2,181 K-12 teachers throughout the US receive weekly updates on MES educational resources and PD opportunities (a 102% increase since 2010); thousands more

receive the updates, republished by teachers’ networks. Each week CMES staff members answer educators’ questions about teaching or PD issues. CMES records evidence of how listserv information has enriched teaching; dozens of teachers have reported participating in national-level programs announced on the listserv. A Utah teacher-participant in Teach Morocco, writes: “Even though I have been teaching World History for years, I have never had that ‘connection’ with the Middle East and Arabs until my contact w/ U of AZ’s CMES. I can’t even remember how I taught about the Middle East before.”

Adeli staffs conference ME outreach booths, gives presentations, and distributes lesson plans/information at regional and national conferences of organizations such as NCSS, as well as AZ Council for the Social Studies and New Mexico Council for the Social Studies, both AZ and National Councils for History Education (ACHE and NCHE), and the National Council for Teachers of English. CMES spearheaded the successful effort to establish a ME Community of educators at NCSS. Adeli has served on the board of MEOC—heading the ME Book Awards committee for 2 years, organizing a teachers’ workshop, and helping organize the MEOC booth at NCSS—and is on the state Boards for the ACHE and National History Day in AZ.

CMES excels in its close collaboration with local school districts, helping them develop programs and receive grant funding to expand ME language and cultural programs, e.g. CMES helped the Tucson Unified School District secure major Arabic language-teaching grants, both federally-funded (FLAP, TCLP) and private (Qatar Foundation Int’l). CMES is unique for its

<b>Table 7.2: Outreach to K-12 Students, June 2010-May 2014</b>		
<b>Activity</b>	<b>#</b>	<b>Participants</b>
Full-year ME Studies high school class	4 yrs	123
Intensive programs for high school students (4-8 days)	2	37
Full or half-day ME Studies workshops	2	59
Presentations to K-12 classes/groups by CMES speakers	53	3,993
Listserv for high school students	1	90

direct outreach to K-12 students (Table 7.2). For the past 6 years, the Outreach Coordinator has developed and

taught a MES course at a low-income, Hispanic- majority school, further developing the Cochise College *ME Humanities* class and soliciting funding for HS students to take *ME Humanities* for college credit. Over the past 4 years, CMES has held 2 extended HS student institutes and 2 workshops; sent 53 speakers, many of whom spoke to multiple classes, to K-12 schools; and given an annual NHD state award to encourage secondary students' research in ME history. Of the 3,500+ students who participated in these programs, Hispanic, African-American, and Native-American students comprise a large percentage (probably a majority). Because of the Center's commitment to reaching underserved students, from 2010-2014, CMES staff drove speakers to predominantly minority, rural locations several hours from Tucson, including the Tohono O'odham Reservation, Douglas High School (on the Mexican border), and Sierra Vista.

CMES is the only ME NRC within the Four Corners region (AZ, CO, NM, UT), an area of 425,000 square miles. CMES has worked throughout the region via electronic outreach and Adeli's participation in conferences. CMES' primary area of focus is AZ and NM, which occupy 236,000 square miles (an area nearly 3½ times larger than New England). At least 40% of the Arizona population and 60% of New Mexico's is Latino, Native American, or African-American. CMES has provided funding for teachers in remote areas to attend workshops in Tucson. Building on its strong educators' program, CMES, with LAS, plans to extend its work with the UA CoE to add international content to the teacher education curriculum.

**7.B. Post-Secondary.** CMES conducts a wide range of programs exclusively or primarily for UA students, including a MENAS colloquium series with 63 talks from 2010-2014. CMES also conducts important outreach to post-secondary institutions, directly and through its website (e.g. since posting colloquium talks in July 2011, the CMES YouTube channel has received 7,675+ hits). Community college/university instructors participate in most teachers' programs described

in 7.A above, including workshops, conferences, and listservs (e.g. a new college instructors listserv). CMES has developed or co-sponsored extended weekend programs specifically for college educators: 3 regional ME language pedagogy symposiums, CERCLL's 2 national Intercultural Competence conferences, and 2 topical workshops (WWI in the ME, Teaching about Genders and Sexualities in the ME). The Center maintains a lending library with 573 films and 800+ books, and loans DVDs to instructors at out-of-town colleges.

CMES-affiliated speakers have lectured at universities/colleges in AL, CA, KS, MA, NM, TN, TX, and VA and at local/regional institutions, such as PCC (Tucson), Arizona State U, and the U of New Mexico. CMES worked closely with Cochise College, a minority-serving institution in SE AZ, to develop, articulate, and implement a ME Humanities course as part of their regular curriculum. Over the next 4 years, CMES plans to expand its work with Cochise College and UA South to add ME classes to the curriculum and incorporate ME content into existing classes.

**7.C. Business, Media, General Public.** CMES raises awareness of the ME throughout the community, and sends speakers to communities outside of Tucson. The Tucson court system and numerous military units have consulted CMES and used its resources or faculty/student speakers for cultural sensitivity training programs. CMES has a strong working relationship with the media and provides a media guide of UA experts on Islam and the ME, in print and online form, shared with news outlets throughout AZ. CMES works with Journalism students to improve the accuracy of their ME reporting, e.g. co-sponsoring workshops on writing OpEds and another on the ethics of conflict journalism. MES faculty, graduate students, and teachers' program participants routinely give media interviews (newspaper, radio, television), regionally and nationally. CMES engages in extensive community outreach (Table 7.3). Since June 2010, CMES has organized or co-sponsored 17 conferences, mini-courses, panels, or symposia with a

total of 1,724 attendees. CMES has staffed booths at community festivals/public events, e.g. Tucson Festival of Books, attended by over 120,000 people annually, and the Israel Festival.

<b>Table 7.3: Outreach to Community, June 2010-May 2014</b>			
<b>Community Activity</b>	<b>#</b>	<b>Location(s)</b>	<b>Participants</b>
Conferences, panels, symposia	17	Local	1,724
On-campus public talks	115	UA campus	7,229
Speakers to off-campus groups	79	regional + AL, CA, CO, MI	4,147
Booths at cultural events	10	Local	--
Cultural events	19	local	2,476
Film screenings	53	local, regional	1,481
Community listserv	1	Local	761
Social Media	2	Local, regional, national	Facebook: 626 Twitter: 230

CMES also organizes visits by ME authors, photography exhibitions, and cultural celebrations. CMES has held 53 public screenings of ME films

since 2010. Faculty, graduate students, and CMES personnel have given 115 on-campus public talks and 79 off-campus talks to community groups, including retirement communities, religious organizations, and service clubs in AZ and other states. CMES’ community listserv provides weekly announcements of ME-related events to 761 subscribers (a 28% increase over 2010); new forms of outreach through Facebook and Twitter reach 626 and 230 people, respectively. The extent and diversity of its programs give CMES an important role in the community; MENAS’ 2013 APR review committee remarked on CMES’ “superb community outreach.”

## **8. Program Planning and Budget**

**8.A. Quality.** CMES’ plans build on UA strengths and develop important areas of UA MES. CMES proposes activities in support of 5 goals that relate directly to NRC purposes in strengthening foreign language and area studies teaching, research, and training.

Goal 1. Improve ME language-teaching and language-learning opportunities. 1A: CMES will contribute to the improvement of ME language pedagogy training at all educational levels by a) hiring an Arabic Instructor to enhance K-12 Arabic language teachers’ pedagogical training so their students can transition successfully to more advanced Arabic instruction; b) supporting WC language pedagogy workshops, hosting one in Year Two, and funding UA instructor

participation in language pedagogy summer institutes, c) funding AZ and NM community college ME language instructors' participation in UA pedagogy workshops, d) supporting creation and posting of ME language-learning modules for Portland State's Content-Based Instruction website, and e) supporting NMELRC development of ME language proficiency tests.

1B: CMES will enable students to have ME language skills needed to advance in ME-related fields by a) creating an advanced Arabic-language content course on minorities in the ME, b) supporting Turkish language instruction /development of a synchronous distance-learning advanced Turkish course for students from multiple institutions, c) developing teaching resources for Turkish classes, d) supporting a synchronous distance-learning advanced Persian course, taught from UT Austin and e) creating film clips that introduce linguistic and cultural concepts in Persian and Turkish language classes.

Goal 2: CMES will increase int'l studies curriculum content in community colleges and MSIs by a) partnering with Cochise College and UA South in curriculum development workshops, cross-institution mentoring relationships, and international film series, b) conducting, at their request, a MES curriculum development workshop for the Nine University & College Int'l Studies Consortium of Georgia, and learning from them to create an effective AZ consortium, and c) funding participation of more AZ and NM community college faculty in UA MES workshops.

Goal 3: CMES will strengthen and diversify UA MES Programs by a) creating a new social sciences ME Environmental Studies position; requested funding will support ½ the costs in Years 3 and 4, after which UA will provide full support, b) creating a new *Environmental History of the ME* class for undergrad and grad students, to be taught in Year 2, and c) supporting an undergrad *Business Environment in the ME and NA* class, taught in Years 2,3, and 4 by a former US ambassador to Oman, who will advise on diplomatic careers.

Goal 4. With LAS and CoE, CMES will internationalize teacher training through a) supporting a CoE faculty member to work with LAS, MES, and CoE RAs in developing international studies modules for education methods classes, b) conducting international studies workshops for pre-service and in-service teachers, and c) disseminating collaboration results widely.

Goal 5: CMES will enhance evaluation activities and develop data collection methods to support them, emphasizing tracking student placement. CMES gives high priority to program evaluation and requests funding for evaluation specialists and support for a “Digital Storytelling” project to assess study abroad student learning outcomes in a new 1-credit class. CMES requests partial support for staff to coordinate Center activities, including data collection.

CMES requests funds in partial support of the Outreach Coordinator’s salary and an assistant to run the center’s extensive program for K-12, media, business, and public constituencies (7, Table 9.1). Cultural events will continue to draw the ME to public attention. CMES will add to the Outreach Library collection, and augment UAL ME resources to support curriculum needs.

CMES requests support for several enhancement activities: 1) student workshops and conferences; 2) visiting lecturers, some of whom will address professional schools; 3) with LAS, 2 Distinguished Lectures on Human Rights in the ME and Latin America; speakers will meet with students, including those in the Global Studies major Human Rights track and the BA major in Law; and 4) partial support for a national conference, “Turkish-German Studies: Past, Present, and Future,” highlighting a unique UA program in Year 3.

**8.B.1. Plan.** As shown in the progression of the evaluation timeline and grant budget years (Table 9.4, Appx. A), by the end of the grant period, proposed activities will result in enhanced UA and K-14 expertise in ME language teaching; new language teaching materials and testing procedures, which will be disseminated nationally; increased and more diverse undergrad and

grad course offerings, bringing more ME content to Environmental Studies, a key area of UA scholarship; internationalization of CoE teacher-training curricula, and a new CoE international studies certificate; a regional community of K-16 educators/students more knowledgeable about the ME, with more and more diverse students well prepared to advance to higher levels of ME language and area studies coursework; greater public understanding of the ME; and enhanced data collection to inform improvement of CMES programs.

**8.B.2. Resources.** Proposed activities will be accomplished within budgetary requests. UA and outside funding, and CMES faculty/staff dedication provide invaluable non-grant support. Many new initiatives, e.g. undergraduate workshops and a conference, and creation of a new dual MENAS/Public Health MA, need little additional support. CMES raises outside funds for many outreach activities, and requests only partial staff and resource support. (8.C., Appx. A).

**8.C. Costs.** Amounts requested to achieve CMES' objectives are reasonable and leverage

<b>Major Budget Category</b>	<b>2014-2015</b>		<b>2015-2016</b>		<b>2016-2017</b>		<b>2017-2018</b>	
Language Instruction	50,442	19%	56,886	23%	37,162	14%	43,003	16%
Area Studies Instruction	5,121	2%	8,967	4%	55,854	21%	57,530	21%
Library	3,000	1%	3,000	1%	3,000	1%	3,000	1%
Enhancement Activities	11,650	4%	11,650	5%	21,460	8%	10,900	4%
Outreach	30,204	12%	30,686	12%	30,283	11%	30,794	11%
CMES Admin. Support	80,511	31%	72,194	29%	74,007	27%	75,873	28%
Collaborative Efforts	50,253	19%	37,351	15%	19,598	7%	21,565	8%
Evaluation/Assessment	9,719	4%	10,331	4%	9,445	3%	7,064	3%
Indirect Costs	19,272	7%	18,485	7%	20,065	7%	19,978	7%
<b>Total</b>	<b>260,172</b>	<b>100%</b>	<b>249,550</b>	<b>100%</b>	<b>270,874</b>	<b>100%</b>	<b>269,707</b>	<b>100%</b>

significant UA resources in support of MES. CMES requests \$240,900 in FY 2014 direct costs, plus indirect costs of \$19,272, for a total request of \$260,172. In accord with CMES' goals, the largest concentration of funds requested relates to instruction, training, assessment and evaluation: 56% of funds requested in Year 1, 58% in Year 2, and 56% in Year 3, 59% in Year 4.

**8.E. Impact on Undergraduate Program.** Proposed activities will have lasting effects on UA's undergraduate ME language and area studies training programs. Project activities will augment

course offerings in Arabic, Turkish, Environmental Studies (ES), and Education, and create a new CoE Int'l Studies certificate. Attention to advanced proficiency through a new content course in Arabic, enhanced advanced Turkish, and new testing instruments will enrich advanced language teaching, important as more undergraduates enroll in 3<sup>rd</sup> year+ language courses. Increased evaluation of the Arabic program will result in a model for other ME languages. The new ES position and Environmental History class will add ME content to the ES BA program in Geography, as well as to MENAS curriculum, and attract students from STEM fields to MES. Teacher training and instructional resource development will strengthen the teaching of ME languages at UA and other K-16 institutions, facilitating student transfer to UA MES programs. The ME business elective will enrich the pre-professional undergraduate curriculum. Undergraduates campus-wide will benefit from CMES' lectures, lecturers' classroom talks, cultural events, and active involvement in UA MES activities, including an undergraduate conference, which students requested. Not a budget item, but certainly significant, CMES will continue to devote substantial time to undergraduate advising. With non-grant funds, creation of a new UA Kurdish Language & Culture study abroad program, increased advertising of existing programs, and new internship programs in the ME will encourage higher student participation in ME study abroad experiences. UA financial aid and course credits transfer easily through UA programs, give students valuable immersive study abroad opportunities, and facilitate achievement of advanced proficiency. Strengthened evaluation and data collection procedures will inform improvement of ME language and area studies programs at UA and partner institutions, and improve student placement tracking.

## **9. Impact and Evaluation**

**9.A.1. Impact.** CMES continues to have a major impact at university, community, regional, and national levels. Table 9.1 highlights the vitality, scope, and influence of Center activities.

<b>Table 9.1. Impact of CMES Activities</b>		
<b>Activity</b>	<b>Indices</b>	<b>Impact</b>
<b>University Outputs – June 2010-May 2014</b>		
Lectures for UA students and faculty (Note: Most CMES talks are designed for both UA and public audiences – See below)	- 20 lectures in English: 490 people. - 1 film screening/talk :76 student attendees - 5 ME language talks: 101 attendees	Facilitated exposure for students and faculty to a variety of ME-related research
Meetings of UA students with visiting scholars; student/faculty professional development	10 meetings: 80 students; 27 professional development workshops: 259 students	Created opportunities for interaction w/ scholars; professional development
Collaborations with UA College of Education (CoE)	3 talks on ME to 39 CoE students  - CoE personnel: 1) judged for CMES lesson plan competition, 2) helped select teacher travel-abroad program participants	- Increased pre-service teacher MES knowledge - Assured CoE perspectives in CMES K-12 activities - More cooperation w/ CoE
Networking activities for ME experts from throughout the UA	- 4 networking events: 224 faculty/student attendees	Created opportunities for MES cooperation across UA
Sponsored faculty participation in language pedagogy workshops	56 faculty/TAs participated in 7 language pedagogy workshops on campus	Facilitated improved ME language teaching
<b>Community Outputs – June 2010-May 2014</b>		
CMES public lectures, panels, and forums	-115 UA lectures – 6,850 attendees; 54 to community groups -1,916 -15 panels/forums/ – 1,528 attendees	Created opportunities for understanding of the ME and for interaction with experts
Cultural events	- 27 community events - 50 public film screenings: 1,491 attendees	Created opportunities for exposure to ME culture
Direct outreach to K-14 students	- 4 HS year-long classes in a minority school; 1 workshop; 37 school visits; 5 student group visits to campus; participation in 2 school festivals: 2,506 students, 139 teachers/parents - community college: 5 talks: 73 people	Created opportunities for nuanced understanding of ME history, politics, and culture in school and community college classrooms
Outreach to K-14 educators: teachers' workshops, conference presentations.	-13 K-12 teachers' workshops/talks; 185 attendees; 3 info tables at educators' fairs; -K-16: conference for language teachers: 45 attendees	Facilitated growth in teachers' learning and teaching about the ME and ME languages
Outreach through the local media	CMES affiliated faculty and guest speakers reached thousands of people through radio and tv interviews	Enhanced scholar-informed content/quality of reporting on ME in local media
<b>Regional Outputs (Arizona and New Mexico) - June 2010-May 2014</b>		
Speaking engagements to, community groups in AZ/NM	12 talks to groups: 551 attendees (+700 more via broadcast)	Expansion of activities to underserved AZ/NM areas
Outreach to AZ (outside Tucson) and NM K-14 educators	- 11 teacher training sessions and conferences for AZ and NM teachers' conferences: 198 attendees. - 5 booths at state conferences: several hundred participants	Expanded contact w/ hundreds of educators per yr; distributed hundreds of lesson plan/resource CDs to them, and remain in contact
Outreach to K-14 students outside the Tucson area	- Events @ UA: 1 cultural program; 3 HS student workshops: 167 students - sponsored events in distant schools: 1 community college film showing, 1 HS cultural event: 267 attendees - talks out-of-town: 5 K-12, 2 at AZ and NM universities: 252 attendees	Effort to include students from underserved areas such as the Tohono O'odham Native American Reservation and rural AZ/NM
CMES statewide secondary school student award competition	- Mentored youths researching ME - 4 AZ Nat'l History Day Awards	Encouraged and recognized HS student research on ME

Listserve and electronic outreach – weekly announcements	762 on community listserve; 150 on high school students'; 888 on AZ teachers' listserve; 630 on Facebook (new); 230 on Twitter (new)	Weekly listserve announcements give information on ME activities, opportunities and resources
<b>National Outputs (Outside of Arizona and New Mexico) – June 2010-May 2014</b>		
Talks to community, military, and teachers' groups outside of Arizona/New Mexico	17 talks to teachers' and community groups; 1 panel; 10 talks to university groups outside AZ/NM, 3 talks/ seminars to military units: 2,702 participants	Outreach to community and military audiences expanded beyond AZ/NM and increased public knowledge of the ME
National-level conferences organized or co-sponsored by CMES	4 graduate student conferences that now attract participants nationwide, 2 ME language conferences, 1 dissertation workshop, 2 CERCLL conferences: 1,015 total attendees	Expanded the scope of some previous CMES activities to attract and inform a national audience
Intensive summer programs: Fulbright-Hays teachers program to Morocco 8-day summer institute on the ME for teachers and HS students	- Teachers' travel seminar in Morocco: 13 K-12 teachers/pre-service teachers and 2 UA personnel - Intensive summer institute program: 16 K-14 educators, 20 HS students	Included many out-of-AZ teachers and students; lesson plans and lectures increased knowledge of MES among many teachers/students
CMES annual national K-12 lesson plan award competitions	Since 2010, 45 entries from 17 states, 15 winners; best lesson plans are shared via the CMES website	Recognition for K-12 teachers creating materials on the ME; provided accurate ME content to K-12 teachers
Participation in national educators' conferences (such as National Council for the Social Studies, National Council for Teachers of English, National Council for History Education)	- organized 4 teachers' workshops in 4 states: 74 attendees - gave 14 presentations at 7 national conferences: 547 attendees - ran 6 information booths and 3 ME meetings at 6 national conferences	Continuing contact with several thousand teachers nation-wide and provided K-14 teachers with MES information and resources
Online and nationally-distributed materials; media interview	- created CMES website outreach section w/ 108 lesson plans and 11 information sections w/ teaching resources - created and distributed a unique lesson-plan CD, 1,000/year for 4 years - filmed/posted 61 YouTube videos – over 7,000 views	National and international dissemination of lesson plans and information on the ME to K-14 teachers, thus augmenting the K-14 curriculum
Out-of-state K-12 teachers' listserve; new college faculty listserve	1,255 out-of-state K-12 teachers and 56 college faculty receive weekly updates on professional development opportunities and ME resources	Extensive dissemination of MES resources and information for K-14 educators

CMES training programs have a significant impact on the UA, as shown by Table 9.2.

<b>Table 9.2. Impact of Middle East Training Programs</b>		
<b>Academic Program</b>	<b>Indices</b>	<b>Impact</b>
Training undergrad and grad students in ME languages	- 3,248 ME language enrollments from 2010-2014 - 102 BA minors in ME language, Fall 2013 - 427 Arabic enrollments, Fall 2013 - 445 students enrolled in language courses in 2012-13, over 21% were STEM students	Increased ME language expertise in US in wide variety of fields: - 92.5% increase in BA language minors from Fall 2009 to 2013. - 19.2% increase in Arabic enrollment, 2010-11 to 2013-14
FLAS fellowship program	- 79 FLAS fellowships from 2010-2014 - Awards made to 31.7% MA-track; 21.5% doctoral track; 46.8% undergrad	Increased # of academically strong undergrad and grad students pursuing a higher level of ME language proficiency

Training undergrad students in ME area studies (non-language) courses	- 4107 undergrad enrollments (3338 students) in MES courses, 2012-13 - 59 BA MENAS majors, Fall 2013 - 25 BA MENAS minors, Fall 2013	Increased knowledge of MES among undergrad students
CMES certificate-eligible BA/BS graduates	46 CMES certificate-eligible undergrads between August 2011 and August 2013	Sizeable # of well-trained students go to higher ed, government, and profit/non-profit sector careers (Chart 9.1)
Training professional ME specialists in graduate and professional programs	- 275 grad enrollments (149 students) in non-language MES courses, 2012-13 - 23 MA students, Fall 2013 - 31 PhD students, Fall 2013 - 19 PhD minors, Fall 2013	Increased # of ME specialists prepared for academia, government, and the professions Since Fall 2008: - 244% increase in PhD majors - 138% increase in PhD minors
Students completing ME-related MA, PhD degrees, 2009-14	79 students received advanced ME-related degrees between 2009-2014	Sizeable # of well-trained MA and PhD graduates go to higher ed, government, and profit/non-profit sector careers (Chart 9.1)
New course development	127 new MES & language courses, Fall 2010-Fall 2015 (including Study Abroad)	Large increase in ME courses, better meeting educational needs. Students provided with new UA options to study in Jordan & Turkey
New UA summer intensive Arabic & Turkish courses	- 0 enrollments, Summer 2009 - 83 Arabic enrollments, Summer 2014 - 22 Turkish enrollments, Summer 2014	Students provided with new intensive opportunities to advance language skills over the summer

**9.A.2. Undergraduate Matriculation.** From 2009-14, many UA undergraduate students concentrating in MES matriculated into advanced programs (36% of 218 known) or entered professions that make use of their language and area training: private/for profit (30%), government (9%), military (8%) (See details in Chart 9.1). Three Project GO ROTC students of Arabic were commissioned in the US Air Force in Spring 2014 (21% of the 14 commissioned).

**9.B. Equal Access.** UA and CMES prioritize equal access to facilities, activities, educational and employment opportunities through steps to assure access to public events for the disabled; CMES' website, which meets accessibility standards; responses to visually and aurally impaired faculty and student needs; ensuring that CMES K-16 outreach programs are accessible to diverse applicants and participants; and encouraging applications from minorities and women (6.C.). CMES benefits from consultation with the UA Disability Resources Center and consultation with the Academic Affairs office Chief Diversity Officer. (See GEPA)

**9.C.1. Evaluation Plan.** In 2014-2017 CMES will develop and implement a comprehensive evaluation plan (Table 9.3) to monitor summative indices, producing quantifiable, outcome-

measure-oriented data in support of project goals (8.A, Table 9.4, Appx D PMFs). Through formative evaluation and systematic development of data collection methods, the plan will create a continuous improvement cycle, providing valid and reliable qualitative and quantitative

**Table 9.3. Evaluation Plan Design, Development, Implementation and Utilization Cycle**

Inputs	Activities	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Strategic Objectives
CMES leadership	<u>Year 1</u> Design evaluation plan	<u>Year 1</u> Formative and summative evaluation plan for program	<u>Year 1</u> Summative plan formalized and shared with all stakeholders	<u>Years 2/3</u> Summative data collected, analyzed and reported	<u>Years 3/4</u> Summative data collected, analyzed and reported	Demonstrate success to stakeholders and prospective adopters
Evaluator	Create new student tracking system (career & diversity)	Formative evaluation plans for each project	Formative plan developed with project level teams with initial implementation	Formative feedback	<u>Year 4</u> Results of data collection used in planning	
External reviewers	<u>Years 2/3</u> Implement plan			<u>Year 3</u> External reviews		Results and feedback inform and improve CMES future planning
Project team leaders	<u>Years 3/4</u> Report results  <u>Year 4</u> Utilize results	<u>Years 3/4</u> Evaluation Reports	<u>Year 2</u> Formative feedback cycles begun			

evidence at each reporting period. Project evaluation will facilitate CMES’ role as a regional resource in developing MES skills and expertise at all education levels. For summative purposes, evaluation will take an objectives-oriented approach, examining how well goals have been achieved. Formative program evaluation will monitor program and project administration to assure continuity of evaluation activities and feedback. CMES will integrate participatory evaluation with needs for expert guidance in evaluating language teaching, building on pedagogy expert S’hiri’s current approach. CMES will improve its data collection/recording methods, emphasizing language proficiency exam results and student placement. CMES operations, personnel, courses, and activities are evaluated regularly in UA-mandated unit reviews.

CMES will rely on the services of 2 experienced independent evaluators, Franklin and Singh (Appx. B), for consultation and technical services in evaluation planning and administration. Expert external reviewers will review program/project outcome quality. In the course of

**Table 9.4. CMES Program Initiatives and Projects Logic Model and Timeline**

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES Yr 1/2	MEDIUM TERM OUTCOMES Yr 2/3	LONG TERM OUTCOMES Yr 4+	STRATEGIC OBJECTIVES
<ul style="list-style-type: none"> <li>• \$ support</li> <li>• Faculty and TA FTE</li> <li>• Expert consultants: ME language pedagogy; educational evaluation</li> <li>• Academic unit support: MES areas; CoE; LAS</li> <li>• Institutional support: Cochise C, UA South, Georgia Consortium</li> </ul>	<ul style="list-style-type: none"> <li>• Improve K-12 and UA MES language teaching skills, Arabic as model</li> <li>• Support language pedagogy workshops and materials creation</li> <li>• Create new courses: - Minorities in ME-ARB</li> <li>• Env't'l History of ME</li> <li>• Hire new ES faculty</li> <li>• Create new content for CoE methods classes</li> <li>• Create CoE Int'l studies certificate</li> <li>• Develop distance-learning advanced Turkish + materials</li> <li>• Tracking systems for:                             <ol style="list-style-type: none"> <li>1. students to careers,</li> <li>2. Diversity</li> <li>3. Proficiency Testing</li> </ol> </li> <li>• Create study abroad/internship opportunities</li> <li>• Begin Cochise/UA South partnerships</li> <li>• Hold Int'l St. seminar, Georgia Cons.</li> </ul>	<ul style="list-style-type: none"> <li>• # language instructors trained</li> <li>• # of students in MES pipeline at each level, K-20; # from diversity target groups</li> <li>• Modules created for/taught in CoE methods classes; CoE Intern'l Studies Certificate created</li> <li>• # students in Turkish</li> <li>• # students in UA MES study abroad/internships</li> <li>• # of UA MES alumni/ae tracked</li> <li>• # of MES professional development events</li> <li>• # of partner inst. faculty trained/ courses taught</li> <li>• # of K-14 MES qualified pre-service and in-service teachers</li> <li>• # of K-14 MES modules/guides for K-14 teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Plans completed for new program initiatives, programs by end Year 1</li> <li>• New partnerships formed and consolidated</li> <li>• ES search begun, RAs for CoE project hired</li> <li>• Adv. Turkish distance-learning course designed</li> <li>• New faculty and instructional development activities begin late Yr 1, Yr 2</li> <li>• Instructional products reviewed by MES experts, Yr. 2 into 3</li> </ul>	<ul style="list-style-type: none"> <li>• MES-specific questions added to UAs course evaluations</li> <li>• more UA ME lang faculty use formative feedback</li> <li>• Pilot versions of K-14 instructional materials s in formative evaluation</li> <li>• Search for/hire new ES ass't prof/hiring completed</li> <li>• Adv. Turkish course taught</li> <li>• K-14 teacher training continues</li> <li>• More students study abroad</li> <li>• Initiatives to &gt; diversity (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative lang. teaching methods tested/disseminated</li> <li>• MES academic units enhance recognition for teaching Effectiveness</li> <li>• More students in MES pipeline at every level</li> <li>• Improved MES student learning outcomes</li> <li>• Ongoing relationships w/ partner instrn's</li> <li>• New UA/ K-14 curricula in place</li> <li>• More accurate student tracking</li> </ul>	<ul style="list-style-type: none"> <li>• More , more diverse students obtain skills needed for MES careers</li> <li>• MES capacity (courses and qualified teachers) increased throughout K-20 pipeline</li> <li>• MES languages and content disseminated in K-14 curricula</li> <li>• K-20 Faculty/teacher skills/MES knowledge improved</li> <li>• MES instr. innovations disseminated</li> <li>• Students prepared for careers with MES skills</li> </ul>

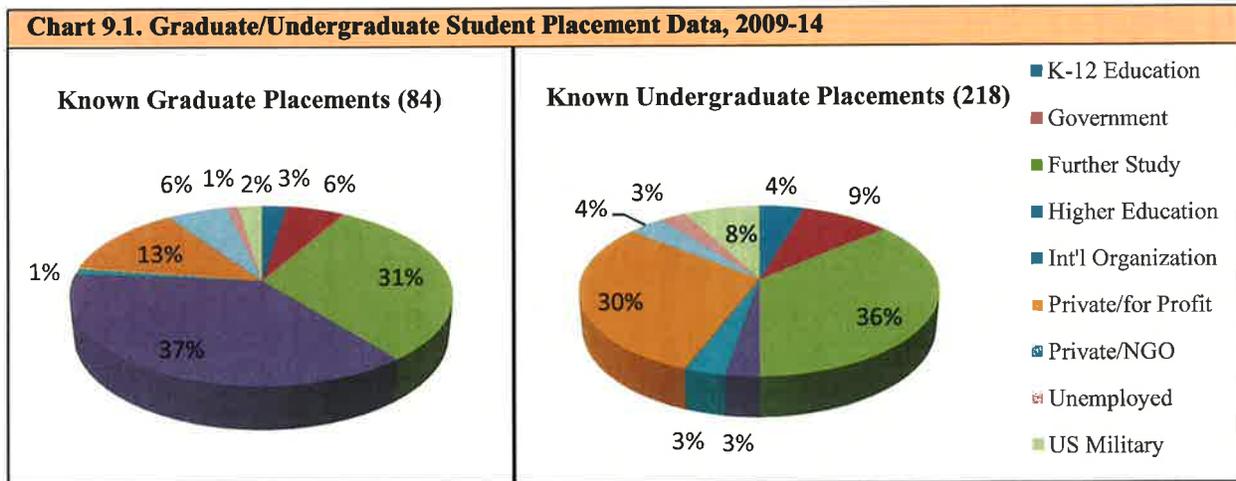
formative evaluation, MES faculty will review curricular materials. To keep costs in check, CMES will explore evaluation/instruction development internships for SLAT, education technology, and educational psychology (test/measurement) grad students. CERCLL, CMES, and LAS will seek ways to share evaluation services. Instructional design specialist Buckner will evaluate online course content and materials. Faculty access to low-cost data collection and analysis methods, including online or computer-based tools, will offset potential costs and time.

**9.C.2. Use of Recent Evaluations.** CMES relies on regular evaluation to improve its programs. Two outside evaluations took place in 2013. Dr. Gerald Lampe, Senior Academic Advisor to the Arabic Overseas Flagship Programs and the National Foreign Language Center (NFLC), and Co-Chair of the Culture Guidelines Sub-Committee, ILR, a former president of the American Association of Teachers of Arabic and previous NFLC Deputy Director, reviewed UA ME Language Programs, with an emphasis on Arabic. His recommendations encouraged 1) offering an Arabic content course; one is proposed for NRC support, 2) increased introduction of culture at all levels of Arabic instruction, and 3) more intense production of Arabic in language classes. Recommendations 2) and 3) are being implemented. A MENAS APR was conducted in 2013 by a committee of 3 external reviewers, 2 UA members, a community member, and a MENAS alumna. The committee strongly recommended 1) an external search for a senior faculty member to direct MENAS after the current director steps down; UA has authorized the search for 2014-15, 2) the importance of tenure-track appointments; MENAS has since hired a new tenure-track Assistant Professor of Arabic, 3) creation of a comprehensive, up-to-date graduate handbook, which will be completed in Summer 2014, 4) an increase in professional MAs; MA admissions increased in Spring 2014, and 5) a new strategy to foster intellectual culture among undergrads; CMES has proposed an annual MES undergrad conference. Faculty responses to spring 2013

Language Workshop participant questionnaires will influence the organization and theme of the 2016 WC Language Pedagogy Workshop. Fulbright-Hays trip participant comments prompted addition of more pre-trip language training and inclusion of pre-service teachers with experienced teachers in design of a new trip. Teacher feedback has influenced the timing and topics of workshops on K-12 and community college teaching about the ME (7.A, B).

**9.D. Contribution to an Improved Supply of Specialists.** The education and placement of an increasing number of UA undergraduate and graduate students have contributed importantly to the supply of ME specialists. The number of BA majors and minors increased by 27% from Fall 2009 (146) to Fall 2013 (186); notably, undergraduate ME language minors nearly doubled from Fall 2009 to Fall 2013 (from 53 to 102). Information on undergrad and grad enrollments appears in Table 9.2. Significantly, MENAS PhD majors rose by 72% (18 to 31) from Fall 2009 to Fall 2013; PhD minors grew by 54% from Fall 2011-Spring 2014 (13 to 20). Increases in MES minors indicate a growing group of students with multidisciplinary interests taking MES courses.

CMES programs' contributions are evident in student placement data (Chart 9.1). The majority of matriculated grad students (2009-14) for whom CMES has information go on to further study (31%) or careers in higher education (37%); 13% pursue jobs in the private/for-profit sector, and 8% in government and the military. UA MES graduates in varied careers include a ME Regional Analyst in the US Dept. of Defense, an Assistant Professor of Ethnomusicology at UT El Paso, a Political Attaché at the US Embassy in Bahrain, a Political Affairs Officer in the US Bureau of NE Affairs/Iraq, a ME Partnership Initiative Officer in the US State Dept., a US Embassy diplomat in Ankara, Turkey, an Education Associate for Global Projects at the Guggenheim Museum, Air Force officers, an Iran research analyst at CyberPoint Int'l in Abu Dhabi, numerous ME language faculty, and many students now in MES higher degree programs.



**9.E.1. Addressing National Needs and Providing Information.** CMES activities address national needs to a high degree, as all relate to priority languages or areas of need as defined by

**Table 9.5. ME Languages & Regions of National Need Identified by US Government & Taught at UA**

	Arabic	Hebrew	Kurdish	Persian	Turkish	ME/NA
US Government Department						
Agriculture	✓					✓
Defense	✓			✓	✓	✓
Health & Human Services	✓			✓	✓	
Justice	✓	✓		✓	✓	✓
State	✓		✓	✓	✓	
Transportation	✓		✓			✓

the US Department of Education (ED) and many US government agencies. See Table 9.5 below. The center is very active in generating information for and sharing it with the public, as demonstrated in Table 9.1. The organization of public forums, cultural events, lectures open to the public, among other activities, and provision of many resources posted on line or made

available through other media, bring information about the ME to an interested public.

**9.E.2. Student Placement.** See Chart 9.1 above, 9.F.2, and Section 602 (e) Statutory Information Requirement 2: Government Service in Areas of National Need.

**9.F.1. FLAS Fellowships and National Needs.** All FLAS fellowships awarded by CMES address national needs as CMES awards FLAS fellowships to students of priority languages: Arabic, including dialects; Hebrew; Persian; and Turkish, and in summer programs, Berber and Kurdish. These languages and knowledge of the ME and NA are singled out as areas of national

need (Table 9.5). FLAS fellows are required to take ME area studies courses as well as language classes, and so are able to serve national needs with area studies knowledge. FLAS fellows go on to careers in which they use their ME language and regional knowledge in areas of national need, including government, commerce, security, and education and non-profit sectors (9.F.2).

**9.F.2. Student Placement.** CMES has tracked the placements of 98% (124/126) of FLAS fellows since 2004. FLAS recipient placement data show that of 124 known FLAS fellows awarded fellowships since 2004, 52% have not yet graduated from UA (44) or are now enrolled in further degree programs (21). Fields of the 59 fellows known to be employed include: higher education (31%), private/for-profit sector work (29%), government (20%), and US military (5%). 87% of the known former FLAS recipients use language skills achieved with the FLAS fellowship in their current studies or job. Chart 9.1 offers additional data on undergrad and grad placement. CMES will continue its efforts to encourage government service in areas of national need, as identified by ED and other government agencies, and in areas of need in education, business, and nonprofit sectors, by sharing information about job opportunities with students; holding presentations on non-academic careers, including government service; pairing students with UA graduate mentors in relevant careers; recommending special consideration of FLAS fellowship applications from talented students interested in government service; and through support of relevant classes and new degree programs, including those with professional schools.

## **10. FLAS Awardee Selection Procedures**

CMES requests 5 Academic Year Graduate, 7 Academic Year Undergraduate, and 7 Summer awards (undergraduate and graduate) for MSA and Arabic dialects (Egyptian, Levantine, Moroccan), Hebrew, Persian, and Turkish.

**10.A.1 Advertising.** FLAS award competitions are announced early in the fall semester. CMES has learned to tailor announcements to undergraduate and graduate audiences; as a result,

undergraduate applications increased by 415% (6 to 25) from 2010 to 2014. CMES makes announcements on listservs (CMES, UA department, UA-wide, and the University Professional Advisors Council lists), posts flyers widely across campus (including 2 in each ME language classroom), places ads in campus papers and newsletters, and notices on social media sites. Many unit websites (including Journalism, MENAS, and SASE) provide prospective and current students with links to CMES FLAS information. CMES circulates competition announcements to UA unit heads and academic advisors, including those in professional schools, asking them to inform their students. CMES holds 4 FLAS application information sessions in November: 2 for undergrads and 2 for grad students. Sessions include presentations by FLAS Coordinator Sinclair and the CMES business manager, are advertised widely, and posted in a campus-wide UAGI Office announcement. Sinclair spends hours advising individual prospective applicants. An extensive list of FAQs drawn from student questions is online, along with all application materials. Beginning in 2014, applicants will be required to submit Free Application for Federal Student Aid (FAFSA) forms to determine their financial need.

**10.A.2. Schedule.** Applications are available in late fall and due in early February. They are available for committee review 2 weeks before the early March selection meeting. Award notifications are made in mid-March; decisions to accept or decline are due mid-April. Summer awards are finalized after ED approval of each candidate's proposed program of study. The FLAS coordinator arranges for pre- and post-testing of fellows' language proficiency. Awardees are notified prior to their award period of post-award responsibilities, including proficiency testing, reporting on IRIS, and reporting to CMES.

**10.A.3 Priorities.** The CMES FLAS application evaluation rubric assigns additional points to applicants meeting federal priorities. For 2015-16 through 2017-18 FLAS awards, CMES will

implement a 2-stage process, with students first ranked by academic merit, and second, with financial need as determined by expected family contribution taken into account (as determined under Part F of TIV of the HEA). See Section 10.C.2.

**10.B. Application.** The 3-page application form requests data on personal information, academic status, language and level of desired award, language background and proficiency, educational background, and career goals. In a 2-page statement of purpose, applicants explain the relationship of proposed ME language study to their career and academic goals. The application packet includes transcripts, GRE scores (for grad students), and 2 letters of recommendation (1 from a language instructor). Summer applicants also submit information about their chosen summer program(s). They may list up to 3 program options, ranked by preference. All applicants will be asked to file a FAFSA form by January 1 to determine their financial need.

**10.C.1. Selection Committee.** The committee is composed of the full 13 member CMES governing board, diverse in linguistic, regional and disciplinary expertise (6.B.1). Student representatives do not participate due to confidentiality issues and conflict of interest.

**10.C.2. Selection Criteria.** Committee members read and rank applications according to guidelines based on ED priorities and rules, reflected in point values on an evaluation rubric. Committee member rankings are submitted prior to the selection meeting, tabulated, and reviewed at the meeting. Starting 2014-15, information about ranked applicants' federally-defined financial need will be shared at the meeting; members will take need into account in

<b>Table 10.2: Distribution of FLAS awards by language and level, 2010-2014</b>										
	Awards	Language						Level		
	Number	Arabic, MSA	Arabic, Dialects	Hebrew	Kurdish	Persian	Turkish	Beg	Int	Adv
<b>AY</b>	47	28	0	5	0	5	9	3	14	30
<b>Summer</b>	32	13	6	0	1	5	7	4	9	19
<b>Totals</b>	<b>79</b>	<b>41</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>10</b>	<b>16</b>	<b>7</b>	<b>23</b>	<b>49</b>

addition to the ranking by academic merit. Final rankings

will be determined after extensive debate based on potential for success and overall excellence; applicant career and academic goals; financial need; and efforts to share awards across ME languages and varied fields of study. In 2010-2014, when support of advanced language study was a priority, 62% (49/79) of awards went to advanced-level language students (Table 10.2).

## 11. Competitive Preference Priorities

<b>Table 11. Competitive Preference Priorities Met by Proposed CMES Activities</b>	
<b>Competitive Priorities</b>	<b>CMES Activities Meeting Competitive Priorities</b>
<p><b><u>NRC Competitive Preference Priority 1</u></b> Applications that propose significant and sustained collaborative activities with one or more Minority-Serving Institutions (MSIs) or with one or more community colleges to incorporate international, intercultural, or global dimensions into the curriculum.</p>	<p>Throughout the 2014-17 grant cycle CMES, in cooperation with the UA Center for Latin American Studies, will engage in a <b>curriculum internationalization partnership with Cochise College, a community college, and UA South</b>—both Minority Serving Institutions with multiple campuses in SE Arizona. The partnership will incorporate international studies content and perspectives into existing courses, and create new international studies and, at UA South, LCTL, classes. CMES will also assist the 9 University and College International Studies Consortium of Georgia, 6 of which are MSIs, in developing ME Studies curriculum.</p>
<p><b><u>NRC Competitive Preference Priority 2</u></b> Applications that propose collaborative activities with schools or colleges of education, schools of liberal arts and sciences, post-baccalaureate teacher education programs, and teacher preparation programs to support the integration of an international, intercultural, or global dimension and world languages into teacher education and/or to promote the preparation and credentialing of more foreign language teachers in LCTLs.</p>	<p>Throughout the 2014-17 grant cycle CMES, in cooperation with the UA Center for Latin American Studies, will engage in an <b>internationalization initiative with the UA College of Education</b> to internationalize CoE elementary and secondary methods curricula and prepare international education modules for K-12 teaching. The project will include development of a CoE international studies certificate and curriculum development workshops for pre-service and in-service teachers. <b>Internationalization activities at UA South will include curriculum development for teacher-training programs.</b></p>
<p><b><u>FLAS Competitive Preference Priority 1</u></b> Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution.</p>	<p><b>CMES will give preference when awarding FLAS fellowships to undergraduate and graduate students who demonstrate financial need</b> as indicated by the students' expected family contribution. Applicants will first be ranked by academic merit, then considered based on demonstrated financial need as defined above.</p>
<p><b><u>FLAS Competitive Preference Priority 2</u></b> Applications that propose to make 25% or more of academic year FLAS fellowships in any of the 78 priority languages selected from the US Department ED's list of LCTLs</p>	<p><b>All academic year FLAS fellowships awarded by CMES will be in priority languages</b> on the US Department of Education list of LCTLs: Arabic--Modern Standard Arabic and Arabic dialects, Modern Hebrew, Persian , and Turkish</p>

## APPENDICES

**APPENDIX A  
BUDGET DETAIL**

**BUDGET DETAIL**

University of Arizona Center for Middle Eastern Studies

Title VI NRC/FLAS 2014-2017 Proposal Budget

	Title VI Funds			
	2014-2015	2015-2016	2016-2017	2017-2018
<b>1. PERSONNEL/2. FRINGE BENEFITS</b>				
<i>Administrative</i>				
a. Christian Sinclair, Assistant Director/FLAS Coordinator (\$59,000 @ 50% of 1.0 FTE) w/3% inc/yr Fringe Benefit @ 28.6%	29,500 8,437	30,385 8,690	31,297 8,951	32,236 9,219
6.A.1				
b. Megan Young, Administrative Assistant (\$35,000 @ 40% of 1.0 FTE salary) w/3% inc/yr Fringe Benefit @ 47.8%	14,000 6,692	14,420 6,893	14,853 7,100	15,299 7,313
6.A.1				
c. TBD, Web Development Student Assistant (400 hours @ \$12/hr) Fringe Benefit @ 2.1%	4,800 101	- -	- -	- -
7.B				
d. TBD, Student Assistant (600 hours @ \$8/hour) Fringe Benefit @ 2.1%	4,800 101	4,800 101	4,800 101	4,800 101
<i>Language Instruction</i>				
e. Ahmet Okal, Instructor Turkish Language Instruction (\$48,000 @ 30%) w/3% inc/yr Fringe Benefit @ 28.6%	14,400 4,118	14,832 4,242	15,277 4,369	15,735 4,500
4.C.1				
f. Samira Farwaneh, Associate Professor Arabic Language Course Development (Minorities in the ME in Arabic) (\$72,293 @ 6%) Fringe Benefit @ 28.6%	- -	3,997 1,143	- -	- -
8.A.G1,8.E				
g. Mohammed Ansary Abou Shanab, Instructor Language Articulation, Arabic (AP) (\$50,000 @ 15%) Fringe Benefit @ 28.6%	7,400 2,116	7,400 2,116	7,400 2,116	7,400 2,116
8.E				
h. Online Course & Materials Development Grad Assistant, Turkish (\$31,000 @ 25%) Fringe Benefit @ 63.3%	7,750 4,906	7,750 4,906	- -	- -
8.A.G1,8.E,9.C.1				

<i>Area Studies Instruction</i>				
i. David Dunford, Adjunct Lecturer, "Business Environment in the ME and N Africa" (\$14,000 @ 50%) Fringe Benefit @ 28.1% <i>8.A.G3,8.E</i>	- -	7,000 1,967	7,210 2,026	7,426 2,087
j. Seed Money: Assistant Professor, Environmental Studies (Tenure-Eligible) (\$72,500 @ 50%) w/3% inc/yr Fringe Benefit @ 28.6% <i>8.A.G3,8.E</i>	- -	- -	36,250 10,368	37,338 10,679
k. Linda Darling, Professor Curriculum Development, Environmental History of ME Course (\$80,000 @ 5%) Fringe Benefit @ 28.6% <i>8.A.G1,8.E</i>	3,982 1,139	- -	- -	- -
l. Melody Buckner, Instructional Design Specialist Digital Storytelling (study abroad student learning outcomes project) (\$72,293 @ 4%) w/3% inc/yr Fringe Benefit @ 28.6% <i>8.A.G5,9.C.1</i>	2,892 827	2,979 852	3,068 877	3,160 904
<i>Outreach</i>				
m. Lisa Adeli, Outreach Coordinator (\$50,000 @ 25%) w/3% inc/yr Fringe Benefit @ 28.6% <i>1.A.5,6.A.1,7.A,8.A</i>	12,500 3,575	12,875 3,682	13,261 3,793	13,659 3,906
n. Outreach Grad Assistant (\$27,400 @ 25%) Fringe Benefit @ 63.3% <i>8.A</i>	6,850 4,336	6,850 4,336	6,850 4,336	6,850 4,336
o. K-14 Teachers' Workshops - speakers' fees (AP) (7 speakers @ \$25/hour for 4 hrs ea) Fringe Benefit @ 63.3% <i>7.B,8.A</i>	700 443	700 443	700 443	700 443
<i>Collaborative Efforts</i>				
p. Workshop speakers -internationalization of CoE curriculum (CMES/LAS) (AP) (CPP2) (6 speakers @ \$25/hour for 8 hrs ea) Fringe Benefit @ 28.6% <i>8.A.G4</i>	1,200 343	1,200 343	1,200 343	- -

q.	Crystal Soltero, Assistant Professor of Practice, CoE, (CPP2) (\$61,800 @ 5%[Yr1,2] 2.5% [Yr4]) Fringe Benefit @ 28.6%	3,090 884	3,090 884	- -	1,545 442
	8.A.G4				
r.	MES Research Assistant, Curriculum Development for College of Education (AP) (CPP2) (\$31,000 @ 25%) Fringe Benefit @ 63.3%	7,750 4,906	7,750 4,906	- -	- -
	8.A.G4				
s.	COE Research Assistant, Curriculum Development for College of Education 0.25 FTE (\$30,310 @ 12.5%) Fringe Benefit @ 63.3%	3,789 2,398	3,789 2,398	- -	- -
	8.A.G4				
t.	Film clipping -- Turkish & Persian films, CERCLL Foreign Language & Literacy Project, (50 hours @ \$14/hour) Fringe Benefit @ 63.3%	700 443	700 443	700 443	700 443
	8.A.G1				
u.	Cochise College Film Series discussant, speakers' fees (CPP1) (2 speakers @ \$25/hour for 8 hrs ea) Fringe Benefit @ 63.3%	400 253	400 253	400 253	400 253
	8.A.G2				
v.	Cochise College/UA South Internationalization Partnership workshop/classroom speakers (AP, CPP1) (6 speakers @ \$25/hour for 8 hrs ea) Fringe Benefit @ 63.3%	1,200 760	1,200 760	1,200 760	1,200 760
	(6 UA faculty mentors @ \$50/hour for 10 hrs ea) Fringe Benefit @ 28.6%	3,000 858	3,000 858	3,000 858	3,000 858
	8.A.G2				
w.	Georgia Curriculum Development Seminar, UA Faculty speaker (10 hours @ \$50/hour) Fringe Benefit @ 28.6%	500 143	500 143	500 143	500 143
	8.A.G2				
SUBTOTAL PERSONNEL		131,203	135,617	147,966	151,948
SUBTOTAL FRINGE BENEFITS		47,779	50,359	47,280	48,503

<b>3. TRAVEL</b>				
<i>Domestic</i>				
a. Title VI Directors' Conference (3 CMES staff @ \$1725, each)	5,175	-	-	-
b. MESA Annual Meeting (3 CMES staff @ \$1835, each)	5,505	5,505	5,505	5,505
c. Professional Development -- Travel to Professional Conferences (15 Faculty @ \$250, each)	3,750	3,750	3,750	3,750
d. Language Pedagogy Summer Training Institutes (AP) 3 UA language instructors per year @ \$800 ea <i>4.C.2,8.A.G1</i>	2,400	2,400	2,400	2,400
e. Dissemination of internationalization of CoE curriculum project results at national, regional, and local teacher conferences (AP) (CPP2) <i>8.A.G4</i>	-	-	5,464	4,687
f. Cochise College Film Series UA discussant travel, 2 @ 150 miles @ 44.5cents (CPPI) <i>8.A.G2</i>	134	134	134	134
g. 9 University & College Consortium of Georgia, Curriculum Development Seminar, Clayton State, Morrow, GA <i>8.A.G2</i>	4,302			
<b>SUBTOTAL TRAVEL</b>	<b>21,266</b>	<b>11,789</b>	<b>17,253</b>	<b>16,476</b>
<b>4. EQUIPMENT</b>	-	-	-	-
<b>5. SUPPLIES</b>				
a. Library Acquisitions, ME Studies, including Online Databases <i>5.A.1</i>	3,000	3,000	3,000	3,000
b. Materials for CMES Resource Center, to include Books, Videos, etc <i>8.A,8.B.1</i>	1,400	1,400	1,400	1,400
c. Film clipping -- Turkish & Persian films, CERCLL Foreign Language & Literacy Project, 1 film with screening rights in years 1 and 2 <i>8.A.G1</i>	400	400	-	-
d. Teaching and Outreach Materials, to include books, videos, etc. (AP) <i>8.B.1</i>	600	600	600	600
<b>SUBTOTAL SUPPLIES</b>	<b>5,400</b>	<b>5,400</b>	<b>5,000</b>	<b>5,000</b>

<b>6. CONTRACTUAL</b>	-	-	-	-
<b>7. CONSTRUCTION</b>	-	-	-	-
<b>8. OTHER</b>				
<i>Conferences/Lecture Series</i>				
a. Visiting Lecturers (8-10 @ \$750: speakers' fees, travel) 8.A	6,750	6,750	6,000	6,000
b. MENA Graduate Student Conference Speaker, speaker fee 8.A	250	250	250	250
c. MES Undergraduate Student Conference Speaker, speaker fee, light refreshments, space, materials 8.A	600	600	600	600
d. Language Pedagogy Workshop, Community College Instructors' travel expenses (4 @ \$688) (AP) 7.B	2,752			2,752
e. K-14 Workshop Participation Expenses -- Community College Faculty (3 Faculty @ \$300, each) 8.A.G2	900	900	-	-
f. Undergraduate Professional Development (3 workshops @ \$100 each) light refreshments included 8.A	300	300	300	300
g. "Turkish-German Studies: Past, Present, and Future" Seminar, David Gramling, organizer 8 scholars @ \$1,320 each (airfare @ \$500 each, 3 night hotel @ \$600, 5 days per diem @ \$44/day \$220) 8.A	-	-	10,560	-
<i>Collaborative Efforts</i>				
h. Distinguished Speaker, Human Rights Lecture focusing on Middle East and Latin America, speakers' fees 8.A	2,500		-	2,500
i. Western Consortium Spring Language Pedagogy Workshop, UA hosts in Year 2 (AP) 4.C.2,7.B,8.A.G1	-	2,500	-	2,500
j. CBI PATH, Portland State University (Content Based Instruction ME modules) 8.A.G1	2,500	-	-	-

k.	Western Consortium Online Advanced Persian & Turkish Language Course (development & teaching) <i>8.A.G1</i>	2,500	3,500	3,500	3,500
l.	9 University & College Consortium of Georgia, Curriculum Development Seminar, Clayton State, Morrow, GA 60 Georgia faculty x \$60 each (local travel) <i>8.A.G2</i>	3,600			
m.	ME Language Test Development, NMELRC @ \$2100/year, @ \$700 per language: Hebrew, Persian, Turkish <i>8.A.G1</i>	2,100	2,100	2,100	2,100
n.	Cochise College/UA South internationalization partnership ( <i>AP</i> ) ( <i>CPPI</i> ) 8 Cochise College/UA South faculty/yr @ \$500 scholar fee=\$4,000 <i>8.A.G2</i>	4,000	4,000	4,000	4,000
o.	Workshop in association with internationalization of CoE curriculum, (supplies, room rental, technology, light refreshments) ( <i>CPP2</i> ) <i>8.A.G4</i>	200	200	200	
<i>Outreach</i>					
p.	Scholar Access Support Travel & lodging for regional scholars to access UA ME resources, 1 each year <i>8.A.G3</i>	300	300	300	300
<i>Program Evaluation</i>					
q.	Evaluation Specialist <i>8.A.G5,9.C.1</i>	6,000	4,000	3,000	3,000
r.	Area and Language Evaluators <i>6.A.18.A.G5,9.C.1</i>	-	2,500	2,500	-
<b>SUBTOTAL OTHER</b>		<b>35,252</b>	<b>27,900</b>	<b>33,310</b>	<b>27,802</b>
<b>9. TOTAL DIRECT COSTS</b>		<b>240,900</b>	<b>231,065</b>	<b>250,809</b>	<b>249,729</b>
<b>10. INDIRECT COSTS @ 8%</b>		<b>19,272</b>	<b>18,485</b>	<b>20,065</b>	<b>19,978</b>

<b>11. TRAINING STIPENDS</b> <i>Academic FLAS Fellowships (FCPP2)</i> (Requested for Arabic, Hebrew, Persian, and Turkish) <i>9.F.1,10</i>				
<i>Graduate Students:</i> 1 Institutional Payment 5 @ \$18,000	90,000	90,000	90,000	90,000
2 Subsistence Allowance 5 @ \$15,000	75,000	75,000	75,000	75,000
<i>Undergraduate Students:</i> 3 Institutional Payment 7 @ \$10,000	70,000	70,000	70,000	70,000
4 Subsistence Allowance 7 @ \$5,000	35,000	35,000	35,000	35,000
<i>Summer FLAS Fellowships (FCPP2)</i> (Requested for Arabic, Hebrew, Persian, and Turkish)				
5 Institutional Payment 7 @ \$5,000	35,000	35,000	35,000	35,000
6 Subsistence Allowance 7 @ \$2,500	17,500	17,500	17,500	17,500
<b>SUBTOTAL TRAINING STIPENDS</b>	<b>322,500</b>	<b>322,500</b>	<b>322,500</b>	<b>322,500</b>
<b>12. TOTAL NATIONAL RESOURCE CENTER &amp; FLAS FELLOWSHIPS</b>	<b>582,672</b>	<b>572,050</b>	<b>593,374</b>	<b>592,207</b>

N.B. Narrative references are noted below budget items

Key to Priorities satisfied by budget items

**AP** COSTS ASSOCIATED WITH NRC ABSOLUTE PRIORITIES

**CPP1** COSTS ASSOCIATED WITH NRC COMPETITIVE PREFERENCE PRIORITY 1

**CPP2** COSTS ASSOCIATED WITH NRC COMPETITIVE PREFERENCE PRIORITY 2

**FCPP2** COSTS ASSOCIATED WITH FLAS COMPETITIVE PREFERENCE PRIORITY 2

## BUDGET NARRATIVE

University of Arizona Center for Middle Eastern Studies  
Title VI NRC/FLAS 2014-2017 Proposal Budget

### National Resource Center Program

#### 1. PERSONNEL

Note re: Salaries: Project years following year one include an estimated increase of 3% each project year for those for whom grant funds will pay part of their base salary; increases are not included for those who receive supplementary pay from grant funds. In cases where someone's hourly wage may increase year-to-year, increases have been included (e.g. Buckner, see Personnel, 3.f.).

