

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 # P015A140143 P015B140143

Univ of Pennsylvania/Trustees

U.S. DEPARTMENT OF EDUCATION

NATIONAL RESOURCE CENTER

AND

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

TITLE VI, HIGHER EDUCATION ACT OF 1965

PROPOSAL FOR GRANT PROJECT PERIOD

AUGUST 15, 2014 — AUGUST 14, 2018

MIDDLE EAST CENTER
UNIVERSITY OF PENNSYLVANIA

3340 WALNUT STREET
228 FISHER-BENNETT HALL
PHILADELPHIA, PA 19104

The Trustees of the University of Pennsylvania

PART TWO

✓ Check the following:

World Area and Application Type (Look on the attached form in the application for this information)

ME World Area or Other is indicated. Write the **World Area or Unique Configuration** in top the margin of the SF 424. You may abbreviate, e.g., AF; CAN; EA, etc. This will make expedite separating the applications by world areas and unique/different configurations so that we can complete the PR numbers on the SF 424.

Comprehensive NRC and FLAS

Undergraduate NRC and FLAS

Comprehensive NRC only

Undergraduate NRC only

FLAS only

Federal Forms, Assurances, Certifications, and Statements

Original and at least two copies. We asked them to send three extra copies. *1 original
3 copies*

SF 424 Federal Financial Assistance

Supplemental Information for the SF 424

Assurances and Certifications, signed

Assurances-Non-Construction Programs (SF424B)

Certification Regarding Lobbying (ED 80-0013)

Lobbying Disclosure Form (SF LLL)

General Education Provisions Act (GEPA) section 427

Diverse Perspectives Statement

Government Service in Areas of National Needs Statement

Application Abstract

One page--may be single-spaced

Application Narrative

55 pages Single institution proposal

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

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

APPLICATION TYPE

Comprehensive NRC and FLAS	X <input type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<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
Tajik	N
Kurdish	N

The University of Pennsylvania
Middle East Center

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Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 06/30/2014	4. Applicant Identifier: 10047740	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 1231352685A1	* c. Organizational DUNS: 0422507120000	
d. Address:		
* Street1: Office of Research Services	Street2: 3451 Walnut Street, Suite P-221	
* City: Philadelphia	County/Parish: <input type="text"/>	
* State: PA: Pennsylvania	Province: <input type="text"/>	
* Country: USA: UNITED STATES	* Zip / Postal Code: 19104-6205	
e. Organizational Unit:		
Department Name: 0222 - Middle East Center	Division Name: None	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: Elizabeth	
Middle Name: <input type="text"/>	* Last Name: Peloso	
Suffix: <input type="text"/>	Title: Associate Vice-Provost/Assoc. Vice-President	
Organizational Affiliation: Research Services		
* Telephone Number: 215-746-0234	Fax Number: 215-898-9708	
* Email: PennAORS@lists.upenn.edu		

Application for Federal Assistance SF-424

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

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Educatiaon

11. Catalog of Federal Domestic Assistance Number:

84.015B

CFDA Title:

*** 12. Funding Opportunity Number:**

12-581

* Title:

Applications for New Awards; National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Program and Foreign Language and Area Studies Fellowships Program

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:**

An Application for a Comprehensive Title VI National Resource Center & FLAS Fellowship Funding

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="1,374,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,374,000.00"/>

*** 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.

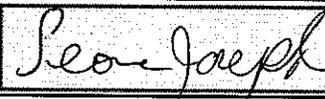
Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:  C. Leona Joseph
Associate Director

* Date Signed:

Leona Joseph

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: LEONA Middle Name: <input type="text"/>
* Last Name: JOSEPH	Suffix: <input type="text"/>
* Title: ASSOCIATE DIRECTOR	
* SIGNATURE: <i>Leona Joseph</i>	* DATE: 6/25/19

C. Leona Joseph
Associate Director
Residential Services

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>C. Leona Joseph</i> C. Leona Joseph Associate Director		TITLE ASSOCIATE DIRECTOR, <i>Personnel Services</i>	
APPLICANT ORGANIZATION THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA		DATE SUBMITTED <i>6/25/14</i>	

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Firoozeh Kashani-Sabet

Address:

* Street1: 3340 Walnut Street
Street2: Fisher-Bennet Hall, Suite 228
* City: Philadelphia
County: Philadelphia

* State: PA * Zip Code: 19104 Country: United States

* Phone Number (give area code): 215-898-6335 Fax Number (give area code): 215-573-2003

* Email Address: fks@sas.upenn.edu

2. Novice Applicant:

Are you are 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: 1890-0004

Expiration Date:

Name of Institution/Organization

THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

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	80031	90980	88485	95051		354547
2. Fringe Benefits	23246	25746	25951	27049		101992
3. Travel	9850	9850	9850	9850		39400
4. Equipment	0	0	0	0		0
5. Supplies	6900	6900	4400	4400		22600
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	117800	119800	123300	112300		473200
9. Total Direct Costs (lines 1-8)	237827	253276	251987	248650	0	991740
10. Indirect Costs	19026	20262	20159	19892		79339
11. Training Stipends	343500	343500	343500	343500		1374000
12. Total Costs (lines 9-11)	600353	617038	615645	612042	0	2445079

Name of Institution/Organization

THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

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						0
2. Fringe Benefits						0
3. Travel						0
4. Equipment						0
5. Supplies						0
6. Contractual						0
7. Construction						0
8. Other						0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0	0
10. Indirect Costs						0
11. Training Stipends						0
12. Total Costs (lines 9-11)	0	0	0	0	0	0

SECTION C - OTHER BUDGET INFORMATION (see instructions)

Middle East Center GEPA (Section 427) Statement

In compliance with all federal and state laws and as one of the largest private employers in the State of Pennsylvania, the University of Pennsylvania mandates full equal opportunity employment practices in the hiring of all faculty and staff and upholds a transparent admissions policy that disregards all factors (financial, racial, gender, age, disability, or religious) other than academic potential for all applicants. The Center opens all Middle East courses and projects to all faculty and qualified students and gives the public access to events we sponsor annually. We make all facilities accessible to persons using wheelchairs and all events accessible for hearing or visually impaired audience members.

The University manages a well-funded program for people with disabilities through the Office of Student Disability Services, which provides the disabled on campus with readers, software, computers, and other tools to ensure an equal access to education and full participation in any program. The Office of Affirmative Action and Equal Opportunity Programs makes certain that the University fulfills its duties as an affirmative action and equal opportunity employer and educational institution. As stated on its website, "The University of Pennsylvania prohibits unlawful discrimination based on race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status, or any other legally protected class."

The Middle East Center has a proactive policy of reaching out to all constituencies at Penn and in the larger community. For students and faculty, the Penn Language Center maintains audio/visual and other materials to assist those with disabilities to receive foreign language training. The Center has also supported the hiring of qualified women and minority candidates among Penn's Middle East language and area studies faculty. We frequently recruit women and minority speakers for our public events and support faculty-driven projects such as the Working Group on Disability.

We maintain ongoing faculty and curriculum development projects at colleges such as the Community College of Philadelphia and Camden County College that serve primarily low-income and minority students. We have been and will be collaborating with Historically Black Colleges and Universities (Cheyney and Lincoln universities) throughout the next grant cycle. Our annual teacher workshops target inner-city school teachers, in addition to teachers from a wide geographical area, to help strengthen the training of educators from all socio-economic and regional backgrounds. Schools, teachers, and members of the public can access the Middle East book and film collection at Penn's Library and at the Middle East Center through standard inter-library loan channels. The Center also sends graduate students to K-12 schools, colleges, and universities to lead seminars on the Middle East and to teach language and area studies classes.

Finally, the Middle East Center will launch, in conjunction with the other three NRCs on campus, a very rigorous, four-year impact and evaluation plan, in which outreach to underserved constituencies both on campus and in the larger community will be tracked and measured. Particular examples of how the Middle East Center works with GEPA requirements can be seen in narrative sections: 6.C, 7.A.2, 7.B and 9.B.

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 statement.

- 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 statement.