##### *Administrative*

- a. Assistant Director, Christian Sinclair – Funds are requested for 50% salary @ \$59,000 for project year one and subsequent years. The Assistant Director manages many aspects of project implementation and day-to-day management of the center, prepares progress reports, plans study abroad programs, and serves as FLAS fellowship coordinator. (6.A.1)
- b. Administrative Assistant, Megan Young – Funds are requested for 40% salary @ \$35,000 for project year one and subsequent years. The Administrative Assistant assists in managing all aspects of project implementation, data collection, and preparation of progress reports. (6.A.1)
- c. Web Development Student Assistant (TBD)—Funds are requested for project year one @ \$4800 for a part-time undergraduate student assistant to develop CMES' website so that it reflects current project activities and provides new resources to students and educators (400 hours @ \$12/hour). (7.B)
- d. Student Assistant (TBD) – Funds are requested for a part-time undergraduate student assistant @ \$4800 for project year one and subsequent years (600 hours @ \$8/hour). The part-time student assistant staffs the front desk, does photocopying distributes flyers, and provides assistance in setting up for and cleaning up after events.

##### *Language Instruction*

- e. Turkish Language Instructor, Ahmet Okal – Funds are requested for 30% salary @ \$48,000 for project year one and subsequent years. The Turkish Language Instructor will teach 3 classes per semester in beginning, intermediate, and advanced Turkish in project years 1-4. (4.C.1)
- f. Arabic Language Course Development, Samira Farwanah—Funds are requested for 6% salary @ \$72,293 for project year two. Dr. Farwanah will develop a new course, “Minorities in the Middle East,” to be taught in Arabic. (8.A.G1, 8.E)
- g. Language Articulation, Instructor, Arabic, Mohammed Ansary Abou Shanab – Funds are requested for 15% salary @ \$50,000 for project year one and subsequent years. Mr. Ansary will work with local K-14 teachers of Arabic to improve Arabic language pedagogy and smooth students' transition to Arabic study at the university level. (AP) (8.E)

- h. Online Course & Materials Development Grad Assistant (GA), Turkish, (TBD) – funds are requested for 25% @ \$31,000 for project year one and two. The GA for Turkish will assist in the development of a Turkish language online course and related instructional materials. In project year three and four our partners will fund the costs of further course development and teaching. *(8.A.G1,8.E,9.C.1)*

*Area Studies Instruction*

- i. Adjunct Lecturer, David Dunford—Funds are requested for 50% @ \$14,000 for project years two, three, and four. Ambassador Dunford will teach a class during years two, three, and four on “Business Environment in the Middle East and North Africa” (\$7,000/year). *(8.A.G3,8.E)*
- j. Seed Money for an Assistant Professor of Environmental Studies, tenure-eligible (TBD)—Funds are requested for 50% @ \$72,500 for project years three and four. The College of Social & Behavioral Sciences (SBS) will cover the expenses of the balance of the salary in years three and four and fully support the position in subsequent years. The Assistant Professor will be located in an SBS unit and will teach 2 courses per semester. *(8.A.G3,8.E)*
- k. Area Studies Course Development, Linda Darling – Funds are requested for 5% @ \$80,000 in project year one. Dr. Darling will develop a new area studies course, “Environmental History of the Middle East,” to augment the Middle East area studies curriculum. *(8.A.G3,8.E)*
- l. Instructional Design Specialist, Melody Buckner—Funds are requested for 4% salary @ \$72,293 in project year one and subsequent project years. Ms. Buckner will develop and help implement “Digital Storytelling,” a study abroad student learning outcomes project, and assist in other instructional design efforts. *(8.A.G5,9.C.1)*

*Outreach*

- m. Outreach Coordinator, Lisa Adeli—Funds are requested for 25% salary @ \$50,000 in project year one and subsequent project years. Dr. Adeli coordinates the CMES program of outreach to K-14 schools, the public, and members of business, media, and government communities. *(1.A.5,6.A.1,7.A,8.A)*
- n. Outreach Grad Assistant (TBD)—Funds are requested for 25% salary @ \$27,400 in project year one and subsequent project years. The Outreach Grad Assistant will help the CMES Outreach Coordinator in developing materials and conducting activities for the many constituencies served by the outreach program. *(8.A)*
- o. K-14 Teachers’ Workshops –speakers’ fees– Funds are requested for 7 speakers’ fees @ \$100 each (4 hours at \$25/hour) for speakers in project year one and subsequent project years. Speakers will give presentations on the Middle East at thematic workshops for K-14 teachers. *(AP) (7.B,8.A)*

*Collaborative Efforts*

- p. Workshops held in association with CMES/LAS/CoE project to internationalize the College of Education curriculum, speakers' fees—Funds are requested for 6 speakers' fees @ \$200 each in project years one, two, and three. Speakers will give presentations on Middle East studies topics at workshops for pre- and in-service teachers as part of a CMES/LAS/CoE internationalization initiative. (*AP, CPP2*) (8.A.G4)
- q. Assistant Professor of Practice, Teaching/Learning and Sociocultural Studies, Crystal Soltero, In project years one and two Dr. Soltero will supervise the RAs who develop CoE curriculum, assure its integration into CoE classes, and assist with dissemination of project results in year four. (8.A.G4)
- r. Middle East Studies Research Assistant, Curriculum Development for College of Education (TBD)—Funds are requested for 25% salary @ \$31,000 in project years one and two. A Middle East Studies RA will assist in an internationalization initiative to develop curriculum for CoE pre-service teacher methods classes. (*AP, CPP2*) (8.A.G4)
- s. College of Education (CoE) Research Assistant, Curriculum Development for College of Education (TBD)—Funds are requested for 12.5% salary @ \$30,310 in project years one and two. A CoE RA will assist in an internationalization initiative to develop curriculum for CoE pre-service teacher methods classes. (*AP, CPP2*) (8.A.G4)
- t. CERCLL Film Clips for Foreign Language & Literacy Project  
Funds are requested in project year one and subsequent years @ \$700/year to pay graduate research assistants to do film clipping of Persian and Turkish films, creating clips that can be used in teaching about language and culture. Detail: 50 hours/year @ \$14/hour. (8.A.G1)
- u. Cochise College Film Series  
Funds are requested for project year one and subsequent years @ \$400/year (\$25/hour for 8 hours) for 2 speakers' each year for discussants who introduce and discuss Middle East-related films screened in the international film series at Cochise College; one discussant will present per semester. (*CPPI*) (8.A.G2)
- v. Cochise College/UA South Internationalization Partnership  
Funds will support participation in curriculum and professional development in Middle East studies seminars for Cochise College/UA South faculty working with UA faculty. Funds are requested for project year one and subsequent years for 6 UA speakers @ \$200 (\$25/hour for 8 hours) each = \$1200. Speakers will present at workshops or in classrooms for curriculum and professional development in Middle East studies seminars for Cochise College/UA South faculty working with UA faculty @ \$500 each (10 hours @ \$50/hour) to mentor Cochise College/UA South faculty= \$3000 (seminars will take place in Sierra Vista and in Tucson) (*AP, CPPI*) (8.A.G2)
- w. Georgia Curriculum Development Seminar  
Funds are requested for project year one @ \$500 (10 hours @ \$50/hour) for a University of Arizona faculty member to develop and give a presentation at a Middle East studies curriculum

development seminar held in Morrow, Georgia by the Nine University and College International Studies Consortium of Georgia, a consortium of minority-serving institutions. (8.A.G2)

## 2. FRINGE BENEFITS

The following are the fringe benefits rates for UA: Faculty and appointed staff – 28.6%; adjunct faculty – 28.1%; classified staff – 47.8%; graduate assistants – 63.3% (includes 50% for tuition remission); student workers – 2.1%.

## 3. TRAVEL

### *Domestic*

#### a. Title VI Directors' Meeting in Washington, DC

Funds are requested in project year one to support CMES staff travel to a US Dept. of Education Title VI Directors' meeting. CMES staff attending the meeting will be the Director, Assistant Director and Business Manager @ \$1725 per person.  
Detail: Roundtrip airfare @\$700, Ground transportation/parking @ \$70  
Lodging – 3 nights @ \$220/night=\$660; Meals – 5 days @ \$59 = \$295  
3 Travelers = \$5175

#### b. Middle East Studies Association (MESA) Annual meeting in Washington, DC

Funds are requested to support MESA meeting participation during each year of the project, as follows:

\$1835 per person  
Director, Assistant Director and Outreach Coordinator  
Detail: Roundtrip airfare @\$700, Ground transportation/parking @\$70  
Lodging – 3 nights @ \$220/night=\$660; Meals – 5 days @ \$59 = \$295  
Conference registration @ \$110  
3 Travelers = \$5505

#### c. Professional Development, Travel to professional conferences

Funds are requested for all years of the project for 15 faculty members to travel to Middle East Studies-related professional conferences @ \$250 each.

#### d. Language Pedagogy Summer Training Institutes

Funds are requested @ \$2400 during each year of the project for 3 UA language instructors per year @ \$800 each to participate in language pedagogy training workshops. (AP) (4.C,8.AG1)

#### e. Dissemination of CoE curriculum internationalization initiative results

Funds are requested for the CMES outreach coordinator and a CoE representative to present results of the CoE curriculum internationalization initiative at national, regional, and local teachers' conferences. (AP, CPP2) (8.A.G4)

Year 3: For 1 local conference (\$320) + 1 regional conference (\$1636) + 1 national conference (\$3508 for 2), Total: \$5464 (CMES funds fully)

Year 4: for 2 local conferences (\$640), 2 regional conferences (\$3272), and 1 national conference (\$5462, 3 representatives) total = \$9374 (LAS will partially fund travel), CMES half = \$4687

Detail:

Local conference (Phoenix, Arizona) = \$320 (2 representatives)  
\$60 registration, \$25 lunch = \$85/person X 2 = \$170

\$100 mileage, \$50 conference exhibit booth = \$150  
 Regional Conference (Colorado, New Mexico, Utah) = \$1,636 (2 representatives)  
 \$350 R/T flight X 2 = \$700  
 \$35 ground transportation/parking X 2 = \$70  
 \$130 hotel X 2 people X 2 nights = \$520  
 \$60 registration X2 = \$120  
 \$44 per diem X 2 X 2 days=\$176  
 Conference exhibit booth = \$50  
 National conference (e.g Boston) = \$3508 (2 representatives), \$5462 (3 representatives)  
 \$650 flight  
 Ground transportation/parking @ \$50  
 \$200 hotel X 3 nights = \$600  
 \$250 registration  
 \$44 per diem X 3.5 days = \$154  
 Conference exhibit booth = \$600

- f. Cochise College Film Series discussant travel (*CPPI*)  
 Funds are requested @ \$134 during each year of the project for 2 UA discussants' RT travel from Tucson to Sierra Vista @ 150 miles @ 44.5 cents per mile. (8.A.G2)
- g. 9 University & College International Studies Consortium of Georgia, Curriculum Development Seminar.  
 Funds are requested in project year one @ \$4,302 for a curriculum development seminar conducted by CMES for the 9 University and College International Studies Consortium of Georgia, a group of 9 minority-serving institutions concerned with internationalization of the curriculum and based in Morrow, Georgia, just south of Atlanta. Three UA speakers will travel to Georgia to present at the seminar. Two of the speakers will stay three days to allow time to learn about the consortium model and modes of cooperation as well as give presentations; one faculty member will stay two days in order to give a presentation and interact with local faculty. Details: 3 airfare, Tucson-Atlanta RT @ \$650 = \$1950; 2 speakers @ 3 nights hotel @ \$124/night = \$744; 1 speaker @ 2 nights hotel @ \$124/night = \$248; per diem for 14 days @ \$44 each = \$616. (8.A.G2)

#### 4. EQUIPMENT

N/A

#### 5. SUPPLIES

- a. Library Acquisitions in Middle East Studies materials, including those in Arabic, Hebrew, Persian, and Turkish, including online databases, during each year of the project @ \$3,000/yr. (5.A.1)
- b. CMES Resource Center Materials  
 Funds are requested during each year of the project for materials for the CMES Resource Center @ \$1400 per year. Materials will include books for the CMES Middle East library collection and the CMES video collection; materials are available for faculty, student, and community member check-out. (8.A, 8.B.1)

c. Film clipping – Turkish and Persian films, CERCLL Foreign Language & Literacy Project Funds are requested for project years one and two @ \$400/year to purchase one film with screening rights in each of the two years. The films will be in either Persian or Turkish language, to contribute film clips for instruction in language and culture to the CERCLL Film Clips for Foreign Language & Literacy Project, which enriches the UC Berkeley Language Center’s Library of Foreign Language Film Clips; clips may be used by faculty at participating institutions. *(8.A.GI)*

d. Teaching and Outreach Materials Funds are requested during each year of the project @ \$600 per year. The materials will include books, videos, and other items selected by the CMES Outreach Coordinator to supplement the CMES Outreach Collection. Materials may be borrowed by K-14 teachers and by pre-service teachers for classroom use. *(AP) (8.B.1)*

**6. CONTRACTUAL**

N/A

**7. CONSTRUCTION**

N/A

**8. OTHER**

*Conferences/Lecture Series*

a. Visiting Lecturers

Funds are requested during each project year @ \$750 per year for 8-10 lecturers per year to help support the costs of bringing to the UA expert speakers in Middle East studies fields. Funds will help support speakers’ fees and travel costs. *(8.A)*

b. MENA Graduate Student Conference Speaker

Funds are requested for each project year @ \$250 per year to help support costs of inviting a keynote speaker to give a presentation at the annual UA Middle East North Africa Graduate Students Organization conference. *(8.A)*

c. Middle East Studies Undergraduate Conference

Funds are requested during each project year @ \$600 per year to help support the costs of a new undergraduate UA Middle East studies conference. Funds will be used to pay for costs of space, technology, materials, and a local speaker at each year’s conference. *(8.A)*

d. Language Pedagogy Workshop, Community College instructors’ travel expenses

Funds are requested in years one and four @ \$2752 to support four community college language instructors’ participation in language pedagogy workshops. Detail: travel @ \$200, 2 nights hotel @ \$200=\$400, per diem @ \$44 X 2 days = \$88; cost per traveler = \$688 *(AP) (7.B)*

e. K-14 Workshop Participation Expenses, Community College Faculty

Funds are requested during years one and two of the project for 3 community college faculty from outside Tucson to participate in Middle East studies workshops @ \$300 each. This support for

transportation and lodging is intended for faculty members from community colleges other than Cochise College. (8.A.G2)

- f. Undergraduate Professional Development Workshops  
Funds are requested during each project year @ \$300 per year to support the costs of holding professional development workshops. Funds will be used to pay for costs of space, technology, and materials. (8.A)
- g. “Turkish German Studies: Past, Present, and Future Seminar”  
Funds are requested in project year three @ \$10,560 to support the costs of a major conference on Turkish German Studies--the University of Arizona is a leading institution in the field. Requested funds will support the travel of 8 major scholars to Tucson for the conference (8 scholars @ \$1320 each—airfare@ \$500, 3 nights hotel@ \$200/night X 3 nights = \$600, 5 days per diem @ \$44/day = \$220). Conference organizers will apply for additional outside funds to support the participation of additional outside scholars. (8.A)

*Collaborative Efforts*

- h. Distinguished Lecturer on Human Rights  
Funds are requested for project years one and four @ \$2500/year to support the costs of bringing to Tucson a major speaker in the field of Human Rights. The lecture will be conducted in collaboration with Latin American Studies (LAS), which will provide a discussant for the lecture on Human Rights in the Middle East in Year One; in Year Four CMES will provide the discussant. In each case the discussant will place the human rights issues presented in a larger international context.  
Funds will cover speaker travel (\$700 airfare, three nights hotel @ \$200 X 3 nights = \$600, and 4 days per diem @ \$44=\$176, ground transportation @ \$24 and a speaker’s fee of \$1000). (8.A)
- i. Western Consortium Spring Language Pedagogy Workshop (AP)  
Funds are requested in project years two and four @ \$2500/year for funds in support of a language pedagogy workshop, a collaborative activity of the Western Consortium of Title VI Middle East National Resource Centers. UA will host the workshop in year two. Workshops for language instructors present current issues and methods in pedagogy. (4.C.2,7.B,8.A.G1)
- j. CBI PATH, Portland State University  
Funds are requested in project year one @ \$2500 in support of the Content-Based Instruction—Persian, Arabic, Turkish, Hebrew (CBI PATH) project at Portland State University, a collaborative project of the Western Consortium. The project creates and posts lesson modules for language instruction. (8.A.G1)
- k. Western Consortium Online Advanced Persian & Turkish Language Course Development  
Funds are requested in each year of the project @ \$2500 in year one and \$3500 in years two, three and four to support the development and teaching of advanced online courses in Persian and Turkish. Persian will be taught at UT Austin @ \$2000/year; the Turkish class will be developed at the UA for \$500 in year one and taught at \$1500/year in years two, three, and four. (8.A.G1)
- l. 9 University & College International Studies Consortium of Georgia, Curriculum Development Seminar.

Funds are requested in project year one @ \$3600 for travel subsidies for a curriculum development seminar conducted by CMES for the 9 University and College International Studies Consortium of Georgia, a group of 9 minority-serving institutions concerned with internationalization of the curriculum and based in Morrow, Georgia, just south of Atlanta. Details: travel subsidy for 60 local faculty members to travel to the seminar @ \$60/each = \$3600. (8.A.G2)

m. National Middle East Language Resource Center Test Development

Funds are requested for each year of the project @ \$2100 to support the creation of proficiency tests in four skills: listening, speaking, reading and writing @ \$700/language X 3 languages (Hebrew, Persian, and Turkish). (8.A.G1)

n. Cochise College/UA South Internationalization Partnership (AP, CPPI)

Funds are requested for each year of the project @ \$4000/year. Funds will support participation in curriculum and professional development in Middle East studies seminars for Cochise College/UA South faculty working with UA faculty. Detail: 8 Cochise College/UA South faculty/year @ \$500 scholar fee = \$4000. (8.A.G2)

o. Internationalization of Curriculum Workshops, CMES, CoE, LAS Collaboration (AP, CPP2)

Funds are requested for years one, two and three of the project @ \$200 to support costs of workshop supplies, room rental, technology, and at the workshops for pre-service and in-service teachers; workshops will be held on the UA campus. (8.A.G4)

*Outreach*

h. Scholar Access Support

Funds are requested during each year of the project @ \$300 to fund travel and lodging for a regional scholar to come to the UA to access Middle East Studies resources and meet with colleagues. (8.A.G3)

*Program Evaluation*

p. Evaluation Specialist

Funds are requested during each year of the project @ \$6000 in year one, \$4000 in year two, and \$3000/year in subsequent years for the services of an evaluation specialist to assist with evaluation of project activities (50 hours in year one, 40 hours in year two, and 30 hours for years three and four X \$100/hour). (8.A.G5, 9.C.1)

q. Area and Language Evaluators

Funds are requested during project years two and three @ \$2500/year for outside Middle East studies and Middle East language pedagogy specialists (one each year) to conduct evaluations of Middle East-related programs. Detail: Funds will cover evaluator travel (\$700 airfare, three nights hotel @ \$200 X 3 nights = \$600, and 4 days per diem @ \$44=\$176, ground transportation @ \$24 and a professional services fee of \$1000) (6.A.1, 8.A.G5, 9.C.1)

**9. TOTAL DIRECT COSTS**

Year 1: \$240,900

Year 2: \$231,065

Year 3: \$250,809

Year 4: \$249,729

**10. INDIRECT COSTS**

Calculated at 8%

**11. TRAINING STIPENDS**

**Foreign Language and Area Studies (FLAS) Fellowship Program (FCPP2)**

UA students are eligible to submit applications to annual Foreign Language and Area Studies (FLAS) fellowship competitions. The 13-member CMES Governing Board, composed of UA Middle East studies faculty and a community member, serves as the FLAS selection committee. Applicants submit personal statements, transcripts, and letters of recommendation to demonstrate the importance of Middle East language study to their academic and career goals. CMES' Board selects academic year and summer fellows based on academic merit and the centrality of Middle East language study to their academic programs, taking into account any announced federal priorities; the Board also provides a ranked list of alternates. Fellows must take Middle East language classes proposed in their applications and approved by the Board, as well as a non-language Middle East studies class each semester. Fellows report information about their course of study in the federal International Resource Information System, and take proficiency tests prior to and at the close of their award periods to demonstrate progress in language proficiency.

Funds are requested for each project year for a total of \$322,500 in FLAS fellowships for UA students. These consist of 5 Graduate Academic Year Fellowships @ \$33,000/year X 5 = \$165,000, 7 Undergraduate Academic Year Fellowships @ \$15,000 = \$105,000, and 7 Summer Fellowships @ 7500 = \$52,500. All will be awarded in priority languages (Arabic, Hebrew, Persian, and Turkish). (9.F.1,10)

N.B. *Narrative references are noted below budget items*

Key to Priorities satisfied by budget items

**AP** National Resource Center Absolute Priority

**CPP1** National Resource Center Competitive Preference Priority 1

**CPP2** National Resource Center Competitive Preference Priority 2

**FCPP2** FLAS Fellowship Competitive Preference Priority 2

**APPENDIX B**  
**PROFILES FOR PROJECT PERSONNEL**

# University of Arizona

## Center for Middle Eastern Studies

### Appendix B: Profiles for Project Personnel

#### Table of Contents

<u>Section</u>		<u>Page</u>
<b>Tenure Key</b>		B-8
<b>Language Proficiency Key</b>		B-8
<b>Biographies</b>		
<i>Member Name</i>	<i>Title</i>	
Abou Shanab, Mohamed Ansary	Instructor, School of Middle Eastern & North African Studies	B-9
Abraham, Matthew	Associate Professor, English	B-9
Açıksöz, Salih Can	Assistant Professor, School of Middle Eastern & North African Studies	B-10
Adams, Kerry L.	Executive Director, American Institute for Maghrib Studies	B-10
Adeli, Lisa	Outreach Coordinator, Center for Middle Eastern Studies	B-11
Al Masaeed, Khaled Ali	Lecturer, School of Middle Eastern & North African Studies	B-11
Alshaibi, Sama	Associate Professor, School of Art	B-12
Artunç, Cihan	Assistant Professor, Economics	B-12
Austin, Norman J.	Interim Department Head, Professor Emeritus, Classics	B-13
Ayoub, Samy	Graduate Teaching Assistant, School of Middle Eastern & North African Studies	B-13
Azaz, Mahmoud	Assistant Professor, School of Middle Eastern & North African Studies	B-14
Badareen, Nayel	Post-Doctoral Fellow, School of Middle Eastern & North African Studies	B-14
Baro, Mamadou A.	Associate Research Anthropologist, Bureau of Applied Research in Anthropology; Associate Professor, School of Anthropology	B-15
Barrera, Monica	Undergraduate Advisor, College of Social and Behavioral Sciences	B-15
Baun, Dylan	Graduate Teaching Assistant, School of Middle Eastern & North African Studies	B-16
Bauschatz, John	Assistant Professor, Classics	B-16

Betteridge, Anne B.	Director, Center for Middle Eastern Studies; Associate Professor, School of Middle Eastern & North African Studies	B-17
Borek, Karen	Adjunct Lecturer, Religious Studies	B-17
Bott, Suzanne	Project Director, Drachman Institute, College of Architecture, Planning, & Landscape Architecture	B-18
Boum, Aomar	Assistant Professor, School of Middle Eastern & North African Studies	B-18
Bourget, Carine	Associate Professor, French & Italian; Courtesy appointment with School Middle Eastern & North African Studies and Religious Studies	B-19
Buckner, Melody	Instructional Designer, Outreach College; Adjunct Instructor (NTE), UA South	B19
Burns, Robert A.	Chairperson, Religious Studies Committee; Professor, Religious Studies	B-20
Callen, David	Graduate Teaching Assistant, School of Middle Eastern & North African Studies	B-20
Chalfoun, Nader V.	Professor, Architecture and Environmental Sciences	B-21
Christopherson, Gary	Director, Center for Applied Spatial Analysis; Associate Professor, School of Geography and Development	B-21
Çiviroğlu, Mutlu	Instructor and Examiner, Critical Language Program	B-22
Clancy-Smith, Julia A.	Professor, History	B-22
Creasman, Pearce Paul	Curator, Laboratory of Tree-Ring Research; Assistant Professor, School of Anthropology	B-23
Dagher, Saad A.	Library Information Analyst, University of Arizona Libraries	B-23
Darling, Linda T.	Professor, History	B-24
Davis, Cory Dale	Graduate Teaching Assistant, History	B-24
Delgado, Jibreel A.	Graduate Teaching Assistant, History and School of Middle Eastern & North African Studies	B-25
Dorroll, Courtney M.	Graduate Teaching Assistant, School of Middle Eastern & North African Studies	B-25
Dotton, Zura	Adjunct Lecturer, Russian & Slavic Studies	B-26
Dunford, David J.	Adjunct Instructor, School of Government and Public Policy and School of Middle Eastern & North African Studies	B-26
Eaton, Richard M.	Professor, History	B-27
Elliott, Mark	Adjunct Professor, Judaic Studies	B-27
Fahmy, Shahira	Associate Professor, School of Journalism	B-28

Falco, Charles M.	UA Chair, Condensed Matter Physics; Professor, Optical Sciences and Physics	B-28
Farwaneh, Samira	Associate Professor, School of Middle Eastern & North African Studies	B-29
Foley, Peter W.	Director, Institute for the Study of Religion and Culture; Associate Professor, Classics	B-29
Franklin, Jennifer	Director (retired), Evaluation Services, Office of Institutional Research and Planning Support; Instructor, UA South, Educational Technology and Communications Masters Program	B-30
Frederickson, Mark P.	Associate Professor, College of Architecture, Planning, and Landscape Architecture	B-30
Gamal, Adel Sulaiman	Professor, School of Middle Eastern & North African Studies	B-31
Ghosn, Faten	Associate Professor, School of Government and Public Policy	B-31
Gibbs, David N.	Professor, History	B-32
Gosner, Kevin	Associate Professor, Department Head, History	B-32
Graizbord, David	Associate Professor, Arizona Center for Judaic Studies	B-33
Gramling, David	Director of Graduate Studies and Assistant Professor, Department of German Studies	B-33
Guertner, Gary L.	Adjunct Professor, School of Government and Public Policy	B-34
Hakim, Iman A.	Dean and Professor, Public Health	B-34
Hammer, Leonard	Visiting Professor of Israel Studies, Arizona Center for Judaic Studies	B-35
Hasaki, Eleni	Associate Professor, School of Anthropology and Classics	B-35
Herman, Lyndall	Graduate Teaching Associate, School of Middle Eastern & North African Studies	B-36
Hermi, Lotfi	Assistant Professor, Mathematics	B-36
Hijazi, Hassan	Director, International Alumni and Development of Global Initiatives	B-37
Hudson, Leila	Associate Professor and Associate Director, School of Middle Eastern & North African Studies	B-37
Hutchinson, Barbara	Librarian/Information Specialist (Rangelands Program), School of Natural Resources & the Environment; Managing Director, International Aid Lands Consortium	B-38
Ijagbemi, Bayo	Lecturer, Africana Studies	B-38
İnal, Onur	Graduate Teaching Associate, History	B-39
Jameson, Alison	Visiting Assistant Professor, East Asian Studies	B-39

Jeffery, R. Brooks	Director, Drachman Institute; Graduate Program Director, Heritage Conservation Graduate Certificate Program; Professor, College of Architecture, Planning, and Landscape Architecture	B-40
Johnstone, Steven A.	Professor, History	B-40
Karimi, Simin	Professor, Linguistics and Cognitive Science	B-41
Kaye, Deborah	Adjunct Instructor, Arizona Center for Judaic Studies	B-41
Key, Gregory	Post-Doctoral Fellow, School of Middle Eastern & North African Studies	B-42
Kholoussi, Samia	Limited Term Adjunct Instructor, School of Middle Eastern & North African Studies	B-42
Klenk, Feras Alexander	Graduate Teaching Assistant, School of Middle Eastern & North African Studies	B-43
Kobeissi, Loulou	Assistant Professor, Mel and Enid Zuckerman College of Public Health and School of Middle Eastern & North African Studies	B-43
Kocamaner, Hikmet	Graduate Teaching Assistant, School of Anthropology and Middle Eastern & North African Studies	B-44
Korkman, Zeynep	Assistant Professor, Gender and Women's Studies	B-44
Kosta, Barbara	Professor and Department Head, Department of German Studies	B-45
Krunz, Marwan M.	Professor, Department of Electrical & Computer Engineering	B-45
Kuhn, Steven L.	Professor, School of Anthropology	B-46
Kuniholm, Peter Ian	Research Professor, Laboratory of Tree-Ring Research	B-46
Kunnie, Julian E.	Professor, Religious Studies and Classics	B-47
Kurzer, Paulette	Professor, School of Government and Public Policy; Director, online M.A. International Security Studies	B-47
Limmer, Abigail	Adjunct Instructor, Arizona Center for Judaic Studies	B-48
Livingston, Margaret	Professor, College of Architecture, Planning, and Landscape Architecture	B-48
Lucas, Scott	Director & Associate Professor, School of Middle Eastern & North African Studies	B-49
Lumsden, Linda	Associate Professor, School of Journalism	B-49
Maggi, Eva-Maria	Adjunct Professor, School of Government and Public Policy	B-50
Maimon, Anat	Hebrew Program Coordinator and Lecturer, Arizona Center for Judaic Studies	B-50
Maimon, Uri	Adjunct Instructor, Arizona Center for Judaic Studies	B-51

Marsh, Stuart E.	Director, School of Natural Resources and the Environment	B-51
Matuk, Farid	Assistant Professor, English	B-52
M'Barki, Abdessamad	Instructor, School of Middle Eastern & North African Studies	B-52
McGovern, Jeffrey	Graduate Teaching Associate, School of Geography and Development	B-53
Megdal, Sharon B.	Director, Water Resources Research Center; Professor and Specialist, Soil, Water, and Environmental Science	B-53
Miller, Kerith M.	Graduate Teaching Associate, School of Anthropology and School of Middle Eastern and North African Studies	B-54
Moazzen, Maryam	Visiting Lecturer, School of Middle Eastern & North African Studies	B-54
Nabhan, Gary P.	Research Social Scientist and Professor, Southwest Studies Center	B-55
Nakhai, Beth Alpert	Associate Professor and Assistant Director, Arizona Center for Judaic Studies	B-55
Nassar, Maha T.	Assistant Professor, School of Middle Eastern & North African Studies	B-56
Nava, Alexander	Professor, Religious Studies	B-56
Nawid, Senzil	Research Affiliate, Southwest Institute for Research on Women	B-57
Newhall, Amy Whittier	Associate Professor, School of Middle Eastern & North African Studies; Executive Director, Middle East Studies Association	B-57
Noorani, Yaseen	Associate Professor, School of Middle Eastern & North African Studies	B-58
Obiora, Leslye	Professor, College of Law	B-58
Odegaard, Nancy	Conservator and Head, Preservation Division, Arizona State Museum; Professor, Materials Science & Engineering, School of Anthropology, and Drachman Institute	B-59
Oglesby, Elizabeth	Associate Professor, School of Geography and Development and Latin American Studies	B-59
Okal, Ahmet	Instructor, School of Middle Eastern & North African Studies	B-60
Olsen, John W.	Regents' Professor, School of Anthropology	B-60
Oubou, Hafsa	Project GO Coordinator, Center for Middle Eastern Studies; Assistant to the Director, Arabic Flagship Program, School of Middle Eastern & North African Studies	B-61
Ould Meiloud, Ahmed M.	Graduate Teaching Assistant, School of Middle Eastern & North African Studies	B-61
Paine, Jennifer	Business Manager, Center for Middle Eastern Studies	B-62

Park, Tad (Thomas) K.	Professor, School of Anthropology	B-62
Price, Thomas	Adjunct Instructor, Arizona Center for Judaic Studies	B-63
Rabinovich, Tatiana	Graduate Teaching Assistant, School of Middle Eastern & North African Studies	B-63
Racy, John C.	Professor, Psychiatry; Director, Medical Student Education	B-64
Rastegar, Mansour	Adjunct Lecturer, School of Middle Eastern & North African Studies	B-64
Rawan, Atifa R.	Research Support Services Team, Librarian, University of Arizona Libraries	B-65
Relly, Jeannine E.	Assistant Professor, School of Journalism	B-65
Rosenblum, Mort	Professor of Practice, School of Journalism	B-66
Salfity, Elias George Khader	Graduate Teaching Associate, School of Middle Eastern & North African Studies	B-66
Sanchez, Tani D.	Lecturer, Africana Studies	B-67
Schon, Robert	Assistant Professor, School of Anthropology and Classics	B-67
Schultz De La Rosa, Jennifer	Senior Researcher, Native Nations Institute, Udall Center for Studies in Public Policy	B-68
Schweig, Alexander	Graduate Teaching Associate, History	B-68
Sciabarra, Christina	Graduate Teaching Assistant, School of Government and Public Policy	B-69
Seat, Karen K.	Director and Associate Professor, Religious Studies	B-69
Seckinger, Beverly A.	Professor and Associate Department Head, School of Theatre, Film, and Television	B-70
Seebruck, Ryan M.	Graduate Teaching Assistant, Sociology	B-70
S'hiri, Sonia	Assistant Professor, Middle East Language Program Coordinator, School of Middle Eastern & North African Studies	B-71
Silverstein, Brian	Associate Professor, School of Anthropology	B-71
Sinclair, Christian	Assistant Director, Center for Middle Eastern Studies	B-72
Singh, Ashima	Evaluation Specialist, Office of Institutional Research and Planning Support	B-72
Slack, Donald C.	Professor, Agricultural and Biosystems Engineering	B-73
Solmaz, Osman	Graduate Research Assistant, Center for Middle Eastern Studies	B-73
Soren, David H.	Regents' Professor, Classics	B-74

Speidel, Mary M.	Adjunct Faculty, Religious Studies	B-74
Stiner, Mary C.	Regents' Professor, School of Anthropology; Curator of Zooarchaeology, Arizona State Museum	B-75
Sturman, Janet L.	Associate Dean, Graduate College; Professor, School of Music	B-75
Susser, Asher	Visiting Professor, Arizona Center for Judaic Studies	B-76
Talattof, Kamran	Professor, School of Middle Eastern & North African Studies	B-76
Tamimi, Akrum	Associate Research Scientist, Department of Soil, Water, and Environmental Science	B-77
Taoua, Phyllis Clark	Associate Professor, French and Italian	B-77
Touchan, Ramzi	Research Professor, Laboratory of Tree-Ring Research	B-78
Triadan, Daniela	Professor, School of Anthropology	B-78
Ulreich, John C.	Professor, English	B-79
Uluişik, Seçil	Graduate Teaching Associate, History	B-79
Urrea, Beatriz	Senior Lecturer, Spanish & Portuguese	B-80
Ussishkin, Adam	Associate Professor, Linguistics	B-80
Vandiver, Pamela	Professor, Materials Science and Engineering	B-81
van Dobben Schoon, Danielle	Graduate Teaching Assistant, School of Anthropology and School of Middle Eastern & North African Studies	B-81
Varady, Robert G.	Deputy Director and Director of Environmental Programs; (Full) Research Professor, Udall Center for Studies in Public Policy	B-82
Vejdani, Farzin	Assistant Professor, History	B-82
Vuturo, Anthony F.	Professor Emeritus, University of Arizona College of Medicine	B-83
Waddell, Philip	Visiting Assistant Professor, Classics	B-83
Wedel, Andrew B.	Associate Professor, Linguistics	B-84
Willerton, John P.	Associate Professor, School of Government and Public Policy	B-84
Wilson, Jeffrey	Graduate Teaching Assistant, School of Geography and Development	B-85
Wright, J. Edward	Director and Professor, Arizona Center for Judaic Studies	B-85
Young, Megan	Administrative Assistant, Center for Middle Eastern Studies	B-86
Zanger, Margaret	Associate Professor of Practice, School of Journalism	B-86

## **Appendix B: Faculty Biographical Summaries Key**

### **Tenure Key**

Tenured (T)

Tenure-Eligible (TE)

Non-Tenure Eligible (NTE)

Continuing Status (CS) – Tenure for Researchers

Continuing Status-Eligible (CSE)

### **Language Proficiency Key**

1 = Elementary

2 = Intermediate

3 = Advanced

4 = Fluent

**ABOU SHANAB, MOHAMED ANSARY***Instructor (NTE), School of Middle Eastern & North African Studies*

**Education:** B.A., English Language & Literature, University of Alexandria, Egypt, 1995  
 Certificate, World Arab Translators' Association, Modern Theories of Translation, 2007  
 Diploma, Teaching Arabic as a Foreign Language, University of Alexandria, Egypt, in progress

**Academic Experience:** Instructor, School of Middle Eastern and North African Studies, University of Arizona, (2013-present)  
 Instructor, Study Abroad Program, University of London (SOAS), England, 2011-Present  
 Instructor, Study Abroad Program, Leeds University, Alexandria, Egypt, 2010-Present  
 Instructor, Arabic as a Foreign Language, Alexandria Centre for Languages, Alexandria, Egypt, 2007-Present

**Overseas Experience:** Egypt

**Language Proficiency:** Arabic –4, French, Spanish

**Specializations:** Arabic language instruction

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Intermediate Arabic I & II; Advanced Arabic I & II; 4<sup>th</sup> Year Arabic I

**Language Pedagogy Training:** Diploma, Teaching Arabic as a Foreign Language, University of Alexandria, Egypt, in progress

**ABRAHAM, MATTHEW***Associate Professor (T), English*

**Education:** B.A., English/History, University of Arkansas at Little Rock, 1995  
 M.A., Rhetoric and Writing, University of Arkansas at Little Rock, 1998  
 Ph.D., English, Purdue University, 2003

**Academic Experience:** Associate Professor of English, University of Arizona, 2013-Present.  
 Associate Professor of Writing, Rhetoric, and Discourse, DePaul University, 2009-2013  
 Assistant Professor of Writing, Rhetoric, and Discourse, DePaul University, 2007-2009  
 Assistant Professor of English, DePaul University, 2006-2007  
 Assistant Professor of English, University of Tennessee (Knoxville), 2004-2006  
 Full-time faculty instructor, Edinboro University of Pennsylvania, 2003-2004

**Specializations:** Debates about Israel-Palestine in the American public sphere

**Distinctions:** DePaul Humanities Center Fellow, 2011-2012; Rachel Corrie Courage in the Teaching of Writing Award

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Historical Studies in Rhetoric and Composition; Literary Analysis; Rhetorical Traditions

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

*Out of Bounds: Academic Freedom and the Question of Palestine.* New York and London: Bloomsbury, 2014.

*The Making of Barack Obama: The Politics of Persuasion.* (eds. with Erec Smith) Clemson, SC: Parlor Press, 2013. .

"The Question of Palestine and the Subversion of Academic Freedom." In special issue of *Arab Studies Quarterly* entitled "Academic Freedom, Ideological Boundaries, and the Teaching of the Middle East." Tareq Ismael, Terri Ginsberg, Hossein Khosrowjah, Rima Najjar Kapitan, and Gayatri Devi, Eds., 33/34 (Fall 2011): 179-203.

"Chomsky's Audience Problem: Is Anyone Listening?" *Logos: A Journal of Modern Society and Culture*, 8:3, 2010.

"Edward Said and After: Toward a New Humanism." (eds. with Andrew Rubin) Special issue of *Cultural Critique*, 67, 2008.

Nakhshabi, Ziya'u'd-din. *The Cleveland Museum of Art's Tuti-Nama: Tales of a Parrot.* (trans. Muhammed A. Simsar) Graz: Akademische Druck- U. Verlagsanstalt, 1978.

**AÇIKSÖZ, SALİH CAN***Assistant Professor (TE), School of Middle Eastern & North African Studies*

**Education:** B.S., Molecular Biology and Genetics, Boğaziçi University, Turkey, 1997  
 B.A., Sociology, Boğaziçi University, Turkey, 2000  
 MA., Sociology, Boğaziçi University, 2002 (only coursework completed)  
 M.A., Anthropology, University of Texas at Austin, 2004  
 Ph.D., Anthropology, University of Texas at Austin, 2011

**Academic Experience:** Assistant Professor, University of Arizona, 2013-present  
 Mellon Faculty Fellow, College of William and Mary, 2012-2013

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish –4, Spanish – 2

**Specializations:** Gender, violence, veterans, embodiment, disability, trauma, state formation, sovereignty, social movements, nationalism, affect theory, medical anthropology, political anthropology, reproductive health, new reproductive technologies, Turkey

**Distinctions:** Andrew W. Mellon Postdoctoral Fellowship, 2012-2014; Departmental Nominee for the Outstanding Dissertation Award, 2011; Mike Hogg Endowed Fellowship, 2008-2009; Wenner-Gren Fellowship, 2006-2007

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Perspectives on Gender and Violence in the Middle East; Turkey: Culture, Power, and History

**Dissertations and Theses Supervised in Past Five Years:** 4

**Selected Recent Publications:**

“Ghazis or Beggars: The Double Life of Turkish Disabled Veterans.” *Ethnologie Française*, 2014.2 (2014): 247-256.

“In Vitro Nationalism: Turkish Disabled Veterans’ Quest for Fatherhood.” *In Gender and Sexuality in Muslim Cultures*, edited by Gul Ozyegin, Farnham: Ashgate. (forthcoming, 2014).

“Sacrificial Limbs of Sovereignty: Disabled Veterans and Nationalist Politics in Turkey.” *Medical Anthropology Quarterly*, 26.1 (2012): 4-26.

**ADAMS, KERRY L.***Executive Director (NTE), American Institute for Maghrib Studies*

**Education:** M.A., Near Eastern Studies, University of Arizona, 1998  
 Ph.D., Near Eastern Studies, University of Arizona, 2010

**Academic Experience:** Executive Director, American Institute for Maghrib Studies, University of Arizona  
 Lecturer Judaic Studies, History and Religion of Ancient Near East, University of Arizona

**Overseas Experience:** Algeria, Libya, Morocco, Tunisia

**Language Proficiency:** Arabic –1

**Specializations:** Archaeology of the Levant

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** History and Religion of the Ancient Near East

**ADELI, LISA***Outreach Coordinator (NTE), Center for Middle Eastern Studies*

**Education:** B.S. Foreign Service (Comparative and Regional Studies), Georgetown University, 1979  
 M.A. History and Applied Linguistics, Indiana University, 1983  
 Ph.D. History, University of Arizona, 2004

**Academic Experience:** Outreach Coordinator, Center for Middle Eastern Studies, University of Arizona, 2007-Present  
 Affiliated Faculty, Arizona Center for Judaic Studies, University of Arizona, 2012-Present  
 Part-time Teacher of Middle East Studies/English, Cholla High, Tucson, AZ, 2013-Present  
 Teacher of World History/Honors World History/English, Buena High School, Sierra Vista, AZ, 1995-2007

**Overseas Experience:** Serbia (then Yugoslavia), Armenia, Poland, Palestine/West Bank, Oman, Turkey, Bosnia-Herzegovina

**Language Proficiency:** Persian – 2, Serbian – 3, Russian – 1, German – 1, Spanish – 1

**Specializations:** Ottoman History, Middle Eastern History, Balkan History, Secondary Education

**Distinctions:** Elected member of Middle East Outreach Council board, 2008-2012; The History Channel's "History Service Award," National History Day, 2009; Holocaust Seminar in Poland, 2010; Palestinian American Research Center Faculty Development Seminar (West Bank), 2012; National Council for the Social Studies Award for Global Understanding, 2012

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Introduction to the Middle East (high school class)

**Selected Recent Publications:**

*Resistance to the Persecution of Ethnic Minorities in Croatia and Bosnia During World War II.* Lewiston, NY: Edwin Mellen Press, 2009.

**AL MASAEED, KHALED ALI***Lecturer (NTE), School of Middle Eastern & North African Studies*

**Education:** B.A., English Language & Literature, University of Al al-Bayt, Jordan, 2005  
 M.A., Second Language Acquisition & Teaching, University of Arizona, 2012  
 Ph.D., Second Language Acquisition & Teaching, University of Arizona, 2013

**Academic Experience:** Academic Coordinator of the Critical Languages Scholarship (CLS) Program in Arabic, Alexandria, Egypt, 2010  
 Assistant Academic Director for CLS Fes & Tangier, Morocco, 2011-2012  
 Lecturer of Arabic, University of Arizona, 2013-present

**Overseas Experience:** Egypt, Morocco,

**Language Proficiency:** Arabic – 4, Turkish – 1

**Specializations:** Second Language Acquisition & Teaching (Arabic)

**Distinctions:** Fulbright Foreign Language Teaching Assistant 2006-2007

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Elementary, Intermediate, and Advanced Arabic; Levantine Arabic; Second Language Acquisition

**Language Pedagogy Training:** Second Language Acquisition & Teaching

**Selected Recent Publications:**

- "Critical Discourse Analysis." (with Linda Waugh, Theresa Catalano, Tom Do and Paul Renigar) In the *Handbook of Socio-Pragmatics*, ed. by Alessandro Capone and Jacob Mey. NY: Springer. (Invited contribution on the basis of a peer-reviewed abstract) (forthcoming, 2014).  
 "Functions of Arabic-English Code-switching in a Study Abroad Setting." *Academic Exchange Quarterly* (in progress, summer issue of 2014).  
 "Egyptian Revolution of 2011 and the Power of Its Slogans: A Critical Discourse Analysis Study." *Cross-Cultural Communication*, 9.6 (2013): 1-6.  
 "Zora Neale Hurston: Their Eyes Were Watching God (1937)." (with Rebecca Few) *Teaching African American Literature: Resources for High School Teachers in Southeastern North Carolina*, (Fall 2008). Online.

**ALSHAIBI, SAMA***Associate Professor (T), School of Art*

**Education:** B.A. Photography, Columbia College, 1999  
M.F.A. Photography, University of Colorado at Boulder, 2005

**Academic Experience:** Associate Professor of Photography, College of Fine Arts, University of Arizona, 2012-Present  
Assistant Professor of Photography, College of Fine Arts, University of Arizona, 2006-2012  
Assistant Professor of Art, University of Southern Maine, 2005-06

**Overseas Experience:** U.A.E., Jordan, Palestine, Egypt, Tunisia, Lebanon

**Language Proficiency:** Arabic – 2

**Specializations:** Art, Photography, Refugee Camps, arts community outreach, Video, New Media, Palestinian-Israeli Conflict, Iraq

**Distinctions:** Fulbright Scholars Fellow to West Bank, 2014-2015; University of Arizona 1885 Distinguished Scholar, 2013; U.S. Department of State Arts Envoy to the UAE, hosted by the US Consulate General, two weeks, 2012; Teaching Award Honorable Mention, Excellence in Photographic Teaching, The Center, Santa Fe, NM, 2008; Crystal Apple Faculty Recipient (National Teaching Award), Society of Photography Education, 2008.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Digital and Traditional Photography: Video Art, Discovering Place

**Dissertations and Theses Supervised in Past Five Years:** 12

**Selected Recent Publications:**

“Why We Are Remembered,” *Arab Art Histories, The Khalid Shoman Collection*. Sarah Rogers and Eline van der Vlist (Eds.), The Khaled Shoman Foundation (publisher), Essay and color reproductions, 2014.

“A Tale of Two Exiles,” *We Are Iraqis: Aesthetics and Politics in a Time of War*. Nadjie Al-Ali and Deborah Al-Najjar (Eds.), Syracuse University Press. Essay and color reproductions, 2012.

“Not about Bombs.” The Iraqi and American Reconciliation Project, Intermedia Arts, Minneapolis, MN (Curator: Tricia Khutoretsky), 2012.

“Bringing The War Home,” Impressions Gallery, Bradford, UK, September (Curator: Pippa Oldfield), catalogue, 2010.

“War and The Body” (in conjunction with War and the Body Conference/Imperial Museum), London, UK, June (Curator: Sarah Maltby), 2010.

**ARTUNÇ, CİHAN***Assistant Professor (TE), Economics*

**Education:** B.A., Economics, Bogazici University, Turkey, 2008  
B.A., Mathematics, Bogazici University, Turkey, 2008  
M.A., Economics, Yale University, 2010  
M.Phil., Economics, Yale University, 2011  
Ph.D., Economics, Yale University, 2014

**Academic Experience:** Assistant Professor, University of Arizona, Beginning Fall 2014

**Overseas Experience:** France, Turkey, U.K.

**Language Proficiency:** Turkish – 4, French – 2

**Specializations:** Economic history, law and economics

**Distinctions:** Economic History Association Dissertation Fellowship, 2013-2014; MacMillan Dissertation Fellowship, 2012-2013; Yale University Graduate Fellowship, 2008-2014; Yale University Cowles Foundation Fellowship, 2008-2012.

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Topics in Economic History

**Selected Recent Publications:**

“Evolution of Business Organizations in the Ottoman Empire and the Turkish Republic, 1850-1950.” (with Seven Ağır) (in progress).

“The Protégé System in the Eighteenth-Century Ottoman Empire.” *Journal of Economic History* (September 2013) (revisions in progress).

“Legal Pluralism, Contracts and Trade in the Ottoman Empire.” November 2013.

Review of *Artisan Entrepreneurs in Cairo and Early Modern Capitalism (1600-1800)* (Syracuse University Press, 2011) by Nelly Hanna. *Journal of Economic History*, 73, March 2013.

**AUSTIN, NORMAN J.**

---

*Interim Department Head (T), Professor Emeritus, Classics*

**Education:** B.A., Honors Classics, University of Toronto, Canada, 1958  
 M.A., Greek, University of California, Berkeley, 1960  
 Ph.D., Classics, University of California, Berkeley, 1965

**Academic Experience:** Interim Department Head, Classics, University of Arizona, 2013-Present,  
 Professor Emeritus, Department of Classics, University of Arizona, 2000-Present,  
 Department Head, Classics, University of Arizona, 1980-83, 1995-2000,  
 Acting Dean, College of Humanities, University of Arizona, 1987-88  
 Professor of Classics, University of Arizona, 1980-2000  
 Professor of Classics & Department Chair, University of Massachusetts, 1978-80

**Language Proficiency:** Greek - 4

**Specializations:** Homer and the Bronze Age, Archaic Greek Poetry, Pre-Socratic philosophers

**Distinctions:** National Endowment for the Humanities Grant (\$182,000), 1994; National Endowment for the Humanities Grant (\$144,000), 1990; National Endowment for the Humanities Grant (\$113,000), 1987; Guggenheim Fellow, 1974-75; Junior Fellow, Center for Hellenic Studies, DC, 1968-69

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Ancient Empires; Christianity in the Greco-Roman World

**Selected Recent Publications:**

*Sophocles' Philoctetes and the Great Soul Robbery.* Madison, WI: University of Wisconsin, 2011.

"The Great Soul Robbery in Sophocles' *Philoctetes*." *Arion*, 14 (2006): 71-118.

*Helen of Troy and Her Shameless Phantom.* Ithaca: Cornell UP, 1994.

*Meaning and Being in Myth.* University Park: Pennsylvania State UP, 1990.

**AYOUB, SAMY**

---

*Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** B.A., Arabic and Islamic Studies, Al-Azhar University, Cairo, Egypt, 2006  
 MSc., Islamic and Middle Eastern Studies, University of Edinburgh, Scotland, 2008  
 Ph.D., Islamic Studies, University of Arizona, 2014

**Academic Experience:** Teaching Assistant, University of Arizona, 2009-2014

**Overseas Experience:** Turkey, Scotland

**Language Proficiency:** Turkish - 3, Arabic - 4

**Specializations:** Islamic Legal Theory, Comparative Law

**Distinctions:** SBSRI Dissertation Award, University of Arizona, 2013-2014

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Elementary Arabic; Intermediate Arabic; Islamic Civilization: Traditional and Modern Middle East; History of the Middle East; Religion of Islam

**Selected Recent Publications:**

"Territorial Jurisprudence: Political Boundaries & Legal Jurisdiction." *Contemporary Islamic Studies*, 2 (March 2012): 4-33.

**AZAZ, MAHMOUD**

*Assistant Professor (TE – beginning Fall 2014), School of Middle Eastern & North African Studies*

**Education:** B.A., Teaching English as a Foreign Language, Cairo University, Egypt, 2001  
B.A., Applied Linguistics, Ain Shams University, Cairo, Egypt, 2005  
M.A., Applied Psycholinguistics, Ain Shams University, Cairo, Egypt, 2009  
M.A., Arabic Linguistics, School of Middle Eastern & North African Studies, University of Arizona, 2014  
M.A., Ph.D., Second Language Acquisition & Teaching (SLAT), University of Arizona, 2014

**Academic Experience:** Assistant Professor, School of Middle Eastern & North African Studies, UA, 2014-present  
Graduate Teaching Assistant, Arabic, School of Middle Eastern & North African Studies, UA, 2010-2014  
Arabic Program Administration, Assistant to Arizona Arabic Flagship Program Director, UA, 2013-2014  
Fulbright Foreign Language Teaching Assistant (FLTA) of Arabic, Department of Foreign Languages and Cultures, California State University, Chico, 2009-2010

**Language Proficiency:** Arabic – 4

**Specializations:** Second Language Acquisition Theory, Sociolinguistics of Arabic, Arabic Morphology and Semantics, Bilingual Studies (Arabic-English), Applied Psycholinguistics of Arabic, Arabic L2 Pedagogy & Program Administration,

**Distinctions:** Outstanding Teaching Assistant Award, the Graduate & Professional Student Council, University of Arizona, 2013; Top Graduate Student Submitted Proposal Award; Second Language Research Forum (SLRF) Conference, Utah, Provo, Brigham Young University, 2013; Fulbright Foreign Language Teaching Assistant Fellowship, California State University, Chico, 2009.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Elementary Arabic; Intermediate Arabic

**Language Pedagogy Training:** Arabic Language Tagger, The Berkeley Language Center, 2012-Present;  
Certified Teacher of Arabic: Oral Proficiency Interview (OPI), The American Council on the Teaching of Foreign Languages (ACTFL), University of Arizona, 2013  
Arabic Language Materials Developer & Designer, The Critical Language Scholarship Program (CLS) and the Center for Educational Resources in Culture, Language and Literacy (CERCLL), 2012

**Selected Recent Publications:**

“Masked Translation Priming in Late Bilingualism: Evidence in the L2 Arabic-L1 English Direction.” *Perspectives On Arabic Linguistics*, 28 (to be submitted for possible publication, 2014).

“Transition from Coptic to Arabic in Early Muslim Egypt: Resolving a Sociolinguistic Puzzle.” *Journal of the 13<sup>th</sup> Annual Southwest Graduate Conference in Middle Eastern and North African Studies*, the University of Arizona, 1 (2013):4-19. (also submitted to *Al-‘Arabiyya* for a possible publication, 2013).

**BADAREEN, NAYEL**

*Post-Doctoral Fellow (NTE), School of Middle Eastern and North African Studies*

**Education:** B.S., Engineering, California State University Los Angeles, 1986  
M.A., Arts in Religion, Claremont Graduate University, 2008  
PhD. student, Middle Eastern & North African Studies, University of Arizona, Summer 2014

**Academic Experience:** Post-Doctoral Fellow, School of Middle Eastern and North African Studies, UA, 2014-present  
Graduate Teaching Assistant, School of Middle Eastern and North African Studies, UA, 2009-2014  
Math Teacher, Sierra Vista High School, Baldwin Park, California, September 1997-2009

**Language Proficiency:** Arabic –4, Persian –2

**Specializations:** Islamic Family Law, Gender, and Early History of Islam

**Distinctions:** Postdoctorate at University of Arizona, 2014-2015; American Institute for Maghreb Studies, Summer 2013; University of Arizona Graduate College Fellowship, spring 2014.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Elementary Arabic; History of the Middle East; The Religion of Islam; Islamic Civilization: Traditional and Modern Middle East; Middle Eastern Humanities

**Selected Recent Publications:**

“Women’s Rights in Family Law: The Case of Morocco” Lecture presented at The University of Arizona, 2014.  
*Jihad: The Concept of Jihad through the History of Islam*. Saarbrücken, Germany: VDM Verlag, 2009.

**BARO, MAMADOU A.**

---

*Associate Research Anthropologist (CS), Bureau of Applied Research in Anthropology;  
Associate Professor, School of Anthropology*

**Education:** B.A. Philosophy and Sociology, University of Dakar, Senegal, 1982  
M.A. Philosophy, University of Dakar, Senegal, 1983  
D.T.C. Anthropology, University of Dakar, Senegal, 1985  
Ph.D. Cultural Anthropology, University of Arizona, 1996

**Academic Experience:** Associate Professor of Anthropology/Associate Research Anthropologist in Bureau of Applied Research in Anthropology (BARA), University of Arizona, 2003-Present.  
Assistant Professor of Anthropology/Assistant Research Anthropologist, BARA, University of Arizona, 1996-2003.  
Research Assistant, BARA, University of Arizona, 1994-1996

**Overseas Experience:** Mali, Mauritania, Senegal

**Language Proficiency:** French - 4, Pulaar - 4, Wolof - 4

**Specializations:** Participatory Development, Household Livelihood Security, Gender and International Development

**Distinctions:** NSF Grant, Co-Principal Investigator, Creation of a GIS for Six Cities in Arid Environments: in Morocco, Senegal, Mali, Nige, Tanzania, and Botswana, 1999-2003; NUSAID Grant (PI), Household Livelihood Security Study in the Department of Zinder, Niger, 1997; CARE -Norway Grant (PI), Rapid Food Security Assessment Study in the Region of Koro, Mali, 1996.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Anthropology and Conflict Resolution; World Ethnography; Development Anthropology

**Dissertations and Theses Supervised in Past Five Years:** 8

**Selected Recent Publications:**

Care International & World Bank, Study on War Affected Populations in Cote d'Ivoire, 2004.

*OIC -International -Guinea, A Baseline Study of Food and Livelihood Security in Pita and Telemele, Guinea*, 2004.

"Food Insecurity and Livelihood Systems in Northwest Haiti." *Journal of Political Ecology*. 2002.

"Participation of Women in Agricultural Education and Integration of Gender Issues into Agricultural Curricula in Two Developing Countries."  
(with Helen Henderson and Barbara Hutchinson.) *International Education*. 23.2 (1996).

"Mauritania and Irrigated Development Projects: the Case of the Gorgol Perimeter." In *Risk and Tenure in Arid Lands*, University of Arizona Press, (1993): 255-292.

**BARRERA, MONICA**

---

*Undergraduate Advisor, College of Social and Behavioral Sciences*

**Education:** B.A., Latin American Studies, University of Arizona, 2006  
M.A., Public Administration, University of Arizona, 2011

**Academic Experience:** Professional advisor, School of Middle Eastern & North African Studies, College of Social and Behavioral Sciences, University of Arizona, current

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish -4, Portuguese -2

**Specializations:** Public Finance and Education Policy

**Distinctions:** SBS Outstanding Staff and Appointed Professionals Award, 2014

**Percentage of Time Dedicated to Area Studies:** 1-24%

**BAUN, DYLAN***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** B.A., History, Wittenberg University, 2008  
 M.A., Near Eastern Studies, University of Arizona, 2010  
 Ph.D. student, Middle Eastern and North African Studies, University of Arizona

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern and North African Studies, University of Arizona, 2009-present.

**Overseas Experience:** Lebanon, Singapore, Jordan, Syria, Egypt, Greece

**Language Proficiency:** Modern Standard Arabic – 3, Colloquial Levantine Arabic – 3, Turkish – 2, French – 1

**Specializations:** Cultural History, Popular Politics, Nation/state building, Conflict

**Distinctions:** Conflucenter Graduate Fellowship for 2013-2014, University of Arizona, May 2013; Graduate and Professional Student Council (GPSC) Travel Grant, University of Arizona, May 2013; Social and Behavioral Sciences Research Institute Dissertation Research Grant, University of Arizona, March 2013; Center for Middle Eastern Studies (CMES) Travel Grant, University of Arizona, December 2011.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** History of the Middle East; Middle Eastern Humanities; Islamic Civilization: Traditional and Modern Middle East; Preceptorship

**Language Pedagogy Training:** Summer Intensive Advanced Arabic and Lebanese Dialect, Lebanese American University, Summer 2009.

**Selected Recent Publications:**

"Gangs and Thugs of Lebanon's War: Reconsidering Conflict through Microhistory" (forthcoming).

"Before Politics were Popular: Finding Space in Beirut's Socio-political Field" (forthcoming).

"From Social Tension to Protracted Civil Conflict: Using fsQCA to Analyze Conflict in Lebanon." *COMPASSS Working Papers* no. 66, October 2011.

**BAUSCHATZ, JOHN***Assistant Professor (TE), Classics*

**Education:** B.A., Classical Studies, Brown University, 1997  
 Ph.D., Classical Studies, Duke University, 2005

**Academic Experience:** Associate Professor, Department of Classics, University of Arizona, 2014-Present  
 Assistant Professor, Department of Classics, University of Arizona, 2007-2014  
 Visiting Assistant Professor, Department of Classics, Swarthmore College, 2005-2007

**Overseas Experience:** Greece, Italy

**Language Proficiency:** Ancient Greek –4, Latin –4, French –4, German –2, Italian –2

**Specializations:** Greek Papyrology, Crime in Antiquity, Hellenistic and Roman Egypt, Greek and Roman Social History

**Distinctions:** Advisor, Eta Sigma Phi (Classics Honorary Society), current; Honors Professor, Honors College, University of Arizona, 201-2014; National Lecturer, Archaeological Institute of America, 2013-2014; Alternate, University of Cincinnati Margo Tytys Summer Fellowship, 2008; Faculty Summer Research Award, Swarthmore College, 2006.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Crime and Punishment in the Ancient World

**Dissertations and Theses Supervised in Past Five Years:** 25

**Selected Recent Publications:**

*Law and Enforcement in Ptolemaic Egypt*. Cambridge: Cambridge UP, 2013.

"Four (Three?) Ptolemaic Letters from the Duke University Papyrus Archive." *ZPE*, 182 (2012): 259–268.

"Archiphylakitai in Ptolemaic Egypt: A Hierarchy of Equals?" *SyllClass*, 18 (2007): 181–211.

"Ptolemaic Prisons Reconsidered." *CB*, 83.1 (2007): 3–47.

**BETTERIDGE, ANNE B.**

*Director, Center for Middle Eastern Studies; Associate Professor (NTE), School of Middle Eastern & North African Studies*

**Education:** B.A., Philosophy, Mount Holyoke College, 1971  
M.A., Anthropology, University of Chicago, 1974  
Ph.D., Anthropology, University of Chicago, 1985

**Academic Experience:** Director, Center for Middle Eastern Studies, University of Arizona, 2003-present  
Interim Director, Center for Middle Eastern Studies, University of Arizona, 2001-2002  
Associate Professor, School of Middle Eastern and North African Studies, UA, 2011-present  
Associate Professor, Department of Near Eastern Studies, University of Arizona, 2003-2010  
Assistant Professor, Near Eastern Studies, University of Arizona, 1986-2002  
Research Associate, Southwest Institute for Research on Women, University of Arizona, 1985-1989  
Instructor, Department of National Development and Sociology, Pahlavi University, Shiraz, Iran, 1977-1978

**Overseas Experience:** Iran

**Language Proficiency:** Persian – 4, Russian –2, Greek –1

**Specializations:** Iranian Studies, Practice of Shi'ism, Women's Studies

**Distinctions:** Elected Co-Chair, Council of National Resource Center Directors, 2010-present; Editorial Board, International Association for Persianate Studies 2009-2012; Academic Committee, The Fares Center for Eastern Mediterranean Studies, Tufts University, 2003-2012; Conference Organizer, International Society for Iranian Studies, 2004; Executive Director, Middle East Studies Association (MESA), 1990-2002; Member, Presidential Search Committee, American Council of Learned Societies, 2002.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Ethnography of the Middle East; Women in Middle Eastern Societies; Iranian Culture and Society; Ethnography of the Middle East: Issues and Research Methods (graduate seminar).

**Dissertations and Theses Supervised in Past Five Years:** 18

**Selected Recent Publications:**

- “Caught Among the Unbelievers: How Pilgrimage Shapes Iranians’ Understanding of Sectarian Difference.” In *Everyday Life in the Middle East*. In Donna Lee Bowen, Evelyn A. Early, and Becky Schultheis, eds. Bloomington: Indiana University Press, (forthcoming).
- “Title VI and Foundation Support for Area Studies: Its History and Impacts.” In *International and Language Education for a Global Future: Fifty Years of Title VI and Fulbright-Hays Programs for Language and International Expertise in the United States*. David Wiley and Robert S. Glew, eds. E. Lansing, MI: Michigan State University Press, (2010): 139-154.
- “Muslim Women and Shrines in Shiraz,” In Donna Lee Bowen and Evelyn A. Early, eds. *Everyday Life in the Muslim Middle East*, 2<sup>nd</sup> ed. Bloomington: Indiana University Press, (2002): 276-289.

**BOREK, KAREN**

*Adjunct Lecturer (NTE), Religious Studies*

**Education:** Ph.D., Religion, Emory University

**Academic Experience:** Adjunct Lecturer, Religious Studies, University of Arizona, present  
Taught, Wesley Theological Seminary, Washington, D.C.

**Specializations:** Literary theory, systematic theology, and the Hebrew Bible

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Jesus in Contemporary Thought

**Dissertations and Theses Supervised in Past Five Years:** 1

**BOTT, SUZANNE**

*Project Director (NTE), Drachman Institute, College of Architecture, Planning, & Landscape Architecture*

**Education:** B.A., Geography, University of Colorado, 1979  
M.A., Planning and Community Development, 1984  
Ph.D., Human Dimensions of Natural and Cultural Resource Management, 2000

**Academic Experience:** Project Director, Drachman Institute, College of Architecture, Planning, & Landscape Architecture, UA, current  
Principal Investigator/Project Director, Iraqi Institute for the Conservation of Antiquities and Heritage, Erbil, Iraq, 2014  
Instructor, Iraqi Institute for the Conservation of Antiquities and Heritage, Erbil, Iraq, 2013  
Project Director, Afghan Cultural Heritage Higher Education Program, Kabul, Afghanistan, 2013

**Overseas Experience:** Iraq, Afghanistan

**Language Proficiency:** French –2

**Specializations:** Regional: Iraq & Afghanistan; Subject Areas: Postwar Reconstruction, Heritage Conservation, Commemoration, Sense of Place

**Distinctions:** Project Director, Afghan Cultural Heritage Higher Education Program, Kabul, Afghanistan, 2013; U.S. Department of State Superior Honor Award – Operation Iraqi Freedom, 2009

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Selected Recent Publications:**

- “Afghanistan’s Cultural Heritage 2014 and Beyond: Conservation Education as the Foundation to Preservation.” (with Odegaard, N., Jeffery, R. B., Rawan, A.) *The American Anthropological Association (AAA)*, Washington, D.C. (forthcoming, November 2014).  
“Beyond Bamiyan: Reclaiming Heritage and Cultural Identity in Landscapes of War: Current Education Programs with Afghanistan and Iraq.” (with Odegaard, N., Jeffery, R. B., Rawan, A., International Council on Monuments and Sites (ICOMOS), General Assembly) *Heritage and Landscape as Human Values*, Florence, Italy (in review, November 2014).  
“Professional Education for Afghan Cultural Heritage Faculty.” (with Odegaard, N., Jeffery, R. B., Rawan, A., International Council of Museums (ICOM), International Committee for Conservation) *Building Strong Culture through Conservation*, Melbourne, AU. (forthcoming, September 2014).

**BOUM, AOMAR**

*Assistant Professor (TE), School of Middle Eastern & North African Studies*

**Education:** B.A., English Language and Literature, Cadi Ayyad University, 1993, (with honors)  
M.A., Applied Humanities, Al-Akawayn University, 1997  
Ph.D., Socio-Cultural Anthropology, University of Arizona, 2006

**Academic Experience:** Assistant Professor, School of Middle Eastern and North African Studies, University of Arizona, 2008-Present (on leave, 2014-2015)  
Assistant Professor, Religious Studies Program, University of Arizona, 2008-Present  
Affiliated Assistant Professor, Arizona Center for Judaic Studies, University of Arizona, 2008-Present

**Overseas Experience:** France, Senegal, Morocco, Morocco, Israel/Palestine

**Language Proficiency:** Arabic – 4, French – 4, Hebrew

**Specializations:** North and Sub-Saharan Africa, Middle East

**Distinctions:** AIMS Board of Directors, 2015; Residential Fellowship, Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, 2013; Provost’s Author Support Fund, University of Arizona, 2013

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Jews of the Islamic World in the Modern Period; Islamic Movements in the Contemporary Muslim World; Ethnic and Religious Minorities in the Middle East and North Africa; North African Societies: Dynamics of Culture, History and Politics; Ethnography of the Middle East; Islam in Africa; The Religion of Islam; Shia Islam; Introduction to International Relations; Global Water Rights and Conflicts; Introduction to Middle Eastern Studies; Middle Eastern Humanities; Moroccan Arabic Dialect

**Dissertations and Theses Supervised in Past Five Years:** 19

**Selected Recent Publications:**

- “After the ‘Arab Spring’: Winter is Underway for Religious Minorities in the MENA Region.” *The North Africa Post* (2013). Web.  
*Memories of Absence: How Muslims Remember Jews in Morocco*. Stanford, CA: Stanford University Press, 2013.  
“Refugees, Humanitarian Aid, and the Displacement Impasse in Sahrawi Camps.” In *Perspectives of Western Sahara: Myths, Nationalism, and Geopolitics*, eds. Anouar Boukhars and Jacques Roussellier, eds. Boulder: Rowman and Littlefield Publishers, (2013): 261-273.  
“Shoot-outs for the Nation: Football and Politics in Post-Colonial Algerian-Moroccan Relations.” *Soccer and Society* 14.4 (2013): 548-564.

**BOURGET, CARINE**

---

*Associate Professor (T), French and Italian; Courtesy appointment with School of Middle Eastern & North African Studies and Religious Studies*

**Education:** B.A. English Studies, Université Paris VII, 1989  
M.A. French, Michigan State University, 1992  
Ph.D. French, Michigan State University, 1997

**Academic Experience:** Graduate Studies Director, Dept. of French and Italian, University of Arizona, current  
Associate Professor, Dept. of French and Italian, University of Arizona, 2009-Present  
Assistant Professor, Dept. of French and Italian, University of Arizona, 2003-2009  
Visiting Assistant Professor, Dept. of French and Italian, University of Arizona, 2001-2003  
Acting Director of the French Basic Language Program, University of Arizona, 2001-02  
Adjunct Assistant Professor, University of Arizona (South Campus), 1999-2001  
Adjunct Faculty in French, Pima Community College, 1997-1999

**Overseas Experience:** France, Britain, Jordan, Morocco

**Language Proficiency:** French -4, Arabic -1, Spanish -2

**Specializations:** Francophone Literature and Cinema, Islam in Literature, Islam in France

**Distinctions:** FACE Tourmeés Festival Grant (Spring 2007, Fall 2007, Fall 2008); AATF National French Week Grant, 2001/2002.

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** (Auto)Biographical Narratives from the Arab World in European Languages; Islam in the Francophone World; Literature and Cinema of the Arab World; The Francophone Arab World; The French Speaking World; Topics in the Maghreb and Near East - Peoples and Cultures; Conflits dans la littérature francophone du monde arabe

**Dissertations and Theses Supervised in Past Five Years:** 4

**Selected Recent Publications:**

“Complicity with Orientalism in Third-World Women’s Writing: Fatima Memissi’s Fictive Memoirs.” *Research in African Literatures*, 44.3 (Fall 2013): 30-49.

“Kaidakunna ‘adhimoun Revisited: Farida Benlyazid’s *Ruses de femmes* and Assia Djébar’s *La beauté de Joseph*.” *The French Review*, 86.1 (October 2012): 147-159.

*The Star, the Cross, and the Crescent: Religions and Conflicts in Francophone Literature from the Arab World (After the Empire: The Francophone World and Postcolonial France)* Lanham, MD: Lexington, 2010.

**BUCKNER, MELODY**

---

*Instructional Designer, Outreach College; Adjunct Instructor (NTE), UA South*

**Education:** B.S., Design Science in Architecture, Arizona State University, 1985  
M.S., Educational Technology, Northern Arizona University, 2006  
Ph.D student, Educational Technology; Teaching, Learning, & Culture, expected 2016

**Academic Experience:** Instructional Designer, University of Arizona, 2008-Present  
Instructional Designer, Pima Community College, November 2006-December 2008  
Adjunct Faculty, Pima Community College, Fall 2003-Fall 2008

**Overseas Experience:** Italy

**Specializations:** New Literacy Studies, Gaming as a Learning Environment, Learning Space Design, Digital Storytelling, Emerging Technology, Social Networking, Cultural Diversity in Online Education, Online and Blended Learning Environments, Quality Standards for Online Learning

**Percentage of Time Dedicated to Area Studies:** 1-24%

**BURNS, ROBERT A.**

---

*Chairperson, Religious Studies Committee; Professor (T), Religious Studies*

**Education:** M.A. Philosophy, Aquinas Institute, 1958  
 M.A. Theology, Aquinas Institute, 1962  
 Ph.D. Ecumenical Theology, University of Iowa, 1971

**Academic Experience:** Associate Professor, Religious Studies, University of Arizona, current  
 Chairperson, Religious Studies Committee, University of Arizona, - 2011  
 Arizona Humanities Council, 1981-85, Elected Member of Executive Board, 1983

**Language Proficiency:** French – 2, German – 2

**Specializations:** Christian-Jewish Dialogue, Christology, Protestant Theology and Ethics, Christianity and Islam

**Distinctions:** Advisor, Phi Eta Sigma National Honor Society, current; Master of Sacred Theology Award, Dominican Order, 1998; University of Arizona Hall of Fame, 1994

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Comparative Religions; Christian Literature and Thought; Jesus in Contemporary Thought

**Selected Recent Publications:**

*Christianity, Islam, and the West.* Lanham, MD: U of America, 2011.

*Roman Catholicism: Yesterday and Today.* Chicago: Loyola University, 1992.

“Paul Tilich and the World Religions. *Angelicum.* Vol. 54, no. 2 (1977): 26-45.

“The Mission of the Christian Church.” *Cross and Crown.* Vol 28. No. 4 (1976): 351-361.

**CALLEN, DAVID**

---

*Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** B.A., History and Biology, Texas Christian University,  
 M.A., Middle East History, Tel Aviv University, Israel,  
 Ph.D. student, Middle Eastern & North African Studies, University of Arizona

**Academic Experience:** Graduate Assistant, School of Middle Eastern and North African Studies, University of Arizona, 2011-2013

**Overseas Experience:** Israel, Palestine, Lebanon, Egypt, Qatar

**Language Proficiency:** Arabic – 3, Hebrew – 2

**Specializations:** The Gulf States; Political Economy, Conflict, US Policy in the Middle East

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** History of the Modern Middle East; Middle Eastern Humanities

**Selected Recent Publications:**

“Drone Warfare in Yemen: Fostering Emirates through Counterterrorism?” (with Leila Hudson and Colin S. Owens) *Middle East Policy* 19.3 (Fall 2012): 142-156.

**CHALFOUN, NADER V.***Professor (T), Architecture and Environmental Sciences*

**Education:** B. Sc. Architecture, University of Cairo, Egypt, 1972  
 M. Arch. Architecture, University of Arizona, 1985  
 Ph.D. Arid Lands Resource Sciences, University of Arizona, 1989

**Academic Experience:** Chair, Master's of Science in Architecture (MS.Arch) Design and Energy Conservation  
 Coordinator: Environmental Education Ph.D. Minor, 2002-Present  
 Faculty on Global Change Ph.D. Minor, 2001-Present  
 Director, Design and Energy Conservation Graduate Masters Program, College of Architecture & Landscape Architecture, 1998-Present  
 Director, House Energy Doctor, University of Arizona, 1990-Present  
 Senior Research Scientist, Desert Development Center, American University in Cairo, 1989-90  
 Associate Professor, College of Architecture and Engineering, Univ. of Zagazig, Cairo, Egypt, 1989-90, 1972-83

**Overseas Experience:** Egypt, France, Bahrain, Saudi Arabia, Portugal, Spain, Mexico, Colombia

**Language Proficiency:** Arabic –4, French –4

**Specializations:** Energy Conservation, Development of Computer Programs for Assessing Thermodynamics in Buildings, Outdoor Thermal Comfort, Architectural Solar Energy Design

**Distinctions:** "Legend in Energy" award, Association of Energy Engineers, Washington DC, USA, Sep 2013; Carson Renewable Energy Network Fellowship Award, Institute of the Environment, UA, Apr 2012; Honorable Citation, Abu-Alanda International Design Competition, Amman, Jordan, November, 2010; Energy Education Award, The Tucson Metropolitan Education and Energy Commissions (with DOE), 1999; Vital Signs National Case Studies Competition, The Energy Foundation and U. Berkeley, 1998; Academic Leadership Award, UA, 1995-96; 2nd Place Student Nomination, Giebner Teaching Award, UA College of Architecture, 1994-1995.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Fundamentals of Environmental Control Systems; Sustainable Urban Design

**Dissertations and Theses Supervised in Past Five Years:** 9

**Selected Recent Publications:**

"A study and analysis of the effect of Natural ventilation on housing in Hot and Humid Climate," International Sustainable Built Environment Conference, 28-30 January 2014 (2014), Intercontinental Doha, Doha, Qatar.  
 "Guidelines for Sizing Shading Devices for Typical Residential Houses in Muscat, Oman." (with Al-Hashim, liya, et al) 3rd International Conference on Renewable Energy Generation and Applications, ICREGA'14, 2 – 5 March 2014 (2014), Al Ain, United Arab Emirates.

**CHRISTOPHERSON, GARY***Director, Center for Applied Spatial Analysis; Associate Professor (TE), School of Geography and Development*

**Education:** B.S. Sociology, University of Oregon, 1979  
 M.A. Near Eastern Archaeology, University of Arizona, 1988  
 Ph.D. Near Eastern Archaeology, University of Arizona, 2000

**Academic Experience:** Director, Center for Applied Spatial Analysis, University of Arizona  
 Associate Professor of Practice, School of Geography and Development, University of Arizona, 2008-Present  
 Research Scientist, School of Geography and Development, University of Arizona, 2007-2008  
 Research Specialist, SBSRI, University of Arizona, 1998-2006  
 Field Director, Archaeological Field Survey, Madaba Plains Project, Jordan, Horn Archaeological Museum, Andrews University, 1990-Present

**Overseas Experience:** Israel, Jordan

**Language Proficiency:** Hebrew –2

**Specializations:** Archaeology of Jordan, Geographic Information Systems, Archaeology of the Levant

**Distinctions:** Co-PI, Tucson Poverty Project, BARA, 2004; Co-PI, Building GIS/GeoVIZ Laboratory, Learning Centered Education, 2004-05; Director, NPS Saguaro Mapping Project, 2002-04.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Introduction to Geographic Information Systems

**Dissertations and Theses Supervised in Past Five Years:** 6

**Selected Recent Publications:**

"Four Days at Khalasa: Using Aerial Photography and GIS Analysis to Reappraise Woolley and Lawrence's Survey of Byzantine Elusa in the Western Negev Desert." (with Benjamin Saidel). *Palestine Exploration Quarterly*. 2005.  
 "GIS and Archaeological Survey." In Near Eastern Archaeology: A Reader. S. Richard (ed.) Winona Lake, IN: Eisenbrauns, 2003.

**ÇIVIROĞLU, MUTLU***Instructor and Examiner (NTE), Critical Language Program***Education:** B.A., Political Science, Charter Oak State College, 2000  
M.A. Student, Education, Concordia University, in progress**Academic Experience:** Instructor and Examiner, Critical Language Program, UA, current**Overseas Experience:** Turkey, Canada, U.S.**Language Proficiency:** Turkish –4, Kurdish – 4**Specializations:** Kurdish and Turkish, TESOL, Middle East, World Affairs**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** Elementary Kurdish**Language Pedagogy Training:** ACTFL Kurdish Test Certificate**CLANCY-SMITH, JULIA A.***Professor (T), History***Education:** B.S. Foreign Service, Georgetown University, 1972  
M.A. History, Georgetown University, 1978  
Ph.D. History, University of California, Los Angeles, 1988**Academic Experience:** Professor, History, University of Arizona, current  
Associate Professor, University of Virginia, 1993-94  
English Instructor, Peace Corps, Tunisia, 1973-74**Overseas Experience:** Algeria, Egypt, France, Jordan, Kuwait, Lebanon, Malta, Morocco, Syria, Tunisia**Language Proficiency:** Arabic – 3, Turkish – 2, French – 4, Italian – 2**Specializations:** Gender, Migration, North Africa, Mediterranean world**Distinctions:** First Middle East Studies Association 2013 Undergraduate Education Award for co-authored textbook, *The Modern Middle East and North Africa: A History in Documents*. Oxford University Press, 2013; Three book prizes for Clancy-Smith, *Mediterraneans: North Africa and Europe in an Age of Migration*, Alf A. Heggoy Book Prize, French Colonial Historical Society, 2011, Phi Alpha Theta History Honor Society Award for Best Subsequent Book, 2011, L. Carl Brown American Institute for Maghrib Studies Book Prize [Honorable Mention], 2013; American Historical Association William Gilbert Award for the Best Article on Teaching History for "An Undergraduate and Graduate Seminar on Identity and Biography in the Modern Middle East and North Africa", American Historical Association, 2009.**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** Modern Mediterranean Migrations; Literature of Identity in Modern Middle East & North Africa; Women, Gender, and Empire in Comparative Historical Perspective; Muslim Societies: The Modern Era; The Nature & Practice of History; Struggle & Survival in the Modern Middle East & North Africa**Dissertations and Theses Supervised in Past Five Years:** 22**Selected Recent Publications:***The Modern Middle East and North Africa: A History in Documents*. (Co-author). New York: Oxford University Press, 2013.*Mediterraneans: North Africa, the Ottoman Empire, and Europe in an Age of Migrations*. Berkeley: University of California Press, 2011.*Walls of Algiers: Narratives of the City through Text and Image*. Los Angeles and Seattle: The Getty Research Institute and the University of Washington Press, 2009.*Rebel and Saint: Muslim Notables, Populist Protest, Colonial Encounters: Algeria and Tunisia*. Berkeley: University of California Press, 1994.

**CREASMAN, PEARCE PAUL**

---

*Curator, Laboratory of Tree-Ring Research; Assistant Professor (TE), School of Anthropology*

**Education:** B.A., Anthropology and Philosophy, University of Maine, 2003  
M.A., Anthropology (Nautical Archeology), Texas A&M University, 2005  
Ph.D., Anthropology (Nautical Archeology), Texas A&M University, 2010

**Academic Experience:** Assistant Professor of Anthropology, School of Anthropology, University of Arizona, 2012-Present  
Director, University of Arizona Egyptian Expedition, 2012-Present  
Field Director, University of Arizona Egyptian Expedition, 2010-2012  
Assistant Research Professor of Dendrochronology, University of Arizona 2010-Present  
Curator of Collections, Laboratory of Tree-Ring Research, 2009-Present

**Overseas Experience:** Egypt, Turkey

**Language Proficiency:** Turkish – 1, Arabic –2, French –1

**Specializations:** Ancient history, Egyptology, archaeology, Near Eastern interconnections, maritime life, human/environment interactions, dendrochronology

**Distinctions:** Total in grants \$2,055,057.00 , 25 awards, 18 organizations including the U.S. Department of the Interior, USAid, Egyptian National Science and Technology Information Network, American Research Center in Egypt (ARCE), and the National Science Foundation among others; current president of ARCE (Tucson chapter); Marion M. Cook Graduate Fellow, Institute of Nautical Archaeology, 2007; L.T. Jordan Institute for International Awareness, Research Fellow: Egypt, 2005; Institute of nautical Archaeology, Bodrum Museum of Underwater Archaeology (Turkey), Internship, 2004.

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Field School in Egyptian Archaeology; The Valley of the Kings and Ancient Thebes; The Great Sites and their Archaeological Significance; Great Sites of Ancient Egypt; Maritime History & Archeology of Ancient Egypt; Topics in Egyptology; Topics in Dendrochronology

**Dissertations and Theses Supervised in Past Five Years:** 6

**Selected Recent Publications:**

“High-precision dendro-14C dating of two cedar wood sequences from First Intermediate Period and Middle Kingdom Egypt and a small regional climate-related 14C divergence.” (with S. Manning, M.W. Dee, E. Wild, C. Bronk Ramsey, K. Bandy, C.B. Griggs, C. Pearson, A.J. Shortland and P. Steier) *Journal of Archaeological Science*, (forthcoming, 2014).

“Reflections of a Timber Economy: The Interpretation of Middle Kingdom Ship and Boat Timbers.” *Göttinger Miszellen*, (2014): 240 (forthcoming).

“Archaeological Research in the Valley of the Kings and Ancient Thebes (Wilkinson Egyptology Series I).” (ed.) Tucson: University of Arizona Egyptian Expedition, (2013): 393.

“Seafaring and Maritime Interconnections.” (ed.) *Journal of Ancient Egyptian Interconnections Special Issue*, (2013): 98.

**DAGHER, SAAD A.**

---

*Library Information Analyst (NTE), University of Arizona Libraries*

**Education:** A.A. British Careers Training College, Jersey, Britain, 1984  
A.A. Oriental Institute of Technical Sciences, Damascus, Syria, 1986

**Academic Experience:** Library Information Analyst, University of Arizona Main Library, Apr 2006-Present  
Library Specialist, Senior, University of Arizona Main Library, December 2004-2006  
Library Specialist, University of Arizona Science & Main Library, Feb. 1992-2004

**Overseas Experience:** Saudi Arabia, Syria, Lebanon

**Language Proficiency:** Arabic - 4, Persian – 1, Turkish – 1, Hebrew – 1, French – 2

**Specializations:** Translating Arabic, Persian, Turkish, Hebrew and French, Technology in Libraries, Library Services

**Percentage of Time Dedicated to Area Studies:** 75-99%

**DARLING, LINDA T.**

---

*Professor (T), History*

**Education:** B.A. English Literature, University of Connecticut, 1967  
 M.A.T. English and Education, University of Chicago, 1973  
 M.A., History, University of Chicago, 1980  
 Ph.D., History, University of Chicago, 1990

**Academic Experience:** Professor, Department of History, University of Arizona, 2013-present  
 Associate Professor, Department of History, University of Arizona, 1996-2013  
 Assistant Professor, Department of History, University of Arizona, 1989-1996  
 Director of Graduate Studies, Department of History, University of Arizona, 2005-2008

**Overseas Experience:** Turkey, Egypt

**Language Proficiency:** Turkish – 2, Ottoman Turkish – 3, Arabic – 2, French – 3, German – 2

**Specializations:** Ottoman Fiscal Administration, The Levant in the Ottoman Period, ME Political Thought and Political Legitimacy

**Distinctions:** President-elect, Turkish Studies Association, 2013-14; General Secretary, International Association for Ottoman Social and Economic History, 2013-present; Secretary to the Board, American Research Institute in Turkey, 2007-14; Board of Directors, American Research Institute in Turkey (ARIT), 2002-present; Board of Directors and Executive Committee, International Association for Ottoman Economic and Social History, 2001-present; Editorial Board, *Medieval Confluences: Studies in the Intellectual History and Comparative History of Ideas of the Medieval World*, Vasileios Syros, Editor, 2009-present; Editorial Board, *Queenship and Power*, Carole Lewis and Charles Beem, Editors, 2008-present.

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Ottoman Empire to 1800; Muslim Spain; Women in Islamic History; History of Sufism; Historiography; Sources for Middle Eastern Histories; Early Modern Europe; World History

**Dissertations and Theses Supervised in Past Five Years:** 28

**Selected Recent Publications:**

*A History of Social Justice and Political Power in the Middle East: The Circle of Justice from Mesopotamia to Globalization*. London: Routledge Press, 2013.

"Mirrors for Princes in Europe and the Middle East: A Case of Historiographical Incommensurability," in *East Meets West in the Middle Ages and Early Modern Times: Transcultural Experiences in the Premodern World*, ed. Albrecht Classen, Berlin, Boston: De Gruyter, (2013): 223-42.

"Reformulating the Gazi Question: When Was the Ottoman State a Gazi State?" *Turcica*, 43 (2011): 13-53. (Published November 2012).

"Ottomans (1299-1924)." In *The Princeton Encyclopedia of Islamic Political Thought* (ed. Gerhard Böwering, Patricia Crone, Wadad al-Kadi, Devin Stewart, and M. Qasim Zaman), Princeton: Princeton University Press, (2012): 402-3.

**DAVIS, CORY DALE**

---

*Graduate Teaching Assistant, History*

**Education:** B.A., Business Administration, Southwestern Oklahoma State University, 2002  
 M.A. Student, History, University of Arizona, 2012-Present

**Academic Experience:** Graduate Assistant, University of Arizona

**Distinctions:** "On the Edge of Ruin: Drought as a Catalyst for Popular Reform", part of UA Division for Late Medieval and Reformation Studies Summer Lecture Series, "Holy Terror: Interpretation of Natural Disasters" (2013)

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** History of Christianity

**DELGADO, JIBREEL A.**

*Graduate Teaching Assistant, History and School of Middle Eastern & North African Studies*

**Education:** B.A., English, New Jersey City University  
M.A., Near Eastern Studies, University of Arizona, 2012  
Ph.D. student, Middle Eastern & North African Studies, University of Arizona

**Academic Experience:** Teaching Assistant, University of Arizona, 2010.  
Teaching Assistant, University of South Florida, 2009

**Language Proficiency:** Arabic – 4, Hebrew – 2, German – 2, French - 2, Spanish - 2

**Specializations:** Islamic law and theology, comparative religion and politics, the sociology of torture and state violence, and the political culture of self-sacrifice and martyrdom.

**Distinctions:** Academic Year FLAS, 2011-2012

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Islamic Civilization: Traditional and Modern Middle East; The Religion of Islam; Introduction to Political Islam; Middle Eastern Humanities; Islamic Thought

**Selected Recent Publications:**

“The Islamic Rebel Alliance (Not) to Restore the Syrian Republic.” *Your Middle East* (online). 27 Sept. 2013.

“The Islamic State of Iraq and Greater Syria.” *Your Middle East* (online). 19 Aug. 2013.

**DORROLL, COURTNEY M.**

*Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** B.A., Sociology, German, Purdue University, 2007  
M.A., Arts Administration, Indiana University, Bloomington, 2009  
Ph.D. student, Middle Eastern and North African Studies, University of Arizona,

**Academic Experience:** Visiting Instructor, Religion, Wofford College, 2013-Present  
Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, current  
Jacob K. Javits Fellow and PhD Student, U.S. Department of Education, June 2010-Present  
Turkish Language Student, Tomer, Ankara Univeristy, June 2010-August 2013

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish - 3

**Specializations:** Ethnography, Middle East, Media Studies

**Distinctions:** Foreign Language and Area Studies (FLAS) Recipient, Bogazici University, June 2013-August 2013; Critical Language Scholarship Recipient, Ankara University (Ankara Campus), June 2012-August 2012; Critical Language Scholarship Recipient, Ankara University (Bursa Campus), June 2011-August 2011; Jacob K. Javits Fellow, U.S. Department of Education, June 2010-Present

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Islamic Civilization: Traditional and Modern Middle East

**Selected Recent Publications:**

“The Duality of Multiculturalism in Contemporary Germany: Between Political and Curated Expressions.” *Artl@s Bulletin*. Spring 2013.

“On Visual Apartheid in Western Europe: Architectural Hegemony in the German Urban Landscape.” *American Journal of Islamic Social Sciences*. Summer 2012.

**DOTTON, ZURA**

---

*Adjunct Lecturer (NTE), Russian & Slavic Studies***Education:**

B.A., World Languages, International Affairs, Kazakh State University  
 M.A., English Language/Linguistics, University of Arizona, 2007  
 Ph.D. student, SLAT, University of Arizona

**Academic Experience:**

Faculty member, Languages, Kazakh-Turkish International University in Shymkent, Kazakhstan

**Overseas Experience:**

Kazakhstan, Russia

**Language Proficiency:**

Chechen-4, Russian-4, Kazakh - 4

**Specializations:**

SLAT, Comparative analysis of English, Kazakh and Chechen case theory

**Percentage of Time Dedicated to Area Studies:**

25-49%

**Select Courses:**

Elementary Chechen; Intermediate Chechen; The Other Kazakhstan; Intermediate Russian; Advanced Russian Grammar & Composition; Advanced Topics in Russian Language & Literature

**Language Pedagogy Training:**

SLAT Ph.D. student majoring in pedagogy and minoring in L2 analysis

**DUNFORD, DAVID J.**

---

*Adjunct Instructor (NTE), School of Government and Public Policy and School of Middle Eastern & North African Studies***Education:**

B.S., Economics, Politics, and Engineering, Massachusetts Institute of Technology, 1964  
 M.A., Political Science, Stanford University, 1965  
 M.A., Economics Stanford University, 1976

**Academic Experience:**

Adjunct Instructor, School of Government and Public Poly and School of Middle Eastern & North African Studies, University of Arizona, 1996-Present  
 International Consultant, 1995-Present  
 Consultant to the U.S. Military (Army and Marines) advising units preparing to deploy to Iraq and Afghanistan, 2004-Present  
 Woodrow Wilson Visiting Fellow 2004 to Present  
 Senior Coalition Advisor to the Iraqi Ministry of Foreign Affairs, Spring 2003  
 Adjunct Professor, Graduate School of International Management, Phoenix, AZ, 1998-2000

**Overseas Experience:**

Arab World, Egypt, Saudi Arabia, Oman, Iraq, Afghanistan

**Language Proficiency:**

Spanish – 3, Finnish – 3, Arabic –1

**Specializations:**

Oil, Islam, Terrorism, U.S. Policy toward Middle East, Arab-Israeli Conflict, Foreign Service Careers, Nation Building in Iraq and Afghanistan, Business Environment in the ME and NA

**Distinctions:**

Coordinator, Transition Team for MENABANK, Cairo, Egypt, 1997-98; U.S. Ambassador to the Sultanate of Oman, 1992-95; Deputy U.S. Ambassador (DCM) and Acting U.S. Ambassador to Saudi Arabia, 1988-92 (15 month total); Director, Office of Egyptian Affairs, Department of State, 1984-87; Al-Numan Award, First Class, Sultanate of Oman, 1995; Distinguished Citizen Award, University of Arizona Alumni Association, 1994.

**Percentage of Time Dedicated to Area Studies:**

100%

**Select Courses:**

Arab-Israeli Conflict; Business Environment in the Middle East and North Africa

**Dissertations and Theses Supervised in Past Five Years:**

2

**Selected Recent Publications:**

*Talking to Strangers: The Struggle to Rebuild Iraq's Foreign Ministry.* (with Muhsin Hussein, Ghassan) Southwestern College Academic Press, 2013.

"The Generalized Preference System is Relevant." *Inter-American Trade and Investment Law*, 3.96 (1996).

"The US and Oman: An Enduring Partnership," *Middle East Insight*, XII, Number 1 (1995).

**EATON, RICHARD M.**

---

*Professor (T), History*

**Education:** B.A. Philosophy, College of Wooster, 1962  
 M.A. History, University of Virginia, 1967  
 M.A. History, University of Wisconsin, Madison, 1969  
 Ph.D. History, University of Wisconsin, Madison, 1972

**Academic Experience:** Professor, University of Arizona, 1994-present  
 Visiting Professor, Brown University, 1998-99  
 Associate Professor, University of Arizona, 1978-94  
 Assistant Professor, University of Arizona, 1972-78

**Overseas Experience:** Bangladesh, India, Iran, Israel, Pakistan

**Language Proficiency:** Persian – 3

**Specializations:** History of India (Premodern and Modern), World History and Comparative History, Islamic History

**Distinctions:** Consultant, The American Forum for Global Education, U.S. Department of Education Title VI, 2002; Woodrow Wilson Fellowship, 1995-96; A. K. Coomaraswamy Book Award for *The Rise of Islam and the Bengal Frontier, 1204-1760*, 1995; Albert Hourani Book Award for *The Rise of Islam and the Bengal Frontier, 1204-1760*, Middle Eastern Studies Association, 1994.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** History of Muslim Societies: History of Medieval India; History of Modern India and Pakistan: 1750 to the Present; Comparative History, Slavery in World History

**Dissertations and Theses Supervised in Past Five Years:** 4

**Selected Recent Publications:**

“Contested Histories: the Deccan, 1300-1600.” *Seminar*, 653 (January, 2014): 93-97.

*Power, Memory, Architecture: Contested Sites on India’s Deccan Plateau, 1300-1600.* (co-authored with Phillip B. Wagoner) New Delhi: Oxford University Press, 2014.

“Revisiting the Persian Cosmopolis.” *Asia Times*, July 19, 2013. Online.

*Expanding Frontiers in South Asian and World History: Essays in Honour of John F. Richards.* (Co-edited with Munis Faruqui, David Gilmartin and Sunil Kumar) New Delhi: Cambridge University Press, 2012.

**ELLIOTT, MARK**

---

*Adjunct Professor (NTE), Judaic Studies*

**Education:** B.A., M.A., Jewish History, California State University – Los Angeles, 1977  
 M.L.S., Library Science, University of Arizona, 1983  
 Ph.D., M.A., Near Eastern Studies, University of Arizona, 1998

**Academic Experience:** Adjunct Professor, Judaic Studies, University of Arizona, 2010-Present  
 Adjunct, Religious Studies, University of Wyoming, 2003-Present  
 Permanent Full-Time Faculty, Laramie Community College, 1986-2010

**Overseas Experience:** Israel

**Language Proficiency:** Biblical Hebrew – 3, Modern Hebrew – 3, French – 1, Greek – 1.

**Specializations:** Jewish History, Bible, Bible and Archaeology

**Distinctions:** Fullbright Hays, Israel, 1980

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** History and Religion of Ancient Israel; History and Religion of Ancient Israel: Second Temple

**Selected Recent Publications:**

“Cheyenne.” In *Encyclopedia of the Great Plains*. University of Nebraska, 2004.

“Swan, Alexander H.” In *Encyclopedia of the Great Plains*. University of Nebraska, 2004.

“Biblical Archaeology and Its Interpretation: The Sayce-Driver Controversy.” In *Bible and Interpretation*, (2003). Web.

*Biblical Interpretation Using Archaeological Evidence: 1900-1930.* Lewiston: Edwin Mellen Press, 2002.

**FAHMY, SHAHIRA***Associate Professor (T), School of Journalism*

**Education:** B.A. Journalism & Mass Communication, American University in Cairo, Egypt, 1991  
 M.A. Journalism & Mass Communication, American University in Cairo, Egypt, 2000  
 Ph.D. Journalism, University of Missouri at Columbia, 2003

**Academic Experience:** Associate Professor, School of Journalism, University of Arizona, 2008 - Present  
 Honorary appointment, School of Middle Eastern & North African Studies, 2008 - Present  
 Honorary appointment – Department of Communication, 2011 - Present  
 Affiliated member of the Institute of the Environment, 2011 - Present

**Overseas Experience:** Egypt, Italy

**Language Proficiency:** Arabic – 4, French – 4, Italian – 4

**Specializations:** Visual Communication with an International Perspective, Political Communication, Conflict and Crisis Reporting, Media Performance during Wartime (specifically regarding the ME)

**Distinctions:** Advisor, The Arabian Club, UA, current; Invited speaker about international crises and conflict reporting. Universität der Bundeswehr in Munich, Germany, 2014; invited keynote speaker at the international symposium Building the Frame(work): Discussing methodological challenges of applying content analysis in visual framing research, Hans-Bredow-Institute for Media Research, University of Hamburg, Germany, 2013; invited by sorority, Pi Beta Phi, to the teacher scholarship dinner, Fall 2013; invited by the National Institute for Civil Discourse (NICD) to be part of the inter-disciplinary research UA faculty community associated with the NICD, 2013; invited by sorority, Gamma Phi Beta, to the biannual scholarship dinner to show appreciation for help, support and impact in teaching, 2013

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Media & Terrorism; Survey of Research Methods; International Communication; Global Media; International Media Systems; Reporting the News

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

“Live tweeting at work: The use of social media in public diplomacy.” (with J. Zhang) In *Guy Golan, Sung-Un Yang & Dennis Kinsey* (ed.) *International Public Relations and Public Diplomacy: Communication and Engagement*, Peter Lang Publishing, (In Press).

*Visual Communication Theory and Research: A Mass Communication Perspective.* (with Bock, M. & Wanta, W.) New York: Palgrave Macmillan, 2014.

*Filling out the frame: Transnational visual coverage and news practitioners' attitudes towards the reporting of war and terrorism.* VDM, Verlag, 2007.

**FALCO, CHARLES M.***UA Chair, Condensed Matter Physics; Professor (T), Optical Sciences and Physics*

**Education:** B.S., Physics, University of California, Irvine, 1970  
 M.S., Physics, University of California, Irvine, 1971  
 Ph.D., Physics, University of California, Irvine, 1974

**Academic Experience:** Professor, University of Arizona, 1982-present

**Overseas Experience:** France, Germany, Italy, Japan, Qatar

**Specializations:** History of Islamic Science; the state of science and science funding in the Islamic ME; conservation of Islamic cultural artifacts

**Distinctions:** Phi Beta Kappa Visiting Scholar, 2011–2012; Elected Fellow, Society of Photo-optical Instrumentation Engineers "for specific achievements in x-ray optics, optics and art history," 2009; UA Leading Edge Researcher Award for "innovative and excelling research," 2009; Ziegfeld Lectureship Award, National Art Education Association, 2008; Distinguished Lecture, Mathematical and Physical Sciences. National Science Foundation, Arlington, Virginia. 2006; Elected Fellow, Institute of Electrical and Electronics Engineers "for contributions to characterization of magnetic and optical films," 2005; Elected Fellow, Optical Society of America "for internationally known work in metallic and semiconductor superlattice thin films and epitaxial ultra-thin films and the education of students," 2000.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Thin Film Optics

**Dissertations and Theses Supervised in Past Five Years:** 4

**Selected Recent Publications:**

“The Optics of Jan van Eyck and Ibn al-Haytham.” (with Aimee L. Weintz Allen) Proc. of the SPIE 2481, 84810L (2012). (invited paper).

“The Science of Optics: Recent Revelations about the History of Art.” (with David Hockney) Proc. of the SPIE 8480, 84800A (2012).

“Ibn al-Haytham's Contributions to Optics, Art, and Visual Literacy.” (with Aimee L. Weintz Allen) In *Painted Optics Symposium*, Mary Beckinsale, ed. Fondazione Giorgio Ronchi (2009): 115. (invited paper).

**FARWANEH, SAMIRA***Associate Professor (T), School of Middle Eastern & North African Studies*

**Education:** B.A., Arabic Language and Literature, Kuwait University, 1977  
 M.A., Linguistics, University of Iowa, 1986  
 Ph.D., Arabic and Linguistics, University of Utah, 1995

**Academic Experience:** Graduate Studies Director & Advisor, School of MENAS, University of Arizona, current  
 Associate Professor, School of MENAS, University of Arizona, 2010-Present  
 Assistant Professor, School of MENAS, University of Arizona, 2003-2010  
 Assistant Professor, Department of Linguistics, University of Arizona, 2008-(courtesy appointment)  
 Assistant Professor, Second Language Acquisition and Teaching Program, University of Arizona, 2003-Present

**Overseas Experience:** Kuwait

**Language Proficiency:** Arabic – 4, Hebrew – 2, French – 2, Persian – 1

**Specializations:** General linguistics, Arabic linguistics, pedagogy, sociolinguistics, language and gender

**Distinctions:** College of Social and Behavioral Sciences Excellence Award for Graduate Teaching, 2010; Teaching Fellowship to attend the Wakonse conference on teaching, 2008; *Center for Educational Resources in Culture, Language, & Literacy*: Arabic Learner Written Corpus: A Resource for Research and Learning, 2007-2009.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Beginning, Intermediate, and Advanced MSA; Beginning & Intermediate Levantine; Writing in MSA; Conversation in MSA; Introduction to Arabic Linguistics; Seminar on Diglossia; Languages & Societies of the ME; Structure of Arabic (and Semitic); Language & Society in the Middle East and South Asia

**Dissertations and Theses Supervised in Past Five Years:** 17

**Language Pedagogy Training:** Western Consortium Workshop; provided orientation to language TAs as language coordinator 2009-11.

**Selected Recent Publications:**

- “Perspectives on Arabic linguistics, selected papers from the 24<sup>th</sup> and 25<sup>th</sup> Symposium on Arabic Linguistics.” (eds. with Haid Ouali) John Benjamins Publishing, 2013.  
 “Toward a Typology of Arabic Dialects: The Role of Final Consonantality.” *Journal of Arabic and Islamic Studies*, Cambridge University Press, 901 (2009): 82-109.  
 “Strong/Weak Verb Asymmetry in Arabic: a Consequence of OP Faithfulness.” (eds. Colavin, Rebecca, Kathryn Cooke, Kathryn Davidson, Shin Fukuda, and Alex Del Guidice), *Proceedings of the 37<sup>th</sup> Western Conference on Linguistics*, 18 (2008): 29-43.

**FOLEY, PETER W.***Director, Institute for the Study of Religion and Culture; Associate Professor (T), Classics*

**Education:** B.A., Philosophy & German, University of Keele, 1985  
 M.A., German, Northwestern University, 1986  
 Dr. Phil., Philosophy & German Philology, University of Vienna, 1990

**Academic Experience:** Director, Institute for the Study of Religion and Culture, University of Arizona, 2013-Present  
 Associate Professor, Classics, University of Arizona, 2004-Present

**Overseas Experience:** Austria, Switzerland, Germany, England, France, Scotland, Wales

**Language Proficiency:** German – 4, English – 4, Dutch – 1, French – 1

**Specializations:** History of ideas in philosophy and theological thought

**Distinctions:** Adele Mellen Prize for Distinguished Contribution to Scholarship for book titled, *Friedrich Schleiermacher Essay in a Theory of Sociable Behavior: A Contextual Interpretation* (2006), American Academy of Religion Conference, 2006.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** The Early Roots of Christianity; Celtic Spirituality; Christianity & Art

**Dissertations and Theses Supervised in Past Five Years:** 4

**Selected Recent Publications:**

- “Schleiermacher’s Romantic Religious Views in Context,” in *Das neue Licht der Frühromantik*. Bärbel Frischmann und Elizabeth Millán-Zaibert, (eds). Ferdinand Schoeningh, (2009):136-149.  
 “Critique of Critique: Schleiermacher’s Early Romanticism in the Prelude to his Basic Outlines of a Critique of Ethical Theories Hitherto.” In *Schleiermacher, Romanticism and the Critical Arts: A Festschrift in Honor of Hermann Patsch*. Hans Dierkes, Terrence Tice, and Wolfgang Virmond (eds). Lewiston: Edwin Mellen Press, (2007): 227--248.  
 “Der Jude als moralisch zurechnungsfähiger Bürger: Schleiermachers philosophische Erwiderung auf die Frage der Bürgerrechte für Juden.” [“The Jew as Morally Responsible Citizen: Schleiermacher’s Philosophical Response to the Question of Civil Rights for Jews,”] *Theologische Literaturzeitung*, 126.7/8 (2001): 721-734. (In German).