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: THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA
SOUTH ASIA CENTER

Name/Title of Authorized Representative (Printed):

Title: LEONA JOSEPH

Telephone: 215-898-9984

Signature:



E-mail: CLJOSEPH@UPENN.EDU

Date: 6/27/2014

C. Leona Joseph
Associate Director

Research Services

SUPPLEMENTAL INFORMATION TO MEET STATUTORY REQUIREMENTS

Information Request #1: Diverse Perspectives at MEC

The University of Pennsylvania has made diversity one of its key initiatives. The Provost's Office has pledged \$50 million over the next five years to promote the diversity of Penn faculty and staff. The Dean's Office at the School of Arts and Sciences has created a permanent diversity council that oversees departmental diversity initiatives.

The Middle East Center (MEC) at the University of Pennsylvania remains similarly committed to disseminating knowledge and enabling public dialogue about the Middle East through its wide-ranging programs. Middle East Studies at Penn draws upon various disciplines, sources, languages, and traditions to include a multiplicity of approaches to the study of the region. The expertise of our faculty reflects this diversity and offers students a broad chronological, regional, and disciplinary coverage of the Middle East in their academic training.

MEC programming highlights diversity through the many rich geographical, cultural, religious, minority, and political perspectives of the Middle East:

Geographical Content. The Middle East region covers a wide geographical territory stretching from North Africa to the corners of the Caucasus and Central Asia. We consider tribal relations, border disputes, state perspectives, and competing ethnicities through our programming.

Religious Views. The Middle East remains the cradle of several world religions such as Zoroastrianism, Judaism, Christianity, Islam, and Bahaism. Our Center incorporates the region's religious diversity in its activities. It is important, however, to examine these religious traditions not necessarily in isolation, but also through their interactions over time. MEC's programming reflects the religious diversity of the Middle East and makes every effort to create opportunities for informed dialogue and debate on religious matters.

Minority Views. Through our activities, we incorporate the rich cultures of minority groups such as Arab Christians, Jewish Iranians, Armenians, and Kurds. We strive to provide the public with opportunities to become acquainted with these diverse perspectives through multiple media, including public lectures, film, and musical performances.

Political Views. Given the volatile discourse on the contemporary Middle East, our center has determined to be inclusive of diverse political analyses. As stated clearly on our website, Penn's MEC does not endorse any single group or represent any particular political point of view:
[<http://www.sas.upenn.edu/mec/outreach/cosponsor>]

Information Request #2: Areas of National Need

Penn's rigorous and outstanding MES programs (both graduate and undergraduate) have played a visible and crucial role in training some of the leading Middle East experts and academics in the United States, many of whom hold important positions in government, business, and academia. Our recent graduates (since 2005) have worked at the White House, US embassies, or at competitive academic institutions throughout the world. Our distinguished faculty members have consulted with numerous business, government, and media organizations on Middle East politics, social policies, economics, and security issues.

During this grant cycle, MEC will use several strategies to encourage Penn students to pursue careers in government service, as well as to address areas of need in education, business, and the nonprofit sectors. In addition to our regular information sessions and workshops we will run an internship workshop with placements through the *Penn in Washington* Program. We intend to build capacity in global education and teacher training through new collaborations with Penn Graduate School of Education's Mid-Career Doctoral Program in Educational Leadership and Teacher Education Program. In addition, we will work with Drexel University's Graduate School of Education to expand teacher training in Middle Eastern and Global Education.

Another efficient strategy to help Penn's MEC meet vital national objectives is to increase the number of FLAS Fellowships for students likely to pursue careers in government and related fields: M.A. students generally and professional school students in particular, and to B.A./B.S. students in relevant majors. Penn's MES program has demonstrated an enviable track record of excellence in its training of students in the critical languages of the Middle East, especially Arabic, Hebrew, Persian, and Turkish. Given the increased demand for expertise in LCTLs—and in light of rising student interest in acquiring such training—Penn is well equipped to train more students in this area. We will work closely with the Student Financial Services to identify the most competitive applicants for FLAS Fellowships, as well as those with the greatest financial need. We will also open our FLAS competition to Kurdish and Tajik and expand our language instruction to Azeri and Dari.

Finally, through MEC outreach efforts, we will directly advance national objectives by broadening language and area studies instruction in Middle East-related subjects. We will expand our strong ties to the Community College of Philadelphia and cultivate collaborative programs with new partners to enhance regional teacher training on the Middle East. We will also maintain our ongoing successes in outreach to STEM-focused K-12 institutions in academic and public programming to meet the nation's areas of greatest need.