**FRANKLIN, JENNIFER**

---

*Director (retired), Evaluation Services, Office of Institutional Research and Planning Support; Instructor (NTE), UA South, Educational Technology and Communications Masters Program*

**Education:** B.F.A., Painting, Washington University, St. Louis, Missouri, 1968  
M.F.A., Printmaking, University of Massachusetts, 1972  
Ph.D., Education (1994) and Ed.S (1986) in Instructional Systems Technology, Indiana University

**Academic Experience:** Director and Senior Consultant, Evaluation, Evaluation Services, Office of Instructional Research and Planning Support, University of Arizona, 2008-February 2014  
Instructor, Educational Technology and Communications Masters Program, UA South, 2014-Present  
Instructional Development and Assessment Specialist, University of Arizona, 2002-2008  
Director, Center for Teaching and Learning, California State University, Dominguez Hills, 1999-2002  
Director, Instructional Assessment and Evaluation Services, University of Arizona, 1992-1999

**Specializations:** Instructional Design, Development & Evaluation; Learning Outcomes Assessment; Instructional Technology Systems, Instructional Strategies (Higher Ed), Academic Program Evaluation, Accreditation-Related Self study, Strategic Planning

**Distinctions:** Co-Winner of the American Education Research Association/SIGFED W. J. McKeachie Award for Career Achievement in Faculty Development and Evaluation, 2001; Internal Evaluator, UA Advance, an NSF funded initiative to advance equal opportunity for women and minorities in STEM disciplines; 2010-2013; External Evaluator, CENTC-DEO, educational initiatives of an NSF funded science center at the University of Washington, 2008-2010; Program Evaluator: program evaluation consultant to Center for Middle Eastern Studies, a Title VI National Resource Center supported by the U.S. Department of Education; 2006-2010.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Selected Recent Publications:**

"Beyond Motivation: Designing for Volition." (with O. Czerkowski) In Eds. Theall, M and Keller, J. (have to get confirmed final title) *New Directions for Teaching and Learning*, Jossey Bass (forthcoming, 2015).

"Assessing teaching practices and effectiveness for formative purposes." (with Theall, M.) In, Gillespie, K.J. and Roberson, D.L. and associates, (Eds.) *A Guide to Faculty Development*. 2nd edition, San Francisco: Jossey Bass, (2010): 151:168.

**FREDERICKSON, MARK P.**

---

*Associate Professor (T), College of Architecture, Planning, and Landscape Architecture*

**Education:** B. Architecture, University of Arizona, 1972  
M. Architecture, University of Arizona, 1976  
Ph.D. Architecture, University of California, Los Angeles, 1991

**Academic Experience:** Tenured Associate Professor in College of Architecture, Planning & Landscape Architecture, UA, 1991-Present  
Professor of Architecture, King Fahd University of Petroleum and Minerals, 1984-88  
Professor of Architecture, American University of Beirut, Lebanon, 1981-82  
Fulbright Professor to the University of Jordan, 1979-81  
Research Fellow in Architecture, Edinburgh University, 1982-83

**Overseas Experience:** Jordan, Lebanon, Saudi Arabia, Oman, Dubai, Pakistan, Tunisia, Turkey, Afghanistan

**Language Proficiency:** Arabic – 1, French – 2, Spanish – 2

**Specializations:** Architectural and Landscape Architectural Education, Urban and small town revitalization, Design and Planning in Hot-Arid and Hot-Humid Regions, Sustainable Tourism Planning and Design

**Distinctions:** Elected to the Fulbright Specialist Roster on behalf of the J. William Fulbright Foreign Scholarship Board (FFSB), the Bureau of Education and Cultural Affairs of the Department of State (ECA), and the Council for International Exchange of Scholars (CIES) / 5 year appointments - 2003 and again in 2013; recipient of three Senior Fulbright Scholar Awards to Jordan and to Panama from the Fulbright Foundation, Washington D.C., 1979, 1980 and 2001; recipient of three Master Plan of the Year Awards from Arizona Planning Association (Professional Category) / APA, 1999, 2005 and 2007.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Arid Lands Design Principles; Design Education; Sustainable Development; Tourism Planning and Design; Urban and Small Town Revitalization; International and interdisciplinary design and planning studios

**Dissertations and Theses Supervised in Past Five Years:** 30+

**Selected Recent Publications:**

"Apprenticeship Learning in Interdisciplinary and Multi-cultural Environments / the Tejido Group from Panama to Palestine." *Design Principles and Practices: An International Journal*, 6.3 (2012-13): 25-51.

"Minimizing Urban Sprawl through Open Space Design Strategies: The Case of Tucson, Arizona." (with Shahzia Shazi and Prof. R Larry Medlin) *International Journal of Architectonic, Spatial, and Environmental Design*, 6.2 (2012-13): 107-124.

**GAMAL, ADEL SULAIMAN***Professor (T), School of Middle Eastern & North African Studies*

**Education:** B.A., Arabic Language and Literature, Cairo University, 1959, (Honors)  
 M.A., Classical Arabic Literature, Cairo University, 1964 (Honors)  
 Ph.D., Classical Arabic Literature, Cairo University, 1970 (First Class Honors)

**Academic Experience:** Director, Arabic Language Center, Zayed University, U.A.E., 2001-2004  
 Chair, Department of Arabic and Islamic Studies, Zayed University, U.A.E., 2001-2004  
 Acting Director, Near Eastern Center, University of Arizona, 1982

**Overseas Experience:** Egypt, Tunisia, Lebanon, Syria, Turkey, France, England, Germany, Italy

**Language Proficiency:** Arabic – 4, Persian – 1

**Specializations:** Modern and Classical Arabic Literature, Comparative Literature

**Distinctions:** Grant awarded by the U.S. Dept. of Education Fulbright-Hays Faculty Research Abroad Award to prepare for publication a critical edition of a tenth-century Arabic manuscript titled *Kitab al-Sina`ayn: Al-Shi`r wa al-Nathr* (*The Book of the two Crafts: Poetry and Prose*) by Abi Hilal al-`Askari, 2008-2009; nominated by the Faculty of Arts, Cairo University, and the Department of Near Eastern Studies, University of Arizona and chosen as a finalist for the King Faisal International Prize; 2008; Distinguished Award for the best book for the years 2000-2002, awarded by the Egyptian Arabic Language Academy, 2003

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Taught 27 undergraduate and graduate courses (1961 to present) including courses for all levels in MSA and Egyptian dialect, Media Language, Advanced Composition, Modern Arabic literature (poetry, prose: short stories, plays and novels); Classical Arabic Literature (poetry and prose: pre-Islamic, Early Islamic, Umayyad and Abbasid) and other courses related to Arab culture, such as grammar, grammatical stress in the Quran, Rhetoric and Criticism; Non-Western Literary Theory

**Dissertations and Theses Supervised in Past Five Years:** 6

**Selected Recent Publications:**

*Collected Essays of Professor Adel Gamal.* (855 pages) Forward by Professor Zakaria Enani. Al-Khanji Publishing Firm, 2014.

*Shi`r al-Ahwas al-Ansāri* (The Poems of al-Ahwas al-Ansāri), Third expanded edition, 2014.

*Collected Essays of Mr. Mahmoud Muhammad Shakir* (1292 pages) with a lengthy critical introduction. Khanji Publishing Firm, 2013.

*The Collected Poems of Mr. Mahmoud Muhammad Shakir* with a 92 critical introduction, Abu Dhabi Cultural Foundation, UAE, 2012.

**GHOSN, FATEN***Associate Professor (T), School of Government and Public Policy*

**Education:** B.A. Public Administration, American University of Beirut, 1998  
 M.A. Public Administration, American University of Beirut, Lebanon, 2000  
 Ph.D. Political Science, Pennsylvania State University, 2006

**Academic Experience:** Associate Professor, School of Government and Public Policy, University of Arizona, 2013- Present  
 Assistant Professor, School of Government and Public Policy, University of Arizona, 2006-2013

**Overseas Experience:** Lebanon, Jordan

**Language Proficiency:** Arabic – 4, French – 1

**Specializations:** Conflict, Conflict Management, Negotiation, Lebanon

**Distinctions:** USIP Case Study Competition with Christina Sciabara; Faculty Seed Grant Award, 2011

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Armed Conflict and Conflict Management; International Politics of the Middle East

**Dissertations and Theses Supervised in Past Five Years:** 10

**Selected Recent Publications:**

“The Case of the 2006 War in Lebanon: Reparation? Reconstruction? Or Both?” (with Amal Khoury) *International Journal of Human Rights*, (2013): 1-17.

“Time to Join: Joining Ongoing Interstate Conflicts, 1816-2000.” (with Joyce, Kyle and Resat Bayer) *British Journal of Political Science*, (forthcoming, 2013).

“Influence of Domestic Politics on the Decision to Negotiate.” *International Negotiation* 16.1 (2011): 69-85.

“Lebanon after the Civil War: Peace or the Illusion of Peace?” (with Amal Khoury) *Middle East Journal* 65.3 (2011): 381-397.

**GIBBS, DAVID N.**

---

*Professor (T), History*

**Education:** B.A. Political Science, Georgetown University, 1979  
 M.A. Government, Georgetown University, 1983  
 Ph.D. Political Science, Massachusetts Institute of Technology, 1989

**Academic Experience:** Professor, Political Science, History, University of Arizona, 1999-Present

**Overseas Experience:** Niger

**Language Proficiency:** French – 3

**Specializations:** U.S. Foreign Policy – Third World, International Relations of Former Yugoslavia, International Relations of Afghanistan

**Distinctions:** Advisor, Phi Alpha Theta, UA, current; O'Donnell Grant, George Bush Library Foundation; Earl H. Carroll Magellan Circle Fellow, 2010-2011; Research Fellow, Udall Center for Studies in Public Policy, University of Arizona, 1998; MacArthur Postdoctoral Fellow, 1980-90

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** US Foreign Policy since 1914; Undergraduate Seminar on US Foreign Policy; History of the World Economy; Introduction to Political History

**Dissertations and Theses Supervised in Past Five Years:** 10

**Selected Recent Publications:**

"Humanitarian Intervention and the Principle of 'First Do No Harm,'" in Roger MacGinty and Jenny H. Peterson, eds., *Routledge Handbook on Humanitarian Action*. London: Routledge, (forthcoming 2014).

"Researching the Parapolitical: Replication, Qualitative Research, and Social Science Methodology," in Eric Wilson, ed., *The Dual State: Parapolitics, Carl Schmitt, and the National Security Complex*. Surrey, UK: Ashgate Press, (2012): 101-116.

"The Military-Industrial Complex in a Globalized Context," in Ronald W. Cox, ed., *Corporate Power and Globalization in US Foreign Policy*. London: Routledge, (2012): 95-113.

"Sigmund Freud as a Theorist of Government Secrecy," *Research in Social Problems and Public Policy*, 19 (2011): 5-22.

**GOSNER, KEVIN**

---

*Associate Professor (T), Department Head, History*

**Education:** B.A., History, University of Pennsylvania, 1973  
 Ph.D., History, University of Pennsylvania, 1984

**Academic Experience:** Department Chair, History, University of Arizona, 2009-Present  
 Professor, History, University of Arizona, 1986-Present

**Overseas Experience:** Spain, Mexico, Guatemala

**Language Proficiency:** Spanish - 3

**Specializations:** Colonial history of southern Mexico and Guatemala, colonial cotton economy, the mobilization of Maya labor (especially women), and the participation of entrepreneurial-minded native elites, history of anthropology

**Distinctions:** Graduate Teaching Award, University of Arizona, 2008

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** World History

**Dissertations and Theses Supervised in Past Five Years:** 10

**Selected Recent Publications:**

"Women, Rebellion, and the Moral Economy of Maya Peasants in Colonial Mexico," in Susan Schroeder, Stephanie Wood, and Robert Haskett, eds., *Indian Women of Early Mexico*, Norman: University of Oklahoma Press, (1997): 217-230.

*Soldiers of the Virgin: The Moral Economy of a Colonial Maya Rebellion*, Tucson: University of Arizona Press, 1992.

**GRAIZBORD, DAVID***Associate Professor (T), Arizona Center for Judaic Studies*

**Education:** B.A. Political Science, UC San Diego, 1990  
M.A. History, University of Michigan, 1996  
Ph.D. History, University of Michigan, 2000

**Academic Experience:** Associate Professor, Judaic Studies, University of Arizona, 2007-Present  
Assistant Professor, University of Arizona, 2001-07  
Visiting Assistant Professor of Jewish Studies, Franklin and Marshall College, 2000-01

**Overseas Experience:** Israel, Spain

**Specializations:** Sephardic Jewish History, Early Modern Jewish History, Jewish Mysticism

**Distinctions:** Junior Faculty Development Leave, College of Social and Behavioral Sciences, University of Arizona, 2006;  
Faculty Small Grant, Office of the Vice-President for Research, University of Arizona, 2004; Research Grant,  
The Maurice Amado Foundation for Sephardic Studies, 2004; Research Grant, Program for Cultural Cooperation  
between Spain's Ministry of Education, Culture and Sports and United States Universities, 2004; Rackham Merit  
Fellowship, University of Michigan, 1994-2000.

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** History of the Jews; Jewish Civilization; Kabbalah and Jewish Mysticism; Spanish Inquisition; Early Modern Europe; Jewish Peoplehood in Historical Perspective

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

"Portuguese New Christian Identities, 1516-1700," *Jewish History* 25.2 (2011), a special issue co-edited with Claude B. Stuczynski.

"Researching the Childhood of 'New Jews' of the Western Sephardi Diaspora in Light of Recent Historiography," in *Sephardi Family Life in the Early Modern Diaspora*, ed. Julia Lieberman (Waltham: Brandeis University Press/University Press of New England, 2011), 225-246.

**GRAMLING, DAVID***Director of Graduate Studies and Assistant Professor (TE), Department of German Studies*

**Education:** B.A. German (Highest Honors), Middlebury College, June 1999  
M.A. German Literature, University of California Berkeley, November 2002  
Ph.D. German Literature, University of California Berkeley, August 2008

**Academic Experience:** Assistant Professor, Department of German Studies, 2010-present  
Director of Graduate Studies, Department of German Studies, 2012 -present  
Summer Faculty, Middlebury College German School, 2011, 2013

**Overseas Experience:** Turkey, Jordan, Palestine, Israel

**Language Proficiency:** Turkish – 3, French – 2, German – 4, Spanish – 4, Arabic – 1

**Specializations:** Turkish German Studies, mass migration, multilingualism, literary translation, and critical theory

**Distinctions:** £2,000,000. Large Grant, Arts and Humanities Research Council of the United Kingdom. "*Researching Multilingually at the Borders of Language, the Body, Law and the State*. PI: Prof. Phipps, OBE, University of Glasgow.; \$25,000. With Chantelle Warner and Aslı Iğsız. Collaboration and Innovation Grant, Confluence: A Center for Creative Inquiry. "Multilingual, 2.0?: An International Symposium and *Critical Multilingualism Studies*."; \$8,000. Faculty Seed Grant. "Critical Discourse Analysis, Bioethics, and Race: A Qualitative Inquiry."; New Faculty Fellow, American Council of Learned Societies, 2010-2012; Fulbright Fellow, Humboldt University (Berlin), Seminar for Cultural Studies, 2006–2007; Fellow, American Research Institute in Turkey, Boğaziçi University (Istanbul), Summer 2003; Research Fellow, Berkeley Language Center, Spring 2003.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Translingual Modernities; Turkish-German Literature; Minority Views of German Culture; Translingual Modernities: Literature and Film on the German Turkish Axis; Task of the Translator

**Dissertations and Theses Supervised in Past Five Years:** 18

**Selected Recent Publications:**

*The Madonna in the Fur Coat*, Syracuse University Press, (under review)

"Teaching for Intertextual Asymmetry: Orhan Pamuk as German Turkish Literature." *Approaches to Teaching the Works of Orhan Pamuk*. Sevinç Türkkan and David Damrosch, Eds. Modern Language Association publications (2015).

"Hysterical Postsecularism." *Cultural Critique* (under review).

"Journey to Where? Tracing the Turkish Turn in German Studies." *Colloquia Germanica* (forthcoming, 2014).

"Kontaktpragmatik: Fremdsprachliche Literatur und symbolische Beweglichkeit." (with Chantelle Warner) *Deutsch als Fremdsprache*, (forthcoming, 2014).

*Transit Deutschland*. (co-eds. Anton Kaes, Andreas Langenohl, Deniz Göktürk) Konstanz University Press, 2011.

**GUERTNER, GARY L.**

---

*Adjunct Professor (NTE), School of Government and Public Policy***Education:** B.A., University of Arizona,  
M.A., University of Arizona,  
Ph.D., Claremont Graduate University,**Academic Experience:** Adjunct Professor, School of Government and Public Policy, University of Arizona, current  
Adjunct Professor, Bush School, Texas A and M,  
Program Chairman, Tucson Committee on Foreign Relations,  
Dean, College of International and Security Studies, George Marshall Center for European Security Studies,  
Garmisch, Germany, 1998-2004.  
Chairman, Policy and Strategy Department, U.S. Army War College,  
Professor of Strategy & Director of Research, Strategic Studies Institute, U.S. Army War College,**Overseas Experience:** Germany, Vietnam**Specializations:** Defense and Foreign Policy**Percentage of Time Dedicated to Area Studies:** 1-24%**Select Courses:** National Security Policy; U.S. Foreign Policy**Selected Recent Publications:***The Search for Strategy: Politics and Strategic Vision.* Westport, CT: Greenwood, 1993.*Deterrence and Defense in a Post-nuclear World.* New York: St. Martin's, 1990.*The Last Frontier: An Analysis of the Strategic Defense Initiative.* (with Donald M. Snow) Lexington, MA: Lexington, 1986.**HAKIM, IMAN A.**

---

*Dean and Professor (T), Public Health***Education:** M.B.B.Ch –Medicine, Cairo University, 1978  
M.P.H. University of Arizona, 1994  
M.Sc. Cairo University, 1984  
Ph.D. Child Health Nutrition, Ain Shams University, Egypt, 1988**Academic Experience:** Associate Professor, Department of Child Health, NRC, Giza, Cairo, Egypt, 1988-1992  
Researcher, Department of Child Health NRC, Giza, Cairo, Egypt, 1983-88**Overseas Experience:** Egypt**Language Proficiency:** Arabic – 4, French – 2**Specializations:** The Mediterranean diet and cancer prevention, Social and Cultural Determinants of Health, Integrative  
Medicine: Nutritional & Behavioral Interventions**Distinctions:** UA Zuckerman College of Public Health Excellence in Research Award, 2006; Nominated as “International  
Health Professional of the Year” for 2005, International Biographical Centre, Cambridge, England; Selected  
member of Alpha Nu Chapter of the Delta Omega Society, Honorary Public Health Society, 2003.**Percentage of Time Dedicated to Area Studies:** 25-49%**Select Courses:** Maternal & Child Health; Women & Child Health Policy**Dissertations and Theses Supervised in Past Five Years:** 5**Selected Recent Publications:**“Vitamin D status and breast cancer in Saudi Arabian women: case control study.” (with Fatimah M. Yousef, Elizabet T. Jacobs, Paul T. Kang,  
Scott Going, Jehad M. Yousef, Rajaa M. Al-Raddadi, Taha A. Kumosani, Cynthia A. Thomson) *Am J Clin Nutr*, 98.1 (2013): 105-110.“Gender Difference in Systemic Oxidative Stress and Antioxidant Capacity in Current and Former Heavy Smokers” (with Robin Harris, Linda  
Garland, Catherine A. Cordova, Dalia M. Mikhael, and H-H. Sherry Chow.) In “Cancer Epidemiology, Biomarkers & Prevention”  
*American Association for Cancer Research (AACR)*, 21 (2012):2193-2200.

**HAMMER, LEONARD***Visiting Professor of Israel Studies (NTE), Arizona Center for Judaic Studies*

**Education:** B.A., Yeshiva University  
 J.D., Georgetown University School of Law  
 LLM, New York University School of Law  
 PhD, University of London-SOAS School of Law

**Academic Experience:** Visiting Professor of Modern Israel Studies, University of Arizona, 2011-Present  
 Senior Lecturer, Rothberg School, Hebrew University  
 Associate Professor, METU-NCC

**Overseas Experience:** Israel, Azerbaijan, Turkey, Taiwan, Australia, UK, Hungary

**Language Proficiency:** Hebrew – 4

**Distinctions:** USIP Grant 2003-2005; International Scholar, Open Society Foundation 2005-2014, PhD and post-doc grants, various Israel Science Foundation grants.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Modern Israel; International Human Rights in Israel

**Selected Recent Publications:**

“Introduction” In Emmert, F. and Hammer, L. (eds) *Implementation of the European Convention on Human Rights and Fundamental Freedom in New Member Countries*, Boomuitgevers Den Haag (BuDH), The Netherlands, 2012.

*Holy Places in the Israeli-Palestinian Conflict: Confrontation and Co-existence*. (co-edited with M. BReger and Y. REite) USA: Routledge Press, 2009.

*A Foucauldian Approach to International Law: Descriptive Thoughts for Normative Issues*. Aldershot, Hampshire, England: Ashgate, 2007.

**HASAKI, ELENI***Associate Professor (T), School of Anthropology and Classics*

**Education:** B.A., Archaeology and History of Art, School of History and Archaeology, Athens University, Greece, 1992  
 M.A., Classical Archaeology, University of Cincinnati, 1995  
 Ph.D., Classical Archaeology, University of Cincinnati, 2002

**Academic Experience:** Assistant Professor, University of Arizona, 2002-2009  
 Associate Professor, University of Arizona, 2009-present  
 Co-director, Laboratory for Traditional Technology, School of Anthropology  
 Research Associate, Center for Mediterranean Archaeology and Environment  
 Affiliated with School of Art, CMES

**Overseas Experience:** Greece, Turkey, Tunisia, Italy

**Language Proficiency:** French –4, German – 4, Italian – 3, Turkish – 1, Arabic - 1, Modern Greek –4

**Specializations:** Mediterranean Archaeology

**Distinctions:** C. Densmore Curtis Distinguished Speaker, Bryn Mawr College, 2013; Invited Lecturer Support Fund, British Museum, UK, 2012; Samuel H. Kress Publication Fellowship, American School of Classical Studies at Athens, 2011; Margo Tytus Visiting Scholar Fellowship, Classics Department, University of Cincinnati, 2009; Gertrude Smith Professorship, Summer Program, American School of Classical Studies at Athens, 2009; Special Recognition for Teaching Excellence, College of Humanities, Winter Commencement, 2013; Faculty International Development Grant (twice), 2010 & 2012; Provost’s Author Support Fund (twice), 2008 & 2012

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Greek Art and Archaeology; Ancient Greek Technology; Greek Pottery

**Dissertations and Theses Supervised in Past Five Years:** 12

**Selected Recent Publications:**

“Ch. 9: Craft Apprenticeship in Ancient Greece: Reaching beyond the Masters.” (ed. with W. Wendrich) *Archaeology and Apprenticeship: Acquiring Body Knowledge in the Ancient World*, The University of Arizona Press, (2013):171–202.

“Ch. 13: Workshops and Technology.” (eds. With T. J. Smith and D. Plantzos) *A Companion to Greek Art*, Blackwell Publisher, Oxford, (2012): 255–274.

“Crafting Spaces: Archaeological, Ethnographic and Ethnoarchaeological Studies on Spatial Organization in Pottery Workshops in Greece and Tunisia.” (eds. with M. Lawall and J. Lund) *Pottery in the Archaeological Record: Greece and Beyond. Acts on the International Colloquium held at the Danish and Canadian Institutes in Athens, June 20-22, 2008*, Aarhus, (2011): 12–24.

“A Stratigraphy of Meanings: Integrating Antiquities into Daily Life at Paroikia.” (eds. with Paros. A. Stroulia and S. B. Sutton) *Archaeology in Situ: Sites, Archaeology, and Communities*, (Series: *Greek Studies: Interdisciplinary Approaches*; Series Editor: G. Nagy, Harvard University), Lexington, (2010): 373–396.

**HERMAN, LYNDALL***Graduate Teaching Associate, School of Middle Eastern & North African Studies*

**Education:** B.A., Political Science and Near Eastern Studies, University of Arizona 2002  
 M.A., Intelligence and International Security, King's College, London, 2007  
 Ph.D student, Middle East and North African Studies, University of Arizona

**Academic Experience:** Teaching Associate, MENAS; Certificate in Collegiate Teaching

**Overseas Experience:** England, Palestine (Gaza)

**Language Proficiency:** Arabic – 3, Hebrew – 3, Spanish – 2, French – 1

**Specializations:** Civil Military relations, military history & formation, elite theory, peacebuilding & peacekeeping

**Distinctions:** Kathryn Davis Fellowship Recipient, Middlebury Summer Hebrew Program; FLAS recipient 2012-13.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Middle Eastern Humanities; Introduction to Political Islam; Middle East in the 20<sup>th</sup> Century; History of the Middle East

**Selected Recent Publications:**

“Hamas: the New Establishment?” In “Special Issue: Islamist Spring? Islamists and the State: New Paradigms and Engagements.” *American Journal of Islamic Social Sciences*, 30.4 (Fall 2013).

**HERMI, LOTFI***Assistant Professor (TE), Mathematics*

**Education:** B.S., Mechanical Engineering, University of Missouri-Columbia, 1990  
 M.S., Applied Mathematics, Ohio State University, 1992  
 Ph.D., Mathematics, University of Missouri-Columbia, 1999

**Academic Experience:** Assistant Professor, Mathematics, University of Arizona, 2000-Present  
 Visiting Assistant Professor, Mathematics, Marshall University, 1999-2000  
 Graduate Teaching Assistant, Mathematics, University of Missouri-Columbia, 1993-1999  
 Graduate Teaching Assistant, Mathematics, Ohio State University, 1990-1992

**Overseas Experience:** Tunisia, Oman

**Language Proficiency:** Arabic – 4

**Specializations:** Mathematical modeling of election results in Tunisia, Mathematics, universal eigenvalue inequalities, Applications of Eigenvalues to Computer Vision, Spectral analysis

**Distinctions:** NSF grant (\$49,538) to create conference, “International Conference on the Isoperimetric Problem of Queen Dido and its Mathematical Ramifications,” Carthage, Tunisia, 2010; Co-organizer of above conference, 2010; Co-organizer, “Learning Technologies and Mathematics Middle East Conference,” Sultan Qaboos University, Muscat, Oman, 2007; Mathematics Department Distinguished Teaching Award, University of Missouri-Columbia, 1999; Donald K. Anderson Graduate Student Teaching Award, University of Missouri-Columbia, 1998-1999; National Merit Scholarship, USAID/Tunisia, 1986-1992.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Number & Operations for K-8 Teachers; Business Mathematics II; Calculus I; Formal Math Reasoning & Writing; Advanced Applied Analysis; Advanced Applied Mathematics; Applied Partial Diff Eq; Mathematical Modeling

**Selected Recent Publications:**

“Shape Recognition Based on Eigenvalues of the Laplacian.” (co-authored with Mohamed Ben Haj Rhouma and Mohamed Ali Khabou) *Advances in Imaging and Electron Physics*, Vol. 167, Ed. Peter W. Hawkes. San Diego: Academic Press, 2011. 185-254.

“Differential inequalities for Riesz means and Weyl-type bounds for eigenvalues.” (co-authored with E.M. Harrell) *Journal of Functional Analysis*, 254.12 (June 2008): 3173-3191.

**HIJAZI, HASSAN***Director, International Alumni and Development of Global Initiatives***Education:** B.A. Industrial Engineering, University of Arizona,  
M.A. International Relations, University of Arizona,**Academic Experience:** Director of International Alumni and Development of Global Initiatives, University of Arizona, 2012-Present  
Director of External Affairs, University of Arizona Biosphere 2, University of Arizona, 2007-Present  
Assistant Director, Office of Federal Relations, University of Arizona, 2003- 2007  
District Aide/Office Manager, Office of U.S. Congressman Jim Kolbe, Congressional District 8, 1990-2003**Overseas Experience:** Lebanon**Language Proficiency:** Arabic – 4, French – 2**Specializations:** Extensive experience in international affairs and intercultural relationships**Distinctions:** Founder/ President Tucson MED Club 2000 – Present; Created the Arabic Language program at Pima Community College, Adjunct Faculty, 2003- Present; Board member, Center for Middle Eastern Studies, University of Arizona, 2012-present; Member of the UA AdvoCats, Advocating our State Government on Education issues 2011 –present.**Percentage of Time Dedicated to Area Studies:** 50-74%**HUDSON, LEILA***Associate Professor (T) and Associate Director, School of Middle Eastern & North African Studies***Education:** B.A., Anthropology, Minor in Near Eastern Languages and Civilizations, Yale College (*cum laude*), 1989  
M.A., Antropology, University of Michigan, 1991  
Joint Ph.D., Anthropology and History, University of Michigan, 1999**Academic Experience:** Associate Director, School of Middle Eastern and North African Studies, University of Arizona, 2012-Present  
Associate Professor, School of Middle Eastern and North African Studies, University of Arizona, 2008-Present  
Affiliated Faculty, History Department, School of Anthropology, Center for Middle Eastern Studies, University of Arizona, 2008-Present**Overseas Experience:** Turkey, Syria, Lebanon**Language Proficiency:** Arabic – 4, French – 3, German – 3, Russian – 2, Spanish – 2**Specializations:** Middle Eastern Conflict Studies, Islam, 19<sup>th</sup>-20<sup>th</sup> Century Syria, Nationalism and New Media**Distinctions:** Advisor, Southwest Initiative for the Study of ME Conflicts, current; Advisor, Students for Justice in Palestine, current; Advisor, ME & NA Graduate Student Organization, current; Co-Principal Investigator (25%) – Arizona Arabic Flagship Award (\$300,000) for Arabic Instruction Program with Dr. Sonia S'hiri, 2012; Graduate Innovation Award (\$65,000), University of Arizona, to develop a graduate program in Middle Eastern Conflict Studies, 2010; Textbook Preparation Grant for Middle East Humanities, Kendall Hunt Publishing, Fall 2009**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** ME Humanities; The ME in the 20<sup>th</sup> Century; ME Theories/Controversies; Critical Theory for ME Cultural Studies; Economic History of the Islamic World; Iraqi History, Culture, and Politics; Middle Eastern Media**Dissertations and Theses Supervised in Past Five Years:** 66**Selected Recent Publications:***Arab Media Evolution on the Eve of the Arab Spring*. (co-edited with Adel Iskandar and Mimi Kirk) Palgrave, New York.(forthcoming, 2014).  
“Order, Freedom, and Chaos: Sovereignties in Syria,”\_George Abu Ahmed. *Middle East Policy*, 20.2 (Summer 2013): 47-54.  
“Drone Warfare in Yemen: Fostering Emirates Through Counterterrorism?” (with Colin S. Owens and David Callen) *Middle East Policy*, 19. 3 (Fall 2012): 142-156.  
“The Arab Spring: Anatomy of a Tipping Point.” (with Matt Flannes) *Aljazeera*, 1 Sept. 2011. Web.

**HUTCHINSON, BARBARA**

---

*Librarian/Information Specialist (NTE) (Rangelands Program), School of Natural Resources & the Environment; Managing Director, International Arid Lands Consortium*

**Education:** B.A. History, Minor: English, University of California, Riverside, 1972  
M.L.S. Library Science, University of Arizona, 1982  
Ph.D. Higher Education Administration, University of Arizona, 2005

**Academic Experience:** Director, Communications and Technologies Department, College of Agriculture and Life Sciences, 2011-2013  
Managing Director, International Arid Lands Consortium, 2011-Present  
Director, Agricultural Experiment Station and Director, College of Agricultural and Life Sciences, 2007-Present

**Overseas Experience:** Kenya, India, Malawi, Bahrain

**Specializations:** Information Systems (i.e. Global Rangelands Knowledge System)

**Distinctions:** U.S. Agricultural Information Network (USAIN) Distinguished Service Award, 2008; UCLA Senior Fellows Award, Graduate School of Education & Information Studies, 2005; Certificate of Honor for Outstanding University Achievement, University of Arizona Student Unions Advisory Council, 2005; University of Arizona, Team Award for Excellence, Arid Lands Information Center (\$1,000), 2003; Elected to Phi Beta Kappa, 1972

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Selected Recent Publications:**

"Rangeland Management at Your Finger Tips: Introducing three new websites." (with G. Ruyle) *The Rimrock Report*, 6.1 (2013):1-3.

"Rangelands West/Global Rangelands, eXtension Rangelands, and the Range Science Information System: A Suite of New Web Resources." (with J. Pfander, J. Tanaka, and J. Clark) *Rangelands*, 33.4 (2011). <http://www.srmjournals.org/doi/full/10.2111/1551-501X-33.4.55>

"Archiving and Distributing Three Long-Term Interconnected Geospatial Data Sets." (with Moran, S. Marsh, M., M. McClaran, and A. Olsson) *Special Issue of the IEEE Transactions on Geoscience and Remote Sensing*, 47.1 (2009): 59-71.

"Collaborative Initiatives to Deliver Agricultural Information." (with J.L. Pfander and G. Ruyle) In *Convergence and Collaboration of Campus Information Services* (edited by Peter Hernon and Ronald R. Powell) Westport, Conn: Libraries Unlimited (2008): 177-197.

**IJAGBEMI, BAYO**

---

*Lecturer (NTE), Africana Studies*

**Education:** B.A., History, University of Llorin, Nigeria, 1985  
M.A., Art History, University of Arizona, 1996  
Ph.D., Anthropology, University of Arizona, 2006

**Academic Experience:** Lecturer, Africana Studies, University of Arizona, 2006-Present.

**Overseas Experience:** Nigeria

**Specializations:** Ancient African History, Post-Colonial Theory, Culture & Land Use in Africa, Development & Urbanization in Africa, African & African American Art, Cultural Anthropology

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Ancient African Civilizations; African/Indigenous Religion; The Africana Experience; Doing Business in Africa

**İNAL, ONUR***Graduate Teaching Associate, History*

**Education:** B.A., Political Science and International Relations, Yeditepe University, Istanbul, 2003  
M.A., Anatolian Civilizations and Cultural Heritage Management, Koç University, Istanbul, 2006  
Ph.D., History, University of Arizona, 2014

**Academic Experience:** Graduate Teaching Associate, University of Arizona, 2007-2011  
Research Assistant, Koç University, Istanbul, 2004-2006

**Overseas Experience:** United Kingdom, France, Germany, Turkey

**Language Proficiency:** Turkish – 4, German – 4, French – 1

**Specializations:** Ottoman History, Urban History, Environmental History

**Distinctions:** SBSRI Dissertation Research Grant 2010 and 2011; Cosgrove Research Fellowship 2011; Turkish Studies Association Paper Prize 2010.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Modern European History; World History; Ottoman Empire to 1800; Europe in the Modern World; Struggle and Survival in the Modern Middle East

**Selected Recent Publications:**

“Environmental History as an Emerging Field in Ottoman Studies: An Historiographical Overview.” *Osmanlı Araştırmaları Dergisi /The Journal of Ottoman Studies*, 38 (2011): 1-26.

“Women’s Fashions in Transition: Ottoman Borderlands and the Anglo-Ottoman Exchange of Costumes.” *Journal of World History*, 22.2 (2010): 243–72.

**JAMESON, ALISON***Visiting Assistant Professor (NTE), East Asian Studies*

**Education:** B.A., English with Honors, Ohio University, 1979  
M.A., Philosophy, Ohio University, 1980  
Ph.D., Oriental Studies, University of Arizona, 1989

**Academic Experience:** Visiting Assistant Professor, East Asian Studies, University of Arizona, 2013-Present  
Adjunct Professor, Religious Studies, University of Arizona, 2013-Present  
Adjunct Professor, Social Sciences, Lehigh Carbon Community College, 2004-Present  
Reviewer, Pearson Prentice-Hall, 2009-Present  
Director of Learning Communities and Faculty Development, Lehigh Carbon Community College, 2009-2011

**Overseas Experience:** Taiwan

**Language Proficiency:** Chinese – 4, Japanese – 2, Dutch – 3, French – 3, Italian – 2, German – 2

**Specializations:** Song dynasty Neo-Confucianism

**Distinctions:** Fulbright Dissertation Fellow, 1985-86.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Comparative Religion; History of East Asian Religions A & B; Zen Buddhism; Special Topics: Confucianism/Neo-Confucianism

**Dissertations and Theses Supervised in Past Five Years:** 1

**JEFFERY, R. BROOKS**

*Director, Drachman Institute; Graduate Program Director, Heritage Conservation Graduate Certificate Program; Professor (T), College of Architecture, Planning, and Landscape Architecture*

**Education:** B.Architecture (Historic Preservation), University of Arizona, 1983  
M. Information Science, University of Arizona, 1992

**Academic Experience:** Director, Drachman Institute, College of Architecture, Planning, and Landscape Architecture, University of Arizona, 2009 – present  
Graduate Program Director, Heritage Conservation Graduate Certificate Program, College of Architecture, Planning, and Landscape Architecture, University of Arizona, 2000 – present  
Professor, College of Architecture, Planning, and Landscape Architecture, University of Arizona, 2011 – present

**Overseas Experience:** Yemen, Afghanistan, Mexico, Spain, Panama, Chile

**Language Proficiency:** Spanish – 3, Arabic –1

**Specializations:** Historic Preservation, Islamic Architectural Influences in the Americas, Urbanism of Arid Lands Cultures

**Distinctions:** Afghan Cultural Heritage Higher Education Program, 2013, Kabul, Afghanistan; Historic Preservation Award from Tucson-Pima County Historical Commission for sustained leadership in TICRAT adobe workshops, 2013; Governor's Heritage Preservation Honor Award from Arizona State Parks for University of Arizona's Cannon-Douglass House Rehabilitation Project, 2012.; Historic Preservation Award from Tucson-Pima County Historical Commission for rehabilitation of University of Arizona's Cannon-Douglass House, 2012.; Common Ground Award – Public Projects for Wilmot Library Planning Charrette, Metropolitan Pima Alliance, 2008.; Dobras Award for Distinguished Achievement and Service to the College of Architecture and Landscape Architecture, 2007; Excellence in Resource Stewardship Award, Intermountain Region National Park Service, 2006; \$2.3 million in research contracts/grants related to preservation of built environments around the world, since 1991.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Introduction to Heritage Conservation; Documentation and Interpretation of the Historic Built Environment

**Dissertations and Theses Supervised in Past Five Years:** 16

**Selected Recent Publications:**

"Therapeutic gardens for children with Autism Spectrum Disorders." (with Wilson, Beverly J., Lauri Macmillan Johnson, and Pamela Crooke) *Proceedings Council of Educators in Landscape Architecture Annual Conference, Negotiating Landscapes*, Penn State, State College, Pennsylvania, August 14-19 (February 2009): 131-141. Online.  
*Cross-Cultural Vernacular Landscapes of Southern Arizona* (with Laura Hollengree, co-editor) Vernacular Architecture Forum, 2005.  
*A Guide to Tucson Architecture*. (with Anne M. Nequette) Tucson, AZ: University of Arizona Press, 2002.  
"From Azulejos to Zaguans: The Islamic Legacy in the Built Environment of Hispano-America." *Journal of the Southwest*, 45.1-2 (Spring/Summer 2003): 289-327.

**JOHNSTONE, STEVEN A.**

*Professor (T), History*

**Education:** B.A., Classical Studies, University of Washington,  
B.A., History, University of Washington,  
M.A., Ancient History, University of Chicago,  
Ph.D., Ancient Greek History, University of Chicago,

**Academic Experience:** Professor, History, University of Arizona  
(Former) Director, ConfluenCenter for Creative Inquiry, University of Arizona

**Language Proficiency:** Greek

**Specializations:** Ancient Greek History, Classical Studies, History

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** History of Christianity; Democracy, War, and Empire in the 5<sup>th</sup> Century BCE; History of the Hellenistic World; Social and Cultural History of Classical Greece; Introduction to History

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

*A History of Trust in Ancient Greece*. Chicago and London: U of Chicago, 2011.  
*Disputes and Democracy: The Consequences of Litigation in Ancient Athens*. Austin: U of Texas, 1999.

**KARIMI, SIMIN***Professor (T), Linguistics and Cognitive Science*

**Education:** B.A. German Language and Literature, Tehran University, Iran, 1973  
 M.A. General Linguistics and Old Iranian Languages, Tehran University, Iran, 1976  
 Ph.D. Linguistics, University of Washington, 1989

**Academic Experience:** Head of the Department of Linguistics, University of Arizona, 2011-Present  
 Professor, Department of Linguistics, University of Arizona, 2008-Present  
 Acting Head of the Department of Linguistics, University of Arizona, 2007  
 Visiting Language Scientist, Linguistics Department, Cambridge University, England, 2004

**Overseas Experience:** Iran, Germany, France, Sweden, England, Japan

**Language Proficiency:** Persian – 4, German – 3, French – 2

**Specializations:** Theoretical Syntax, Syntax-Semantics Interface, Syntax-Morphology Interface, Iranian Linguistics

**Distinctions:** Editorial Board Member, *Lingua*, 2008-2013.; Editorial Board Member, *Naame Farhangestan (Iran)*, 2007-Present.; Editorial Board Member, *Linguistic Analysis*, 1994-Present.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Language and Social Issues; Persian Literature in English Translation; Language and Society in Middle East and South East Asia

**Dissertations and Theses Supervised in Past Five Years:** 30

**Selected Recent Publications:**

*Complex Predicates* (Guest Editor of a special issue) *Lingua* (2013).

*Topics in Iranian Linguistics* (eds. with Agnes Korn, Geoffrey Haig, and Pollet Samvelian) Germany: Reichert Publishers, 2011.

*Time and Again. Theoretical Perspectives and Formal Linguistics.* (with Lewis, Will, Heidi Harley and Scott Farrar) John Benjamins Publishing, 2009.

*Aspects of Iranian Linguistics.* (eds. with Vida Samiian and Don Stilo) Cambridge: Cambridge Scholars Publishing, 2008.

**KAYE, DEBORAH***Adjunct Instructor (NTE), Arizona Center for Judaic Studies*

**Education:** B.A. English, Arizona State University, 1993  
 M.A. History, University of Michigan, 1995  
 Ph.D. History, University of Arizona, 2004

**Academic Experience:** Adjunct Faculty, Arizona Center for Judaic Studies, University of Arizona, 2004-Present  
 Adjunct Faculty, French-Italian Department, University of Arizona, 2004-2007  
 Adjunct Faculty, History Department, University of Arizona, 2004-2007

**Overseas Experience:** Israel, Italy, United Kingdom

**Language Proficiency:** Hebrew – 4, Italian – 4, Yiddish – 3, French – 3, German – 2

**Specializations:** Jewish Social History, Mediterranean Jewish Communities, Jewish Political Traditions in Europe and Israel

**Distinctions:** The Arizona Center for Judaic Studies Post-Doctoral Fellowship, University of Arizona, 2006; Louise Marshall Foundation Dissertation Fellowship, University of Arizona, 2004-05; Jay Silverman Scholarship in Modern Jewish Studies, University of Arizona, 2003-04; Gladys Kreible Delmas Fellowship for Venice and Veneto, 2002-03; Institute for Historical Research Mellon Dissertation Fellowship, 2002-03; Fulbright Hays Fellowship to Italy (1999-2000)

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Jewish Thought and Culture; Modern Jewish History; Jews in the Medieval World; Women and Judaism; Israeli Fiction and Poetry; Modern Israel

**Selected Recent Publications:**

“Building the Tallest Synagogue in Europe: Jewish Emancipation, Urbanization and the Construction of the *Molé Antonelliana* in ATurin.” *Jewish Social Studies*, (forthcoming).

“The Social Origins of Italian Democracy: Jewish Ghettos and Neo-Absolutist Revivals in Pre-unification Piedmont (1821-1848).” *European Historical Quarterly*, (forthcoming).

“The Liberating Effects of Ghettoization in Italian Jewish History: Continuity and Change in the Acqui Ghetto, 1820-1824.” Western Jewish Studies Conference, May 4-5 2014, Tucson, Arizona.

“Jewish Prism/Marxist Prism: The Influence of Giorgina Levi on the Historiography of Jews and the Risorgimento.” *Prefazione di Deborah Kaye*. In Giorgina Levi and Davide Viterbo. *Un Rabbio Tunisino nei ghetto Regno di Sardegna 1818-1830*. Florence: Editore Giuntina, 2006. (in Italian)

**KEY, GREGORY***Post-Doctoral Fellow (NTE), School of Middle Eastern & North African Studies*

**Education:** B.A. English Literature, University of Arizona, 1991  
M.A. Near Eastern Studies, University of Arizona, 2010  
Ph.D. Department of Linguistics, University of Arizona, 2013

**Academic Experience:** Post-Doctoral Fellow, School of Middle Eastern and North African Studies, UA, 2013-2014  
Instructor, Modern Turkish and Ottoman-English Translation, Intensive Ottoman and Turkish Summer School in Cunda (Ayvalik), Turkey, 2007-present  
Graduate Teaching Assistant, Turkish, School of Middle Eastern and North African Studies, UA, 2005-2013  
Arabic Grader, Department of Near Eastern Studies, University of Arizona, 2006-2007

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, Arabic – 3, Ottoman Turkish – 4, Persian – 3

**Specializations:** Turkish Linguistics (Morphosyntax), Ottoman Turkish

**Distinctions:** Linguistics Department Fellowship, Fall 2008; Foreign Language and Area Studies (FLAS) Fellowship for Ottoman Turkish, Summer 2004 & 2005, FLAS fellowships for Arabic, 2003-04 and 2004-05.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Elementary Ottoman; Intermediate Ottoman; Advanced Turkish; Structure of a Middle Eastern Language: Turkish; Structure and Meaning of Words

**Language Pedagogy Training:** National Middle East Language Resource Center (NMEELRC), Department of Education Passage-rating seminar, San Diego State University, 2009

**Selected Recent Publications:**

“Differential Object Marking in Turkic and Persian as a Contact Phenomenon,” *Proceedings of the 38<sup>th</sup> Annual Meeting of the Berkeley Linguistics Society* (forthcoming).

“The Causative/Inchoative Alternation, and the Decomposition of Little v.” *Coyote Papers* 19 (2012): 1-27. (proceedings of the Arizona Linguistics Circle)

“Turkish unaccusatives and causative morphology.” (with Deniz Tat) In *Proceedings of 16<sup>th</sup> International Conference on Turkish Linguistics*. Wiesbaden, Germany: Harrassowitz Verlag, 2009.

“Differential Object Marking in a Medieval Persian Text.” (eds. with Vida Samiian and Don Stilo) In *Aspects of Iranian Linguistics* Cambridge Scholars Publishing: Newcastle upon Tyne, 2008.

**KHOLOUSSI, SAMIA***Limited Term Adjunct Instructor (NTE), School of Middle Eastern & North African Studies*

**Education:** B.A., University of Ain Shams, Cairo, Egypt, 1976  
M.A., The American University in Cairo, Egypt, 1980  
Ph.D., University of Ain Shams, Cairo, Egypt, 1988

**Academic Experience:** Instructor, School of Middle Eastern & North African Studies, University of Arizona, 2013-2014  
Adjunct Faculty, Pima Community College, 2006-Present  
Adjunct Lecturer, Department of Near Eastern Studies, University of Arizona, 2006-2007

**Overseas Experience:** England, Egypt

**Language Proficiency:** Arabic – 4, French – 1

**Specializations:** Arabic Literature, Gender Studies, Arabic Language

**Distinctions:** Mentor Recognition Program Award, Phi Theta Kappa Honors Society, 2011.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Arabic Literature in English Translation; Readings in Modern Arabic Prose; Elementary Arabic; Advanced Arabic; Special Topics in Gender & Women

**Language Pedagogy Training:** “Engaging Language and Culture through Innovative Technologies,” 2013 Western Consortium Middle East Language Workshop, 2013.

**Selected Recent Publications:**

“*Fallahi*: The ‘Mud Bearers’ of Egypt’s ‘Liberal Age.’” In Arthur Goldschmidt and Amy J. Johnson, *Re-Envisioning Egypt 1919-1952*. American University in Cairo Press, (2005): 277-316.

“Lifting the Veil of Invisibility: *Narrative of the Life of Frederick Douglass, An American Slave* and Mattie Griffiths’ *Autobiography of a Female Slave*” in *Annals of the Faculty of Arts*. Cairo: The University of Ain Shams, Vol. xxiii, Part I (1994-1995): 146-235.

“The Revolution that Failed: A Study of Radwa Ashour’s *Siraj* and Nadine Gordimer’s *July’s People*,” in *Philology XXII: Literature and Linguistics Series*, eds. Salama M. Soliman et al. Cairo: Al Alsun Faculty Press (1994): 257-318.

**KLENK, FERAS ALEXANDER***Graduate Teaching Assistant, School of Middle Eastern & North African Studies***Education:** B.A., International Studies/Middle East/African Studies, Texas State University  
M.A., Middle Eastern Studies/Political Science, University of Utah**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern and North African Studies, University of Arizona, 2012-Present  
Online Instructor, University of Arizona, Summer 2013**Overseas Experience:** Jordan, Lebanon, Oman, Turkey, France, Russia**Language Proficiency:** Arabic-3, Persian-1**Specializations:** Gulf Studies, Political Geography**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** Religion of Islam; History of the Middle East**Language Pedagogy Training:** SALAM Program sponsored by the Sultan Qaboos Cultural Center, Summer 2013.**Selected Recent Publications:**"Shaykh Ahmed al-Assir as a Lebanese Phenomenon." In *Your Middle East*, Aug. 23, 2013. Web.**KOBEISSI, LOULOU***Assistant Professor (TE), Mel and Enid Zuckerman College of Public Health and School of Middle Eastern & North African Studies***Education:** B.Sc., Environmental Health, American University of Beirut, 1998  
M.P.H., Epidemiology and Biostatistics Concentration, American University of Beirut, 2001  
Dr.P.H., Epidemiology, University of Michigan, 2006**Academic Experience:** Assistant Professor, Public Health and Middle Eastern and North African Studies, University of Arizona, 2012-Present  
Visiting Scholar, University of California-Los Angeles, 2011  
Assistant Research Professor, American University of Beirut, 2006-2011**Overseas Experience:** Lebanon**Language Proficiency:** Arabic -4, French -2**Specializations:** Epidemiology, Global Health, Survey Research Design**Percentage of Time Dedicated to Area Studies:** 75-99%**Select Courses:** Public Health in the Middle East**Dissertations and Theses Supervised in Past Five Years:** 4**Selected Recent Publications:**"The Arabic validation of Hopkins Symptoms Checklist-25 against MINI in a disadvantaged suburb of Beirut, Lebanon." (with Z. Mahfoud, T.J. Peters, R. Araya, Z. Ghantous, B. Khoury) *The International Journal of Educational and Psychological Assessment (TIJEPA)*, 14.1 (forthcoming)."N-Acetyltransferase 1 (NAT1) Genotype: A Risk Factor for Urinary Bladder Cancer in a Lebanese Population." (with I.A. Yassine, M.E. Jabbour, and Hassan R. Dhaini) *Journal of Oncology*, 2012.article ID: 512976 (2012): 1-10. doi:10.1155/2012/512976"Reproductive tract infections including sexually transmitted infections: a community-based study among married non-pregnant women living in a low-income suburb of Beirut, Lebanon." (with S. Ramia, F. El Kak, S. Shamra, K. Kreidieh, H. Zurayk) *The Journal of Infection in Developing Countries*, 6.9 (2012): 680-683."The Relaxation Exercise and Social Support Trial (RESST): a community- based randomized controlled trial." (with Z. Mahfoud, B. Khoury, F. El Kak, Z. Ghantous, M. Khawaja, R. Nakkash, S. Ramia, H. Zurayk, R. Araya, T.J. Peters) *BMC Psychiatry*, 12.195 (2012). Web.

**KOCAMANER, HIKMET**

*Graduate Teaching Assistant, School of Anthropology and Middle Eastern & North African Studies*

**Education:** B.A., English Language and Literature, Hacettepe University, Ankara –Turkey, 2001  
M.A., English Literature, Middle East Technical University (METU), Ankara –Turkey, 2005  
Ph.D. student, Middle Eastern and North African Studies, University of Arizona

**Academic Experience:** Teaching Assistant, School of Middle Eastern and North African Studies, University of Arizona, 2011-2013  
Research Assistant, Center for Middle Eastern Studies, University of Arizona, 2009-2010  
Teaching Assistant, School of Middle Eastern and North African Studies, University of Arizona, 2006-2009  
Research Assistant, School of Anthropology, University of Arizona, 2006

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish –4, Persian –1

**Specializations:** Turkey, Turkish politics, Religion and Secularism, Mass Media, Kinship, Politics of the Family, Neoliberalism, Biopolitics/Governmentality

**Distinctions:** Wenner Gren, Dissertation Fieldwork Grant, 2011; Social Science Research Council, Dissertation Proposal Development Fellowship, 2010; Fulbright IIE, Foreign Language Teaching Assistantship, 2005-2006.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Middle Eastern Humanities; Beginning Turkish; Urban Anthropology.

**Selected Recent Publications:**

“Atatürk.” In Stephen Ross, Gen. Ed. *The Routledge Encyclopedia of Modernism*. New York: Routledge (forthcoming).

“Turkish War of Independence.” In Stephen Ross, Gen. Ed. *The Routledge Encyclopedia of Modernism*. New York: Routledge (forthcoming).

“The Gezi Park Protests and Politics of the Family in Turkey.” In Anthony Alessandrini eds. et al. *Resistance Everywhere: The Gezi Protests and Dissident Visions of Turkey*. Tadween Publishing, 2013.

“Conversations Across the Bosphorus: The Poetics and Politics of Depicting Other Women” *Intersections: Women's and Gender Studies in Review Across Disciplines*, 6 (2009): 89-101.

**KORKMAN, ZEYNEP**

*Assistant Professor (TE), Gender and Women's Studies*

**Education:** B.A., Sociology, Bogazici University, Turkey, 2000  
M.A., Sociology, University of California, Santa Barbara, 2004  
Ph.D., Sociology, University of California, Santa Barbara, 2011

**Academic Experience:** Assistant Professor, Gender and Women's Studies, 2013-2014  
Adjunct Assistant Professor, Sociology and Gender, Sexuality, and Women's Studies, College of William and Mary, 2012-2013  
Teaching Associate, Department of Sociology, University of California Santa Barbara, 2008-9  
Instructor, Department of Humanities and Social Sciences, Yıldız Technical University, Turkey, 2007-2008

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4

**Specializations:** Gender, Culture

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Publics and Counterpublics; Special Topics in Gender and Women's Studies; Gender in a Transnational World; Gender, Culture, and Capitalism; Gender, Labor, and Families

**Selected Recent Publications:**

“Erdogan's Masculinity and the Language of the Gezi Resistance.” (co-authored with Salih Can Acikoz) In *Resistance Everywhere: The Gezi Protests and Dissident Visions of Turkey*. Edited by Anthony Alessandrini, Nazan Üstündağ, and Emrah Yildiz. Tadween Publishing (forthcoming).

“Fortunes for Sale: Commodification of Culture and Cultural Politics in Millennial Turkey.” *European Journal of Cultural Studies* (forthcoming).

**KOSTA, BARBARA***Professor (T) and Department Head, Department of German Studies***Education:** M. A., German, University of Florida (with distinction), 1981  
Ph.D., German, University of California, Berkeley, 1989**Academic Experience:** Head, Department of German Studies 2010- present  
Interim Head, Department of German Studies 2009-2010  
Full Professor, Department of German Studies University of Arizona 2007**Overseas Experience:** Germany, Austria**Language Proficiency:** English – 4, German – 4, French – 2, Spanish 2, Serbian 2**Specializations:** Twentieth century German literature, film and visual culture, Weimar cinema, autobiographical writing, literary and film theory, contemporary German literature, and cultural studies**Distinctions:** Fulbright Award, research fellow in Berlin, 2006; Fulbright Award, research fellow in Berlin, 1996-97.**Percentage of Time Dedicated to Area Studies:** 1-24%**Select Courses:** History of German Cinema (cross-listed as Media Arts); Crossing Borders/Crossing Boundaries; Visual Culture**Dissertations and Theses Supervised in Past Five Years:** 4**Selected Recent Publications:**"Translating Lola: Multiple Language Versions of *The Blue Angel* and Subtitles." Edited by Bethany Wiggin, Un/Translatables, Evanston, IL: Northwestern University Press, (forthcoming)."Blau: Sehnsucht, Geschlecht und Judith Schallankys Roman *Blau steht Dir nicht: Ein Matrosenroman. Die Farben imaginierter Welten: Zur Kulturgeschichte ihrer Codierung in Literatur und Kunst vom Mittelalter bis zur Gegenwart*, edited by Monika Schausten. Berlin: Akademie Verlag, (2012): 241-255.Die Kunst des Rauchens: Die Zigarette und die Moderne Frau, *City Girls*, edited by Julia Freitag and Alexandra Tacke. Cologne: Bohlau, (2011): 143-158.*Willing Seduction: The Blue Angel, Marlene Dietrich and Mass Culture*. New York: Berghahn Books, 2009.**KRUNZ, MARWAN M.***Professor (T), Department of Electrical & Computer Engineering***Education:** B.S. Electrical Engineering, Jordan University, 1990  
M.S. Electrical Engineering, Michigan State University, 1992  
Ph.D. Electrical Engineering, Michigan State University, 1995**Academic Experience:** Professor, Department of Electrical & Computer Engineering, University of Arizona, August 2006-Present  
Professor, Department of Computer Science, University of Arizona, November 2009-Present  
Associate Professor, Department of Electrical & Computer Engineering, University of Arizona, 2002-June 2006  
Assistant Professor, Department of Computer Science, University of Arizona, January 1997-January 2002  
Site Director, NSF I/UCRC "Connection One" Center, University of Arizona, February 2008 -present  
Co-director, NSF Broadband Wireless Access Center (BWAC), University of Arizona, July 2013 - present**Overseas Experience:** Jordan**Language Proficiency:** Arabic – 4**Specializations:** Wireless communications & networking, with particular emphasis on resource management, adaptive protocols, and security issues**Distinctions:** IEEE Communications Society Distinguished Lecturer for 2013 and 2014; recipient of the IEEE Communications Society Technical Committee on Communications (TCCC) Outstanding Service Award, 2012; Arizona Engineering Faculty Fellow, 2011-2014; recipient of the National Science Foundation CAREER award, 1998-2002; editorial board member for the IEEE/ACM Transactions on Networking, 2001-2008, the IEEE Transactions on Mobile Computing, 2006-2011, and the Computer Communications Journal, 2001-2011.**Percentage of Time Dedicated to Area Studies:** 1-24%**Select Courses:** Advanced Computer Networks; Wireless Protocols; Computer Systems & Network Evaluation**Dissertations and Theses Supervised in Past Five Years:** 4**Selected Recent Publications:**"Maximum quality of cover with connectivity in solar powered active wireless sensor networks." (with Benjamin Gaudette, Vinay Hanumaiah, and Sarma Vrudhula) *ACM Transactions on Sensor Networks (TOSN)* (forthcoming)."Spectrum bonding and aggregation with guard-band-awareness in cognitive radio networks." (with Haythem Bany Salameh, and David Manzi) *IEEE Transactions on Mobile Computing (TMC)*, 13.3 (March 2014): 569-581."Packet recycling and delayed ACK for improving the performance of TCP over MANETs." (with Raed Al-Zubi, Ghazi Al-Sukkar, Mohammed Hawa, and Khalid Darabkeh) *Journal of Wireless Personal Communications*, (September 2013).

**KUHN, STEVEN L.***Professor (T), School of Anthropology*

**Education:** B.A. Anthropology, University of California, Santa Cruz, 1979  
M.A. Anthropology, University of New Mexico, 1983  
Ph.D. Anthropology, University of New Mexico, 1990

**Academic Experience:** Assistant Professor, School of Anthropology, University of Arizona, 1994-2000  
Assistant Professor, Department of Sociology and Anthropology, Loyola University of Chicago, 1993-94

**Overseas Experience:** Israel, Turkey, Italy, Montenegro, France

**Language Proficiency:** Turkish – 1, Italian –3

**Specializations:** Paleolithic Archaeology, Human Evolution, Technological Change

**Distinctions:** Director, Center for Mediterranean Archaeology and the Environment (CMATE), Present; Project on Göllü Dag Survey, central Anatolia, Turkey; Project on Tabun cave (Israel) analysis and publication, Humboldt Research Award recipient, 2009; L.S.B. Leaky Foundation Grant for research in Turkey, 2005; Research in Turkey featured in NOVA special (PBS), 2002; Co-director, Excavation at Uçagizli Cave, Hatay, Turkey, 1997-Present; Co-director, Excavation at Meged Rockshelter, Israel.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Dissertations and Theses Supervised in Past Five Years:** 10

**Select Courses:** Old World Prehistory; Paleolithic Anatolia; Ecological Anthropology; Archaeological Quantitative Method; Origins of Human Diversity; Archaeological Methodology

**Selected Recent Publications:**

“Questions of complexity and scale in explanations for cultural transitions in the Pleistocene: a case study from the early Upper Paleolithic.” *Journal of Archaeological Method and Theory*, 20.2 (2013): 194-211.

Emergent patterns of creativity and innovation in early technologies. In *Creativity, Innovation and Human Evolution*, edited by S. Elias. Elsevier, Amsterdam (2012): 69-87.

“Modeling Effects of Local Extinctions on Culture Change and Diversity in the Paleolithic.” (with L. Premo) *PLoS One*, 5.12 (2010) e15582.

“The Early Upper Paleolithic Occupations at Üçagizli Cave (Hatay, Turkey).” (with M.C. Stiner, E. Güleç, I. Özer, H. Yılmaz, I. Baykara, A. Açıkkol, P. Goldberg, K. Martínez, E. Ünay, Suata-Alpaslan, F.) *Journal of Human Evolution*, 56 (2009):87-113.

**KUNIHOLM, PETER IAN***Research Professor (CS), Laboratory of Tree-Ring Research*

**Education:** B.A. English, Brown University, 1958  
M.A. English, Vanderbilt University, 1963  
Ph.D. Classical Archaeology, University of Pennsylvania, 1977

**Academic Experience:** Professor of Anthropology, School of Anthropology, University of Arizona, 2013-Present  
Research Professor, Laboratory of Tree-Ring Research, University of Arizona, 2012-Present  
Professor Emeritus, Cornell University, 2006-Present

**Overseas Experience:** Latvia, Germany, France, Switzerland, Iceland, Canada, Lebanon, Korea, Turkey, Greece, Serbia, Kosovo, Croatia, Bulgaria

**Language Proficiency:** German –3, Turkish –4, French –4, Greek –1 Italian –2

**Specializations:** Dendrochronology and archaeology of the Eastern Mediterranean

**Distinctions:** 8 National Science Foundation Grants, the most recent of which is SBR-1236981, 2010-2013; 6 National Endowment for the Humanities Grants; 9 National Geographic Society Grants; 1 Wenner-Gren Foundation Grant; Fellow of the Society of Antiquaries of Scotland, 2006; Fellow of the Society of Antiquaries, London, 2005; Corresponding Member German Archaeological Institute; Corresponding Member Austrian Archaeological Institute; Pomerance Medal from the Archaeological Institute of America

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Dissertations and Theses Supervised in Past Five Years:** 2

**Selected Recent Publications:**

“A 2367-Year Oak Tree-Ring Chronology from 98 Sites for the Aegean, East Mediterranean, and Black Seas: the Marmaray Contribution.” (with C. L. Pearson, T. J. Wazny and C. B. Griggs) In *Istanbul and Water*, Leuven, Belgium: Peeters Press (English) and Istanbul, Turkey: Koç University Press (Turkish). (forthcoming).

“Dendrochronological Research at Yenikapı and the Marmaray Project,” and “Yenikapı ile diğer Marmaray Proje Alanlarında Dendrokronoloji Araştırmaları.” (with C.L. Pearson and T.J. Wazny) (in English & Turkish) in Baltaş, Şöhret, ed., *Marmaray*, Istanbul, Turkey: Keleşim Publishing, (2013).

*The Neolithic in Turkey* (eds. with M. Özdoğan and N. Başgelen) (six volumes, five of which have appeared) Istanbul, Turkey: Archaeology and Art Publications, (2011-2013).

**KUNNIE, JULIAN E.***Professor (T), Religious Studies and Classics***Education:** Th.D., Theology/Philosophy, University of California, Berkeley**Academic Experience:** Professor, Religious Studies/Classics, University of Arizona  
Director, Africana Studies, University of Arizona, 2002  
Professor, Africana Studies, University of Arizona, 1996-2002  
Director, Africana Studies, Kalamazoo College, 1994-1996  
Professor, Theology, Valparaiso University, 1990-1994**Overseas Experience:** Numerous places**Specializations:** Effect of globalization on impoverished countries, comparative religions, African and African-American Studies**Percentage of Time Dedicated to Area Studies:** 1-24%**Select Courses:** Comparative Religions; African Aesthetics; African/Idigenous Religions; Globalization & Ecocide; African American Religions**Selected Recent Publications:***Globalization and Its Victims: Wars against the Earth and the Impoverished of the World.* (forthcoming)*Indigenous Peoples' Wisdom and Power: Affirming Our Knowledge through Narratives.* (with Nomalungelo I. Goduka) Aldershot, Hants, England: Ashgate, 2006.*Is Apartheid Really Dead?: Pan Africanist Working Class Cultural Critical Perspectives.* Boulder, CO: Westview, 2000.*Models of Black Theology: Issues in Class, Culture, and Gender.* Valley Forge, PA: Trinity International, 1994.**KURZER, PAULETTE***Professor (T), School of Government and Public Policy; Director, online M.A. International Security Studies***Education:** B.A. Social Sciences, Tel Aviv University, 1980  
M.A. Rutgers University, 1984  
Ph.D. Rutgers University, 1987**Academic Experience:** Professor, 2002-  
Associate Professor, University of Arizona, 1996-2002  
Assistant Professor, University of Arizona, 1994-96  
Assistant Professor, Babson College, 1987-94**Language Proficiency:** Dutch -4, French -3, German -3**Specializations:** European Politics, European Union**Percentage of Time Dedicated to Area Studies:** 1-24%**Select Courses:** Comparative Politics in the Age of Globalization; European Politics & Society; Politics in the European Union; Info Research Strategies; Systematic Analysis of Political, Military & Intelligence Problems**Dissertations and Theses Supervised in Past Five Years:** 4**Selected Recent Publications:***European Public Health: European and Global Trends.* (with Scott Greer) Routledge. December 2012."Issue Framing and Policy-Making in the EU: the Struggle to Enact the Consumer Information Regulation." (with Alice Cooper) *Journal of European Public Policy*, 20 (May 2013): 722-740.

**LIMMER, ABIGAIL***Adjunct Instructor (NTE), Arizona Center for Judaic Studies*

**Education:** B.A. Anthropology, College of William and Mary, 1994  
 M.A. Near Eastern Studies, University of Arizona, 1998  
 Ph.D. Near Eastern Studies, University of Arizona, 2007

**Academic Experience:** Adjunct Instructor, Judaic Studies, 2007-Present  
 Teaching Associate, MENAS, University of Arizona, 1997-2007

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew – 4, Spanish – 2, Arabic – 1

**Specializations:** Archaeology, Ancient Jewelry, Ancient Magic

**Distinctions:** Gendell Award for Excellence in Jewish Education, 2008

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Elementary Modern Hebrew; History and Religion of Israel in Ancient Times: The Biblical Period; History and Religion of Israel in Ancient Times: Ezra-Nehemiah to the Roman Empire; Jewish Thought and Culture; Jewish Civilization

**Language Pedagogy Training:** National Association of Professors of Hebrew International Conference, Jewish Theological Seminary, 2013; National Association of Professors of Hebrew International Conference, University of Maryland, 2011; Western Consortium of ME Language Resource Centers Language Pedagogy Workshop, U of Arizona, 2010

**Selected Recent Publications:**

*Oxford Encyclopedia of the Bible and Archaeology*, (co-ed.), Oxford University Press, 2013.

“Dress: Bronze and Iron Age.” In *The Oxford Encyclopedia of the Bible and Archaeology*, D. Masters, ed. New York: Oxford University Press, 2013.

Book Review of R. Kessler. *The Social History of Ancient Israel: An Introduction*. Linda M. Maloney (trans.) *Near Eastern Archaeology*. Minneapolis: Fortress Press, 2008.

**LIVINGSTON, MARGARET***Professor (T), College of Architecture, Planning, and Landscape Architecture*

**Education:** B.S. Horticulture, University of Arizona, 1983  
 M.S. Plant Sciences, University of Arizona, 1985  
 Ph.D. Renewable Natural Resources, University of Arizona, 1992

**Academic Experience:** Professor, Landcape Architecture, University of Arizona, current  
 Associate Professor, Landscape Architecture, University of Arizona, 2010

**Overseas Experience:** Jordan

**Language Proficiency:** Spanish – 2

**Specializations:** Water Conservation in Landscapes, Habitat Preservation and Revegetation, Urban Ecosystems

**Distinctions:** Master Plan for Resaca de la Palma., P.I., National Park Service, 2009-11; Conservation Plan for the Petrified National Forest Housing Complex, National Park Service, 2009-11; Co-Director, Water-Conserving Garden for ‘Aqaba (Jordan), International Arid Lands Consortium, 2004-Present.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Plant Materials; Arid Lands Plant Communities; Landscape Architecture Seminar; Planting Design; Landscape Architecture Teaching; Design Studios; Landscape Ecology

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

*Management Strategy for White Sands National Monument*. (with M. & S. Abbott) National Park Service, 2009.

*Plants Benefiting Urban Wildlife on Campus*. (with M. & H. Flugstad and H. Uzzelle) Arizona Department of Game and Fish, 2007.

“Creating Landscapes in Water-scarce Environments: A Case Study of Tucson, Arizona.” (eds. with M. al-Asad and M. Musa) In *Exploring the Built Environment: Essays on the Presentations of Diwan al Mimar and Affiliated Public Lectures*. Center for the Study of the Built Environment (CSBE) and Darat al Funun: The Khalid Shoman Foundation, 2007.

**LUCAS, SCOTT***Director and Associate Professor (T), School of Middle Eastern & North African Studies*

**Education:** B.A., Yale University, Near Eastern Languages & Civilizations and Political Science (double major), 1995  
 M.A., University of Chicago, Near Eastern Languages & Civilizations, 1998  
 Ph.D., University of Chicago, Near Eastern Languages & Civilizations, 2002 (with honors)  
 Certificate of Advanced Arabic: Yemen Language Center, San'a', Republic of Yemen, 1994-1995

**Academic Experience:** Director, School of Middle Eastern and North African Studies, University of Arizona, 2012-Present  
 Interim/Acting Director, School of Middle Eastern and North African Studies, University of Arizona, 2011-2012  
 Associate Professor, School of Middle Eastern and North African Studies, University of Arizona, 2011-Present

**Overseas Experience:** Yemen, Iran, Lebanon

**Language Proficiency:** Arabic –4, French –3

**Specializations:** Islamic Law, Pre-modern Islamic History, Sunni Hadith

**Distinctions:** Advisor, Muslim Students Association, current; Editorial Board, *Islamic Law and Society*, Brill, 2012-present;  
 College of Social and Behavioral Sciences Dean's Award for Excellence in Lower Division Teaching,  
 University of Arizona, April 2010; Commission to translate a portion of al-Tabari's Qur'an commentary, The  
 Royal Aal al-Bayt Institute for Islamic Thought, Amman, Jordan, 2007-11

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Islamic Mysticism; Islamic Thought; History of the Middle East; Qur'anic Studies; Shi'ism; Advanced Islamic  
 Studies; Religion of Islam; Islamic Law and Society; Islamic Mysticism

**Dissertations and Theses Supervised in Past Five Years:** 14

**Selected Recent Publications:**

- “‘You are divorced if/when/every time you wish:’ The Power of Arabic Particles in Classical Islamic Law,” Middle East Studies Association  
 Annual Meeting, Denver CO, November 18-20, 2012.  
 “‘Perhaps You Only Kissed Her?’: A Contrapuntal Reading of the Penalties for Illicit Sex in the Sunni *Hadith* Literature,” *Journal of Religious  
 Ethics*, 39.3 (2011): 399-415.  
 “Principles of Traditionist Jurisprudence Reconsidered,” *The Muslim World*, 100.1 (2010): 145-56.  
 “Justifying Gender Inequality in the Shafi'i Law School: Two Case Studies of Muslim Legal Reasoning,” *Journal of the American Oriental  
 Society*, 129.2 (2009): 237-58.

**LUMSDEN, LINDA***Associate Professor (T), School of Journalism*

**Education:** B.A., Sociology, Central Connecticut State University, 1978  
 M.A., Magazine, Syracuse University, 1989  
 Ph.D., Mass Communication, University of North Carolina at Chapel Hill, 1994

**Academic Experience:** Associate Professor, Journalism, University of Arizona, 2012-Present  
 Assistant Professor, Journalism, University of Arizona, 2006-2012

**Overseas Experience:** Malaysia, Israel

**Specializations:** Radical Journalism History, Women's Journalism History, Progressive Era and American Women's Suffrage  
 History, Malaysian News Media

**Distinctions:** PARC Media Professors Workshop, West Bank, 2014; Fulbright Core Scholar, Malaysia, 2012-13; Maurine  
 Beasley Award for Outstanding Paper in Women's History, American Journalism Historians Association, 2005,  
 2006, 2007; Institute for Journalism Excellence Fellow, American Society of Newspaper Editors, 2004

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Ethics and the News Media; Gender and Multiculturalism in Journalism; History of American Journalism;  
 Practice and Theory of Journalism; Basic Reporting; Editing

**Selected Recent Publications:**

- Black, White, and Red All Over: A Cultural History of the Radical Press in Its Heyday, 1900-1917*. Kent, Ohio: Kent State University Press,  
 (forthcoming 2014).  
 “The [New York] *Call*: Challenges of Sustaining Socialist Identity in the Daily Newspaper Market, 1908-1917,” *Journalism History* 39:4 (Winter  
 2014): 1-12.  
 “How Independent? An Analysis of GE13 Coverage by Malaysia's Online News Portals,” *Jurnal Komunikasi [Malaysian Journal of  
 Communication]* 29(2): 1-30. Online.  
 “Striking Images: An Analysis of the Visual Rhetoric in the Radical Press,” *Visual Communication Quarterly* 17(October-December 2010): 225-  
 40.  
 “Good Mothers with Guns: Framing Black Womanhood in *The Black Panther*, 1968-1980,” *Journalism and Mass Communication Quarterly*  
 86(4/2009): 900-22.

**MAGGI, EVA-MARIA***Adjunct Professor (NTE), School of Government and Public Policy*

**Education:** B.A., Political Science, Sociology and Public Law, Leibniz University, Hannover, Germany, 2004  
 M.A., Political Science, Sociology and Public Law, Eberhard-Karls University, Tübingen, Germany, 2008  
 Ph.D., Political Sciences and Economics, Institute for International Politics, Helmut-Schmidt-University, Hamburg, Germany, 2014

**Academic Experience:** Adjunct Professor, School of Government & Public Policy, University of Arizona, 2013-Present  
 Lecturer, Edmunds Community College, Seattle, Washington, 2012-2013  
 Visiting Scholar & Guest Speaker, University of Washington, Seattle, 2010  
 Lecturer, University of Trento, Italy, 2009

**Overseas Experience:** Germany, Morocco, Spain, Italy

**Language Proficiency:** German –4, English –4, Italian –4, French –4, Moroccan Arabic –1

**Specializations:** International Relations: International organizations and institutions, cooperation, North Africa and the Middle East

**Distinctions:** Course Enrichment Grant, European Union Center of Excellence at the University of Colorado-Boulder, 2014; Doctoral Research Scholarship, German Academic Exchange Service (DAAD), Centre Jacques Berge, Rabat, Morocco, 2011/2012; Travel Stipend, Friends and Supporters Helmut-Schmidt University, Hamburg, 2010

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Comparing US and EU Democracy Promotion Policy in the MENA Region, (online, Master's Course); Politics in the European Union

**Selected Recent Publications:**

- "Learning to change: Logics of policy reform in Morocco." In Annette Jünemann, Jakob Horst and Delf Rothe (ed.), *Euro-Med Relations after the Arab Spring: Persistence in Times of Change*, Farnham, Surrey, UK: Ashgate. 2013.
- "The Moment of Truth: How the EU can build the ground for lasting environmental policy change in Morocco." In *IEPPolicy Briefs on Enlargement and Neighborhood*, 6:1 (2012).
- "A Leopard Can(Not) Change Its Spots: Promoting Environmental Policy in Morocco." In Katrin Böttger and Tanja Börzel (ed.), *Policy Change in the EU's Immediate Neighbourhood: A Sectoral Approach*, Nomos Verlag, Baden-Baden, (2012): 145-162.
- "Field research in Morocco: between academics and taxi talks." In *Newsletter des Humdoldtiens du Maghreb*, 2 (2011): 17-19.

**MAIMON, ANAT***Hebrew Program Coordinator and Lecturer (NTE), Arizona Center for Judaic Studies*

**Education:** B.A. Hebrew Literature and Philosophy, Tel-Aviv University, Israel, 1984  
 Hebrew and Judaic Teacher License, National Board for Teachers and Principles of Jewish Schools in North America, 2003

**Academic Experience:** Hebrew Language Program Coordinator, University of Arizona, 2008-Present  
 Hebrew Language Teacher, University of Arizona, 2004-Present  
 Assistant Judaic Director, Tucson Hebrew Academy, 1988-2004

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew – 4

**Specializations:** Hebrew Language Instruction, Hebrew Literature, Israeli Culture

**Distinctions:** Advisor, Jewish Arizonans on Campus, current; Outstanding Teaching Award, University of Arizona, SBS and the Magellan Circle, 2013; Outstanding Teacher of the Year, Jewish Foundation of Southern Arizona, 1994

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Beginning Hebrew; Intermediate Hebrew; Advanced Hebrew; 4<sup>th</sup> Year Hebrew

**Language Pedagogy Training:** National Association of Professors of Hebrew International Conference, Jewish Theological Seminary, 2013; National Association of Professors of Hebrew International Conference, University of Maryland, 2011; Western Consortium of ME Language Resource Centers Language Pedagogy Workshop, UT Austin, 2011; National Association of Professors of Hebrew International Conference, Yeshiva University NYC, 2010; Western Consortium of ME Language Resource Centers Language Pedagogy Workshop, U of Arizona, 2010; National ME Language Resource Center Hebrew Conference, University of Arizona, 2009; Western Consortium of ME Language Resource Centers Language Pedagogy Workshop, UT Austin, 2009; National Association of Professors of Hebrew International Conference, McGill University, Montreal, 2008; National ME Language Resource Center conference, Emory University, 2008; National Association of Professors of Hebrew, International Conference, Stanford University, 2005

**MAIMON, URI***Adjunct Instructor (NTE), Arizona Center for Judaic Studies*

**Education:** B.A. Social Sciences, Tel-Aviv University, Israel, 1984  
 M.A. Political Science, University of Arizona, 1989  
 M.S. Management Information Systems, University of Arizona, 1991

**Academic Experience:** Hebrew Language Instructor, University of Arizona, 2007-Present  
 Hebrew Language Instructor, Tucson Hebrew Academy, 1991-92  
 Research/Teaching Assistant, Department of Political Science, University of Arizona, 1984-87

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew –4

**Specializations:** Hebrew, Judaic Studies

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Beginning Hebrew; Intermediate Hebrew

**Language Pedagogy Training:** Western Consortium of Middle East Language Resource Centers Language Pedagogy Workshop, UT Austin, Texas, Spring 2011; Western Consortium of Middle East Language Resource Centers Language Pedagogy Workshop, University of Arizona, Spring 2010; National Middle Eastern Language Resource Center Hebrew Conference (NMEELRC), University of Arizona, Fall 2009; Western Consortium of Middle East Language Resource Centers Language Pedagogy Workshop, UT Austin, Texas, Spring 2009; National Association of Professors of Hebrew International Conference, McGill University, Montreal, Summer 2008; National Association of Professors of Hebrew, International Conference, Stanford University, 2005.

**MARSH, STUART E.***Director (T), School of Natural Resources and the Environment*

**Education:** B.S. Geology, George Washington University, 1973  
 M.S. Applied Earth Sciences, Stanford University, 1975  
 Ph.D. Applied Earth Sciences, Stanford University, 1979

**Academic Experience:** Director School of Natural Resources and the Environment 2013-Present  
 Director, Arizona Remote Sensing Center, 2004-2011  
 Associate Director, Arizona Remote Sensing Center, 1988-2004  
 Manager, Geoscience Computer Services, Sun Explorations and Production Co., Dallas, TX, 1986-88

**Overseas Experience:** Saudi Arabia, Africa, Mexico

**Language Proficiency:** French – 1

**Specializations:** Environmental Research Utilizing geospatial technologies, Global Environmental Change, Land Use/Land Cover Change

**Distinctions:** U.S. Department of Agriculture Certificate of Appreciation, 2008; Special Team Award, School of Natural Resources, University of Arizona, 2008; Presidential Citation, American Society for Photogrammetry and Remote Sensing, 1999; Associate Editor, Photogrammetric Engineering and Remote Sensing, 1992-99; J. William Fulbright Senior Scholar Award, Australia, 1996-97; Elected Fellow, Arizona-Nevada Academy of Sciences, 1996.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Arid Regions across the Globe; Geographic Applications of Remote Sensing; Natural and Human Impact on Arid Lands

**Dissertations and Theses Supervised in Past Five Years:** 20

**Selected Recent Publications:**

- “Estimation of Tree Cover in an Agricultural Parkland of Senegal Using Rule-Based Regression Tree Modeling.” (with S.M. Herrmann and A.J. Wickhorst) *Remote Sensing*, 5 (2013): 4900-4918.
- “Contemporary and Historical Classification of Crop Types in Arizona.” (with K. Hartfield, C. Ellers-Kirk, and Y. Carriere) *International Journal of Remote Sensing*, 34 (2013): 6024-6036.
- “Constancy of local spread rates for buffelgrass (*Pennisetum ciliare* L.) in the Arizona Upland of the Sonoran Desert.” (with A.D. Olsson, J.L. Betancourt and M.A. Crimmins) *Journal of Arid Environments*, 87 (2012):136-143.
- “The influence of wastewater subsidy, flood disturbance and neighboring land use on current and historical patterns of riparian vegetation in a semi-arid watershed.” (with M.L. Villareal, S. Drake and A.L. McCoy) *River Research and Applications*, 28 (2012): 1230-1245.

**MATUK, FARID**

---

*Assistant Professor (TE), English*

**Education:** MFA, Poetry & Playwriting, Michener Center for Writers,  
University of Texas at Austin, 2004  
B.A. Comparative Literature, University of California at Irvine, 1997

**Academic Experience:** Assistant Professor, English, University of Arizona, 2013-Present  
Upper School Instructor, Diversity Coordinator, Greenhill School, Dallas, TX, 2008-2013  
Lecturer, School of Arts and Humanities, University of Texas at Dallas, 2010  
Lecturer, English, Southern Methodist University, Dallas, TX, 2007

**Overseas Experience:** Fulbright Fellowship, U.S. Institute for International Education,  
Washington D.C./ Fundación Pablo Neruda, Santiago, Chile, 1998-1999

**Language Proficiency:** Spanish – 4

**Specializations:** Creative writing, poetry, poetics, literary translation, 20<sup>th</sup> century and contemporary US poetry

**Distinctions:** *My Daughter La Chola*, chapbook, The Poetry Foundation Best Books of 2013 list, cited by Nick Twemlow; *My Daughter La Chola*, chapbook, *The Volta* Best Books of 2013 list, cited by John Keene; *My Daughter La Chola*, manuscript, named finalist for the Ahsahta Press Chapbook Prize, selected by Cathy Park Hong, 2012; Short List for Vilcek Prize for Creative Promise in Literature, Vilcek Foundation, 2011; *This Isa Nice Neighborhood*, book, named to New American Poets Series, Poetry Society of America, selected by Geoffrey G. O'Brien, 2011.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Literature of the Bible, Intermediate Poetry Writing, Graduate Poetry Writing Workshop, Graduate Craft Seminar in Poetry – Rhetoric of Political Poetry, Literature of the New Testament

**Dissertations and Theses Supervised in Past Five Years:** 4

**Selected Recent Publications:**

"July," *Please Excuse This Poem: 100 New Poems for the Next Generation*, Eds. Lynn Melnick and Brett Fletcher Lauer. New York, NY: Viking, (forthcoming).

*My Daughter La Chola*, poetry. Boise, ID: Ahsahta Press (Boise State University), (2013): 36.

*Riverside*, poetry. Guilford, VT: Longhouse Press, (2011): 7.

*This Isa Nice Neighborhood*, poetry. Denver, CO: Letter Machine Editions, (2010): 138.

*Is it the King?*, poetry. Austin, TX: Effing Press, (2006): 46.

**M'BARKI, ABDESSAMAD**

---

*Instructor (NTE), School of Middle Eastern & North African Studies*

**Education:** B.A., Arabic Language and Linguistics, University of Moulay Ismail, Morocco, 2011  
M.A., Arabic Language and Linguistics Theories, University of Sidi Mohammed Ben Abedallah, Morocco, 2013

**Academic Experience:** Instructor, School of Middle Eastern and North African Studies, University of Arizona, Spring 2014  
Arabic Language Instructor at Critical Language Scholarship (CLS) - Tangier- AALIM Center, 2013  
In-Class and Online Instruction for Independent Students at AALIM Center - Meknes, Morocco, 2013  
Arabic language Instructor in the Flagship program at AALIM -Meknes, Morocco, 2011  
Arabic Language Instructor at Sadiki Private School - Meknes, Morocco, 2010

**Overseas Experience:** Morocco

**Language Proficiency:** Arabic - 4

**Specializations:** Arabic language instruction

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Moroccan Arabic

**MCGOVERN, JEFFREY***Graduate Teaching Associate, School of Geography and Development*

**Education:** B.A., Anthropology and History, University of Massachusetts, Amherst, 1998  
 M.A., Anthropology, University of Massachusetts, Amherst, 2001  
 Ph.D., School of Geography and Development, University of Arizona, 2013

**Academic Experience:** Graduate Teaching Associate, School of Geography and Development, University of Arizona, 2003-12  
 Teaching Assistant, Anthropology, University of Massachusetts, Amherst, 2001

**Overseas Experience:** Italy, Ireland, United Kingdom

**Specializations:** Geography of Militarization, Colonial and Post-colonial Studies, Modern North African History

**Distinctions:** Presented “Destination Fourth Shore: Fascists Efforts to Build and Promote an Italian Libya”, Annual Association of American Geographers Meeting, Las Vegas, NV, 1999.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Geography of the Middle East; Political Geography of Europe; Political Geography; Cultural Geography

**Selected Recent Publications:**

“OECD/Southern Arizona’s Regional Steering Committee.” *The Southern Arizona Region, United States: Self-Evaluation Report*. OECD Reviews of Higher Education in Regional and City Development, IMHE, 2009.

Review of *The Wearing of the Green: A History of St. Patrick’s Day* by Mike Cronin and Daryl Adair. (with Sallie Marston.) *Journal of Historical Geography*. Vol.29, no. 4 (2003): 653-654.

*Use of Remote Sensing Techniques to Quantify Border Impacts at Coronado National Memorial and Organ Pipe Cactus National Monument*. (with S. N. Drake and A. Hubbard Sanova.) Tucson, AZ: Sonoran Desert Network, Inventory and Monitoring Network, NPS, 2003.

**MEGDAL, SHARON B.***Director, Water Resources Research Center; Professor (T) and Specialist, Soil, Water, and Environmental Science*

**Education:** A.B. Economics, Douglass College, Rutgers University  
 M.A. Economics, Princeton University  
 Ph.D. Economics, Princeton University

**Academic Experience:** Director, Water Resources Research Center, University of Arizona, 2004-Present  
 Member, UNESCO-GEF Transboundary Waters Assessment Programme, Groundwater Expert Group, 2009-Present  
 C.W. and Modene Neely Endowed Professor for Excellence in Agriculture and Life Science, March 2008-Present  
 Professor/Specialist, Department of Agricultural and Resource Economics, University of Arizona, 2002-Present  
 Professor/Specialist, Department of Soil, Water and Environmental Science, University of Arizona, 2006-Present  
 Associate Director, Water Resources Research Center, University of Arizona, 2002-2004

**Overseas Experience:** Israel, Palestinian Territories, Mexico, France

**Language Proficiency:** Spanish – 1.

**Specializations:** State and Regional Water Policy and Management, Mechanisms to Secure Water for Environmental Needs

**Distinctions:** 12 Torches Ceremony Honoree (1 of 12), Weintraub Israel Center, 2014; Distinguished Outreach Faculty Award for significant contributions to outreach at The University of Arizona, 2014; Supporting Watershed Management Planning for People and the Environment in the Desert Landscape Conservation Cooperative Region: A Demonstration in the Upper Gila River Watershed, US DOI, BOR, WaterSMART #R12AP80908, Co-PI: William Brandau; Total Award Amount: \$150,000; Total Award Period Covered: 10/01/2012-09/30/2014; Incorporating Climate Information and Stakeholder Engagement in Groundwater Resources Planning and Management, US DOC, NOAA, Climate and Atmospheric Research #NA12OAR4310092, Co-PI’s: Susanna Eden, Karletta Chief and Christopher Castro; Total Award Amount: \$216,351; Total Award Period Covered: 08/1/2012-07/31/2014. Connecting Environmental Water Needs to Arizona Water Planning, Nina Mason Pulliam Charitable Trust through the University of Arizona Foundation; Total Award Amount: \$338,000; Total Award Period Covered: 08/01/2011- 07/31/2014.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Water, Society, and Policy Seminar; Arizona Water Policy

**Selected Recent Publications:**

“Study Finds Land Fallowing Improves Soil Quality in PVID.” (with Jeremy Cusimano, Jean E. McLain and Jeffrey C. Silvertooth) In *Arizona Water Resource*, (Winter 2014): 1-2.

“Key Messages for CRWUA Highlight Arizona’s Achievements, Yet More Efforts Are Needed.” *Arizona Water Resource*, (Winter 2014): 11.

“Shortage Projections May Inspire Changes in Thinking.” *Arizona Water Resource*, 21.4 (Autumn 2013): 11.

*Shared Borders, Shared Waters: Israeli-Palestinian and Colorado River Basin Water Challenges*. (co-eds. with Robert Varady and Susanna Eden) Leiden: CRC Press, 2012.

**MILLER, KERITH M.**

---

*Graduate Teaching Associate, School of Anthropology and School of Middle Eastern & North African Studies*

**Education:** B.S., Apparel Design, Colorado State University, 1993  
 M.F.A., Theater Design, University of Texas at Austin, 2000  
 M.A., Middle Eastern Studies, University of Arizona, 2009  
 Ph.D Student, Anthropology and Middle Eastern Studies

**Academic Experience:** Graduate Teaching Associate, Arabic and Anthropology, 2013-2014  
 Arabic Tutor, Project GO, 2013  
 Teaching Assistant, MENAS, 2007-2008, 2009, 2011, 2012, 2012-13  
 Teaching English as a Foreign Language, Peace Corps, Azerbaijan, 2003-2007

**Overseas Experience:** Turkey, the Levant, Azerbaijan, Uzbekistan

**Language Proficiency:** Syrian Arabic – 4, Azeri – 4, German – 4, Turkish – 3, Uzbek – 3, MSA – 3, Classical Arabic – 3, Persian – 2, Russian – 2, Syriac – 1, Turoyo - 1

**Specializations:** Linguistic anthropology, language, culture and power, narrative, agency, language ideologies, language contact and change, semiotics, sociolinguistics and identity, ethnicity, community, diaspora

**Distinctions:** William and Nancy Scholarship Fund Recipient, School of Anthropology (pre-dissertation research, Turkey), 2013; Title VIII Fellowship, Critical Language Institute, Advanced Uzbek summer study, Phoenix in June, July and Samarqand in July and August, 2012; Academic Year FLAS, Advanced Turkish Study, University of Arizona, 2011-2012; Title VIII Fellowship, Summer Workshop for Slavic, East European and Central Asian Languages, Intermediate Uzbek Study, Indiana University, Bloomington, 2011; Center for Advanced Study of Arabic Fellowship, University of Damascus, Syria, June 2010 through April 2011; Academic Year FLAS 4<sup>th</sup> Year Arabic Study, University of Arizona, 2009-2010.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Middle Eastern Humanities; Elementary Arabic; Languages & Societies of the Middle East

**Language Pedagogy Training:** Teaching Arabic as a Foreign Language, University of Arizona (Sonia S'hiri), Fall 2011; Numerous conferences & workshops on TEFL, Peace Corps, Azerbaijan, 2003-07

**Selected Recent Publications:**

"The Morpheme /-in(n)/ in Central Asian Arabic." 23<sup>rd</sup> Symposium on Arabic Linguistics in Milwaukee. April 2009. (Paper accepted for publication in conference journal, *Perspectives on Arabic Linguistics* 25, forthcoming).

"The Paradox of the Term 'Democracy' in Arabic Discourse on Islamic Movements." Georgetown University Roundtable. March 2010. (in edited book on Religion and Language in conjunction with the *International Journal of the Sociology of Language*, forthcoming).

"Language Contact Influence on the Morphological Typology of the Arabic of Bukara." *Berkeley Linguistics Society* 38. March 2012.

**MOAZZEN, MARYAM**

---

*Visiting Lecturer (NTE), School of Middle Eastern & North African Studies*

**Education:** B.A., Persian Language and Literature, Firdowsi University, Iran, 1990  
 M.A., Persian Language and Literature, University of Tehran, Iran, 1992  
 Ph.D., Persian Literature and Culture, University of Tehran, Iran, 1998  
 M.A., Near & Middle Eastern Civilizations, University of Toronto, 2003  
 Ph.D., Near & Middle Eastern Civilizations, University of Toronto, 2011

**Academic Experience:** Assistant Professor in Islamic Studies, University of Louisville, 2013-present  
 Visiting Lecturer, University of Arizona, 2012-2013

**Overseas Experience:** Iran

**Language Proficiency:** Persian – 4, Arabic – 3, French – 2, German – 2

**Specializations:** Islamic intellectual History, Shi'ism, Sufism and Persian Textual Studies

**Distinctions:** University of Louisville, College of Arts & Sciences, Intramural Research Incentive Grants, 2014; University of Toronto Fellowships, 2003–2009; School of Graduate Studies Travel Grant, 2009

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** The Religion of Islam; History of the Middle East; Islamic Thought

**Selected Recent Publications:**

*Shi'ite Higher Learning and the Role of the Madrasa-yi Sultani in Late Safavid Iran*. Leiden: Brill, Islamic History and Civilization Series forthcoming).

"Rituals of Commemoration, Rituals of Self Invention: The Institutions of Higher Religious Learning and Shi'ite Collective Memory." In *Iranian Studies, Journal of the International Society for Iranian Studies* (forthcoming).

**NABHAN, GARY P.***Research Social Scientist and Professor (T), Southwest Studies Center*

**Education:** B.A. Environment Biology, Prescott College, AZ., 1974  
 M.S. Plant Sciences (Horticulture), University of Arizona, 1978  
 Ph.D. Arid Lands Resource Sciences, University of Arizona, 1983

**Academic Experience:** Research Social Scientist/Professor, Southwest Center, University of Arizona, 2008-Present  
 Applied Indigenous Studies and Forestry, Northern Arizona University, 2000-08  
 Director of Conservation Science, Arizona-Sonora Desert Museum, 1993-2000  
 Visiting Lecturer, Departments of Native American Studies and English, University of Arizona, 1998-2000

**Overseas Experience:** Lebanon, Oman, Italy, Mexico, Peru

**Language Proficiency:** Arabic -4

**Specializations:** Common Heritage of Desert Dwellers in the Middle East and the Southwestern Borderlands, Regionally-unique Heritage Foods Served in America, Perils Facing Farmers in the Earth's Richest Centers of Food Diversity

**Distinctions:** MOCA Local Genius Award, 2013; Utne Reader Visionary, 2011; Copper Quill Award, 2006; Emil Haury Award, Western Parks and Monuments Association, 2004-2005; Saveur Magazine Best 100 Food Initiatives, 2002/2005; Lifetime Achievement Award, Society for Conservation Biology, 2001.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Rangeland Management; Redesigning Food Systems; Renewable Natural Resources; Redesigning Food Systems

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

*Cumin, Camels, and Caravans: A Spice Odyssey.* Berkeley: UCPress, 2014.

*Growing Food in a Hotter, Drier Land: Lessons from Desert Farmers on Adapting to Climate Uncertainty.* White River Junction, VT: Chelsea Green Pub., 2013.

*Arab American Landscape, Culture and Cuisine in Two Deserts,* Tucson, AZ: University of Arizona Press. 2008.

*Where Our Food Comes From: Retracing Nikolay Vavilov's Quest to End Famine.* Washington D.C.: Island Press, 2008.

**NAKHAI, BETH ALPERT***Associate Professor (T) and Assistant Director, Arizona Center for Judaic Studies*

**Education:** B.A. Government, Connecticut College, 1972  
 M.T.S. Old Testament, Harvard Divinity School, 1979  
 M.A. Syro-Palestinian Archaeology, Near Eastern Studies, University of Arizona, 1985  
 Ph.D. Near Eastern Studies, University of Arizona, 1993

**Academic Experience:** Associate Professor, Arizona Center for Judaic Studies, University of Arizona, 2006-Present  
 Affiliated Faculty, School of Anthropology, University of Arizona, 2013-Present  
 Affiliated Faculty, Religious Studies Program, University of Arizona, 2013-Present  
 Affiliated Faculty, School of Middle Eastern & North African Studies, University of Arizona, 2011-Present  
 Co-Director, Tel el-Wawiyat Excavation, Israel, 1985-Present  
 Undergraduate Advisor, University of Arizona, 1999-Present

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew – 3

**Specializations:** Ancient Near East, Archaeology, Biblical Studies

**Distinctions:** G. Ernest Wright Publications Award for "Archaeology and the Religions of Canaan and Israel" from the American Schools of Oriental Research, 2003; Leon Levy-Shelby White Program for Archaeological Publications, 2003-Present Society of Biblical Literature Research and Technology Grant, 2001; American Association of University Women Educational Foundation, American Research Publication Grant, 2000-01

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Women in Ancient Israel; Biblical Hebrew; History and Religion of Israel in Ancient Times –The Biblical Period; Women in Judaism; Archaeology and the Bible

**Dissertations and Theses Supervised in Past Five Years:** 11

**Selected Recent Publications:**

*Family Household Religion: Toward a Synthesis of Old Testament Studies.* (co-editor), (forthcoming).

"Household Religion: Toward a Synthesis of Old Testament Studies, Archaeology, Epigraphy, and Cultural Studies; Proceedings of the International Conference at Westfälisches Wilhelms-Universität Münster, April 1<sup>st</sup>-3<sup>rd</sup>, 2009." (co-eds w/ R. Albertz, R. Schmitt and S. Olyan) Winona Lake, IN: Eisenbrauns (2014).

"Mother-and-Child Figurines in the Late Bronze – Persian Period Levant" *Material Culture Matters: Essays on the Archaeology of the Southern Levant in Honor of Seymour Gitin*, eds. J. Spencer, R. Mullins and A. Brody. Winona Lake, IN: Eisenbrauns (2014): 165-98.

**NASSAR, MAHA T.***Assistant Professor (TE), School of Middle Eastern & North African Studies*

**Education:** B.A., English Language and Literature, Minor in Secondary Education, Benedictine University, 1997 (Summa Cum Laude, Scholar's Program)  
 M.A., Middle Eastern Studies, University of Chicago, 1999  
 Ph.D., Near Eastern Languages and Civilizations, 2006 (with honors)

**Academic Experience:** Assistant Professor, School of Middle Eastern and North African Studies, University of Arizona, 2011-Present  
 Lecturer, Department of Near Eastern Studies, University of Arizona, 2008-2011  
 Adjunct Lecturer, Department of Near Eastern Studies, University of Arizona, 2006-2008

**Overseas Experience:** Research in Israel/Palestine and in Lebanon, Travel to Jordan and Morocco

**Language Proficiency:** Arabic – 4, Persian – 2, Hebrew – 2

**Specializations:** Modern Middle East History, Arab Cultural and Intellectual History, Islamic Thought, Women and Gender in Islam, Arab-Israeli Conflict

**Distinctions:** SBSRI Faculty Professorship, University of Arizona, Fall 2012; SBSRI Faculty Professorship, Fall 2012;  
 Finalist, Five Star Faculty Teaching Award, University of Arizona Honors College, 2010; University of Chicago Century Fellowship (Tuition and Stipend), 1999-2004.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** History of the Middle East: 600-1453; History of the Middle East: 1453-Present; Islamic Thought; Gender Issues and Women's Literature in the Middle East; The Middle East in the 20<sup>th</sup> Century; History of the Arab-Israeli Conflict; Nationalism and Islam

**Dissertations and Theses Supervised in Past Five Years:** 16

**Selected Recent Publications:**

“My Struggle Embraces Every Struggle’: Palestinians in Israel and Solidarity with Afro-Asian Decolonization Movements.” *Arab Studies Journal* (forthcoming).

“Ilan Peleg and Dov Waxman, *Israel's Palestinians: The Conflict Within* (2008).” *International Journal of Middle East Studies*, 45 (2013): 631-3.

“Palestinian Citizens of Israel and the Discourse on the Right of Return, 1948-1959.” *Journal of Palestine Studies*, 40.4 (Summer 2011): 45-60.

“The Marginal as Central: *Al-Jadid* and the Development of a Palestinian Public Sphere, 1953-1970,” *Middle East Journal of Culture and Communication*, 3.3 (November 2010): 333-51.

**NAVA, ALEXANDER***Professor (T), Religious Studies*

**Education:** M.A., Religious Studies, University of Chicago,  
 Ph.D., Religious Studies, University of Chicago,

**Academic Experience:** Professor, Religious Studies, University of Arizona, 1999-Present.

**Overseas Experience:** Latin America

**Language Proficiency:** Spanish –4

**Specializations:** Comparative Religions, especially Judaism, Christianity and Islam

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Love in World Religions (study of conceptions of love in Judaism, Christianity and Islam); Rap, Culture, & God; The Question of God; Christian Mysticism

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

“Love in World Religions,” in progress.

*Wonder and Exile in the New World*, Penn State University Press. 2013.

*The Mystical and Prophetic Thought of Simone Weil and Gustavo Gutierrez*. SUNY Press, 2001.

**NAWID, SENZIL***Research Affiliate, Southwest Institute for Research on Women*

- Education:** Ph.D., Philosophy of Middle Eastern Studies, University of Arizona, 1987
- Academic Experience:** Research Affiliate, Southwest Institute for Research on Women, University of Arizona, current  
Executive Committee Member, American Institute of Afghanistan Studies, current  
Guest Lecturer & Professor, Near Eastern Studies, University of Arizona
- Overseas Experience:** Afghanistan, Great Britain, France, India, Pakistan, Switzerland
- Language Proficiency:** Persian –4, Arabic –2, Pashtu – 1, Urdu – 1, French – 1, German – 1
- Specializations:** Political, social, and cultural history of the nineteenth and twentieth century Afghanistan
- Distinctions:** John Richards Research Fellowship (\$4,000), American Institute of Afghanistan Studies; Archival Research in London, 2014
- Percentage of Time Dedicated to Area Studies:** 1-24%

**Selected Recent Publications:**

“Tarzi and the Emergence of Afghan Nationalism: Formation of a Nationalist Ideology,” 2009. Online.  
*Religious Response to Social Change in Afghanistan: King Aman-Allah and the Afghan Ulama, 1919-1929.* Costa Mesa, Calif.: Mazda, 1999.

**NEWHALL, AMY WHITTIER***Associate Professor (NTE), School of Middle Eastern & North African Studies; Executive Director, Middle East Studies Association*

- Education:** B.A., Art History, University of California, Berkeley, 1975  
M.A., Arabic Studies, American University in Cairo, 1979  
Ph.D., Fine Arts, Harvard University, 1987
- Academic Experience:** Executive Director, Middle East Studies Association, 2002-Present  
Associate Professor, Middle Eastern Art and Architecture, 1989-Present  
Director, Center for Middle Eastern Studies (CMES), University of Arizona, 1995-99  
Acting Director, CMES, University of Arizona, 1994-95
- Overseas Experience:** Egypt, Morocco, Jordan, Syria, Turkey, Sicily, Spain
- Language Proficiency:** Arabic – 3, French – 3, Spanish – 3, Turkish –1
- Specializations:** Islamic Architecture, Politics of Revivalism and Restoration in Art and Architecture, Contemporary Visual and Cultural Expression
- Distinctions:** Director, Middle East Studies Association, 2002-ongoing; Advisory Steering Committee, NSF IGERT (Integrated Graduate Education and Research Traineeship), 2010; Co-PI, Carnegie Corporation of New York, 2009
- Percentage of Time Dedicated to Area Studies:** 100%
- Select Courses:** Art/Architecture of the Islamic World; Muslim Material Culture; Food Traditions of the MENA; Art, Architecture and Commerce in the Mediterranean World (Study Abroad)

**Dissertations and Theses Supervised in Past Five Years:** 7**Selected Recent Publications:**

“The Unraveling of the Devil’s argain: The History and Politics of Language Acquisition.” In *Academic Freedom After September 11<sup>th</sup>*. Beshara Doumani (ed.), New York: Zone Books, (2006): 203-36.

“From Course Revision to Curriculum Transformation in Graduate Education.” (with Diane Riskedahl) *Encompassing Gender*, New York: Feminist Press, 2001.

“Oriental Rugs on the Arizona Frontier.” In *Tribal ad Village Rugs from Arizona Collections*. Tucson, AZ: George O’Bannon, 1998.

**NOORANI, YASEEN***Associate Professor (T), School of Middle Eastern & North African Studies*

**Education:** B.A., History, University of Virginia, 1988  
 M.A., Committee on Comparative Studies in Literature, University of Chicago, 1990  
 Ph.D., Department of Comparative Literature (Arabic and Persian), University of Chicago, 1997

**Academic Experience:** Undergraduate Studies Director, School of Middle Eastern & North African Studies, UA, current  
 Associate Professor, School of MENAS, University of Arizona, 2010-Present  
 Assistant Professor, Near Eastern Studies, University of Arizona, 2004-Spring 2010  
 Lecturer, Arabic Literature, University of Edinburgh, 1998-2004

**Language Proficiency:** Arabic –4, Persian –4

**Specializations:** Normative Ideals in Arabic and Persian Literature and Social Order in the Middle East, Culture and Modernity in the Middle East

**Distinctions:** Whiting Dissertation Writing Fellow, 1995-96; American Research Center in Egypt Fellow, 1993-94; University of Chicago Unendowed Funding, 1989-1993; Center for Arabic Studies Abroad Fellow, 1988-89.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Intermediate Arabic; Advanced Arabic; 4<sup>th</sup> Year Arabic; Arabic Literature in English Translation; Colonialism and Critique of Modernity; Muslim Views of the West; Nationality and Social Fracture in the Middle Eastern Novel; Middle East Theories & Controversies; Middle Eastern Humanities

**Dissertations and Theses Supervised in Past Five Years:** 15

**Selected Recent Publications:**

*Culture and Hegemony in the Colonial Middle East.* Palgrave Macmillan, 2010.

"Iraqi Modernism and the Representation of Femininity." *International Journal of Contemporary Iraqi Studies.* (September 2009). Print.

*Counterhegemony in the Colony and Postcolony.* (with John Chalcraft, ed.) Palgrave Macmillan, 2007.

"The Rhetoric of Security." *Centennial Review*, 5.1 (Spring 2005): 13-41.

**OBIORA, LESLYE***Professor (T), College of Law*

**Education:** LL. B., University of Nigeria, 1984  
 L.L.M., Yale Law School, 1988  
 J.S.D. Stanford Law School, 2000

**Academic Experience:** Professor, University of Arizona College of Law, 1997-Present  
 Coca-Cola World Fund Visiting Professor, Yale University, 2009  
 Visiting Gladstein Professor, University of Connecticut, 2003  
 Visiting Professor, University of Tulsa College of Law, 1997  
 Visiting Scholar, Stanford University School of Law, 1996-97

**Overseas Experience:** Nigeria

**Language Proficiency:** French –4, Arabic –2

**Specializations:** Gender and Law, International Human Rights, Strategic Philanthropy

**Distinctions:** Founder, Institute for Research on African Women, Children & Culture; Convener, Stimulating Philanthropy in Nigeria Leadership Forums; Cabinet Minister for Mines and Steel, Federal Govt. of Nigeria, 2006-07; Manager, World Bank Africa Region Gender & Law Program, 1999-2000; Convener, Gender & Law Ministerial Conference, World Bank, 2000.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Gender and Law; Public International Law; International Human Rights Law; Jurisprudence

**Dissertations and Theses Supervised in Past Five Years:****Selected Recent Publications:**

"A Refuge from Tradition and the Refuge of Tradition: On Anti-Circumcision Paradigms." In (Herlund & Shell-Duncan, eds.) *Transcultural Bodies: Female Genital Cutting in Global Context.* Rutgers, (2007): 67-90.

"Safe Harbor and Homage." In (Abusharaf, ed.) *Female Circumcision: Multicultural Perspectives.* Penn, (2006): 234-242..

"Law: Access to the Legal System: Sub-Saharan Africa." In *Encyclopedia of Women & Islamic Cultures.* (S. Joseph Gen. Ed.) 2005.

**ODEGAARD, NANCY**

*Conservator and Head, Preservation Division, Arizona State Museum; Professor (T), Materials Science & Engineering, School of Anthropology, and Drachman Institute*

**Education:** B.A. Arth History, University of Redlands, 1977  
M.A., Museum Studies/Anthropology, George Washington, 1981  
Ph.D., Resource and Heritage Science, U. Canberra, 1997

**Academic Experience:** Conservator (Faculty), 1991 –Present  
Professor and Co-Director, Heritage Conservation Science Program, 2004-Present  
Professor, 2000-present  
Associate Professor, 1997-2000

**Overseas Experience:** Colombia, France, Guatemala, Italy, Peru, Argentina, Chile, Australia, China, Dominican Republic, Denmark, Greece, Turkey, Azerbaijan, Iraq, Jordan

**Language Proficiency:** French – 1, Spanish – 1, Swedish – 1.

**Specializations:** Conservation of cultural property, archaeology

**Distinctions:** National Conservation Advocacy Award, 2013; Sheldon & Caroline Keck Award, 2009; Getty Conservation Institute Scholar, 2007-2008; Int'l Partnership Museums Award, Israel, 2001; Fulbright Senior Specialist Award, 2001; Winterthur Research Fellow, Robert Lee Gill Award, 2001; Fulbright Scholar Award, 1991

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Old World Meets New: Technology & Society in Global Context; Conservation in Archaeological Context

**Dissertations and Theses Supervised in Past Five Years:** 12

**Selected Recent Publications:**

"Authentication and Conservation in Archaeo-logical Science." (with V. Cassman) In: Smith, C.(Ed.) Encyclopedia of Global Archaeology. NewYork: Springer. (forthcoming): chapter 336.

"Addressing the Problem: The Team Approach." In *Changing Views of Textile Conservation*. (with A. Sadongei and M. Pool) Edited by M. M. Brooks, D. D. Eastop. Readings in Conservation Series. Los Angeles: Getty Conservation Institute, (2011): 259-266.

A Guide to Handling Anthropological Museum Collections. Los Angeles:Western Association of Art Conservators, (1991): 41. (Translated into Arabic, 2010).