LIST OF ACRONYMS/ABBREVIATIONS USED

AAMW	Art and Archaeology of the Mediterranean World
AATP	American Association for Teachers of Persian
AATTL	American Association for Teachers of Turkic Languages
ACTFL	American Council for the Teaching of Foreign Languages
AFRC	Africana Studies
AFST	African Studies
AIMS	American Institute for Maghrib Studies
AIrS	American Institute of Iranian Studies
AIYS	American Institute for Yemeni Studies
ALIF	Arabic Language Institute in Fez
AMIDEAST	America-Mideast Educational and Training Services
ANCH	Ancient History
ANEL	Ancient Near Eastern Languages
ANTH	Anthropology
AP	Absolute Priority
ARAB	Arabic
ARIT	American Research Institute in Turkey
ARTH	History of Art
ASAM	Asian-American Studies
ASC	Annenberg School for Communication
AUC	American University in Cairo
AY	Academic Year
BCHE	Biochemistry
CASA	Center for Arabic Studies Abroad
CC	Community College
CCC	Camden County College (Community College)
CCP	Community College of Philadelphia
CESSI	Central Eurasian Studies Summer Institute
CINE	Cinema Studies
CLST	Classical Studies
COGS	Cognitive Science
COML	Comparative Literature
COMM	Communication
CESSI	Central Eurasian Studies Summer Institute
CPP	Competitive Preference Priority
CRIM	Criminology
CTL	Center for Teaching and Learning
CU	Course Units
CURF	Center for Undergraduate Research and Fellowships
DEMG	Demography
DOE	Department of Education
ECON	Economics
ECPT	Eastern Consortium for Persian and Turkish
EBHRC	Economic and Business History Research Center in Cairo

University of Pennsylvania: Comprehensive Middle East NRC/FLAS AY14-18

ENGL	English
FNCE	Finance
FLAS	Foreign Language and Area Studies
FOLK	Folklore
GIP	Global Immersion Programs
GRMN	Germanic Languages
GSE	Graduate School of Education
GSWS	Gender, Sexuality, and Women's Studies
HEA	Higher Education Act
HEBR	Hebrew
HIST	History
HSOC	History of Science and Sociology
IJMES	International Journal of Middle East Studies
INTR	International Relations
IRIS	International Resource Information System
ISIS	International Society for Iranian Studies
JD	Joint-degree
JWST	Jewish Studies
LCTL	Less Commonly Taught Language
LDC	Linguistic Data Consortium
LFL	Lecturers in Foreign Language
LPS	Liberal and Professional Studies
MATH	Mathematics
MCCC	Montgomery County Community College
MCDPEL	Mid-Career Doctoral Program in Educational Leadership
ME	Middle East
MEC	Middle East Center
MEMP	Middle East Microforms Project
MES	Middle East Studies
MESA	Middle East Studies Association
MGMT	Management
MIIE	Midwest Institute for International and Intercultural Education
MKTG	Marketing
MLA	Master of Liberal Arts
MMES	Modern Middle East Studies
MSI	Minority-Serving Institution
NEH	National Endowment for the Humanities
NELC	Near Eastern Languages and Civilizations
NMELRC	National Middle East Language Resource Center
NRC	National Resource Center
NURS	Nursing
NYU	New York University
OCLC	Online Computer Library Center
OACIS	Online Access to Consolidated Information on Serials
OPI	Oral Proficiency Interview
OPIM	Operations and Information Management

PERS	Persian
PG	Penn Global
PLC	Penn Language Center
PMF	Performance Measure Form
PPE	Philosophy, Politics, and Economics
PRRUCS	Program for Research on Religion and Urban Civil Society
PSCI	Political Science
PSYC	Psychology
PWP	Penn in Washington Program
RELS	Religious Studies
RUSS	Russian
RoMES	Review of Middle East Studies
SAS	School of Arts and Sciences
SAST	South Asian Studies
SCETI	Schoenberg Center for Electronic Text and Images
STEM	Science, Technology, Engineering, and Mathematics
STSC	Science, Technology, and Society
SOCI	Sociology
TAFSUS	Turkish American Friendship Society of US
TEP	Teacher Education Program
TURK	Turkish
URBS	Urban Studies
URDU	Urdu
URF	University Research Foundation

**