**OGLESBY, ELIZABETH**

*Associate Professor (T), School of Geography and Development and Latin American Studies*

**Education:** B.A. History and Spanish, Tufts University, 1986  
M.A., Latin American Studies, University of California, Berkeley, 1996  
PhD, Geography, University of California, Berkeley, 2002

**Academic Experience:** Associate Professor, University of Arizona, 2010-present  
Assistant Professor, University of Arizona, 2002-2010

**Overseas Experience:** Guatemala, Colombia, Mexico, El Salvador, Nicaragua, Costa Rica, Peru, Chile; Cuba, South Africa, Turkey

**Language Proficiency:** Spanish –4, Portuguese –2, Turkish –1

**Specializations:** Violence, Memory and Post-Conflict Studies, Critical Human Rights, Critical Development Studies, Forced Displacement and Migration Studies, Agrarian Studies, Ethnography

**Distinctions:** Advisor, Latin American Studies Student Organization, UA, current; Senior Scholar, Georg Amhold International Summer School on Education for Sustainable Peace, "Teaching and Learning about the Past in the Aftermath of (Civil) War and Mass Violence: The Challenges and Promises of History Education in Divided and Post-War Societies," Braunschweig, Germany, July 2014; University of Arizona Research Professorship, 2014; Excellence in Advising and Mentoring Award, University of Arizona Honors College, 2013; Wenner Gren International Research Grant, 2011-2013.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Political Geography; Global Human Rights; Undergraduate Research Methods; Global Migrations; Critical Ethnography; Geographies of Violence; International Development

**Dissertations and Theses Supervised in Past Five Years:** 32

**Selected Recent Publications:**

"Complex Victims: Testimony, History and Political Subjectivity in Guatemala's Genocide Trial." *Journal of Genocide Research*, special issue on Guatemala, (in process, expected publication date: December 2015).

"Gendered Geographies of Justice in Transition: A Feminist Geopolitics Perspective," (with Rebecca Patterson-Markowitz and Sallie Marston) *International Journal of Women's Studies*, Special Issue: Gender and Political Democratization in Societies at War, 13.4 (September 2012): 82-99.

**OKAL, AHMET***Instructor (NTE), School of Middle Eastern & North African Studies*

**Education:** B.S. Political Geography of the World, Ankara University, Turkey, 1987  
 M.A. German Language and Literature, Texas Tech University, 2003  
 M.A., Applied Linguistics, Texas Tech University, 2004  
 M.A., Italian Studies, Middlebury College, 2004  
 DML (Doctor of Modern Languages) student, Italian and German Studies, Middlebury College, 2005-Present  
 Ph.D. student in SLAT, Second Language Acquisition and Teaching, University of Arizona, 2005-Present

**Academic Experience:** Instructor, Turkish language, 2005–Present  
 Instructor, Italian, Texas Tech University, 2003-2005  
 Instructor, German, Texas Tech University, 2002-2004

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, Persian – 1, German – 4, Italian – 4, Ottoman – 2, Arabic – 1

**Specializations:** Teaching languages using social media and web apps, CALL

**Distinctions:** Outstanding Graduate Teaching Assistant Award, 2011; CMES Center for Middle Eastern Languages, Grant for material development, 2009; CERCLL Center for Educational Resources in Culture, Lang. & Literacy, Grant for the Turkish Global Simulation material development, 2007.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Elementary Turkish; Intermediate Turkish; Advanced Turkish; 4<sup>th</sup> Year Turkish; Turkish Global Simulation

**Language Pedagogy Training:** Content-Based Language Instruction Workshop, March 2012; NMELRC Program Building and Maintenance Workshop, July 2011; Western Consortium Evaluation Workshop, July 2011; ACTFL OPI Workshop, August 2009; CARLA Center for Advanced Research in Second Language Acquisition, July 2009; Western Consortium of Middle Eastern Studies Centers, January 2009

**OLSEN, JOHN W.***Regents' Professor (T), School of Anthropology*

**Education:** B.A. (Honors) Anthropology & Oriental Studies, University of Arizona, 1976  
 M.A. Anthropology, University of California, Berkeley, 1977  
 Ph.D. Anthropology, University of California, Berkeley, 1980

**Academic Experience:** Head, Department of Anthropology, University of Arizona, 1998-2008  
 Executive Director, University of Arizona Je Tsongkhapa Endowment for Central and Inner Asian Archaeology, 2004-present  
 Co-Director, University of Arizona Confucius Institute, 2011-present  
 Co-director, Zhoukoudian International Paleoanthropological Research Center, Chinese Academy of Sciences, Beijing, China, 1995-Present  
 Resident Director, Beijing Office, U.S. National Academy of Sciences, 1990-91

**Overseas Experience:** Egypt, Sudan, Mongolia, Tibet, Uzbekistan, Belize, Colombia, People's Republic of China (Inner Mongolia, Xinjiang, Hebei, Qinghai, Gansu), Philippines, Kazakhstan, Turkmenistan, Vietnam

**Language Proficiency:** Chinese – 3, Russian – 3, Mongolian – 1, Tibetan – 1

**Specializations:** Paleolithic Archaeology, Pleistocene Paleoecology, Prehistoric Human Adaptations to Marginal Environments

**Distinctions:** National Science Foundation Grant-in-Aid, 2008; Luce Foundation Grant-in-Aid, 2006; Regents' Professor, University of Arizona, 2005; Salus Mundi Foundation Endowment, 2004; Honorary Doctoral Degree, Mongolian Academy of Sciences, 2003

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Prehistory of East Asia; Archaeology of Pre-Han China; Principles of Archaeology

**Dissertations and Theses Supervised in Past Five Years:** 12

**Selected Recent Publications:**

- “Application of 14C Dating of Interdune Paleowetland Deposits to Constrain the Age of Mid- to Late Holocene Microlithic Artifacts from the rosZhongba Site, Southwestern Qinghai-Tibet Plateau.” (with A. M. Hudson and J. Quade) *Geoarchaeology*, 29.1 (2014): 33–46.  
 “On the Possible Use of Fire by Homo erectus at Zhoukoudian, China,” (with Zhong Maohua, Shi Congling, Gao Xing, Wu Xinzhi, Chen Fuyou, Zhang Shuangquan, and Zhang Xingkai) *Chinese Science Bulletin*, 59.3 (2014): 335-343.  
 “The Upper Paleolithic of Mongolia and Northwest China.” (with B. Gunchinsuren) In *Basic Issues in Archaeology, Anthropology, and Ethnography of Eurasia. Festschrift on the Occasion of Anatoly Derevianko's 70th Birthday* edited by V. I. Molodin and M. V. Shunkov. Novosibirsk: Institute of Archaeology and Ethnography, Siberian Branch, Russian Academy of Sciences Press, (2013): 183-193. (In English and Russian).

**OUBOU, HAFSA**

*Project GO Coordinator (NTE), Center for Middle Eastern Studies; Assistant to the Director, Flagship Arabic Program, School of Middle Eastern & North African Studies*

**Education:** B.A., English Linguistics and Literature, Ibn Zohr University, Morocco, 2006  
M.A., Communication Studies, Cadi Ayyad University, Morocco, 2009  
Ph.D. student, Middle Eastern and North African Studies, University of Arizona

**Academic Experience:** Program Coordinator of Project GO, University of Arizona, Summer 2014  
Arabic Tutor of Flagship Arabic Program, University of Arizona, 2013-2014  
Teaching Assistant of Religion of Islam, University of Arizona, 2012-2013  
Instructor of Introduction to Media Studies, Cultural Diversity; Ibn Zohr University, 2011-2012

**Overseas Experience:** Morocco

**Language Proficiency:** Arabic – 4, Berber – 4, Darija – 4, English – 4, French – 3, Persian – 1

**Specializations:** Middle Eastern and North African Studies; Minorities

**Distinctions:** Jeanne Jeffers Mrad Graduate Student Travel Award, Fall 2013; Center for Middle Eastern Studies Travel Award, Fall 2013; Dar Si Hmad Distinguished Student Prize, Fall 2011; Cadi Ayyad Distinguished Scholarship, 2006-2008

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Introduction to Media Studies; Cultural Diversity; Religion of Islam

**Language Pedagogy Training:** Project GO OPI Training, April 2014

**OULD MEILOUD, AHMED M.**

*Graduate Teaching Assistant, School of Middle East & North African Studies*

**Education:** B.A., English Literature, University of Nouakchott, 2002  
Certificat d'Aptitude au Professorat de l'Enseignement Secondaire, ENS Mauritania, 2005  
M.A in American Studies, University of Wyoming, 2007  
MA Near Eastern Studies, University of Arizona, 2011  
Ph.D. student, Anthropology & Near Eastern Studies, University of Arizona

**Academic Experience:** Teaching Assistant, School of Middle East and North African Studies, University of Arizona, 2009-Present

**Overseas Experience:** Mauritania

**Language Proficiency:** Arabic –4, Turkish –2; Hebrew –1, French –3, English –4.

**Specializations:** Islamic Studies

**Distinctions:** Fulbright Scholar Exchange Program, 2005-2006

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Elementary Arabic; Intermediate Arabic; Religion of Islam; Introduction to Political Islam

**Language Pedagogy Training:** Second Language Teaching Practicum, University of Wyoming, 2005-2006.

**PAINE, JENNIFER***Business Manager, Center for Middle Eastern Studies*

**Education:** B.A. Asian Studies, Pomona College, 1988  
 M.A. Geography, Hunter College, CUNY  
 Ph.D. Candidate, Geography, Ohio State University, 1997-Present

**Academic Experience:** Business Manager, Center for Middle Eastern Studies, University of Arizona, 2006-Present  
 Test Development, Educational Testing Service (ETS), 2003  
 Finance, ETS, 2002-03  
 Affiliated Researcher, Institute of Folklore, National Center for Social Sciences and Humanities Research, 2000-02

**Overseas Experience:** Vietnam, Japan, Venezuela, UK

**Language Proficiency:** Vietnamese –4, Japanese –2, German –1, Spanish –1.

**Specializations:** Budgeting, Financial Reconciliation, Geography

**Distinctions:** Blake More Foundation Southeast Asia Fellowship, 2000-01; John N. Rayner Dissertation Foundation Award, 1998; Foreign Language and Area Studies Fellowship, Vietnam, 1997/1998; Foreign Language and Area Studies Fellowship, SEASSI, 1997.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Selected Recent Publications:**

“The Japanese in America.” (with Ines Miyares and Midori Nishi.) In (Jesse O. McKee, ed.) *Ethnicity in Contemporary America A Geographical Appraisal*. 2<sup>nd</sup> Edition. Rowman and Littlefield. 2000..

**PARK, TAD (THOMAS) K.***Professor (T), School of Anthropology*

**Education:** B.A. Anthropology and Philosophy, McGill University, 1974  
 M.A. Anthropology (1977) and M.A. Agricultural Economics (1982), University of Wisconsin, Madison  
 Ph.D. Anthropology and History, University of Wisconsin, Madison, 1983

**Academic Experience:** Associate Professor, Anthropology, University of Arizona, 1992-Present  
 Assistant Professor, Anthropology, University of Arizona, 1986-1992  
 Faculty Associate, Center for Middle Eastern Studies, Harvard University, 1990  
 Faculty, Land Tenure Center, University of Wisconsin, Madison, 1986, 1990-Present  
 Project Coordinator, Research on Land Tenure in Mauritania, Land Tenure Center, University of Wisconsin, Madison, 1984-85

**Overseas Experience:** Egypt, Morocco, Mauritania, Tanzania, Senegal, Niger, Botswana, Mali

**Language Proficiency:** Arabic –4, French –4, German –2, Norwegian –4, Hebrew –1, Greek –1, German –1, Russian –1, Tachellyt - 1

**Specializations:** Bureaucracy in Africa & the M.E., Colonialism and Imperialism, Arabic Archives

**Distinctions:** Conference Co-Organizer, Robustness in Complex Systems, NSF & Santa Fe Institute, Summer 2003; National Science Foundation Grant, Creation of a GIS for Six Cities in Arid Environments (Morocco, Senegal, Mali, Niger, Tanzania, and Botswana), 1998-2001

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Political Ecology, Economic Anthropology, African Societies

**Dissertations and Theses Supervised in Past Five Years:** 9

**Selected Recent Publications:**

“Urban Sociology in Poor Cities of Africa and the Middle East: a New Methodology Inspired by Robert E. Park’s Urban Ecological Approach.”  
 Chapter in *The Chicago School Diaspora: Epistemology and Substance*, McGill Queens University Press, 2011.

“Historical Dictionary of Morocco. 2<sup>nd</sup> Edition. (with Aomar Boum.) Lanha, MD: Scarecrow Press and University Presses of America, 2006.

“The Six Cities Project: Developing a Methodology of Surveying Densely Populated Areas Using Social Science Assisted and Diachronic Remote Sensing Based Classification of Habitation.” (with Mamadou Baro) *Journal of Political Ecology*, 10 (2003): 1-23.

**PRICE, THOMAS***Adjunct Instructor (NTE), Arizona Center for Judaic Studies*

**Education:** B.A. Harvard College, 1973  
M. Ed. Harvard Graduate School of Education, 1974

**Academic Experience:** Adjunct Instructor, Center for Judaic Studies, 2004-Present  
Coordinator of Economic and Environmental Activities in Central Asia, Southeastern Europe, and the Caucasus, OSCE, Vienna  
U.S. Diplomat, posted in Paris, Belgrade, Washington, Malta, Abidjan, Yerevan, Sofia, Islamabad, 1978-1998  
Freelance Journalist, educational consultant, travel agent, St. Louis, 1977-1978

**Overseas Experience:** France, Serbia, Malta, Ivory Coast, Armenia, Bulgaria, Pakistan, Afghanistan

**Specializations:** international affairs, Ottoman history, Israel/Judaic studies

**Distinctions:** Humanities Seminars Superior Teaching Award, 2006 and 2010

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** The History of Anti-Semitism; Israel, Islam, and the West; Modern Israel; Judaic Studies

**Selected Recent Publications:**

"The OSCE's Economic Dimension: Lessons Learned." In the *Helsinki Monitor*, 12.3 (2001): 165-176.

"Security Aspects in the Field of Environment: A Review of the 7th Annual Economic Forum." (with Stuart N. Mast) In the *Helsinki Monitor*, 10.4 (1999): 27-39.

"Diversity: A Better Way of Doing Business," (with Stuart N. Mast) In *Organization for Security and Co-operation in Europe (OSCE)*, (1999).

**RABINOVICH, TATIANA***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** B.A., International Relations, Saint-Petersburg State University, Russia, 2008  
M.A., International Relations, Saint-Petersburg State University, Russia, 2011  
M.A., Middle Eastern Studies – Political Science, University of Utah, 2011  
Ph.D student, MENAS, University of Arizona

**Academic Experience:** Teaching Assistant and Instructor, School of Middle Eastern and North African Studies, University of Arizona

**Overseas Experience:** Russia

**Language Proficiency:** Russian – 4, English – 4, Arabic – 3, German – 2, Turkish – 1.

**Specializations:** History

**Distinctions:** Arabic Language award from the University of Utah, 2011; Fulbright Scholarship 2009-2011; FLEX Exchange Student, 2002-2003.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Middle Eastern Humanities; Religion of Islam; Introduction to the Arab Spring

**Selected Recent Publications:**

"Mediated Piety in Contemporary Syria: Women, Islam and Television." In Special Issue titled "Women in the Middle East" of *Feminist Media Studies* 13.5 (2013).

**RACY, JOHN C.**

---

*Professor (T), Psychiatry; Director, Medical Student Education***Education:** B.A., American University of Beirut, Lebanon, 1952  
M.D., American University of Beirut, Lebanon, 1956**Academic Experience:** M.D., American Professor of Psychiatry and Nursing, University of Rochester School of Medicine and Dentistry, 1969-1978  
Associate American University of Beirut, Lebanon, 1952  
Instructor, Associate Professor, Professor of Internal Medicine, American University of Beirut, 1960-67**Overseas Experience:** Lebanon, Saudi Arabia**Language Proficiency:** Arabic -4, French -2**Specializations:** Transcultural Psychiatry (especially ME), Psychiatric Education, Integration of Psychotherapy and Pharmacotherapy**Distinctions:** Clinical Science Educator of the Year Lifetime Award, 2000; Clinical Sciences Educator of the Year, University of Arizona, 1998; Dean's List for Excellence in Teaching, University of Arizona, 1997.**Percentage of Time Dedicated to Area Studies:** 25-49%**Select Courses:** Clinical Clerkship; Clinical & Community Psychology; Psychiatry Clerkship; Clinical & Community Psychiatry**Selected Recent Publications:***Psychotherapy with the Arab Patient.* (co-eds. with Kutaiba Chalaby) Tucson, AZ: QSOV, 1999."Professionalism in Internal Medicine: Are the Board's Efforts Adequate?" *Report of the 1996 Summer Conference on Professional Responsibility, Professional Accountability.* Philadelphia: American Board of Medicine. 1997."Combined Therapy." *The Harvard Mental Health Letter*, 13.2 (1996).**RASTEGAR, MANSOUR**

---

*Adjunct Lecturer (NTE), School of Middle Eastern & North African Studies***Education:** B.A. Persian Language and Literature, Pahlavi University, Shiraz, Iran, 1961  
M.A. Persian Language and Literature, Tehran University, Tehran, Iran, 1967  
Ph.D. Persian Language and Literature, Tehran University, Tehran, Iran, 1970**Academic Experience:** Adjunct Lecturer, School of Middle Eastern & North African Studies, University of Arizona, 2009-Present  
Full Professor, Shiraz University, Shiraz, Iran, 1983-2006  
Associate Professor, Pahlavi/Shiraz University, Shiraz, Iran, 1976-83  
Assistant Professor, Pahlavi University, Shiraz, Iran, 1970-76**Overseas Experience:** Iran, India, Brazil, Russia, England, China, Japan**Language Proficiency:** Persian -4, Arabic -3, Portuguese -3**Specializations:** Persian Language and Literature (with special interest in Hafez and Ferdowsi), Teaching Persian non-native speakers, History and Geography of Fars Province in Iran**Distinctions:** Winner, Year's Best Editing of an old Persian manuscript, Organization of Protectors of Old Persian Manuscripts, 2004; Winner, Immortal Faces in Persian Literature, 2003; Professor of the Year, Shiraz University, 1996**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** Reading Persian Literature; Selected Poems of the Poet Hafez; Intermediate Persian; Advanced Persian**Selected Recent Publications:***Peyskargardani dar Asatir.* Tehran: Pezhuheshgah-e 'Olum-e Ensani va Motala'at-e Farhangi, 1383. (*Metamorphosis in Myths.* Tehran: Institute for Humanities and Cultural Studies, 2005.)*Ferdowsi va hoviyyatshenas i-ye Irani: Majmu'eh-ye Maqalat dar bareh-ye Shahnameh-ye Ferdowsi.* Tehran: Entesharat-e Tarh-e Now. 1381. (*Ferdowsi and Iranian Identity: Selected Essays on Ferdowsi's Shahnameh.* Tehran: Tarh-e No, 2002).*F Arsnameh-ye Naseri az Haj Mirza Hassan-e Hosseini Fasa'i.* Vol. 1 and 2. Tehran: Mo'asseseh-ye Entesharat-e Amir Kabir. 1378. (Editor and annotator. *Farsname Naseri of Haj Mirza Hassan Hosseini Fasa'i.* Vol. 1 and 2. Tehran: Amir Kabir Publishing, 1999.)

**RAWAN, ATIFA R.***Research Support Services Team, Librarian (NTE), University of Arizona Libraries*

**Education:** B.A. Political Science, University of Hawaii, 1969  
 M.A. Educational Anthropology, New York University, 1971  
 M.L.S. Library Science, University of South Carolina, 1977

**Academic Experience:** Librarian Emeritus, Project Director for Afghanistan Projects: Preserving and Creating Access to Unique Afghanistan Literature and the Afghanistan Digital Libraries, University of Arizona, 2010-Present  
 Librarian, University of Arizona, 1985-2010  
 Technical Services Librarian and Assistant Professor of Anthropology and Ecology, Allen University, 1975-77

**Overseas Experience:** Afghanistan

**Language Proficiency:** Persian – 4, Pashto – 2, Arabic – 1.

**Specializations:** Afghanistan Higher Education, Digital Libraries in Afghanistan, Library and Information Science and US Government Information

**Distinctions:** Afghan Cultural Heritage Higher Education Program, 2013, Kabul, Afghanistan; University of Arizona Outstanding Achievement Award –The U.S.S. Arizona Bell, 2008-09, April 2009; National Endowment for Humanities (NEH) Grant. “Preserving and Creating Access to Unique Afghanistan Literature from the Jihad Period”, 2007-09; Afghan eQuality Alliances: 21<sup>st</sup> Century Digital Libraries for Afghanistan (initiative to set up an integrated library system), Washington State University/USID, 2005-09; Rebuilding the Information Infrastructure in Afghanistan: An Implementation Plan for an Electronic Agriculture Library for Kabul University, International Arid Lands Consortium/USAID, 2004-06

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Selected Recent Publications:**

“Afghanistan Digital Library Initiative: revitalizing and Integrated Library System.” (with Yan Han) *Information Technology and Libraries*, 26.4 (December 2007): 44-46.

“Government Printing Office’s Transition To a More Electronic to More Electronic Format And Its Impact On the Collection and Reference Services: A Virtual Depository: The Arizona Project.” (with Cheryl Knott Malone.) *Reference Librarian*, 45.94 (2006): 5-18.

**RELLY, JEANNINE E.***Assistant Professor (TE), School of Journalism*

**Education:** B.S. Human Nutrition and Foods, Virginia Polytechnic Institute & State University (Virginia Tech), 1985  
 M.A., Journalism, University of Arizona, 1991  
 Ph.D. Public Administration, Arizona State University, 2008

**Academic Experience:** Assistant professor of practice, School of Journalism, The University of Arizona, 2004-2009  
 Assistant director and research assistant, statewide public opinion poll - KAET/Walter Cronkite School of Journalism and Mass Communication, Arizona State University, 2004-2005

**Overseas Experience:** Iraq

**Language Proficiency:** French – 1-2

**Specializations:** Research focuses on government information policy and press-state relations, democratic institutions, freedom of expression and access to information in countries in conflict and political transition, and formal and informal institutions related to the policy issue of public corruption

**Distinctions:** *Equid Novi: African Journalism Studies* Award for Best Journalism Research Paper and a top paper award (third place) for Robert L. Stevenson Open Paper Competition (co-author) in the International Communication Division, Association for Education in Journalism and Mass Communication annual conference, Washington, D.C., 2013; UA Conflucenter Collaboration and Innovation Award (co-investigator) 2013

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Journalism Theory and Practice (Journalism 508). Graduate course that includes readings, discussion and assignments focused on MENA region and other regions of the world.

**Dissertations and Theses Supervised in Past Five Years:** 8

**Selected Recent Publications:**

Journalism in times of violence: Social media use by U.S. and Mexican journalists working in northern Mexico. (with C. Gonzalez de Bustamante) *Digital Journalism* (in press).

“Silencing Mexico: A study of influences on journalists in the northern states.” (with C. Gonzalez de Bustamante) *International Journal of Press/Politics*, 19.1 (2014):108-131.

“Watchdog journalism: India’s three largest English-language newspapers and the Right to Information Act.” (with C.B. Schwalbe) *Asian Journal of Communication*, 23.3 (2013): 284-301.

“Freedom of information laws and global diffusion: Testing Rogers’s model.” *Journalism & Mass Communication Quarterly*, 89.3 (2012): 431-457.

**ROSENBLUM, MORT**

---

*Professor of Practice (NTE), School of Journalism***Education:** B.A. Journalism and Latin American Studies, University of Arizona  
Post-Graduate Studies, School of International Affairs, Columbia University**Academic Experience:** Chief International Correspondent, Associated Press, 1981-2004  
Executive Editor, International Herald Tribune, Paris, 1979-81  
Africa Correspondent, AP, Lagos, 1967-1970  
Southeast Bureau Chief, AP, Singapore, 1970-1973  
France Bureau Chief, Paris, 1977-1981  
Visiting Professor, University of North Carolina, Chapel Hill/Sorbonne, Paris/Tufts University, Medford, MA  
Guest lectures, University of California-Berkeley/Columbia University/ Northwestern/Kansas University  
University of Texas/ Georgetown/University of Wales/ Virginia Tech/ Menendez Pelayo (Spain)/ Leiden (Netherlands)**Overseas Experience:** Lebanon, Israel, Iraq, Saudi Arabia, Kuwait, Jordan, Syria, Yemen, Egypt, Algeria, Morocco, Tunisia, Pakistan, Afghanistan, India, Turkey, Western Europe, Southeast/East Asia, Africa, Latin America**Language Proficiency:** French –4, Spanish –4, Italian –2, Portuguese –1**Specializations:** International Affairs, Global Issues in Journalism, Conflict Reporting, Environment, Oceans**Distinctions:** Founding Editor, *Dispatches Quarterly*; Overseas Press Club Award, 2013; AP Managing Editors Annual Award, 1990, 2000, 2001; Harry Chapin Award, 2001; Mencken Award, 2000; Overseas Press Club Award, 1989; Edward R. Murrow Fellow, Council of Foreign Relations, NY, 1976-77; Eight Pulitzer Prize Nominations; Chairman, UPI International Advisory Board; Board Member, International Press Institute.**Percentage of Time Dedicated to Area Studies:** 50-74%**Select Courses:** International Reporting; Reporting the World; Journalism Seminar**Selected Recent Publications:**"Troubled Waters." *Monocle*, 70.7 (2014): 35-39."It's All Relative-Philippines." *Monocle*, 62.7 (2013): 33-39.

Regular Op-Ed and online contributions, New York Times, 2012-present

Looting the Seas, Center for Public Integrity, 2013. Print.

*Little Bunch of Madmen: Elements of Global Reporting*. Millbrook, NY: De.Mo Design, 2010. Print.**SALFITY, ELIAS GEORGE KHADER**

---

*Graduate Teaching Associate, School of Middle Eastern & North African Studies***Education:** B.S., History, Springfield College, Springfield, MA, 2009  
M.A., Middle Eastern & North African Studies, University of Arizona, 2011  
M.A., Philosophy, University of Arizona, 2014  
PhD student, Middle Eastern & North African Studies, University of Arizona**Academic Experience:** Graduate Teaching Associate, MENAS, University of Arizona, 2010-Present**Overseas Experience:** Palestinian Territories**Language Proficiency:** Arabic – 4**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** Middle Eastern Humanities; Religion of Islam; Advanced Arabic; History of the Middle East

**SANCHEZ, TANI D.***Lecturer (NTE), Africana Studies*

**Education:** M.A., Media Arts, University of Arizona, 1997  
Ph.D., Comparative Cultural and Literary Studies, University of Arizona, 2006

**Academic Experience:** Lecturer, University of Arizona, 2004-Present  
Textbook reviewer, Pearson-Prentice Hall 2009-2011, Reviewed chapters on African Art and chapters on African History  
Public Information Officer, Arizona Historical Society 1989-1990  
Public Affairs/Newspaper Editor, Arizona National Guard 1987-1991  
Broadcast Journalist, U.S Army 1983-1987

**Overseas Experience:** Korea, Germany

**Specializations:** Analysis of Blacks in cinema, online instruction

**Distinctions:** University of Arizona Wakonse Fellows, University of Arizona; Albert M. Hallerman Scholarship University of Arizona, College of Fine Arts, 1996; Minority Achievement Award University of Arizona, College of Fine Arts, 1996; Creative Achievement Award, University of Arizona, College of Fine Arts, 1996e.g. Fulbright Hayes, 2001-2002.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Cinemas of Africa and the African Diaspora; Hip Hop Cinema; Ancient African Civilizations

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

"Neo abolitionists, colorblind epistemologies and Black politics: the Matrix film trilogy." In *The persistence of whiteness: race and contemporary Hollywood cinema*. Edited by Daniel Bernardi. London: New York: Routledge, (2008): 102-121.

"Discourses of the Black Female in Contemporary Film." In *African American Women's Languages*. Edited by Sonja Lanehart. Newcastle: Cambridge Scholars Publishing, (2009): 184-195.

**SCHON, ROBERT***Assistant Professor (TE), School of Anthropology and Classics*

**Education:** B.A., Classical Architecture, Dartmouth College, 1991  
M.A., Archaeology, Bryn Mawr College, 1995  
Ph.D., Near Eastern Archaeology, Bryn Mawr College, 2002

**Academic Experience:** Assistant Professor, Departments of Classics and Anthropology, University of Arizona, 2008-Present  
Visiting Scholar, Stanford Archaeology Center, Stanford University, 2007-08  
Visiting Assistant Professor, Department of Classical Studies, Wellesley College, 2007  
Visiting Scholar, Department of Classics, Tufts University, 2006  
Visiting Assistant Professor, Department of Classics, University of Arizona, 2005-06

**Overseas Experience:** Italy, Albania, Cyprus, Bulgaria, Greece

**Specializations:** The Bronze Age, Mediterranean and Balkan Landscapes, Power and Governance in Ancient States, Societies of the Mediterranean, Near East, and Balkans

**Distinctions:** Faculty Travel Award, School of Anthropology, University of Arizona, 2009; Magellan Circle Grant, University of Arizona, 2009; Faculty Small Grant, University of Arizona, 2009; Senior Archaeology Research Grant from the National Science Foundation, 2007; 2007 Senior Personnel, Junior Faculty Research Fellowship, Etruscan Foundation, 2007; Mellon Research Leave Stanford University, 2004-2005; Whiting Fellowship for the Humanities, Bryn Mawr College, 2000-2002.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Ancient Empires; In the Beginning: The Roots of Western Culture; Neolithic and Bronze Age Greece; Archaeology & Heritage; Classical Mythology

**Selected Recent Publications:**

"Vox Clamantis in Campo: Further Thoughts on Ceramics and Site Survey," in W. Gauß et al. (eds.), *Our Cups Are Full: Pottery and Society in the Aegean Bronze Age. Papers Presented to Jeremy B. Rutter on the Occasion of his 65th Birthday*. Archaeopress, Oxford, (2011) pp. 231-241.

"By Appointment to His Majesty the Wanax: Value Added Goods and Redistribution in Mycenaean Palatial Economies," in Galaty, M., D. Nakassis, and W. Parkinson, (eds.), *Redistribution in Greek Bronze Age Societies*. Special "Forum" section for the *American Journal of Archaeology* 115 (2011): 219-227.

"Think Locally, Act Globally: An Inside-Out Look at Mycenaean Participation in the Late Bronze Age World System." In (W.A. Parkinson and M.L. Galaty, eds.) *Putting Aegean States in Context: Interaction in the Eastern Mediterranean and Southeastern Europe during the Bronze Age*. Santa Fe, NM: SAR Press, 2010.

**SCHULTZ DE LA ROSA, JENNIFER**

---

*Senior Researcher (CSE), Native Nations Institute, Udall Center for Studies in Public Policy*

**Education:** B.A. Sociology, University of Texas –Austin, 2003  
 M.A. Sociology, University of Arizona, 2007  
 Ph.D., Sociology, University of Arizona, 2013  
 Certificate in Indigenous Governance, continuing education offered by the Native Nations Institute & the Indigenous People's Law and Policy Program, UNiversity of Arizona, 2014

**Academic Experience:** Senior Researcher, Native Nations Institute, Udall Center for Studies in Public Policy, University of Arizona, 2013-Present  
 Graduate Research Associate, Native Nations Institute, Udall Center for Public Policy, University of Arizona, 2011-2013  
 Graduate Research Associate, Sociology, University of Arizona, 2007-2011  
 Graduate Research Assistant, Sociology Department, University of Arizona, 2005-2007

**Language Proficiency:** Spanish –2, French –1

**Specializations:** Terrorism and the state, community development

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Sociology of Terrorism

**Selected Recent Publications:**

"Data-Driven Nation Building: Economic Data." (with Stephanie Carroll Rainie) *Community Development Financial Institutions Fund* (forthcoming).

"Data-Driven Nation Building: Stories of Success." (with Stephanie Carroll Rainie) (forthcoming).

"Data-Driven Nation Building: The Roles of Data, Infrastructure, and Sovereignty." (with Stephanie Carroll Rainie) (forthcoming).

"The Strength of Weak Culture." (with R. L. Breiger) *Poetics*, 38.6 (2010): 610-624.

**SCHWEIG, ALEXANDER**

---

*Graduate Teaching Associate, History*

**Education:** B.A., History, English, Oberlin College 1993  
 M.A., Near Eastern Studies, University of Arizona, 2012  
 Ph. D. student, History, University of Arizona

**Academic Experience:** Graduate Teaching Associate, History, UA, 2013  
 Graduate Teaching Assistant, Middle Eastern & North African Studies, UA, 2007-2008

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 3, Ottoman Turkish – 3, Persian – 2

**Specializations:** Ottoman History, Social history of technology, Modern Middle Eastern History

**Distinctions:** John P. Rockefeller Award, Spring/ Summer 2013; Institute of Turkish Studies Summer Language Grant, 2012-2013; Critical Language Scholarship (CLS), Summer 2011; Foreign Language and Area Studies (FLAS) Fellowship, Summer 2008, Academic Year 2008-2009 (Turkish), Academic Year 2009-2010, Academic Year 2010-2011 (Persian).

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Ottoman Empire to 1800; World History, 1600-Present; The Holocaust

**SCIABARRA, CHRISTINA**

---

*Graduate Teaching Assistant, School of Government and Public Policy*

**Education:** B.A., Russian/Political Science, University of Arizona, 2009  
 B.S., History, United States Naval Academy, 2005  
 M.A., Diplomacy, Norwich University, 2008  
 Ph.D. student, Political Science, University of Arizona

**Academic Experience:** Graduate Teaching Assistant, Government and Public Policy, University of Arizona

**Overseas Experience:** Northern Ireland, Bosnia and Herzegovina, Serbia, Russia, Bahrain, Iraq

**Language Proficiency:** Russian – 2; Ukrainian – 2, Arabic – 1

**Specializations:** Post-conflict peacebuilding, conflict resolution, identity conflict in the MENA region

**Distinctions:** P.E.O. Scholar (\$15,000), 2014-2015; GPSC project grant (\$1,000), 2014; Online Enrichment Project (\$1,000), 2014; Outstanding Graduate Assistant Teaching Award, College of Social and Behavioral Sciences, 2013; USIP case study first round award winner, 2012.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Arab-Israeli Conflict, Politics of Violence, Armed Conflict and Conflict Resolution.

**SEAT, KAREN K.**

---

*Director and Associate Professor (TE), Religious Studies*

**Education:** Ph.D., Religious Studies, Temple University

**Academic Experience:** Director, Religious Studies, University of Arizona,  
 Associate Professor, Religious Studies, University of Arizona,

**Overseas Experience:** Japan

**Specializations:** U.S. Religious History, American Evangelicalism, and Gender Studies

**Distinctions:** Fellow, Academic Leadership Institute, The University of Arizona (2013-2014); Provost's Grand Challenges Faculty Grant, administered by Conflucenter for Creative Inquiry, The University of Arizona, 2011-2012

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Women and Christianity; Religion in the American Experience; Women and Religion in the U.S.

**Selected Recent Publications:**

"Nineteenth-Century Women's Missions: Appropriating and Subverting Gender Ideals." In *Inquiries into Rhetoric and Christian Tradition* (eds. Elizabeth Vander Lei, Thomas Amorose, Beth Daniell, & Anne Ruggles Gere) University of Pittsburg Press (2013): 59-70.

*Providence Has Freed Our Hands: Women's Missions and the American Encounter with Japan.* Syracuse: New York, Syracuse University Press, 2008.

**SECKINGER, BEVERLY A.**

---

*Professor (T) and Associate Department Head, School of Theatre, Film and Television*

**Education:** B.A. English and French, University of Wyoming, 1981  
 M.A. Anthropology, University of Arizona, 1987  
 M.F.A. Radio-Television-Film, Temple University, 1991

**Academic Experience:** Professor, Theatre, Film and Television, University of Arizona, 1991-Present  
 Morocco Literacy Project, Literacy Research Center, University of Pennsylvania, 1985-87  
 Peace Corps Volunteer, English Instructor, Morocco, 1981-83

**Overseas Experience:** Morocco, France

**Language Proficiency:** French –3, Arabic –3

**Specializations:** Documentary Media Production, Documentary Media Studies (History and Criticism), Lesbian, Gay, Bisexual and Transgendered Media

**Distinctions:** Artist Project Grant, Arizona Commission on the Arts, 2008; Research Fellowship, Hanson Film Institute, 2007; Best of Arizona Award for Laramie Inside Out, Arizona International Film Festival, 2004; Media Arts Fellowship, Arizona Commission on the Arts, 2002; Regional Coordinator, Development Education Project, Friends of Morocco, 1991-93; Consultant, USAID/Women in Development, 1993-94

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Video Production; Documentary History and Criticism; Ethnographic Media Studies

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

“Course File for Crossing Boundaries: Diversity and Representation.” *Journal of Film and Video*, 53.1 (Spring 2001): 67-80.

“Functional Literacy in Moroccan School Children.” (with B.J. Spratt and D. Wagner) *Reading Research Quarterly*, 26.2 (1991): 178-195.

**SEEBRUCK, RYAN M.**

---

*Graduate Teaching Assistant, Sociology*

**Education:** B.A., Writing-Intensive English & Sociology, Marquette University, 2005  
 M.A., Sociology, University of Arizona, 2007  
 Ph.D. student, Sociology, University of Arizona

**Academic Experience:** Visiting Researcher, Fulbright (IIE) Fellowship, Shizouka University, 2011-2013  
 Graduate Teaching Assistant, Sociology, University of Arizona, 2010-2011; 2013  
 High School English Teacher, Japan Exchange and Teaching Program (JET), 2005-2007

**Overseas Experience:** Japan

**Language Proficiency:** Japanese – 3

**Specializations:** Organizational Theory, particularly as it pertains to structural inequality in labor markets and education; social movements and collective action, particularly as it pertains to technology, terrorism, and social network analysis.

**Distinctions:** Fulbright (IIE) Fellowship Recipient, 2011.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Sociology of Terrorism; Collective Behavior and Social Movements

**S'HIRI, SONIA**

*Assistant Professor (TE), Middle East Language Program Coordinator, School of Middle Eastern & North African Studies*

**Education:** B.A., English Literature and Linguistics, University of Tunis, Tunisia  
M.Sc. Applied Linguistics, University of Edinburgh, U.K.  
Ph.D., Applied Linguistics, University of Edinburgh, U.K.

**Academic Experience:** Academic Director, Arabic Flagship Program, Project GO at University of Arizona  
Senior Academic Director, Critical Language Scholarship Program, Department of State/CAORC  
Arabic Program Coordinator, Department of Near Eastern Studies, University of California, Berkeley  
Academic Coordinator, Berkeley Language Center, University of California, Berkeley

**Overseas Experience:** Tunisia, Egypt, Morocco, Jordan, Oman

**Language Proficiency:** Arabic – 4, French – 4, Spanish – 1

**Specializations:** Language pedagogy, second language acquisition, language study abroad, computer-assisted language learning (CALL), distance learning, sociolinguistics

**Distinctions:** “Access to Language Education Award,” CALICO, March 2008 for designing online distance course *Arabic Without Walls* (2007) - award sponsored by CALICO, Esperantic Studies Foundation and Lenu; Recipient of UC Berkeley’s “Faculty Award for Outstanding Mentorship of Graduate Student Instructors,” May 2007

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Teaching Arabic as a Foreign Language, Advanced Media Arabic, 4th year Arabic, Multimodal Literacy for Advanced Learners; Middle Eastern Language Pedagogy

**Dissertations and Theses Supervised in Past Five Years:** 7

**Language Pedagogy Training:** Gave teacher training workshops to ~275 Arabic teachers in Morocco (Tangier, Rabat), Tunisia, Egypt (Alexandria, Cairo) & Oman (Muscat, Salala), CLS (Critical Language Scholarship) consultant, 2009-12; Gave workshops to 22 language program coordinators & assistants of CLS programs, 2010-12; Attended blended course design program organized by Office of Instruction and Assessment, UA, June 2013.

**Selected Recent Publications:**

“Learners' attitudes toward regional dialects and destination preferences in study abroad.” *Foreign Language Annals*, 46 (2013):565–587.

“*Arabic Without Walls*: Using the Web 2.0 to Teach First-Year Arabic Online.” (with Robert Blake) *L2 Journal* (2012).

“Arabic in the United States: Shift or maintenance?” In Kim Potowski (ed.), *Exploring Linguistic Diversity in the United States*. Cambridge University Press: Cambridge, UK. (2010): 206-222.

**SILVERSTEIN, BRIAN**

*Associate Professor (T), School of Anthropology*

**Education:** B.A. Ethnology, University of Strasbourg, 1993  
M.A. Anthropology, University of California, Berkeley, 1995  
Ph.D. Anthropology, University of California, Berkeley, 2002

**Academic Experience:** Director designate, Arizona Center for Turkish Studies  
Associate Professor, Anthropology, University of Arizona, 2011-Present  
Assistant Prof. Anthropology, University of Arizona, 2005-2011  
Visiting Scholar, Sabanci University, Istanbul, 2007-2008  
Visiting Assistant Professor, Carnegie Mellon University, 2004-05  
Andrew Mellon Postdoctoral Fellow, University of California/Los Angeles, 2002-04

**Overseas Experience:** Turkey, Iran, Balkans, Central Asia, Mediterranean, Syria, Lebanon, Afghanistan, UK, France

**Language Proficiency:** Turkish – 4, French – 4, Arabic -- 1, Persian – 1, Russian – 1, German – 1

**Specializations:** Political Culture in Turkey, Institutional Reform, Religion & Modernity in Turkey, Islam in Europe, Balkans

**Distinctions:** Board member, Ottoman and Turkish Studies Association; Institute of Turkish Studies Sabbatical Grant, 2012; American Research Institute in Turkey, NEH research grant 2012; Fulbright-Hays Fellow, Turkey 2007-08; Campus Fulbright Nominations Committee, University of Arizona, 2008

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Anthropology of Religion; Anthropology of Modernity; Turkey: Culture, Power, and History

**Dissertations and Theses Supervised in Past Five Years:** 25

**Selected Recent Publications:**

“Sufism and Everyday Ethics in Turkey.” In Donna Lee Bowen and Becky Schulthies, eds. *Everyday Life in the Muslim Middle East*, 3<sup>rd</sup> ed. Bloomington: Indiana U Press (forthcoming).

*Islam and Modernity in Turkey*. New York: Palgrave Macmillan, 2011.

**SINCLAIR, CHRISTIAN***Assistant Director (NTE), Center for Middle Eastern Studies*

**Education:** Dpl. Hispanic Studies, Universidad Complutense de Madrid, Spain, 1988  
 M.A. International Education, SIT Graduate Institute, 2003  
 Ph.D. Student, Kurdish Studies, University of Exeter, United Kingdom

**Academic Experience:** Assistant Director, Center for Middle Eastern Studies, University of Arizona, 2007-Present  
 Director, Middle Eastern Studies, SIT Study Abroad, 2006-2007  
 Assistant Director, European and Middle Eastern Studies, SIT Study Abroad, 2003-2006  
 Program Manager, Conflict Transformation Across Cultures, SIT Graduate Institute, 2001-2003  
 Interim Assistant Director of World Studies, Marlboro College, 2000-2001  
 International Projects Manager, American Language Center, Damascus, Syria, 1990-1994, 1995-1997

**Overseas Experience:** Syria, Tunisia, Egypt, Jordan, Oman, UAE, Turkey, Israel

**Language Proficiency:** Arabic -3, Kurdish -2, French -3, Spanish -4, German -2

**Specializations:** Kurdish Studies, Language and Identity, ME Study Abroad Program Development

**Distinctions:** President of the Kurdish Studies Association, October 2013-Present; Middle East Advisory Council, Institute for Study Abroad, 2010; Iraqi Youth Leadership Exchange Program, Grant through U.S. Department of State, 2008-2009; International Service Award, University of Arizona, 2008

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** Human Rights, Democratization, and Revolution in the Middle East and North Africa; Ethnography of the Middle East; Human Rights in the Middle East

**Selected Recent Publications:**

"Media freedoms and covert diplomacy: Turkey challenges Europe over Kurdish broadcasts." (with Kevin Smets) *Journal of Global Media and Communication*, Spring 2014 (forthcoming).

"The Evolution of Kurdish Politics in Syria." (with Sirwan Kajjo) In *The Arab Revolts*, Bloomington: Indiana University Press, 2012.

"Kurds Will No Longer 'Be Quiet.'" *The Kurdish Review*, Washington, D.C., 1.4 (December 2011).

"Turkey and the Syrian Kurds." (interview) *Foreign Policy Association (blog)*, September 15, 2011. Online.

*Syrian Kurds in Europe, 2010: Migration, Asylum, and Deportation*. Kurdistan Commentary, December 19, 2010.

"Christian Sinclair and the Kurdish Question in Turkey." (Interview with VOA in Kurdish). November 17, 2010. Online.

**SINGH, ASHIMA***Evaluation Specialist, Office of Institutional Research and Planning Support*

**Education:** B.A. Liberal Arts, Nebraska Wesleyan University, 1990  
 M.A. Psychology, University of Rhode Island, 2005  
 Ph.D. Behavioral Science, University of Rhode Island, 2008

**Academic Experience:** Director of Assessment and Program Evaluation, College of Education, Washington State University, 2011-Present  
 Evaluation Consultant, Center for Latin American Studies, University of Arizona, 2012-Present  
 Evaluation Specialist, Office of Institutional Research and Planning Support, University of Arizona, 2009-2011

**Overseas Experience:** India

**Language Proficiency:** Hindi - 3

**Specializations:** Program Evaluation, Intersectionality of Race and Gender in Science, Technology, Engineering, and Mathematics

**Distinctions:** Post-Doctoral Scholar, NSF Grant SBE 0548130, University of Arizona, 2008-09; Department of Education Title VI grant awarded to CLAS (\$1.8 million), University of Arizona, 2010-Present; Department of Education Title VI grant awarded to CMES (\$2.2 million), University of Arizona, 2010-2011, 2014; Department of Education Title VI grant awarded to CERCLL (\$1.3 million), University of Arizona, 2010-2011.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Selected Recent Publications:**

*Faculty recruitment handbook: A research-based guide for active diversity recruitment practices.* (with M. Hedrick and B. Silver) Kingston, RI: University of Rhode Island, Advance Resource Center, 2007.

*ADVANCE Faculty Recruitment Tutorial.* (with M. Hedrick and B. Silver) (2007). Retrieval from <http://www.uri.edu/advance/RecruitTutorial/index.html>

**SLACK, DONALD C.***Professor (T), Agricultural and Biosystems Engineering*

**Education:** B.S., Agricultural Engineering, University of Wyoming, 1965  
 M.S., Agricultural Engineering, University of Kentucky, 1969  
 Ph.D., Agricultural Engineering and Math Statistics, 1975

**Academic Experience:** Professor, Agricultural and Biosystems Engineering, University of Arizona, 1991-Present  
 Cecil H. Miller, Jr. and Cecil H. Miller, Sr. Families Dean's Chair for Excellence, Agricultural and Biosystems Engineering, University of Arizona, current  
 Department Head, Agricultural and Biosystems Engineering, University of Arizona, 1991-2009  
 Professor, Agricultural Engineering, University of Arizona, 1984-1991  
 Assistant to Associate Professor, Agricultural Engineering, 1975-1984

**Overseas Experience:** South and Southeast Asia, the Middle East, North Africa, Central Africa, and Latin America

**Specializations:** Arid lands and irrigation technology (Middle East)

**Distinctions:** Cecil H. Miller, Jr. and Cecil H. Miller, Sr. Families Dean's Chair for Excellence, Agricultural and Biosystems Engineering, University of Arizona, current; Outstanding Administrator, College of Agriculture and Life Sciences, University of Arizona, 2005

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Agricultural & Biosystems Engineering; Cell & Tissue Engineering; Controlled Environment Systems; Soil & Water Resources Engineering

**Dissertations and Theses Supervised in Past Five Years:** 10

**Selected Recent Publications:**

*Water Conservation in Biofuels Development: Greenhouse and Field Crop Producers with Biochar*, (with Luis Villarreal & Pete Waller, Lap Lambert Academic Publishing, 2010.  
 "Likelihood Parameter Estimation for Calibrating a Soil Moisture Model Using Radar Backscatter," (with Grey Nearing, M. Susan Moran, Kelly Thorp, Chandra Holifield Collins) *Remote Sensing of Environment*. 114(11) (November 15, 2010): 2564-2574.  
 "Water Use and Crop Coefficient of Subsurface Drip-irrigated Lettuce in Central Arizona," (With A.S. de Oliveira, E.C. Martin, E.J. Pegelow, A.D. Folta. *Revista Brasileira de Engenharia Agricola e Ambiental*. 9(1) (2005): 37-44.  
 "Electrokinetic Control of Nitrate Movement in Soil. Engineering," (with X Jia., D. Larson, and J. Walworth.) *Geology*. 77(2005): 273-283

**SOLMAZ, OSMAN***Graduate Research Assistant, Center for Middle Eastern Studies*

**Education:** B.A., English Language Teaching, Dicle University, Turkey, 2008  
 M.A., Applied Linguistics, Dicle University, Turkey, 2011  
 Ph.D. student, SLAT, University of Arizona

**Academic Experience:** Graduate Research Assistant, CMES, University of Arizona, 2014-Present  
 Director of Bologna Higher Education Adjustment Process, Department of Foreign Language Teaching, Dicle University, 2009-2012  
 Lecturer, Department of English Language Teaching, Dicle University, 2009-2012

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, English – 4, Spanish – 2, Kurdish – 1, German – 1

**Specializations:** Second Language Learning and Teaching, Use of Technology in Education, Applied Linguistics, Online Social Networking

**Distinctions:** Fulbright Scholarship, 2012-ongoing.

**Percentage of Time Dedicated to Area Studies:** 100%

**Language Pedagogy Training:** Master of Thesis in Applied Linguistics (2009-2011), PhD in Second Language Acquisition and Teaching (2012-in progress).

**Selected Recent Publications:**

"The autonomous learning activities of pre-service language teachers and Internet." (with N. Bekleyen) *Energy Education Science and Technology Part B: Social and Educational Studies*, 5.1 (2013): 235-246.  
 "The Use of the Internet by High School EFL Teachers for Professional Purposes." *Dicle Universitesi Sosyal Bilimler Enstitusu Dergisi*, 3.6 (2011): 17-28.  
 "Computer Assisted Turkish Learning by Using Internet Technologies." Proceedings of Sabanci University International Conference on Foreign Language Education. (2007).

**SOREN, DAVID H.**

---

*Regents' Professor (T), Classics*

**Education:** B.A. Greek and Roman Studies, Dartmouth College, 1968  
 M.F.A. Harvard University, 1970  
 Ph.D. Classical Archaeology, Harvard University, 1972

**Academic Experience:** Professor, Classics, University of Arizona, 1983-Present  
 Director, Excavation at Chianciano Terme, Italy  
 Director, Istituto Internazionale di Studi Classici di Orvieto (Orvieto Institute), Italy

**Overseas Experience:** Tunisia, Cyprus, Italy, Portugal

**Language Proficiency:** French – 3, German – 1, Greek – 1, Italian – 3

**Specializations:** Late Roman Italy, Archaeology of Ancient Tunisia, Seismic Archaeology of Cyprus

**Distinctions:** National Lecturer, International Tour Leader, and Member of National Tour Executive Advisory Board, Archaeological Institute of America; Excellence in International Service Award, University of Arizona, 2005

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Art and the Classical Idea; Greek and Roman Sculpture; Introduction to Classical Art and Archaeology

**Dissertations and Theses Supervised in Past Five Years:** 1

**Selected Recent Publications:**

*Art, Popular Culture and the Classical Ideal in the 1930s.* Midnight Marquee Press, 2010.

*An Ancient Roman Spa at Mezzomiglio, Chianciano Terme, Tuscany, Volume 2, with Dr. Paola Mecchia.* British Archaeological Reports, Oxford: 2010.

*An Ancient Roman Spa at Mezzomiglio, Chianciano Terme, Tuscany.* British Archaeological Reports, Oxford: 2007.

**SPEIDEL, MARY M.**

---

*Adjunct Faculty (NTE), Religious Studies*

**Education:** B.A., Religious Studies and Women's Studies, 1998  
 M.A., Women's Studies, University of Arizona, 2001

**Academic Experience:** Adjunct Faculty, Religious Studies, University of Arizona, 2013-Present  
 Adjunct Faculty, Religious Studies, Pima Community College, 2002-Present  
 Adjunct Faculty, Gender and Women's Studies, University of Arizona, 2006-2012

**Specializations:** Popular Culture, Gender and Religion, Biblical Studies

**Distinctions:** Phi Beta Kappa

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Introduction to Women & Religion; Comparative Religions; Western Religions

**STINER, MARY C.**

*Regents' Professor (T), School of Anthropology; Curator of Zooarchaeology, Arizona State Museum*

**Education:** B.F.A. University of Delaware, 1980  
B.A. Anthropology, University of Delaware, 1980  
M.A. Anthropology, University of New Mexico, 1983  
Ph.D. Anthropology, University of New Mexico, 1990

**Academic Experience:** Professor, Anthropology/Curator of Zooarchaeology, Arizona State Museum, University of Arizona  
Assistant Professor, Department of Sociology and Anthropology, Loyola University, Chicago, 1993-94  
Adjunct Assistant Professor, University of New Mexico, 1990-92

**Overseas Experience:** Israel, Turkey, Italy, Greece, Mediterranean Basin

**Language Proficiency:** Italian – 2, Spanish – 1

**Specializations:** Paleolithic Archaeology, Hunter-Gatherers in Ancient Mediterranean, Human Evolution and Paleoeology

**Distinctions:** Regents' Professor, University of Arizona, 2014; Magellan Circle Earl H. Carroll Fellow, College of Social & Behavioral Sciences, University of Arizona, 2008; Graduate and Professional Education Teaching and Mentoring Award, Graduate College, University of Arizona, NSF Career Grant, 1995-2002; Society for American Archaeology, Scholarly Book Award for "Honor Among Thieves", 1996.

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Select Courses:** Origins of Human Diversity; Human Ecology; Old World Prehistory

**Dissertations and Theses Supervised in Past Five Years:** 21

**Selected Recent Publications:**

*Culture and Biology at a Crossroads: The Middle Pleistocene Record of Yarimbuz Cave (Thrace, Turkey).* (eds. with FC Howell, G Arsebük, SL Kuhn and M Özbaşaran) Istanbul, Turkey: Zero Books/Ege Publications, 2010. Print.

*Klissoura Cave 1, Argolid, Greece: The Upper Palaeolithic Sequence.* Special Issue of *Eurasian Prehistory* (eds. with M Koumouzelis and JK Kozłowski) (2010).

"A forager-herder trade off, from broad-spectrum hunting to sheep management at Aşıklı Höyük, Turkey." (with Buitenhuis H, Duru G, Kuhn SL, et al.). *Proceedings of the National Academy of Sciences* (2014, PNAS Early Edition). Online.

"Carbon-14 dating and isotopic composition of hackberry endocarps from the Neolithic site of Aşıklı Höyük, central Turkey," (with Quade J, et al.). *Radiocarbon*. (in press).

**STURMAN, JANET L.**

*Associate Dean, Graduate College; Professor (T), School of Music*

**Education:** B.M. Music, Wittenberg University, 1978  
M.A. Music, Hunter College, City University of New York, 1980  
Ph.D. Music-Ethnomusicology, Columbia University, 1987

**Academic Experience:** Associate Dean, Graduate College, University of Arizona, 2014-Present  
Professor, Music, Coordinator of Studies in Ethnomusicology, University of Arizona, 2008-Present  
Associate Professor, Music, University of Arizona, 2001-08  
Interim Associate Director, University of Arizona School of Music and Dance 2002-04  
Assistant Professor, Music, University of Arizona, 1995-2001

**Overseas Experience:** France, England, Colombia, Cuba, Mexico, S. Africa, Thailand, Costa Rica, Nicaragua, Finland, Russia, Sweden

**Language Proficiency:** French – 2, German – 2, Hebrew – 1, Spanish – 3

**Specializations:** Middle Eastern and North African Musical Traditions, Islamic Perspectives on Musical Practice

**Distinctions:** Charles and Irene Putnam Award for Excellence in Teaching, 2009; Elected to Board of Directors, Society for Ethnomusicology, Board of Directors for the College Music Society; Key Personnel Merit Award for Excellence, College of Fine Arts, University of Arizona, 2004

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Ethnomusicology, Arab and Asian Music, Music of World Cultures

**Dissertations and Theses Supervised in Past Five Years:** 13

**Selected Recent Publications:**

"Movement and the 'creative gap' in musical performance." *Sonograma*, (2008): 1-16. <http://www.webdemusica.org>.

"Report – Congreso 2006: Popular Music of the Hispanic and Lusophone Worlds." *Hispanic and Lusophone Music Study*. University of Newcastle upon Tyne, 2006.

Review of "*Music in the Afghan North, 1967-1972 Field material and texts.*" Mark Slobin. *Yearbook for Traditional Music* (2004): 221-223. <http://learningobjects.wesleyan.edu/afghanistan>.

**SUSSER, ASHER***Visiting Professor (T at home institution), Arizona Center for Judaic Studies***Education:** Ph.D., Middle Eastern History, Tel Aviv University, Israel, 1986**Academic Experience:** Visiting Professor, Judaic Studies, University of Arizona, 2010-2011, 2014-,  
Professor and Senior Research Fellow, Moshe Dayan Center for Middle Eastern Studies, Tel Aviv University,  
current  
Senior Fellow, Crown Center for Middle East Studies, Brandeis University, 2009-2010  
Visiting Professor, Washington Institute for Near East Policy, 1987, 1996-1997  
Director, The Moshe Dayan Center for Middle Eastern and African Studies, Tel Aviv University, 1989-1995,  
2001-2007  
Visiting Professor, University of Chicago, 1990  
Visiting Professor, Cornell University, 1986-87**Overseas Experience:** Israel**Language Proficiency:** Hebrew - 4**Specializations:** Modern Israel**Distinctions:** Fulbright Fellow, Tel Aviv University; Stanley & Ellen Gold Senior Fellow, Moshe Dayan Center for Middle Eastern Studies, Tel Aviv University; Faculty of Humanities Outstanding Teacher's Award, Tel Aviv University, 2006**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** Modern Israel; History and Historiography: The Annals of the Arab-Israeli Conflict; Judaic Studies**Selected Recent Publications:***Israel, Jordan, and Palestine: The Two-state Imperative.* Waltham, MA: Brandeis UP, 2011.*The Rise of Hamas and the Crisis of Secularism in the Arab World* (monograph), Essay Series, Crown Center for Middle East Studies, Brandeis University, (February 2010)."Partition and the Arab Palestinian Minority in Israel." *Israel Studies*, 14.2 (Summer 2009): 105-119."Jordan: Preserving Domestic Order in a Setting of Regional Turmoil." *Crown Center for Middle East Studies, Brandeis University* (March 2008): 1-8 (Middle East Brief, No. 27).**TALATTOF, KAMRAN***Professor (T), School of Middle Eastern & North African Studies***Education:** B.A., Public Administration, Univ. of Tehran, College of Law and Public Administration, Iran, 1976  
M.S., Education, Minors in Sociology and Political Science, Texas A & I (Presently A & M) University, 1978  
M.A., Comparative Literature (Literary and Cultural Theory), Program in Comparative Literature, The University of Michigan, 1994  
Ph.D., Near Eastern Studies, Department of Near Eastern Studies (History of Persian and Middle Eastern Literary Movements), The University of Michigan, 1996**Academic Experience:** Professor of Persian Language and Literature and Iranian Culture, University of Arizona, 2006-Present  
Director of Persian Program and Iranian Studies Program, School of MENAS, UA, current  
Affiliated Faculty, Gender & Women's Studies (GWS), University of Arizona, Spring 2010-present  
Affiliated Faculty in Second Language Acquisition and Teaching (SLAT), UA, Spring 2005-present**Overseas Experience:** Iran, Tajikistan, France, England, Turkey, Canada**Language Proficiency:** English – 4, Persian – 4, French – 3, Arabic – 2**Specializations:** Persian Language and Literature and Middle Eastern Cultures**Distinctions:** Advisor, Iranian Students' Cultural Association in Tucson, current; Advisor, Persian Club, UA, current**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** Elementary Persian; Advanced Persian; 4<sup>th</sup> Year Persian; Gender Issues & Women's Literature in the Middle East; Cinema & Social Change in Iran; Classical Persian Literature; Persian Novel**Dissertations and Theses Supervised in Past Five Years:** 18**Language Pedagogy Training:** Self-Training in developing Learning Objects, Video Learning Object, Captions, and subtitles.**Selected Recent Publications:***New Leaves, Fresh Looks: Essays on Persian Language, Literature and Culture.* (editor) London: I. B. Tauris, (forthcoming, 2014).*Conflict and Development in Iranian Film*, (co-edited with Asghar Seyed Gohrab) Leiden: Brill, 2013.*Modernity, Sexuality, and Ideology in Iran: The Life and Legacy of a Popular Female Artist.* Syracuse, New York: Syracuse Univ. Press, 2011.  
*Eshq va Jensiyat dar Dastan-ha-ye Adabiyyat-e Kohan* [Love and Gender in Classical Persian Literature], Special Issue of *Iran Nameh*, 27.4 (2012).

**TAMIMI, AKRUM***Associate Research Scientist (CS), Department of Soil, Water and Environmental Science*

**Education:** B.S. Civil Engineering, Roger Williams University, 1983  
 B.S. Agricultural and Biosystems Engineering, The University of Arizona, December 1992  
 M.S. Geotechnical Engineering: Soil Mechanics and Foundations, Tufts University, November 1985  
 Ph.D. Agricultural and Biosystems Engineering, The University of Arizona, December 1995

**Academic Experience:** Associate Research Scientist, Department of Soil, Water and Environmental Science, UA, October 2009-Present  
 Assistant Professor, Project Coordinator and Provider of Technical Assistance, UA, August 2003-October 2009  
 Assistant Professor, Hebron University, Palestine, 1996 - 2001

**Overseas Experience:** Palestine, Israel, Jordan, Turkey, Italy

**Language Proficiency:** Arabic –4

**Specializations:** Water, Wastewater, Organic Waste, Environment, Sustainability, Agriculture, Irrigation

**Distinctions:** Assessment of the MagnaGro Process™ to produce Class A biosolids. P.I. Magna Environmental Inc. \$275,000 2008-2014; Certification of a small flow rate Medium Pressure UV water disinfection reactor using adenovirus as the challenge pathogen. Co-P.I. Altantium. \$47,000. 2010; Risk Assessment and determination of infection and illness probabilities for persons swimming in water of a major river in California, USA at the outfall of the treatment plant. \$45,000. 2010; Assessment of occurrence of pathogens in U.S. landfills, Proctor and Gamble (\$20,000), 2010.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Dissertations and Theses Supervised in Past Five Years:** 5

**Selected Recent Publications:**

“Application of Biosolids for Barley Production.” (with B. Athamneh, C. Gerba and W. Suleiman) *J. Residuals Sci. Technology* (accepted for publication, 2014).

“Characterization of Municipal Solid Waste at Yatta Landfill, Hebron, Palestine.” *Waste Management and Research*. (with C.P. Gerba, A.V. Weisbrod, C.A. Pettigrew and Y. Dweik) (in press).

“Assessment of a Combined Flocculation-Disinfection System for Treatment of Microbiologically Unsafe Drinking Water at the Household Level.” (with S.A. ElMaksoud, C.P. Gerba, M.N. Waskar, S. Mahapatra) (in Press).

“Management practices and biosolids treatment and disposal in Jordan.” (with Suleiman, W., C. P. Gerba, R. J. Freitas, A. Al Sheraiideh and B. Hayek) *J. Residuals Sci. Technology*, 6 (2009):275-279.

**TAOUA, PHYLLIS CLARK***Associate Professor (T), French and Italian*

**Education:** B.A. French Literature, University of California, Santa Cruz, 1988  
 M.A. Romance Languages and Literatures, Harvard University, 1990  
 Ph.D. Romance Languages and Literatures, Harvard University, 1996

**Academic Experience:** Associate Professor, French and Italian, University of Arizona, 2002-Present  
 Honors College Professor, University of Arizona, 2013-Present  
 Director, Arizona in Niger Study Abroad Program, 2005  
 Assistant Professor, Boston University, 1996-2002

**Overseas Experience:** Congo, Cameroon, Morocco, Niger

**Language Proficiency:** French – 4, German – 2, Italian – 1

**Specializations:** Francophone (NA) Literature and Film, 20<sup>th</sup> Century French Literature, Intellectual History and Cultural Theory

**Distinctions:** Sheila Biddle Ford Foundation Fellow at W. E. B. Dubois Institute, Harvard University, Spring 2006; Junior Fellowship, Humanities Foundation at Boston University, 1998-99; Founder, Boston Consortium on the Humanities in Africa and the Caribbean, 2000; Ford Foundation Summer Travel Grant, 1997

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Dissertations and Theses Supervised in Past Five Years:** 1

**Select Courses:** African Literature in Translation; Images of Africa; The Francophone World; The Politics of Pan-African Protest (Algeria, Arab Spring)

**Language Pedagogy Training:** Online Education Projects, Office of Instruction and Assessment, University of Arizona, 2013

**Selected Recent Publications:**

“Of Prisons and Freedom: Liberation in the Work of Assia Djebar.” *World Literature Today* (Nov.-Dec. 2012): 12-18.

“Our Daily Bread’s Other Bank/L’Autre rive du Pain Quotidien.” Preparation of bilingual edition with Nicolas Martin-Granel, *Transition Magazine*, 103 (Winter 2010): 122-131.

**TOUCHAN, RAMZI***Research Professor (CS), Laboratory of Tree-Ring Research*

**Education:** B.Sc. Agricultural Engineering, University of Aleppo, Damascus, 1977  
 M.Sc. Watershed Management, University of Arizona, 1986  
 Ph.D. Watershed Management, University of Arizona, 1991

**Academic Experience:** Research Professor, Laboratory of Tree-Ring Research, University of Arizona, current  
 Associate Research Professor, Laboratory of Tree-Ring Research, University of Arizona, 2004  
 Joint Associate Professor, School of Renewable Natural Resources, University of Arizona, 2004  
 Senior Research Specialist, Laboratory of Tree-Ring Research, 1997-2004

**Overseas Experience:** Turkey, Syria, Lebanon, Jordan, Morocco, Algeria, Tunisia, Cyprus

**Language Proficiency:** Arabic – 4

**Specializations:** Watershed Management, Climate Variability in Semi-Arid Regions, Forestry

**Distinctions:** Science Editor's Choice and AGU Journal Highlight award in 2008; Organizer, Sustainable Water Resources Management Workshop, Jordan, 2004; PI, NSF Climate Variability from North Africa Project; PI, NSF Near East Climate variability from Tree Ring; Research Medal of Honor, Minister of Agriculture, Jordan, 1999

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Topics in Dendrochronology; Dendrochronology Colloquium; Practical Dendroclimatology; Global and Regional Climatology

**Selected Recent Publications:**

- "Spatial patterns of Eastern Mediterranean climate influence on tree growth." (with K. J. Anchkaitis, V. Shishov, F. Sivrikaya, J. Attieh, M. Ketmen, J. Stephan, I. Mitsopoulos, A. Christou, and D.M. Meko) *Holocene*, (2014): 1-12. DOI: 10.1177/0959683613518594.
- "Dendrochronology Course in Valsain Forest, Segovia, Spain." (with D. M. Meko, J.A. Ballesteros-Canovas, R. Sanchez-Salguero, J. J. Camarero and others) *Tree-Ring Research*, 69.2 (2013): 93-100. DOI: <http://dx.doi.org/10.3959/1536-1098-69.2.93>.
- "Winter-to-spring temperature dynamics in Turkey derived from tree rings since AD 1125." (with I. Ingo Heinrich, I.D. Liñán, H. Vos and G. H. Helle) *Journal of Climate Dynamics*, (2013): 1685-1701. DOI:10.1007/s00382-013-1702-3.

**TRIADAN, DANIELA***Professor (T), School of Anthropology*

**Education:** Ph.D., Freie Universität Berlin, Germany, 1995

**Academic Experience:** Associate Professor, School of Anthropology, University of Arizona,  
 Research Associate, Smithsonian Institution,

**Overseas Experience:** Germany

**Language Proficiency:** German - 4

**Specializations:** Prehistory social and economic organization; development of complex societies; ceramic technology

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Ancient Civilizations; Patterns in Prehistory; Aggression, Violence, and Warfare in Prehistory; Ceramic Analysis; Archaeology

**Dissertations and Theses Supervised in Past Five Years:** 4

**Selected Recent Publications:**

- Life and Politics at the Royal Court of Aguateca: Artifacts, Analytical Data, and Synthesis.* (with Takeshi Inomata, eds.). Aguateca Archaeological Project First Phase Monograph Series, Volume 3. University of Utah Press, Salt Lake City, (forthcoming).
- "Early Ceremonial Constructions at Ceibal, Guatemala, and the Origins of Lowland Maya Civilization." (with Inomata Takeshi, Kazuo Aoyama, Victor Castillo, and Hitoshi Yonenobu) *Science* 340 (2013):467-471.
- "Compositional and Distributional Analyses of some 14th Century Ceramics from Kinishba Pueblo: Implications for Pottery Production and Migration Processes." In *Unsilencing Kinishba: James B. Shaeffer's Mid-century Excavations and Contemporary Perspective*, edited by John R. Welch. Tucson: Arizona State Museum, 2013. pp. 209-242.

**ULREICH, JOHN C.**

---

*Professor (T), English*

**Education:** B.A., English, Hamilton College, 1963  
 M.A., English, Harvard University, 1964  
 Ph.D., English, Harvard University, 1969

**Academic Experience:** Professor, English, University of Arizona, 1984-Present  
 Affiliated Faculty, Religious Studies, University of Arizona, 1986-Present  
 Associate Professor, English, University of Arizona, 1974-84

**Overseas Experience:** England, Greece, Turkey

**Language Proficiency:** German –3, Latin –3, Greek –2, French –1

**Specializations:** Renaissance Prose and Poetry, especially Milton, Biblical Studies

**Distinctions:** University of Arizona Small Faculty Grant, 2004-2005; University of Arizona Humanities Grant, 1981-1983;  
 Woodrow Wilson Fellowship, 1963-1964.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Literature of the Bible A & B; Critical Cultural Concepts

**Dissertations and Theses Supervised in Past Five Years:** 3

**Selected Recent Publications:**

“Isaac as the Lamb of God: A Hermeneutic Crux in the Christian Reading of Jewish Texts.” In *Sacred Tropes: Tanakh, New Testament, and Qur’an as Literature and Culture* (ed. Roberta Sabbath) Brill, Leiden, (2010): 421-34.

**ULUIŞIK, SEÇİL**

---

*Graduate Teaching Associate, History*

**Education:** B.A., Economics and History, Bogazici University, Turkey, 2008  
 M.A., Comparative Studies in History and Society, 2010  
 Ph.D. student, History, University of Arizona

**Academic Experience:** Graduate Teaching Associate, History, University of Arizona, 2012-Present

**Overseas Experience:** Turkey, Bulgaria

**Language Proficiency:** Turkish – 4

**Specializations:** Ottoman history, Non-Muslim provincial elites as local power holders

**Distinctions:** American Research Center in Sofia Research Fellow, 2013-2014; UA Social & Behavioral Sciences Research Institute Dissertation Research Support Grant, Spring 2014

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** History of Muslim Societies; Europe in the Modern World; Comparative History of World Revolutions; World History, 1600-Present

**URREA, BEATRIZ***Senior Lecturer (NTE), Spanish & Portuguese*

**Education:** B.A., Anthropology,  
M.A., Comparative Literature,  
Ph.D., Spanish Golden Age, Mysticism

**Academic Experience:** Senior Lecturer, Spanish & Portuguese, University of Arizona

**Overseas Experience:** Puerto Rico, Brazil, Spain

**Language Proficiency:** Spanish --3

**Specializations:** Spanish Golden Age Literature, the writings of Spanish mystics, Cultural Studies, Gender Studies, Latin American Studies, Visual Cultural Studies

**Distinctions:** Provost's General Education Teaching Award, University of Arizona, 2006; College of Humanities' Innovation in Teaching Award, University of Arizona, 2005

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Immigration through Film; Intermediate Spanish Conversation Class; Latin America on Film

**USSISHKIN, ADAM***Associate Professor (T), Linguistics*

**Education:** B.A. Linguistics and French, University of California Los Angeles, 1995  
Ph.D. Linguistics, University of California, Santa Cruz, 2000

**Academic Experience:** Associate Professor, Linguistics, University of Arizona, 2008-Present  
Assistant Professor, Linguistics, University of Arizona, 2003-08  
Visiting Assistant Professor, University of Arizona, 2001-03  
Guest Researcher, Heinrich-Heine-Universität, Germany, Summer 2001  
Lecturer, UC Santa Cruz, Winter 2001

**Overseas Experience:** France, Israel

**Language Proficiency:** French – 4, Hebrew – 3.

**Specializations:** Semitic Phonology, Semitic Morphology, Hebrew and Maltese Psycholinguistics

**Distinctions:** Interdisciplinary Collaborative Research Grant, Social and Behavioral Sciences Research Institute, University of Arizona (Co-PI), 2008; National Science Foundation research grant (PI) "Psycholinguistics Investigation of Lexical Access in Hebrew and Maltese", 2007-10; Academic Year Proposal Development Award, University of Arizona, 2004; Junior Faculty Grant, University of Arizona, 2004.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Structure of a Middle Eastern Language, Foundations of Phonological Theory, Linguistic Theory, Language

**Dissertations and Theses Supervised in Past Five Years:** 5

**Selected Recent Publications:**

"The role of prosodic templates in diachrony and dialects: Prosodically-driven language change." (with Laura Catherine Smith) In P. Honeybone and J. Salmons, eds., *The Oxford Handbook of Historical Phonology* (2014).

"Tier segregation." In M. van Oostendorp, C. Ewan, E. Hume and K. Rice, eds., *The Blackwell Companion to Phonology* (2011): 2516-2537.

"Auditory and Visual Lexical Decision in Maltese." (eds. with Alina Twist. In B. Comrie, R. Fabri, B. Hume, M. Mifsud, T. Stolz, and M. Vanhove) *Introducing Maltese Linguistics: Proceedings of the 1st International conference on Maltese Linguistics*. Studies in Language Companion Series. Philadelphia/Amsterdam: John Benjamins, (2009): 233-249.

"How specialized are specialized corpora? Behavioral evaluation of corpus representativeness for Maltese." (with Jerid Francom and Amy LaCross) *Proceedings of Language Resource Evaluation Conference (LREC)*, Malta (May 2010): 421-427.

**VANDIVER, PAMELA***Professor (T), Materials Science and Engineering*

**Education:** B.A. Humanities, Asian Studies, History and Art, Scripps College, 1967  
 M.A. Art and Anthropology, Pacific Lutheran University, 1971  
 M.S. Ceramic Science, Massachusetts Institute of Technology, 1983  
 Ph.D. Materials Science and Near Eastern Studies, Massachusetts Institute of Technology, 1985

**Academic Experience:** Professor and Co-Director, Program in Heritage Conservation Science, Materials Science and Engineering, University of Arizona,  
 Adjunct Professor, School of Anthropology, University of Arizona,  
 Senior Research Scientist, Smithsonian Institution, Center for Materials Research and Education, last year as Acting Director, Aug. 1985-Dec. 2003  
 Adjunct Professor, Dept. of Materials Science and Engineering, Johns Hopkins University, 2001-03

**Overseas Experience:** Egypt, Iraq, Jordan, Turkey, Pakistan, Belize, Mexico, France, Germany, Russia, Italy, Great Britain, Japan, Cambodia, Uzbekistan, China, Korea

**Language Proficiency:** French –4, Chinese –2, Japanese –2, Russian –2, Arabic –1.

**Specializations:** Neolithic Plasters and the Beginnings of Ceramic Pottery in East and Southwest Asia, Tin Smelting from Goltepe, Turkey, Egyptian Faience and the Development of European Porcelain

**Distinctions:** Advisor of the Key State Laboratory for Ancient Ceramics, Palace Museum, Forbidden City, Beijing, China, 2009-2014; Pomerance Medal, Award for Scientific Contributions to Archaeology, AIA, 2006.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** Ceramic Technologies of Asia; Glass Process: Engineering & History; Organic Chem & Material Science, Art & Archaeology; Material Science, Art & Archaeological Objects; Formation & Structure of Glass

**Dissertations and Theses Supervised in Past Five Years:** 4

**Selected Recent Publications:**

“Raw Materials and Fabrication Methods Used in the Production of Faience,” “Faience Production in Egypt,” “Faience Shortlands, eds. *Production Technology of Faience and Related Early Vitreous Material*. Oxford School of Archaeology. Monograph 72 (2008): 37-107.

**VAN DOBBEN SCHOON, DANIELLE***Graduate Teaching Assistant, School of Anthropology and School of Middle Eastern & North African Studies*

**Education:** B.A., Religious Studies, Northern Arizona University, 1999  
 M.A., World Arts and Cultures/Dance, UCLA, 2002  
 M.A., Near Eastern Studies, University of Arizona, 2008  
 Ph.D. student, Anthropology & Middle East and North African Studies, University of Arizona

**Academic Experience:** Undergraduate Mentor, Advising of undergraduate Anthropology majors, School of Anthropology, Co-Instructor, University of Arizona, 2013-2014  
 Associate Faculty, Arizona Western College, Spring 2013  
 Adjunct Faculty, Pima Community College, 2006-2011

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 3, Spanish –4

**Specializations:** Urban Anthropology; Modern Turkey; Romani (Gypsy) Studies

**Distinctions:** Institute of Turkish Studies 2013-2014 Dissertation Writing Grant (\$10,000); Dozier Paper Award (\$500), University of Arizona School of Anthropology, Spring 2013; Foreign Policy Dialogue among Emerging Young Leaders in Turkey and the U.S. Grant, World Learning and U.S. Department of State, November of 2008

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Middle East Humanities; Religion of Islam; Islamic Civilization: Traditional and Modern Middle East; Middle Eastern Ethnographies; Anthropology of Religion

**Selected Recent Publications:**

“Sulukule Assemblages: Urban Roma and the Making of Istanbul.” In Special Issue of *CITY: analysis of urban trends, culture, theory, policy, action*, (accepted for 2014).

“American Belly Dance and Changing Perceptions of the Middle East.” (2007). *Zaytoon: Journal of the 7<sup>th</sup> Annual Graduate Conference in Middle Eastern Studies*, 2 (2007).

“The Modern Turkish Woman.” *Zaytoon: Journal of the 6<sup>th</sup> Annual Graduate Conference in Middle Eastern Studies*, 1 (2006).

“Erasing the Stereotypes Inherent in American Belly Dance.” *Habibi Journal on Middle Eastern Dance*, 20.1 (2003).

**VARADY, ROBERT G.**

*Deputy Director and Director of Environmental Programs; (Full) Research Professor (CS), Udall Center for Studies in Public Policy*

**Education:** B.S. Mathematics, City College of New York, 1965  
M.S. Mathematics, Polytechnic Institute of Brooklyn, 1966  
Ph.D. Oriental Studies, University of Arizona, 1981

**Academic Experience:** Research Professor of Environmental Policy, Udall Center, 2002-Present  
Research Professor of Arid Lands Studies and Natural Resources, 2002-Present  
Adjunct Professor, Hydrology and Water Resources, 2002-Present  
Associate Research Professor, 1996-2002  
Assistant Research Professor, 1989-96

**Overseas Experience:** France, India, Israel, Jordan, Mauritania, Morocco, Niger, Pakistan, Senegal, Yemen

**Language Proficiency:** Urdu – 2, Hindi – 2, French – 4, Spanish – 2, Hungarian – 1

**Specializations:** Environmental Policy and History, Water-management, Climate Policy

**Distinctions:** Director, French National Science Research Center (CNRS), Joint International Unit on Water, Environment and Policy; Support for “Arizona-Israeli-Palestinian Water Management and Policy Workshop: Economic, Environmental, and Community Implications of Expanding Reuse and Desalination for Future Water Supplies.” U.S.-Israel Binational Science Foundation, July 2009-June 2010.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Selected Recent Publications:**

- “Ownership, regulation, and scale in transboundary groundwater governance: Reflections on a survey of global and regional experts.” (with Z. Sugg and A.K. Gerlak) *Water International* (in review).
- “Hydrosolidarity and its place in international water diplomacy.” (with A. Gerlak and E. McGovern) In *Hydro Diplomacy: A Tool for Sharing Water Across Borders*, ed. by G. Pangare. Bangkok: IUCN. (2013): 23-31.
- Shared Borders, Shared Waters: Israeli-Palestinian and Colorado River Basin Water Challenges*. (eds. with S. B. Megdal and S. Eden) Leiden: CRC Press/Balkema – Taylor & Francis Group in cooperation with UNESCO-IHE, (2013). Print.
- “Preface.” (with S. B. Megdal and S. Eden) In *Shared Borders, Shared Waters: Israeli-Palestinian and Colorado River Basin Water Challenges*, ed. by S. B. Megdal, R. G. Varady, and S. Eden (2013): xi-xiii.

**VEJDANI, FARZIN**

*Assistant Professor (TE), History*

**Education:** B.A., Political Science, McGill University, 2001  
M.A., History, Yale University, 2005  
Ph.D., History, Yale University, 2009

**Academic Experience:** Assistant Professor, University of Arizona, 2009-Present

**Overseas Experience:** Turkey, Lebanon, United Kingdom, the Netherlands

**Language Proficiency:** Arabic – 2, Persian – 4, Turkish – 3

**Specializations:** Modern Iranian History, Cultural History, Turco-Iranian Relations

**Distinctions:** Social and Behavioral Sciences Research Institute Professorship, Spring 2012; Charlotte W. Newcombe Doctoral Dissertation Fellowship, 2008-09; Enders Research Grant, 2007; Canada Social Sciences and Humanities Research Council Doctoral Fellowship, 2005-06; Yale Center for International and Area Studies Dissertation Fellowship, 2005-06.

**Percentage of Time Dedicated to Area Studies:** 100%

**Select Courses:** History of Muslim Societies, 1400-Present; History of the Iranian Plateau; State Society and Culture in the Modern Middle East; The Political, Social, and Cultural History of Modern Iran, 1501-Present.

**Dissertations and Theses Supervised in Past Five Years:** 7

**Selected Recent Publications:**

- Making History: Education, Nationalism, and Print Culture in Iran*. Stanford, CA: Stanford University Press (forthcoming 2014).
- “Crafting Constitutional Narratives: Iranian and Young Turk Solidarity 1907-1909.” *Proceedings of the Centenary of the Iranian Constitutional Revolution*. I. B. Tauris, (forthcoming).
- Iran Facing Others: Iranian Identity Boundaries in a Historical Perspective*. (co-ed. with Abbas Amanat) Palgrave MacMillan, 2012.
- “Jalal al-Din Mirza.” (with Abbas Amanat.) *Encyclopedia Iranica*, 2008.
- “Appropriating the Masses: Folklore Studies, Ethnography, and Interwar Iranian Nationalism,” *International Journal of Middle East Studies*, 44.3(August 2012): 507-526.

**VUTURO, ANTHONY F.**

---

*Professor Emeritus (T), University of Arizona College of Medicine*

**Education:** B.A. Bellarmine College, Louisville, KY, 1962  
 M.D. University of Kentucky College of Medicine, 1966  
 M.P.H. Harvard School of Public Health, Boston, MA, 1971

**Academic Experience:** Professor Emeritus, University of Arizona College of Medicine, July 1996-Present  
 Special Assistant to the Vice Provost for International Health, University of Arizona College of Medicine, 1996-2000  
 Associate Dean for Health Affairs, University of Arizona College of Medicine, January 1989-June 1996

**Overseas Experience:** Worked in over 50 countries including Saudi Arabia, United Arab Emirates, Lebanon, Egypt, Eastern Europe, Western Europe, and Russia

**Language Proficiency:**

**Specializations:** Board certified and re-certified in Family Practice, Preventive Medicine, Medical Management, Board Eligible in Geriatrics and Tropical Medicine

**Distinctions:** Distinguished Graduate, Bellarmine University, 2003; Society of Teachers of Family Medicine (STFM) Distinguished Education Award, 1996; University of Kentucky College of Medicine Distinguished Alumni Award, 1996; Recipient, Award from University of Arizona College of Medicine, "Best Contribution in Continuing Medical Education," 1995; developmental funding activities raised over \$2.5 billion between 1971 and 1996.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Select Courses:** International Health: Comparative Health Systems in the Public & Private Sectors

**Dissertations and Theses Supervised in Past Five Years:** 2

**Selected Recent Publications:**

"For-Profit Hospitals, Their Role in the US." (with G. Milner) Prepared for Office of Development. Tucson, AZ. Dec. 2013.  
 "Strategies for Health Care Involvement in the Middle East and Africa." (with J. Silver P.) Prepared for Rotary International. Tucson, AZ. Dec. 2013.  
 "The Pursuit of Manager for Private Philanthropy: The Role of the UA Foundation." (with N. Cosby) Prepared for Hope As a Wish Foundation. Tucson, AZ. Dec. 2013.  
 "The Extended Rehabilitation-Physical Therapy Concept As a Forerunner to Major Hospital Development." Prepared for Alma-Ata Hospital Complex, Canyon Ranch Development. Tucson, AZ. 2013.

**WADDELL, PHILIP**

---

*Visiting Assistant Professor (NTE), Classics*

**Education:** B.A., Medieval History, Johns Hopkins University, 2001  
 M.A., Classical Studies, University of Missouri, 2006  
 Ph.D., Classical Studies, University of Missouri, 2010

**Academic Experience:** Visiting Assistant Professor, University of Arizona, Fall 2012-Present  
 Visiting Assistant Professor, University of Missouri, 2010  
 Intern, International Bureau of Education, Geneva, Switzerland,

**Overseas Experience:** Switzerland

**Language Proficiency:** Latin -4, Ancient Greek -4, French (reading -4, spoken -2), German (reading -4, spoken -2).

**Specializations:** Roman historiography, Greek and Roman history, Rhetoric

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Ancient Empires; Methods in Classical Studies; Word Roots: Science & Medicine; Roman Empire: Rulers & Ruled; Roman Historians; Cicero; Accelerated Latin

**Dissertations and Theses Supervised in Past Five Years:** 3

**Selected Recent Publications:**

*The Directed Gaze: Tacitean Noir Narrative* (monograph) (in progress).  
 "Eloquent Collisions: The *Annales* of Tacitus, the Column of Trajan, and the Cinematic Quick-Cut," *Arethusa*, 46.3(2013): 471-497.  
 Entries for "Vilicus," "Aes Alienum," and "Congiarium" in *Blackwell's Encyclopedia of Ancient History*. Edited by Roger Bagnall, et al. New York: Wiley-Blackwell, 2012.

**WEDEL, ANDREW B.**

---

*Associate Professor (T), Linguistics*

**Education:** B.A. Biology, Swarthmore College, 1986  
 Ph.D. Molecular Biology, University of California, Berkeley, 1992  
 Ph.D. Linguistics, University of California, Santa Cruz, 2004

**Academic Experience:** Associate Professor, Linguistics, University of Arizona, 2003-Present  
 Teaching Fellow, University of California, Santa Cruz, 2002  
 Visiting Researcher, Max Plank Institute, Germany, 2001-02  
 Postdoctoral Fellow, University of California, Santa Cruz, 1995-99

**Overseas Experience:** Turkey, Germany

**Language Proficiency:** Turkish – 2, Spanish – 2, German – 4

**Specializations:** Structure of the Mental Lexicon, Evolution of Sound Systems

**Distinctions:** Institute for Humanities Research Dissertation Quarter Fellowship, 2003; University of California Regents Fellowship, 1999; NSF/Alfred P. Sloan Foundation Postdoctoral Fellowship, 1995-1998

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Structure of Turkish; Seminar in Phonology; Intro to Linguistics; Typology & Universals

**Selected Recent Publications:**

- “Lexical contrast constrains phoneme merger: a corpus study.” (with Abby Kaplan and Scott Jackson) *Cognition*, 128 (2013): 179–186.  
 “Functional load and the lexicon: Evidence that syntactic category and frequency relationships in minimal lemma pairs predict the loss of phoneme contrasts in language change.” (with Scott Jackson and Abby Kaplan) *Language and Speech*, 56 (2013):395-417.  
 “Lexical contrast maintenance and the development of sublexical contrast systems.” *Language and Cognition*, 4 (2012): 319-355.  
 “Inhibited Sound Change: An Evolutionary Approach to Lexical Competition.” (with Juliette Blevins) *Diachronica*, 26.2 (2009): 143-183.

**WILLERTON, JOHN P.**

---

*Associate Professor (T), School of Government and Public Policy*

**Education:** B.A. Russian Language and Literature, Michigan State University, 1975  
 M.A. Political Science, Michigan State University, 1977  
 Ph.D. Political Science, University of Michigan, 1985

**Academic Experience:** Associate Professor, School of Government and Public Policy, University of Arizona, 1988-Present  
 Assistant Professor, James Madison College, Michigan State University, 1985-88

**Overseas Experience:** Former Soviet Union

**Language Proficiency:** Russian – 3, French – 1

**Specializations:** Russian Domestic Politics and Institutional Reform, Russia – CIS and Eurasian Regional Politics, Political Cohabitation and Institutional Design in France

**Distinctions:** Outstanding Upper Division Teaching Award, College of Social and Behavioral Sciences, 2012; Humanities Seminars Teaching Award, College of Humanities, University of Arizona, 2012; Finalist, Five Star Teaching Award, 200.

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Comparative Politics (includes Iran); Politics of Happiness (includes Lebanon); Comparative Political Elites (includes Iran)

**Dissertations and Theses Supervised in Past Five Years:** 15

**Selected Recent Publications:**

- “Russian Federation: System Building and Policy Making a la Russe,” in W. Phillips Shively and Paulette Kurzer, *Comparative Governance*, McGraw Hill-Create, (2013): (eBook collection, 51 page chapter).  
 “Treaty Networks, Nesting, and Interstate Cooperation: Russia, the FSU, and the CIS,” (with Michael Slobodchikoff and Gary Goertz) *International Area Studies Review*, 15.1 (March 2012): 59-82.  
 “The Presidency and Executive Branch,” in Graeme Gill, ed., *Handbook of Russian Politics and Society*, N.Y.: Routledge (2011): 99-115.  
 “Semi-presidentialism and the Evolving Executive,” in Stephen White, Richard Sakwa, and Henry E. Hale, eds., *Developments in Russian Politics*, 7, Durham: Duke University Press (2009): 20-42.

**WILSON, JEFFREY***Graduate Teaching Assistant, School of Geography and Development*

**Education:** B.A., International Relations, Michigan State University, 2004  
 M.A., Anthropology, Columbia University, 2010  
 Ph.D. student, Geography, University of Arizona

**Academic Experience:** Adjunct Faculty, Anthropology, Pima Community College, Tucson, Arizona, Present  
 Graduate Teaching Assistant, Geography, University of Arizona, 2012-Present

**Specializations:** Ethnographic fieldwork in graphic novel form, Social movements

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Select Courses:** Geography of the Middle East; Cultural Geography; Economic Tools for Development

**Selected Recent Publications:**

Unnamed graphic novel about interview with Noam Chomsky about social movements, AK Press, (forthcoming, Fall 2014).  
 "Concrete Connections? Border security, governmentality, and politics of analogy," (forthcoming).  
 "Fieldwork and Graphic Narratives," (with J. Jacot) *Geographical Review*, 103 (2013): 143-152.

**WRIGHT, J. EDWARD***Director and Professor (T), Arizona Center for Judaic Studies*

**Education:** Th.B. Multnomah Bible College, 1980  
 M.A. Western Seminary, 1982  
 M.A. Brandeis University, 1987  
 Ph.D. Brandeis University, 1992

**Academic Experience:** Professor, Judaic Studies, University of Arizona, 2004-Present  
 Visiting Professor, Duke University, 2011  
 Visiting Professor, Dartmouth College, 2006, 2007, 2008, 2010  
 Associate Professor, Near Eastern Studies (1999-2002) and Judaic Studies, University of Arizona, 1999-2004  
 Visiting Research Professor, The Hebrew University, Jerusalem, 1995-96  
 Assistant Director, Judaic Studies, University of Arizona, 1995-99

**Overseas Experience:** Israel

**Language Proficiency:** Biblical Hebrew – 3, German – 2, Modern Hebrew – 3, Latin – 2, Classical Aramaic – 3  
 Coptic – 2, Koine Greek – 3, Babylonian – 2, Syriac – 3, Assyrian – 2, Nabataean – 3, Ugaritic – 2, French – 2.

**Specializations:** Early Jewish History and Literature, Ancient Israelite History and Religion

**Distinctions:** The J. Edward Wright Endowed Professor of Judaic Studies, 2013-; President, W. F. Albright Institute of Archaeological Research, Jerusalem, Israel, 2006-2012; Director, Arizona Center for Judaic Studies, University of Arizona, 2000-2005, 2006-Present; University of Arizona Five Star Faculty Teaching Award, 2001; Association of College and Research Libraries and the American Library Association's journal Choice, Outstanding Academic Title Book Award, Oxford, 2000.

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Select Courses:** Beginning Biblical Hebrew; Intermediate Biblical Hebrew; Advanced Biblical Hebrew; History and Religion of Ancient Israel; Apocalyptic Imagination; History of Heaven; Classical Aramaic

**Dissertations and Theses Supervised in Past Five Years:** 2

**Selected Recent Publications:**

*The Book of Baruch*. Illuminations Bible Commentaries. Grand Rapids, Mich.: W. B. Eerdmans Publishing Co. (forthcoming 2015).  
*The Bible in Archaeology and History: The Hebrew Bible and Ancient Israel* (eds. with Jennie Ebeling, Mark Elliott and Paul V. M. Fleisher)  
 Waco: Baylor University Press (textbook in preparation).  
 "Baruch." In *The Common English Bible Study Bible with Apocrypha*. Nashville, TN: The Common English Bible (2013): 199-209.  
*Confronting the Past: Archaeological and Historical Essays in Honor of William G. Dever*. (eds. with Seymour Gitin and J. P. Dessel) Winona Lake, Ind.: Eisenbrauns, 2006.

**YOUNG, MEGAN***Administrative Assistant, Center for Middle Eastern Studies***Education:** B.A., Anthropology, University of Nebraska-Lincoln, 2003  
M.A., Near Eastern Studies, University of Arizona, 2010**Academic Experience:** Administrative Assistant, CMES, 2011-Present; Graduate Teaching Assistant, University of Arizona, 2007-2008**Overseas Experience:** Turkey**Language Proficiency:** Turkish – 3, Ottoman – 2, Persian – 1, German – 2, Spanish – 1, Mandarin Chinese – 1**Specializations:** Kurdish broadcasting rights in Turkey**Distinctions:** College of SBS Outstanding Staff Award nominee (2014); Academic Year FLAS, Persian, 2009-10; Fulbright-Hays Advanced Language Fellow, ARIT, Turkish, 2009; Critical Language Scholarship, Turkish, 2009, Declined; Academic Year FLAS, Turkish, 2008-09; Summer FLAS, Turkish, 2008; Academic Year FLAS (University of Utah), Turkish, 2007-08, Declined; Phi Beta Kappa Honor Society Lifetime Member, 2003; University of Nebraska-Lincoln Chancellor's Scholar, 2003; Undergraduate Creative Activities & Research Experiences (UCARE) Research Award, 2002-03; UCARE Research Award, 2001-02**Percentage of Time Dedicated to Area Studies:** 100%**Select Courses:** Middle Eastern Humanities; Food Traditions of MENA (created)**ZANGER, MARGARET***Associate Professor of Practice (NTE), School of Journalism***Education:** B.A. General Studies, University of Arizona, 1979  
M.A. Journalism, University of Arizona, 1985  
MLS Law, Yale Law School, 1989**Academic Experience:** Iraq Country Director, Institute for War & Peace Reporting, 2003-05  
Lecturer, American University in Cairo, 1999-2003  
Publications Coordinator, Center for Contemporary Arab Studies, Georgetown University, 1995-99  
Assistant Editor, Middle East Report, 1992-95**Overseas Experience:** Iraq, Egypt, Israel, West Bank**Language Proficiency:** Spanish – 3, Arabic – 1**Specializations:** Media Coverage of Crises and Conflict, Iraq Media Development, Iraq Refugees and Internally Displaced**Distinctions:** Director, Arizona-Afghan Project of the Afghanistan Journalism Education Enhancement Program, US Embassy in Kabul, 2011-present; Knight Journalism Fellow, Yale Law School**Percentage of Time Dedicated to Area Studies:** 75-99%**Select Courses:** Media Coverage of International Crisis; International Opinion Writing; Reporting the Middle East**Dissertations and Theses Supervised in Past Five Years:** 3**Selected Recent Publications:**

"Democratic norms and forces of gatekeeping: A study of influences on Iraqi journalists' attitudes toward government information access." (with J. E. Relly and S. Fahmy) (under review).

"Journalists' perceptions of professional norms in post-Ba'athist Iraq." (with J. E. Relly and S. Fahmy) (under review).

"Journalists' perceptions of professional ethics norms in post-Ba'athist Iraq." (with J. E. Relly and S. Fahmy) Paper presented at the Association for Education in Journalism and Mass Communication national conference in Washington, D.C. (August 2013)

"Democratic norms and social learning: A study of influences on Iraqi journalists' attitudes toward information access." (with J. E. Relly and S. Fahmy) Paper presented at the annual meeting of the International Communication Association, London (June 2013).

**APPENDIX C  
COURSE LIST**

# University of Arizona

## Center for Middle Eastern Studies

### Appendix C: Course List

#### Table of Contents

<b>Course Discipline</b>	<b>Page</b>
Africana Studies	C-3
Anthropology	C-3
Arabic	C-4
Architecture	C-6
Classics	C-7
Critical Languages	C-8
Economics	C-8
English	C-8
French	C-8
Gender and Women's Studies	C-8
Geography	C-9
Geosciences	C-9
German Studies	C-9
History	C-9
Honors Studies	C-11
Journalism	C-11
Judaic Studies	C-12
Linguistics	C-15
Middle Eastern and North African Studies	C-16
Music	C-21

<b>Course Discipline</b>	<b>Page</b>
Persian	C-21
Political Science	C-22
Public Health	C-23
Religious Studies	C-23
Russian and Slavic Studies	C-23
Sociology	C-24
Spanish	C-24
Turkish	C-24

# University of Arizona

## Center for Middle Eastern Studies

### Appendix C: Course List

<b>KEY</b>	Term: F = Fall	ME = Middle East
	S = Spring	NA = North Africa
	W = Winter	SA = Study Abroad
	SU = Summer	CC = Correspondence Course
	All = All Terms	<b>^ Summer 2014 enrollment not included</b>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
<b>Africana Studies</b>											
AFAS365	Ancient African Civilizations	Sanchez, Ijagbemi	25-49	3	W,S, SU	161	0	75^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes the civilizations of NA.										
<b>Anthropology</b>											
ANTH315	World Ethnography	van Dobben Schoon	75-99	3	SU	23	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: The comparative study of selected societies of the world, including the MENA region.										
ANTH320	Ancient Civilizations	Triadan	25-49	3	F	18	0	13	0	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Intensive introduction to the evolution of the world's earliest states: Mesopotamia, Egypt, etc.										
ANTH456A	Old World Prehistory, Part I	Kuhn	25-49	3	S	0	0	9	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Covers the archaeological record of early humans in the western hemisphere, particularly Europe and western Asia. Includes Israel, Morocco, Algeria, and other MENA regions.										
ANTH456B	Old World Prehistory, Part II	Stiner	50-74	3	S	14	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Covers the archaeological record of early humans in the western hemisphere, particularly Europe and western Asia. Includes Israel, Syria, Iran, Iraq, Turkey, and other MENA regions.										
ANTH459A	Turkey: Culture, Power and History	Açıksöz	100	3	S	0	0	10	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: HIST, MENA										
ANTH495B	Culture and Power: Neoliberalism and After	Silverstein	25-49	3	F					<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Reexamination under neoliberalism of the nature of individuals, communities, and the role of the state in social, political, and economic life (e.g. through 'reform' or development programs). Includes the MENA region. New course.										
ANTH511	Anthropology of Religion	Silverstein	25-49	3	S	0	0	0	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Comparative approaches to the study of religion, systems of ritual, and symbolization in Iran, Turkey, and other areas of MENA. Includes Islam.										

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
ANTH556A	Old World Prehistory, Part I	Kuhn	25-49	3	S	0	0	0	6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Covers the archaeological record of early humans in the western hemisphere, particularly Europe and western Asia. Includes Israel, Morocco, Algeria, and other MENA regions.										
ANTH556B	Old World Prehistory, Part II	Stiner	50-74	3	S	0	3	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Covers the archaeological record of early humans in the western hemisphere, particularly Europe and western Asia. Includes Israel, Syria, Iran, Iraq, Turkey, and other MENA regions.										
ANTH559A	Turkey: Culture, Power and History	Açıksöz	100	3	S	0	0	1	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: HIST, MENA										
ANTH595B	Culture and Power: Neoliberalism and After	Silverstein	25-49	3	F					<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Reexamination under neoliberalism of the nature of individuals, communities, and the role of the state in social, political, and economic life (e.g. through 'reform' or development programs). Includes the MENA region. New course.										

## Arabic

ARB101	Elementary Arabic I	Azaz, Al Masaeed, S'hiri/Al-Khudair, Assaoui, Miller	100	5	F,S, SU	103	4	96^	5^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB102	Elementary Arabic II	Azaz, Al Masaeed, S'hiri/Al-Khudair, Assaoui, Ayoub, Miller	100	5	F,S, SU	72	2	58^	2^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB199	Independent Study	Farwaneh, Noorani	100	3	F,S	1	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB299	Independent Study	Gamal, Farwaneh, Noorani	100	3	F,S	1	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB399	Independent Study	Farwaneh, Noorani	100	3	F,S	1	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB401	Intermediate Arabic I	Abou Shanab, Al Masaeed, S'hiri/Alhoms, Ould Meiloud, Rahmouni, Swanson, Study Abroad Program Instructor	100	5	F,S, SU	71	2	52^	2^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB-SA										
	Notes: Includes SA enrollments. ARB401-SA first offered SU 2013.										
ARB402	Intermediate Arabic II	Abou Shanab, Al Masaeed, S'hiri/Assaoui, Ould Meiloud, Rahmouni, Swanson, Study Abroad Program Instructor	100	5	F,S, SU	76	2	37^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB-SA										
	Notes: Includes SA enrollments. ARB402-SA first offered SU 2013.										
ARB405	Advanced Arabic I	Abou Shanab, Gamal	100	4	F	7	1	19	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB406	Advanced Arabic II	Abou Shanab, Kholoussi	100	4-5	S	5	0	8	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
ARB407	4th Year Arabic I	Farwaneh, S'hiri, Study Abroad Program Instructor	100	3	F,SU	1	0	5 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: To be offered SU 2014										
ARB408	4th Year Arabic II	Farwaneh, Noorani, Study Abroad Program Instructor	100	3	S,SU	3	0	2 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: To be offered SU 2014										
ARB424A	Conversational Levantine Arabic I	S'hiri/Tamimi, & Study Abroad Program Instructor	100	3	F,SU	11	0	17 <sup>^</sup>	1 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB-SA Notes: Includes SA enrollments. ARB424A-SA first offered SU 2012.										
ARB424B	Conversational Levantine Arabic II	S'hiri/Joukhadar, Tamimi & Study Abroad Program Instructor	100	3	S,SU	16	1	14 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB-SA Notes: Includes SA enrollments. ARB424B-SA first offered SU 2012.										
ARB426	Introduction to Arabic Linguistics	Farwaneh	100	3	F	3	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: LING										
ARB427A	Colloquial Moroccan Arabic I	Study Abroad Program Instructor	100	3	SU	0	0	0 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB-SA Notes: To be offered SU 2014										
ARB427B	Colloquial Moroccan Arabic II	Study Abroad Program Instructor	100	3	SU	0	0	0 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB-SA Notes: To be offered SU 2014										
ARB448	Arabic Literature in English Translation	Kholoussi	100	3	S	0	0	7	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: MENA										
ARB484A	Intermediate Levantine Arabic I	S'hiri/Joukhadar, Study Abroad Program Instructor	100	3	F,SU	5	1	0 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB-SA Notes: Includes SA enrollments										
ARB484B-SA	Intermediate Levantine Arabic II	Study Abroad Program Instructor	100	3	SU	5	1	0 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB Notes: Study Abroad										
ARB495A	Readings in Modern Arabic Prose	Kholoussi, Noorani	100	3	F,S	3	1	4	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB496B	5th Year Arabic I	S'hiri, Study Abroad Program Instructor	100	3	S,SU	4	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: To be offered SU 2014. New course.										

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
ARB496B-SA	5th Year Arabic II	Study Abroad Program Instructor	100	3	SU			0^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: To be offered SU 2014. New course										
ARB498	Senior Capstone	Farwaneh, Noorani	100	1-3	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB499	Moroccan Arabic	M'Barki	100	2	S	0	0	9	0	<input type="checkbox"/>	<input type="checkbox"/>
ARB499	Independent Study	Noorani, Farwaneh	100	3	F,S	0	0	1	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB499H	Honors Independent Study	Farwaneh, Noorani	100	1-6	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB505	Advanced Arabic I	Abou Shanab, Gamal	100	4	F	1	3	0	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB506	Advanced Arabic II	Abou Shanab, Kholoussi	100	4-5	S	0	3	0	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB507	Fourth Year Arabic I	Farwaneh, S'hiri	100	3	F	0	5	0	4	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB508	Fourth Year Arabic II	Farwaneh, Noorani	100	3	S	0	4	0	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB524A	Levantine Arabic I	S'hiri/Tamimi	100	3	F	0	3	0	0	<input type="checkbox"/>	<input type="checkbox"/>
ARB526	Intro to Arabic Linguistics Crosslisted: LING, SLAT	Farwaneh	100	3	F	0	3	0	0	<input type="checkbox"/>	<input type="checkbox"/>
ARB548	Arabic Literature in English Translation Crosslisted: MENA	Kholoussi	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB584A-SA	Intermediate Levantine Arabic I	Study Abroad Program Instructor	100	3	SU	0	0	0^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB Notes: Study Abroad										
ARB584B-SA	Intermediate Levantine Arabic II	Study Abroad Program Instructor	100	3	SU	0	0	0^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ARB Notes: Study Abroad										
ARB595A	Readings in Modern Arabic Prose	Gamal, Kholoussi, Noorani	100	3	F,S	0	6	0	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB596B	5th Year Arabic I	S'hiri	100	3	S	0	5	0	0	<input type="checkbox"/>	<input type="checkbox"/>
ARB599	Independent Study	Gamal, Farwaneh, Noorani	100	1	F,S	0	0	0	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB699	Independent Study	S'hiri	100	3	F	0	1	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 5th Year MSA										

---

## Architecture

---

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
ARC451	Design Studio VII: Research Electives	Frederickson	100	6	F	8	3	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Study of Omani architecture in Oman. Study Abroad.										

## Classics

CLAS160D3	Crime and Punishment in the Ancient World	Bauschatz	25-49	3	SU			0^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Explores the history of criminal justice systems in the ancient Mediterranean through close examination of select primary sources. Includes Pharaonic Egypt and Mesopotamia. New course.										
CLAS306	The Transformation of Society: Christianity in the Greco-Roman World	Austin	50-74	3	S	39	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: CLAS-SA, RELI Notes: Investigates the transformations in the Mediterranean world as Christianity emerged from Judaism and became the established religion of the region. Covers history of the Jews, Christians, and biblical lands.										
CLAS323	Ancient Empires	Austin, Waddell/Green	50-74	3	S	59	0	60	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ANTH										
CLAS400	Maritime History and Archaeology of Ancient Egypt	Creasman	100	3	F	45	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ANTH, MENA Notes: Topics of Egyptology. New course.										
CLAS400	The Great Sites and their Archaeological Significance	Creasman	100	3	F			54	0	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ANTH, MENA Notes: Topics of Egyptology. New course.										
CLAS400	The Valley of the Kings and Ancient Thebes	Creasman	100	3	F					<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ANTH, MENA Notes: Topics of Egyptology. New course.										
CLAS500	Maritime History and Archaeology of Ancient Egypt	Creasman	100	3	F	1	3	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ANTH, MENA Notes: Topics of Egyptology. New course.										
CLAS500	The Valley of the Kings and Ancient Thebes	Creasman	100	3	F					<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ANTH, MENA Notes: Topics of Egyptology. New course.										
CLAS500	The Great Sites and their Archaeological Significance	Creasman	100	3	F			0	4	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ANTH, MENA Notes: Topics of Egyptology. New course.										

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	Enrollment				NRC Grant Funded 2014-15	
						12-13 Undergrad	12-13 Grad	13-14 Undergrad	13-14 Grad	To be offered 2014-2015	
<b>Critical Languages</b>											
CRL101	Elementary Chechen I	Dotton	100	4	F,S	1	1	1	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL101	Elementary Kurdish I	Çiviroğlu	100	4	F,S	18	0	12	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL102	Elementary Chechen II	Dotton	100	4	F,S	1	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL102	Elementary Kurdish II	Çiviroğlu	100	4	F,S	4	0	6	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL201	Intermediate Chechen I	Dotton	100	4	F	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Economics</b>											
ECON696X	Topics in Economic History Notes: Includes Ottoman economic history	Artunç	25-49	3	S					<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>English</b>											
ENGL220A	Literature of the Bible Crosslisted: RELI	Ulreich	100	3	F,S	32	0	32	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENGL220B	Literature of the Bible Crosslisted: RELI	Matuk, Ulreich	100	3	S	0	0	62	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>French</b>											
FREN447	Islam in the Francophone World Notes: New course.	Bourget	100	3	S	0	0	16	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FREN547	Islam in the Francophone World	Bourget	100	3	S	0	0	2	4	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender and Women's Studies</b>											
GWS240	Gender in a Transnational World Notes: A large part will be focused on MENA region.	Korkman	25-49	3	F	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GWS500	Publics and Counterpublics Notes: Explores public spheres, public spaces, and public cultures from an interdisciplinary perspective. Includes Ottoman imperial harems and urban squares of the Arab Spring. New course.	Korkman	25-49	3	S			1	9	<input type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
<b>Geography</b>											
GEOG311E	Geography of the Middle East Crosslisted: MENA	Wilson	100	3	F	0	0	26	0	<input type="checkbox"/>	<input type="checkbox"/>
GEOG378	Global Human Rights Crosslisted: HIST Notes: Includes segments on Israel/Palestine, the War on Terror, Kurds in Turkey, and Afghanistan. New course.	Oglesby	25-49	3	S	0	0	13	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Geosciences</b>											
GEOS597B	Field School in Egyptian Archaeology Crosslisted: ANTH, ARH, MENA Notes: New course.	Creasman	100	6	SU	0	1	0 <sup>A</sup>	0 <sup>A</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>German Studies</b>											
GER506	Representing the "Other": Translingual Modernities: Literature and Film on the German Turkish Axis Notes: New course.	Gramling	50-74		F					<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>History</b>											
HIST271	History of Christianity Crosslisted: RELI Notes: Includes early Christianity in the MENA region, the emergence of Islam, and the Crusades.	Davis, Johnstone	25-49	3	F,S	0	0	25	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST381A	History of Muslim Societies I Crosslisted: MENA	Uluişik	100	3	SU	12	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
HIST381B	History of Muslim Societies II Crosslisted: MENA	Vejdani, Uluişik	100	3	F,S	14	1	27	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST383	Religion and State in Islam Crosslisted: MENA	Darling	100	3	F	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST445	Women in Islamic History Crosslisted: GWS, MENA	Darling	100	3	F	20	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
HIST450	History of American Foreign Relations Since 1914 Crosslisted: HIST-CC Notes: Analyzes basic issues of international relations and foreign policy. Focuses on U.S. as a major power, beginning at the end of the 19th century, the Cold War, and post-9/11 U.S. actions. Includes Afghanistan and Persian Gulf. Offered as CC in SU 2014.	Gibbs, Wysocki	25-49	3	F,S	117	0	32 <sup>A</sup>	0 <sup>A</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST471	A History of Migrations in the Modern ME, NA, and the Mediterranean World, c. 1800-Present Notes: First offered as HIST496C in F 2012. New course.	Clancy-Smith	50-74	3	F	4	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST473	History of Modern India and Pakistan: 1750-Present Crosslisted: MENA Notes: Survey of political, social, and economic developments in South Asia from the mid-18th century to the present. Includes Islamic dynasties.	Eaton	25-49	3	S	29	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST479	The Ottoman Empire to 1800 Crosslisted: MENA	Darling, Schweig, Inal	100	3	S,SU	23	0	21 <sup>A</sup>	0 <sup>A</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST485B	Social, Cultural and Political History of Iranian Plateau: 7th Century - Present Crosslisted: MENA	Vejdani	100	3	F	0	0	7	0	<input type="checkbox"/>	<input type="checkbox"/>
HIST495E	Struggle and Survival: Modern Mid East and North Africa, c. 1850 - Present Crosslisted: MENA	Clancy-Smith	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST545	Women in Islamic History Crosslisted: GWS, MENA	Darling	100	3	F	0	5	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST550	History of American Foreign Relations Since 1914 Notes: Analyzes basic issues of international relations and foreign policy. Focuses on U.S. as a major power, beginning at the end of the 19th century, the Cold War, and post-9/11 U.S. actions. Includes Afghanistan and Persian Gulf. Offered as CC in SU 2014.	Gibbs	25-49	3	F	0	3	0	0	<input type="checkbox"/>	<input type="checkbox"/>
HIST571	A History of Migrations in the Modern ME, NA, and the Mediterranean World, c. 1800-Present Notes: First offered as HIST596C in F 2012. New course.	Clancy-Smith	50-74	3	F	0	7	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST573	History of Modern India and Pakistan: 1750-Present Crosslisted: MENA Notes: Survey of political, social, and economic developments in South Asia from the mid-18th century to the present. Includes Islamic dynasties.	Eaton	25-49	3	S	0	4	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST579	The Ottoman Empire to 1800 Crosslisted: MENA	Darling	100	3	S	0	5	0	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
HIST585B	Social, Cultural and Political History of Iranian Plateau: 7th Century - Present Crosslisted: MENA	Vejdani	100	3	F	0	0	0	3	<input type="checkbox"/>	<input type="checkbox"/>
HIST595E	Struggle and Survival: Modern Mid East and North Africa, c. 1850 - Present Crosslisted: MENA	Clancy-Smith	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST695C	Advanced Studies in European History: Muslim Spain	Darling	100	3	S	0	5	0	0	<input type="checkbox"/>	<input type="checkbox"/>
HIST695E	Women, Gender, and Empire in Comparative Historical Perspective, c. 1500-present Crosslisted: GWS Notes: Large MENA emphasis. New course.	Clancy-Smith	50-74	3	F,S	0	9	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST695I	World History Notes: Includes the Ottoman Empire.	Gosner	25-49	3	S	0	0	0	9	<input type="checkbox"/>	<input type="checkbox"/>
HIST695M	State, Society and Culture in the Modern Middle East Crosslisted: MENA	Vejdani	100	3	F	0	0	0	5	<input type="checkbox"/>	<input type="checkbox"/>
HIST695M	Sources for Middle Eastern Histories, an Ottoman Topics course Crosslisted: MENA	Darling	100	3	S	0	0	0	6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST696F	Early Modern Europe Notes: Large emphasis on ME and Muslim empires in Europe.	Darling	50-74	3	F	0	8	0	0	<input type="checkbox"/>	<input type="checkbox"/>

## Honors Studies

HNRS195H	Living the Examined Life: Tales from the Hebrew Bible (Old Testament) Notes: New course.	Nakhai	100	1	F	0	0	15	0	<input type="checkbox"/>	<input type="checkbox"/>
HNRS195H	Tales of Love and Justice: The Hebrew Bible (Old Testament)	Nakhai	100	1	F	20	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
HNRS195H	Human Rights in the Middle East Notes: New course.	Sinclair	100	1	F					<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Journalism

JOUR399-SA	Independent Study: Study Abroad in Oman and Dubai Notes: Learn to work as a journalist in another country and gain an appreciation of the Arab culture. New course.	Zanger	100	1-3	W			7	0	<input type="checkbox"/>	<input type="checkbox"/>
------------	--	--------	-----	-----	---	--	--	---	---	--------------------------	--------------------------

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
JOUR402	Media and Terrorism Crosslisted: COMM Notes: Investigates how news media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public. Emphasis on MENA region and Islam.	Fahmy	75-99	3	F,S	48	0	15	0	<input type="checkbox"/>	<input type="checkbox"/>
JOUR411-SA	Feature Writing: Study Abroad in Oman and Dubai Notes: Learn to work as a journalist in another country and gain an appreciation of the Arab culture. New course.	Zanger	100	3	W			4	0	<input type="checkbox"/>	<input type="checkbox"/>
JOUR426	Reporting the Middle East	Zanger	100	3	F	0	0	15	0	<input type="checkbox"/>	<input type="checkbox"/>
JOUR496F	Media Coverage of International Crises Crosslisted: MENA Notes: Includes MENA content. To be offered Fall 2015	Zanger	50-74	3	F	0	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JOUR497C	Coups & Earthquakes: Reporting the World Notes: Includes MENA content. New course.	Rosenblum	25-49	3	S					<input checked="" type="checkbox"/>	<input type="checkbox"/>
JOUR497C	International Reporting Notes: Large emphasis on MENA region.	Rosenblum	50-74	2-3	S	10	0	5	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JOUR502	Media and Terrorism Notes: Investigates how news media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public. Emphasis on MENA region and Islam.	Fahmy	75-99	3	S	0	1	0	2	<input type="checkbox"/>	<input type="checkbox"/>
JOUR511-SA	Feature Writing: Study Abroad in Oman and Dubai Notes: Learn to work as a journalist in another country and gain an appreciation of the Arab culture. New course.	Zanger	100	3	W			0	1	<input type="checkbox"/>	<input type="checkbox"/>
JOUR526	Reporting the Middle East Notes: New course.	Zanger	100	3	F	0	0	0	2	<input type="checkbox"/>	<input type="checkbox"/>
JOUR596F	Media Coverage of International Crises Crosslisted: MENA Notes: Includes MENA content. To be offered Fall 2015	Zanger	50-74	3	F	0	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JOUR597C	Coups & Earthquakes: Reporting the World Notes: Includes MENA content. New course.	Rosenblum	25-49	3	S					<input checked="" type="checkbox"/>	<input type="checkbox"/>
JOUR597C	International Reporting Notes: Large emphasis on MENA region.	Rosenblum	50-74	2	S	0	5	0	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Judaic Studies

JUS103A	Elementary Modern Hebrew I Crosslisted: MENA	Limmer, A. Maimon, U. Maimon	100	5	F	49	1	54	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
---------	---	------------------------------	-----	---	---	----	---	----	---	-------------------------------------	--------------------------

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
JUS103B	Elementary Modern Hebrew II Crosslisted: MENA	Limmer, A. Maimon, U. Maimon	100	5	S	45	1	43	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS160D1	Jewish Thought and Culture Crosslisted: JUS-SA Notes: Includes Jewish religious beliefs, history in the ancient ME, Zionism, and Israel.	Kaye	50-74	5	S,SU	32	3	0^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS203A	Intermediate Modern Hebrew I Crosslisted: MENA	A. Maimon, U. Maimon	100	5	F	30	3	23	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS203B	Intermediate Modern Hebrew II Crosslisted: MENA	A. Maimon, U. Maimon	100	5	S	26	3	19	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS301	Jewish Civilization: A "Gateway" Course Notes: Surveys the origins of Judaism and the Hebrew Bible, the Jewish communities in MENA, Zionism, and Israel.	Graizbord, Limmer	25-49	3	F,S	81	0	96	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS303A	Advanced Modern Hebrew I Crosslisted: MENA	A. Maimon	100	3	F	7	0	9	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS303B	Advanced Modern Hebrew II Crosslisted: MENA	A. Maimon	100	3	S	6	0	7	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS310	Apocalyptic Imagination Crosslisted: RELI Notes: Surveys Jewish and Christian apocalyptic literature.	Wright	50-74	3	F	48	0	26	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS321	Women in Judaism Crosslisted: GWS, RELI	Kaye	100	3	W,SU	19	0	11^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS348	Israeli Fiction and Poetry Crosslisted: ENGL, MENA	Kaye	100	3	F,S	0	0	85	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS370B	History of the Jews: The Jew in the Medieval World (to the 17th Century) Crosslisted: HIST, JUS-CC, RELI Notes: Includes Jewish history in the Persian and Ottoman Empires, Al-Andalus, and other Islamic empires. To be offered as CC in SU 2014.	Graizbord, Kaye	25-49	3	F,S, SU	108	0	68^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS372A	History and Religion of Israel in Ancient Times -- The Biblical Period Crosslisted: HIST, RELI, MENA	Limmer, Nakhai, Elliott, Adams	100	3	F,S	92	1	152	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS372B	History and Religion of Israel in Ancient Times: Ezra-Nehemiah to the Roman Empire Crosslisted: HIST, MENA, RELI	Limmer, Wright, Elliott	100	3	F,S	57	0	79	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS377	Modern Israel Crosslisted: HIST, JUS-CC, MENA, POL Notes: To be offered as CC in SU 2014.	Hammer, Kaye, Susser	100	3	ALL	85	0	105^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS382	Archaeology and the Bible Crosslisted: MENA, RELI	Nakhai	100	3	S	19	0	23	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
JUS384	International Human Rights, Transitional Justice, and Israel Notes: New course.	Hammer	100	3	F,S					<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS387	The History of Anti-Semitism Crosslisted: HIST, RELI Notes: Examines various definitions of anti-Semitism and traces the history of anti-Semitism (or "anti-Judaism") from pre-Christian sources to the birth of Islam, through the period of Muslim expansion and the Crusades, to modern times.	Kaye, Price	25-49	3	F,S, SU	70	0	22^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS399	Independent Study	Kaye	100	3	S	0	0	1	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS399	Jewish Peoplehood in Historical Perspective Notes: Explores what the word "Jewish" means, from ancient Israelites to Zionism and Israel.	Graizbord	25-49	3	S	3	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS405	Classical Aramaic Crosslisted: MENA Notes: New course.	Wright	100	3	F	3	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS409A	Biblical Hebrew: Prose Texts Crosslisted: MENA	Nakhai	100	3	F	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS426	History of Heaven Crosslisted: HIST, RELI Notes: The origins and early evolution of images of the afterlife among the ancient peoples of the Mediterranean basin and Near East. The course will focus on ancient Israelite, biblical, and early Jewish and Christian images. New course.	Wright	50-74	3	S	27	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS434	History and Historiography: The Annals of the Arab-Israeli Conflict Crosslisted: MENA, POL Notes: New course.	Susser	100	3	F					<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS435	Kabbalah and Jewish Mysticism Crosslisted: MENA, RELI Notes: Includes biblical sources of Jewish mysticism found with the exilic prophets; Kabbalah in Israel; and the Sabbateans of Turkey.	Graizbord	50-74	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS447	Women in Ancient Israel Crosslisted: GWS	Nakhai	100	3	F	0	0	6		<input type="checkbox"/>	<input type="checkbox"/>
JUS453	Advanced Biblical Hebrew II Crosslisted: MENA	Nakhai	100	3	S	1	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS453	Advanced Biblical Hebrew I Crosslisted: MENA	Nakhai	100	3	F	3	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS495G	International Human Rights in Israel Crosslisted: JUS396H Notes: Honors seminar. New course.	Hammer	100	3	F,S	6	0	10	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS495G	Judaic Studies: The Sephardic Holocaust Notes: Includes the Sephardic Jews of NA.	Kaye	50-74	3	W	13	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
JUS499	Independent Study	Hammer	100	3	S	0	0	1	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS499H	Honors Independent Study	Nakhai	100	3	S	0	0	1	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS4XX	4th Year Modern Hebrew II Notes: New course.	A. Maimon	100	3	S					<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS4XX	4th Year Modern Hebrew I Notes: New course.	A. Maimon	100	3	F					<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS505	Classical Aramaic Crosslisted: MENA Notes: New course.	Wright	100	3	F	0	2	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS509A	Biblical Hebrew: Prose Texts Crosslisted: MENA	Nakhai	100	3	F	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS526	History of Heaven Crosslisted: HIST, RELI Notes: The origins and early evolution of images of the afterlife among the ancient peoples of the Mediterranean basin and Near East. The course will focus on ancient Israelite, biblical, and early Jewish and Christian images. New course.	Wright	50-74	3	S	1	2	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS534	History and Historiography: The Annals of the Arab-Israeli Conflict Crosslisted: MENA, POL Notes: New course.	Susser	100	3	F	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS535	Jewish Mysticism Crosslisted: MENA Notes: Includes biblical sources of Jewish mysticism found with the exilic prophets; Kabbalah in Israel; and the Sabbateans of Turkey.	Graizbord	50-74	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS553	Advanced Biblical Hebrew II Crosslisted: MENA	Nakhai	100	3	S	0	1	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS553	Advanced Biblical Hebrew I Crosslisted: MENA	Nakhai	100	3	F	0	1	0	0	<input type="checkbox"/>	<input type="checkbox"/>
JUS599	Independent Study	Graizbord, Nakhai	100	3	F,S	0	0	0	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Linguistics

LING454	Structure of a Middle Eastern Language: Turkish Crosslisted: MENA Notes: New course.	Key	100	3	S	0	0	11	0	<input type="checkbox"/>	<input type="checkbox"/>
LING454	Structure of a Middle Eastern Language: Arabic Crosslisted: MENA	Farwaneh	100	3	S	1	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
LING554	Structure of a Middle Eastern Language: Turkish Crosslisted: MENA Notes: New course.	Key	100	3	S	0	0	0	2	<input type="checkbox"/>	<input type="checkbox"/>
LING554	Structure of a Middle Eastern Language: Arabic Crosslisted: MENA	Farwaneh	100	3	S	0	7	0	0	<input type="checkbox"/>	<input type="checkbox"/>

### Middle Eastern & North African Studies

MENA150C1	Islamic Civilization: Traditional and Modern Middle East Crosslisted: MENA-SA	Ayoub, Badareen, Dorroll, Delgado	100	3	ALL	126	0	61^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA160A1	The Religion of Islam Crosslisted: MENA-SA	Boum, Lucas, Moazzen, Klenk, Ould Meiloud, Salfity	100	3	ALL	518	0	522^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA160A2	Middle Eastern Humanities Crosslisted: MENA-SA	Hudson, Noorani, Herman, Baun, Kocamaner, Miller	100	3	ALL	537	0	386^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA199	Independent Study	Betteridge, Darling, Dunford, Eaton, Farwaneh, Hudson, Karimi, Lucas, Nakhai, Newhall, Noorani, Talattof, Wright	100	1-3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA277A	History of the Middle East Crosslisted: HIST, RELI	Moazzen, Ayoub, Badareen, Klenk	100	3	ALL	110	1	60^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA277B	History of the Middle East: Modern Middle East Crosslisted: HIST	Baun, Callen, Herman	100	3	F,S, SU	197	0	106^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA294	Practicum	TBD	100	1-3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA299	Independent Study	Betteridge, Darling, Dunford, Eaton, Farwaneh, Hudson, Karimi, Lucas, Nakhai, Newhall, Noorani, Talattof, Wright	100	1-4	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA299H	Honors Independent Study	Betteridge, Darling, Dunford, Eaton, Farwaneh, Hudson, Karimi, Lucas, Nakhai, Newhall, Noorani, Talattof, Wright	100	1-3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
MENA330	Languages & Societies of the Middle East Crosslisted: ANTH, LING	Farwaneh, Miller	100	3	F,S	0	0	38	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA334	Islamic Thought Crosslisted: RELI	Lucas, Moazzen, Delgado	100	3	F,S, SU	97	1	67^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA354	Food Traditions of the Middle East & North Africa Crosslisted: ANTH Notes: New course.	Newhall	100	3	S			17	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA365	Muslim Views of the West Crosslisted: RELI	Noorani	100	3	F	9	0	15	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA375	Ethnography of the Middle East Crosslisted: ANTH, MENA-SA Notes: To be taught SU 2014 at SA program in Jordan and Turkey.	van Dobben Schoon, Sinclair, Okal	100	3	SU	10	0	0^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA379	The Ottoman Turkish Empire Crosslisted: HIST, MENA-CC Notes: Offered as CC in S 2015.	TBD	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA380	Introduction to the Arab Spring Crosslisted: HIST	Rabinovich	100	3	F,S	16	0	22	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA385	Introduction to Political Islam Crosslisted: HIST, POL	Herman, Ould Meiloud, Delgado	100	3	F,S, SU	24	0	47	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA389	Middle Eastern Ethnic and Religious Minorities Crosslisted: ANTH, HIST, JUS, POL, RELI	Boum	100	3	F	41	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>
MENA393	Internship	TBD	100	1-6	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA396H	Honors Proseminar	TBD	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA399H	Honors Independent Study	Betteridge, Darling, Dunford, Eaton, Farwaneh, Hudson, Karimi, Lucas, Nakhai, Newhall, Noorani, Talattof, Wright	100	1-3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA403	The Art and Architecture of the Islamic World Crosslisted: ARC, ARH	Newhall	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA407	Business Environment in the Middle East and North Africa Crosslisted: MGMT Notes: To be offered in F 2015. NRC grant funded.	Dunford	100	3	F	14	0	20	0	<input type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
MENA408A	Islamic Movements in the Contemporary Muslim World Crosslisted: ANTH, HIST, POL, RELI Notes: New course.	Boum	100	3	F,S	15	0	25	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA417A	North African Societies: History, Culture & Politics Crosslisted: ANTH, HIST, POL	Boum	100	3	S	0	0	26	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA430A	Language and Society in the Middle East Crosslisted: ANTH, LING	Farwaneh	100	3	F	0	0	5	0	<input type="checkbox"/>	<input type="checkbox"/>
MENA444	Islamic Mysticism Crosslisted: HIST, RELI	Darling	100	3	F	0	0	13	0	<input type="checkbox"/>	<input type="checkbox"/>
MENA456	Jews of the Islamic World in the Modern Period (1840-Present) Crosslisted: JUS, RELI	Boum	100	3	F	0	0	7	0	<input type="checkbox"/>	<input type="checkbox"/>
MENA463	Gender Issues and Women's Literature in the Middle East Crosslisted: GWS	Talattof	100	3	F	6	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA480	The Middle East in the 20th Century Crosslisted: HIST	Hudson, Nassar, Herman	100	3	F,S	19	0	15	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA484	History of the Arab/Israeli Conflict, 1800 to Present Crosslisted: HIST, POL	Nassar	100	3	F,S	40	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA490	Women in Middle Eastern Society Crosslisted: ANTH, GWS	Açıksöz	100	3	S	0	0	22	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA491	Preceptorship	Baun	100	1-3	S	0	0	1	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA493	Internship	TBD	100	1-6	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA494	Practicum	TBD	100	1-3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA496B	The Nahda and the Modernization of the Arabic Culture	Noorani	100	3	F	3	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA496B	Public Health in the Middle East and North Africa Notes: New course.	Kobeissi	100	3	F	0	0	16	0	<input type="checkbox"/>	<input type="checkbox"/>
MENA496B	Iranian Culture and Society	Betteridge	100	3	F,S	5	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA496B-SA	Art, Architecture and Commerce in the Mediterranean World Notes: SA in Italy and Turkey.	Newhall	50-74	3	SU	14	0	0^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA496G	Islamic Law and Society Crosslisted: RELI	Lucas	100	3	F	0	0	6	0	<input type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
MENA496S	Colonialism and the Critique of Modernity Crosslisted: HIST, POL Notes: Large emphasis on colonialism and modernity in MENA region.	Noorani	50-74	3	F	0	0	10	0	<input type="checkbox"/>	<input type="checkbox"/>
MENA498	Senior Capstone	Noorani	100	1	S	0	0	3	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA498H	Honors Thesis	Dunford, Lucas, Nassar, Noorani	100	3	F,S	5	0	3	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA499	Independent Study	Newhall, Betteridge, Darling, Dunford, Eaton, Farwaneh, Hudson, Karimi, Lucas, Nakhai, Noorani, Talattof, Wright	100	3	S	0	0	1	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA503	The Art and Architecture of the Islamic World Crosslisted: HIST	Newhall	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA508A	Islamic Movements in the Contemporary Muslim World Crosslisted: ANTH, HIST, POL, RELI Notes: New course.	Boum	100	3	F,S	0	19	0	6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA517A	North African Societies: History, Culture & Politics Crosslisted: ANTH, HIST, POL	Boum	100	3	S	0	0	0	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA530A	Language and Society in the Middle East Crosslisted: ANTH, LING, SLAT	Farwaneh	100	3	F	0	0	0	6	<input type="checkbox"/>	<input type="checkbox"/>
MENA544	Islamic Mysticism Crosslisted: HIST, RELI	Darling	100	3	F	0	0	0	5	<input type="checkbox"/>	<input type="checkbox"/>
MENA556	Jews of the Islamic World in the Modern Period (1840-Present) Crosslisted: JUS, RELI	Boum	100	3	F	0	0	0	6	<input type="checkbox"/>	<input type="checkbox"/>
MENA563	Gender Issues and Women's Literature in the Middle East Crosslisted: GWS	Talattof	100	3	F	0	4	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA580	The Middle East in the 20th Century Crosslisted: HIST	Nassar, Hudson	100	3	F,S	0	11	0	8	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA590	Women in Middle Eastern Society Crosslisted: ANTH, GWS	Açıksöz	100	3	S	0	0	1	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA593	Internship	TBD	100	1-3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA594	Practicum	TBD	100	1-3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA595D	Middle East Theories/Controversies	Hudson, Nassar	100	3	F	0	13	0	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
MENA596B	Iranian Culture and Society	Betteridge	100	3	S	0	8	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA596B	The Nahda and the Modernization of the Arabic Culture	Noorani	100	3	F	0	4	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA596B	Public Health in the Middle East and North Africa Notes: New course.	Kobeissi	100	3	F	0	0	0	3	<input type="checkbox"/>	<input type="checkbox"/>
MENA596B	Critical Theory for ME Cultural Studies Notes: New course.	Hudson	100	3	F					<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA596G	Islamic Law and Society Crosslisted: LAW, RELI	Lucas	100	3	F	0	0	0	4	<input type="checkbox"/>	<input type="checkbox"/>
MENA596H	Shi'ism Notes: New course.	Lucas	100	3	F	0	8	0	0	<input type="checkbox"/>	<input type="checkbox"/>
MENA596S	Colonialism and the Critique of Modernity Crosslisted: HIST, POL Notes: Large emphasis on colonialism and modernity in MENA region.	Noorani	50-74	3	F	0	0	0	11	<input type="checkbox"/>	<input type="checkbox"/>
MENA599	Independent Study	Betteridge, Boum, Darling, Dunford, Eaton, Farwaneh, Ghosn, Hudson, Karimi, Lucas, Moazzen, Nakhai, Nassar, Newhall, Noorani, Talattof, Wright	100	1-5	F,S, SU	0	7	0 <sup>^</sup>	3 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA696I	Advanced Islamic Studies	Lucas	100	3	S	0	5	0	0	<input type="checkbox"/>	<input type="checkbox"/>
MENA696J	Ethnography of the Middle East: Issues and Methods Crosslisted: ANTH	Betteridge	100	3	F	0	5	0	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA699	Independent Study	Hudson, Noorani, Betteridge, Darling, Dunford, Eaton, Farwaneh, Ghosn, Karimi, Lucas, Nakhai, Nassar, Newhall, Talattof, Wright	100	1-3	F,S	0	4	0	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA799	Independent Study	Betteridge, Boum, Farwaneh, Gamal, Hudson, Lucas, Nassar, Talattof, Noorani	100	1-6	F,S	0	10	0	12	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA900	Research	TBD	100	2-4	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA908	Case Studies	TBD	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
MENA909	Master's Report	Açıksöz, Betteridge, Boum, Farwaneh, Hudson, Dunford, Karimi, Lucas, Nakhai, Nassar, Newhall, Noorani, Talattof, Wright	100	1-6	F,S, SU	0	3	0^	4^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA910	Thesis	Açıksöz, Betteridge, Boum, Farwaneh, Hudson, Lucas, Nassar, Newhall, Noorani, S'hiri, Talattof, Dunford, Karimi, Nakhai, Wright	100	1-6	F,S, SU	0	28	0^	18^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA920	Dissertation	Betteridge, Boum, Farwaneh, Gamal, Hudson, Lucas, Newhall, Noorani, Talattof, Açıksöz, Dunford, Karimi, Nakhai, Nassar, S'hiri, Wright	100	1-9	F,S, SU	0	30	0^	27^	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Music

MUS696F	Ethnomusicology	Sturman	25-49	3	S	0	10	0	11	<input checked="" type="checkbox"/>	<input type="checkbox"/>
---------	-----------------	---------	-------	---	---	---	----	---	----	-------------------------------------	--------------------------

Notes: Case studies include discussions of ME music and culture, specifically Persian classical music, Islamic religious music, and women's music in Afghanistan.

## Persian

PRS101	Elementary Persian I	Talattof/Ebrahimian, Kamalisarvestani	100	5	F	18	1	25	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS102	Elementary Persian II	Talattof/Ebrahimian, Khoshkhoosani	100	5	S	15	2	16	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS199	Independent Study	Karimi, Talattof, Rastegar	100	1-3	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS299	Independent Study	Talattof, Karimi, Rastegar	100	1-4	F,S	1	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS399	Independent Study	Talattof, Karimi, Rastegar	100	1-3	F,S	1	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS401	Intermediate Persian I	Talattof/Kamalisarvestani, Khoshkhoosani	100	5	F	11	0	9	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS402	Intermediate Persian II	Talattof/Hosseini Fahraji, Khoshkhoosani	100	5	S	9	0	9	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS403	Advanced Persian I	Talattof/Khoshkhoosani	100	3	F	4	0	4	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits			12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
					Term Offered							
PRS404	Advanced Persian II	Talattof/Ebrahimian	100	3	S	8	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS407	4th Year Persian I	Rastegar, Talattof	100	3	F	0	0	2	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS408	4th Year Persian II	Talattof	100	3	S	0	0	3	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS496B	Topics in Modern Persian Literature and Iranian Culture: Persian Novel	Talattof	100	3	S	0	0	3	0	<input type="checkbox"/>	<input type="checkbox"/>	
PRS496B	Topics in Modern Persian Literature and Iranian Culture: Cinema/Social Change	Talattof	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS498	Senior Capstone	Karimi, Rastegar, Talattof	100	1-3	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS499	Independent Study	Talattof, Karimi, Rastegar	100	1-6	F,S	3	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS503	Advanced Persian I	Talattof	100	3	F	0	2	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS504	Advanced Persian II	Talattof/Ebrahimian	100	3	S	0	2	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS507	4th Year Persian I	Rastegar, Talattof	100	3	F	0	0	0	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS508	4th Year Persian II	Talattof	100	3	S	0	0	1	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS596B	Topics in Modern Persian Literature and Iranian Culture: Persian Novel	Talattof	100	3	S	0	0	1	4	<input type="checkbox"/>	<input type="checkbox"/>	
PRS596B	Topics in Modern Persian Literature and Iranian Culture: Cinema/Social Change	Talattof	100	3	S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS599	Independent Study	Karimi, Rastegar, Talattof	100	1-6	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PRS699	Independent Study	Rastegar	100	1-3	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

## Political Science

POL441	Arab-Israeli Conflict Crosslisted: NES	Dunford, Sciabarra	100	3	F,S, SU	66	0	52 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
POL465	International Politics of the Middle East Crosslisted: MENA	Ghosn, Sciabarra	100	3	F,S	73	0	0 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
POL469A	Comparing US and EU Democracy Promotion Policy in the MENA Region Notes: New course.	Maggi	75-99	3	SU			0 <sup>^</sup>	0 <sup>^</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
POL485	National Security Policy	Guertner	25-49	3	S	50	0	48	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Large emphasis on national security policy in relation to MENA, the Iraq War, and Al Qaeda.										
POL565A	International Politics of the Middle East	Ghosn	100	3	F,S	0	21	0	48	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Public Health

CPH571	International Health and Comparative Systems	Vuturo	25-49	3	SU	0	2	0	0	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: One-third of the class is spent on MENA case studies.										

## Religious Studies

RELI160D2	Comparative Religions Crosslisted: RELI-SA	Burns, Jameson, Speidel	50-74	3	ALL	309	0	303^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Examines the history and basic teachings of Islam, Christianity, and Judaism.										
RELI160D3	Love in World Religions Crosslisted: RELI-SA	Nava, Jameson	25-49	3	F	127	0	176	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Investigates the various conceptions of love in world religions. Includes Islam, Sufism, Christianity, and the Jewish prophets.										
RELI225	Introduction to Women and Religion Crosslisted: GWS	Speidel	25-49	3	S,SU	0	0	0^	0^	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes Muslim women in MENA and biblical images of women.										
RELI255	Early Roots of Christianity	Foley	25-49	3	F,S	0	0	213	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
RELI309	Epistles of Saint Paul Crosslisted: MENA	Burns	100	3	F,S	38	0	39	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
RELI327	Women and Christianity Crosslisted: GWS	Seat	25-49	3	F	31	0	23	0	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes representation of women in the early Christian writings.										
RELI340	Jesus in Contemporary Thought	Borek	75-99	3	F,S	22	0	38	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Jesus as presented in the Bible, non-canonical gospels, Islamic thought, Buddhism, and Hollywood.										
RELI385	Comparative Religions: Indigenous, Buddhism, and Christianity	Kunnie	25-49	3	F,S	49	0	54	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Examines Jesus before and after Christianity.										

## Russian and Slavic Studies

RSSS195A	The Other Kazakhstan	Dotton	100	1	F,S	20	1	21	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
----------	----------------------	--------	-----	---	-----	----	---	----	---	-------------------------------------	--------------------------

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
<b>Sociology</b>											
SOC414	Sociology of Terrorism	Schultz De La Rosa, Seebruck	50-74	3	F,S	154	0	154	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: Emphasis on Al-Qaeda, 9/11, and Sayyid Qutb and radical Islam.											
<b>Spanish</b>											
SPAN220	Immigration through Film	Urrea	25-49	3	F					<input type="checkbox"/>	<input type="checkbox"/>
Notes: To be offered F 2015. MENA content. New course.											
<b>Turkish</b>											
TURK101	Beginning Turkish I Crosslisted: TURK-SA	Okal	100	5	F,SU	9	4	5^	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Notes: To be offered SU 2014 as SA for the first time.											
TURK102	Beginning Turkish II Crosslisted: TURK-SA	Okal	100	5	S,SU	10	3	8^	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Notes: To be offered SU 2014 as SA for the first time.											
TURK199	Independent Study	TBD	100	1-3	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TURK299	Independent Study	TBD	100	1-4	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TURK399	Independent Study	TBD	100	1-3	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TURK401	Intermediate Turkish I Crosslisted: TURK-SA	Okal	100	5	F,SU	9	4	7^	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Notes: To be offered SU 2014 as SA for the first time.											
TURK402	Intermediate Turkish II Crosslisted: TURK-SA	Okal	100	5	S,SU	5	3	9^	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Notes: To be offered SU 2014 as SA for the first time.											
TURK403	Advanced Turkish I Crosslisted: TURK-SA	Key, Okal	100	3	F,SU	4	1	1^	0^	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Notes: To be offered SU 2014 as SA for the first time.											
TURK404	Advanced Turkish II Crosslisted: TURK-SA	Okal	100	3	S,SU	7	0	3^	0^	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Notes: To be offered SU 2014 as SA for the first time.											
TURK407	4th Year Turkish I Crosslisted: TURK-SA	Okal	100	3	F,SU	0	0	2^	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Notes: To be offered SU 2014 as SA for the first time.											

Course	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	12-13 Undergrad Enrollment	12-13 Grad Enrollment	13-14 Undergrad Enrollment	13-14 Grad Enrollment	To be offered 2014-2015	NRC Grant Funded 2014-15
TURK408	4th Year Turkish II Crosslisted: TURK-SA Notes: To be offered SU 2014 as SA for the first time.	Okal	100	3	S,SU	0	0	3^	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK410	Perspectives on Gender and Violence in the Middle East Notes: New course.	Açıksöz	100	3	F			2	0	<input type="checkbox"/>	<input type="checkbox"/>
TURK499	Independent Study	TBD	100	1-5	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TURK503	Advanced Turkish I	Key, Okal	100	3	F	0	1	0	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK504	Advanced Turkish II	Okal	100	3	S	0	1	0	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK507	4th Year Turkish I	Okal	100	3	F	0	1	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK508	4th Year Turkish II	Okal	100	3	S	0	2	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK510	Intermediate Ottoman Turkish I	Key	100	1-3	F	0	7	0	0	<input type="checkbox"/>	<input type="checkbox"/>
TURK510	Perspectives on Gender and Violence in the Middle East Notes: New course.	Açıksöz	100	1-3	F			0	5	<input type="checkbox"/>	<input type="checkbox"/>
TURK510	Beginning Ottoman Turkish I	Key	100	3	F	0	0	0	2	<input type="checkbox"/>	<input type="checkbox"/>
TURK511	Intermediate Ottoman Turkish II	Key	100	3	S	0	3	0	0	<input type="checkbox"/>	<input type="checkbox"/>
TURK511	Beginning Ottoman Turkish II	Key	100	1-3	S	0	0	0	2	<input type="checkbox"/>	<input type="checkbox"/>
TURK599	Independent Study	TBD	100	1-5	F,S	0	0	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TURK699	Independent Study	Key	100	3	S	0	0	0	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**APPENDIX D**  
**PERFORMANCE MEASURE FORMS**

Larger goal that motivates project activities:

Increase the number and diversity of students entering ME-related fields/professions

**1. Goal Statement 1: Improve ME language-teaching and language-learning opportunities**

**Goal 1A: Enhance language pedagogy training for instructors of ME languages**

**2. Performance Measures:**

1A. 1. K-14 Level Instruction

Increase by 1 per year the number of K-14 ME language instructors who engage in pedagogy training to improve their language teaching skills and so prepare their students to move to more advanced language classes.

(The known number of K-14 ME language instructors is small but growing, especially at schools with large populations of underrepresented minority students. Some of these schools have large Arabic classes, so project activities will benefit a sizable number of students. Students arrive at university ill-prepared for ME language classes, which results in attrition.)

**3. Activities:**

1A.1. K-14 level instruction

- 1). Identify K-14 schools with ME language programs in AZ and NM
- 2). Develop partnerships with K-14 schools with ME language programs in AZ and NM
- 3). Hire Arabic language instructor to conduct K-14 pedagogy training, helping K-14 Arabic instruction articulate with university instruction
- 4). Design and develop training and support plan for K-14 teachers of ME languages
- 5). Contact K-14 ME language instructors and invite them to participate
- 6). Provide pedagogical training and support to K-14 teachers in instruction of ME languages, esp. at schools with high minority student populations  
Training services/products to include
  - i. Classroom observation
  - ii. Workshops (some online)
  - iii. Lesson plans

**Larger goal that motivates project activities:**

**Increase the number and diversity of students entering ME-related fields/professions**

**1. Goal Statement 1: Improve ME language-teaching and language-learning opportunities**

**Goal 1A: Enhance language pedagogy training for instructors of ME languages**

**2. Performance Measures:**

1A.2 University Level Instruction  
 Increase by 1 per year the number of UA ME language instructors involved in a new Arabic faculty language pedagogy mentoring and training program

**3. Activities:**

1A.2 University Level Instruction

- 1). Invite UA ME language instructors to participate
- 2). Present workshop and online resources to assist faculty in using survey data for formative course evaluation
- 3). Build collaborative networks among Arabic faculty for peer observation
- 4). Customize the existing University teacher course evaluation survey system for the Arabic program to include scaled and open-ended questions of interest to MENAS faculty and CMES program evaluators
  - Evaluate and, when ready,
  - Disseminate to other language areas
- 5). Create a website feature (WIKI with repository) online library for ME language specific and general pedagogy resources for use by faculty (including tracking system to capture use stats).  
 Contributors include pedagogy expert and faculty.  
 Resources include:
  - weblibliography entries pointing to existing materials
  - New curricular materials
  - Links to or original articles or research studies on language instruction
  - List of best practices based on project experience

**Larger goal that motivates project activities:**

**Increase the number and diversity of students entering ME-related fields/professions**

**1. Goal Statement 1: Improve ME language-teaching and language-learning opportunities**

**Goal 1B: Increase UA students' ME language skills needed to advance in ME-related fields**

**2. Performance Measures:**

1B.1. Increase by 10% per year the number of students studying intermediate or advanced level courses in Arabic each project year

**3. Activities:**

- 1). Share course information with students in beginning and intermediate Arabic courses
- 2) Share course information with undergraduate and graduate advisors across campus for distribution to advisees
- 2). Develop new content course taught in Arabic, "Religious, linguistic, and ethnic minorities in the Middle East"
- 3). Teach new content course in Arabic in Year 3
- 4). Conduct formative and summative evaluation of new course to inform future teaching of the class
- 5). Expand Arabic language study abroad program opportunities for UA students

**Larger goal that motivates project activities:**

**Increase the number and diversity of students entering ME-related fields/professions**

**1. Goal Statement 1: Improve ME language-teaching and language-learning opportunities**

**Goal 1B: Increase students' ME language skills needed to advance in ME-related fields**

**2. Performance Measures:**

1B.2. Increase by 10% per year the number of students studying Turkish language through UA

**3. Activities:**

- 1). Advertise UA Turkish classes widely on campus, including in Anthropology, Eller, Gender & Women's Studies, Geography, German Studies, Honors College, Linguistics
- 2). Conduct mid-semester survey of first and second year Turkish classes
- 3). Design new distance-learning advanced Turkish class, assuring use of a communicative-based approach, Year 1
- 4). Develop new materials for distance-learning advanced Turkish class
- 5). Coordinate with partner institutions to advertise distance-learning advanced Turkish
- 6). Begin teaching distance-learning advanced Turkish class
- 7). Review and revise distance-learning advanced Turkish course, with input from instructional design specialist and partner institutions

**Larger goal that motivates project activities:**

**Increase the number and diversity of students entering ME-related fields/professions**

**1. Goal Statement 2: Increase international studies curriculum content in community colleges and MSIs**

**2. Performance Measures:**

A. Increase by 3 per year the number of Cochise College Faculty who participate in the UA CMES-Cochise College internationalization of curriculum partnership

**3. Activities:**

- A.1. Initiate partnership with Cochise College Administration in cooperation with UA Center for Latin American Studies
- A.2. Recruit faculty participants for curriculum development project
- A.3. Pair Cochise College faculty with UA faculty partners, cooperating with LAS
- A.4. Conduct curriculum development workshops at Cochise College and UA,
- A.5. Conduct review of curriculum development workshops
- A.6. Review faculty experience of curriculum development project
- A.7. Review Cochise College administration experience of curriculum development partnership

*(Conduct all activities in collaboration with UA Center for Latin American Studies)*

**Larger goal that motivates project activities:**

**Increase the number and diversity of students entering ME-related fields/professions**

**1. Goal Statement 2: Increase international studies curriculum content in community colleges and MSIs**

**2. Performance Measures:**

B. Increase by 2 per year the number of courses with Middle East Studies content at Cochise College, beginning in Year 2

**3. Activities:**

- B. 1. Hold curriculum development workshops, with content keyed to interests of participant faculty
- B.2. Assure that participating faculty create new curriculum units
- B.3. Assure that expert faculty review new curriculum units
- B.4. Assure that new curriculum units incorporated into Cochise college classes
- B.5. Assist Cochise College in the creation of new MES content courses, in cooperation with Cochise College administration
- B.6. Review Cochise College faculty experience with the curriculum development partnership

*(In all activities, collaborate with the UA Center for Latin American Studies)*

University of Arizona CMES Performance Measure Form

Larger goal that motivates project activities:

Increase the number and diversity of students entering ME-related fields/professions

1. Goal Statement 2: Increase international studies curriculum content in community colleges and MSIs

2. Performance Measures:

C. Increase by 3 per year the number of UA South Faculty who participate in UA South internationalization of curriculum activities

3. Activities:

- C.1. Initiate partnership with UA South Administration in cooperation with UA Center for Latin American Studies (LAS)
  - C.2. Recruit faculty participants for curriculum development project, cooperating with LAS
  - C.3. Pair UA South faculty with UA faculty partners, cooperating with LAS
  - C.4. Conduct curriculum development workshops at UA South and UA, cooperating with LAS
  - C. 5. Conduct review of curriculum development workshops , cooperating with LAS
  - C.6. Review faculty experience of curriculum development project, cooperating with LAS
- (In all activities, collaborate with UA Center for Latin American Studies)*

Larger goal that motivates project activities:

Increase the number and diversity of students entering ME-related fields/professions

**1. Goal Statement 2: Increase international studies curriculum content in community colleges and MSIs**

**2. Performance Measures:**

D. Increase by 2 per year the number of courses with Middle East Studies content at UA South, beginning in Year 2

**3. Activities:**

D. 1. Hold curriculum development workshops, with subject matter keyed to participant teaching interests

D.2. Assure that participating faculty create new curriculum units

D.3. Conduct expert faculty review of new curriculum units

D.4. Have new curriculum units incorporated into UA South classes

D.5. Assist UA South in developing new MES content classes and, if they are interested, in developing a new Middle East language class or classes, in cooperation with UA South administration

*(In all activities, collaborate with the UA Center for Latin American Studies)*

Larger goal that motivates project activities:

Increase the number and diversity of students entering ME-related fields/professions

**1. Goal Statement 3: Strengthen and diversify UA MES Programs**

**2. Performance Measures:**

- A. Increase MES content in UA's strong Environmental Studies (ES) program MES course options

**3. Activities:**

4-7

**Hire a new tenure-track assistant professor of Environmental Sciences to a College of Social and Behavioral Sciences department (TBD); the home department will be decided upon once the candidate is identified**

- A.1. Conduct search in Year 2 with search committee representation from ES and SBS units
- A.2. Complete hire, with successful candidate, to arrive on campus in Year 3
- A.3. New faculty member teaches one or more new courses, which will be advertised widely across diverse departments

**Create new Environmental History of the Middle East course**

- A.6. Design the course (Prof. Linda Darling)
- A.7. Assure that the cross-listed course is submitted for approval to be added to the History/MENAS curriculum
- A.8. Schedule the course for teaching, most likely in Year 2
- A.9. Recruit students to take the course, advertising widely across diverse departments, including those in ES fields and Geography, as well as History and MENAS
- A.10. Evaluate the course and facilitate any needed revision for future teaching

Larger goal that motivates project activities:

Increase the number and diversity of students entering ME-related fields/professions

**1. Goal Statement 3: Strengthen and diversify UA MES Programs**

**2. Performance Measures:**

B. Support "Business Environment in the Middle East and North Africa" course, to be taught by Ambassador Dunford in Years 2,3, and 4

**3. Activities:**

B.1. Assure that the course is scheduled

B.2. Recruit students to take the course, advertising it widely to varied units, including Eller College of Management and Global Studies, as well as MENAS and the School of Government and Public Policy

B.3. Evaluate the course and facilitate any needed revision for future semesters

Larger goal that motivates project activities:

Increase the number and diversity of students entering ME-related fields/professions

**1. Goal Statement 3: Strengthen and diversify UA MES Programs**

**2. Performance Measures:**

C. Hold two Distinguished Lectures on Human rights during the grant cycle in conjunction with the Center for Latin American Studies to highlight comparative dimensions of international human rights issues

**3. Activities:**

D.1. Collaborate with LAS in planning the two Distinguished Lectures

D.2. Involve interested student groups, who will arrange a seminar with the lecturer

D.3. Advertise the lecture widely across campus, including at the College of Law and to students in the Global Studies major, which as a Human Rights track, as well as to MENAS, Geography, and School of Government and Public Policy students

D.4. Publicize the lectures in the wider community

D.4. Evaluate the success of the first lecture and seminar to inform plans for the second

Larger goal that motivates project activities:

Increase the number and diversity of students entering ME-related fields/professions

**1. Goal Statement 3: Strengthen and diversify UA MES Programs**

**2. Performance Measures:**

D. Create at least one new dual MA program during the course of the grant cycle, beginning with a dual MA degree with the UA College of Public Health

**3. Activities:**

D.1. Work with MENAS and the UA College of Public Health to create a new MENAS/CoPH dual MA program

D.2. Assure that the new dual degree program is created

D.3. Advertise the new dual degree program

D.2. Explore the possibility of additional dual degree programs in Geography, History and Gender & Women's Studies, assisting unit personnel as need be

**Larger goal that motivates project activities:**

**Increase the number and diversity of students entering ME-related fields/professions**

**1. Goal Statement 3: Strengthen and diversify UA MES Programs**

**2. Performance Measures:**

E. Increase student participation in UA MES study abroad and internships by 10% per year in each year of the grant cycle

**3. Activities:**

- E.1. Advertise study abroad programs widely on and off campus
- E.2. Promote study abroad programs in relevant language classes
- E.3. Advise students on application for funding to support study abroad experiences
- E.4. Establish relationships with overseas institutions to facilitate internships in the ME, including internships in Journalism and Environmental Studies
- E.5. Design methods for evaluation of current study abroad programs to assure continuing improvement
- E.6. Conduct formative and summative evaluation of the study abroad programs
- E.6. Design and launch one new study abroad program during the grant cycle (most likely a Kurdish Language and Culture program)
- E.7. Track ethnicity of study abroad students

**Larger goal that motivates project activities:**

**Increase the number and diversity of students entering ME-related fields/professions**

**1. Goal Statement 4: Internationalize teacher training through extended collaboration with UA CoE**

**2. Performance Measures:**

Increase by at least two courses per year, beginning in Year 2, the international studies content of teacher training methods classes in the UA College of Education Department of Teaching, Learning, and Sociocultural Studies

**3. Activities:**

1. Year One: engage in planning activities with Dr. Crystal Soltero, instructor of teacher training methods classes in the UA College of Education,
  2. Hold a curriculum internationalization workshop in Spring of Year 1 to introduce the project to pre-service teachers; involve in-service teachers
  3. Hire CoE, LAS, and MES Research Assistants in Years 1 and 2 to cooperate in preparing international studies modules for elementary and secondary methods classes
  4. Hold workshops in Years 2 and 3 to introduce and discuss materials and approaches created in the internationalization project, again collaborating with LAS
  5. Expert review of the revised elementary and secondary methods curriculum, providing recommendations for improvement
  6. In Years 3 and 4, disseminate internationalization project results at local, regional, and national teachers conferences
- (In all activities listed above, collaborate with the UA Center for Latin American Studies)*

**Larger goal that motivates project activities:**

**Increase the number and diversity of students entering ME-related fields/professions**

**1. Goal Statement 5: Enhance CMES evaluation activities and develop data collection methods to support them**

**2. Performance Measures:**

Increase CMES data collection methods by at least 4 new methods during the grant cycle

**3. Activities:**

**4-7**

1. Create databases for collection of undergraduate and graduate student placement data

2. Create new methods to collect student placement data

3. Beginning in Year 2, record placement data in the databases, working with the evaluation specialist to assure that all necessary data is collected

4. Create a database for collection of language proficiency testing results

5. Beginning in Year 2, record language proficiency exam placement data in the data base, working with the evaluation specialist and language pedagogy specialist to assure that all necessary data is collected

6. Revise the MENAS BA major exit questionnaire, working with MENAS, the Undergraduate Advisor, and the evaluation specialist to assure that the questionnaire is appropriate and of high quality

7. Use exit survey results to demonstrate learning outcomes and improve MENAS program

8. Create a new 1 credit course for students newly returned from study abroad involving "Digital Storytelling", a study abroad student learning outcomes curriculum

**APPENDIX E**  
**LETTERS OF SUPPORT**



## **COCHISE COLLEGE**

4190 West Highway 80, Douglas, AZ 85607-6190 • 520-364-7943 • [www.cochise.edu](http://www.cochise.edu)

June 16, 2014

To Whom It May Concern:

I am writing to express my enthusiastic support for the establishment of a partnership between Cochise College, a two-campus community college and Hispanic-Serving Institution, and two centers at the University of Arizona: the Center for Latin American Studies (LAS) and the Center for Middle Eastern Studies (CMES). The partnership to internationalize the Cochise curriculum dovetails with Cochise College's mission, philosophy, vision and core values in two major ways: 1) providing students with opportunities for global studies that prepare them to work in a global economy and diverse society, and 2) expanding instructional programs.

On behalf of the Liberal Arts department at Cochise College, we welcome the opportunity to internationalize the curriculum through Cochise College faculty participation in seminars and continuing interaction with faculty from the University of Arizona. Many Cochise College classes will benefit from the inclusion of carefully developed international content; such courses include: ANT 102, Society and Culture; the SOC 160, Ethnic Groups and Minorities; and ART 107, Survey of World Art: Prehistoric-Gothic. Further, the curriculum will be enhanced by the inclusion of presentations by UA faculty members and graduate students with expertise in the two regions of focus: Latin America and the Middle East. Additionally, our HUM 116, Middle Eastern Humanities course may be enhanced and made to be more enticing to our students as a result of this partnership.

It will also be useful to create new Cochise College classes focused on Latin America and on the Middle East that articulate with the UA curriculum, thus facilitating transfer of Cochise College students to the University of Arizona. Two courses of interest in the UA Middle Eastern & North African Studies curriculum, for example, are an introductory course on Islam and a two-course sequence on Middle Eastern history. We look forward to developing these and other opportunities for Cochise students in collaboration with LAS and CMES.

I am delighted that LAS and CMES propose to organize an international film series at Cochise College. The series will enrich the cultural life of the southeastern Arizona community, and be of particular interest to Cochise students and faculty as well as community members through our Center for Lifelong Learning.

I understand that, should LAS and CMES secure the funding, the partnership will be created through a US Department of Education-funded Title VI project over four years, beginning in

academic year 2014-15. The partnership will represent the beginning of an internationalization effort that Cochise College can continue by applying for a UISFL grant; I will welcome LAS' and CMES' collaboration in that process as well.

I look forward to the proposed internationalization project, and am confident that the relationships and curricular transformation the partnership facilitates will be long lasting. I thank you for your time and attention to this letter of support. Please do not hesitate to contact me if I may be of further assistance.

Sincerely,



Charles J. (Chuck) Hoyack  
Dean of Liberal Arts  
Cochise College  
4190 W. Highway 80  
Douglas, AZ 85607  
(520) 417-4060  
[hoyackc@cochise.edu](mailto:hoyackc@cochise.edu)

June 19, 2014

To Whom It May Concern:

I am delighted to write in support of the Internationalization Initiative proposed by the University of Arizona Center for Latin American Studies and Center for Middle Eastern Studies. The project to bring international content and perspectives into the training of pre-service teachers responds to a pressing need in the state of Arizona. International topics are included as areas of study in a number of the state teaching standards, yet few teachers are prepared to teach them.

The Department of Teaching, Learning and Sociocultural Studies (TLS) in the UA College of Education is well positioned to be a partner in internationalization of pre-service teacher training and, by extension, of the K-12 curriculum. TLS includes teacher certification programs, among them elementary education (K-8) and, at the graduate level, the Teach Arizona program, which leads to a master's degree with teaching certification in a number of subjects for middle or high school classes (grades 7-12).

The Internationalization Initiative we have discussed with our CMES and LAS colleagues will be led in the College of Education by Dr. Crystal Soltero, who teaches elementary and secondary methods classes and coordinates out social studies work. In collaboration with the CMES and LAS outreach coordinators, she will work with the graduate assistants hired through the project to develop new curriculum with international content, and will assure that it finds its way into the methods classes. The development of international studies curriculum units will be encouraged and facilitated by project workshops involving both pre-service and in-service teachers. We trust that they will find the experience and interactions to be both productive and inspiring. As part of the project, we also plan to develop an international studies certificate for pre-service teachers who participate in a specified number of relevant classes, workshops, and institutes. It will be a pleasure to hammer out the details of the collaboration with CMES and LAS.

I am glad that the project includes funds to share Internationalization Initiative results with teachers and other members of the K-12 education community at local, regional, and national conferences. I look forward to seeing the University of Arizona take its place as a leader in strengthening the K-12 curriculum through international studies curriculum development and teacher preparation. We are dedicated to providing all children in the region with a high quality education, in which international content has a key role to play. The incorporation of international perspectives is particularly important in southern Arizona, a diverse multi-cultural region close to an international border.

Sincerely,



Bruce Johnson  
Professor and Department Head  
Department of Teaching, Learning & Sociocultural Studies  
University of Arizona

20 June 2014

To Whom It May Concern:

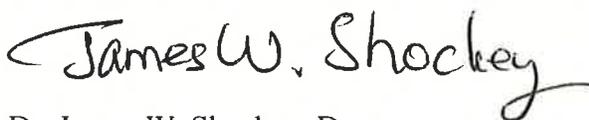
I am delighted to write with my strong support for a collaborative effort between the University of Arizona Center for Latin American Studies, the Center for Middle Eastern Studies and UA South, a designated Hispanic Serving Institution under Title III and Title V.

I believe that collaboration among the three entities would allow for new opportunities to strengthen global studies and emphasize international perspectives that would better prepare students for work in a global economy and diverse society. Although ties between UA and UA South already exist in a number of areas formalizing activities that build upon existing strengths of both UA main campus and UA South through an intra-institutional partnership, would add significantly to our pedagogical goals.

Among the initial activities we discussed are seminars between UA South and UA main campus faculty to develop modules with a regional and comparative focus – Latin America and the Middle East – for use in already existing courses in our well-regarded teacher training programs. Additionally as partners we would develop jointly new courses with regional content that articulate with UA South's curriculum needs. In that regard CMES will explore with UA South possibilities of teaching LCTLs at their campus in Sierra Vista. LAS in collaboration with the School of Journalism and the School of Anthropology will promote the inclusion of UA South students in its Boundaries and Borderlands of the Americas certificate program taught at the border community of Nogales, Arizona. LAS will also partner with UA South to raise scholarship funds for UA South students to participate in LAS' Sonoran Field School, a ten day experiential learning module in Northwest Mexico. The development of a film and speaker series available on UA South campuses would open dialogue among the university communities and the larger public. Utilizing new web-based media technologies would also extend the reach into remote communities.

I look forward to continue to develop what I am sure will be a very fruitful collaboration between CMES, LAS and UA South that will benefit our students and communities by the incorporation of international and comparative perspectives to Southern Arizona communities, a diverse multi-cultural region located on the US-Mexico boundary.

Sincerely,



Dr. James W. Shockey, Dean  
University of Arizona South  
1140 N. Colombo Ave.  
Sierra Vista, AZ 85635

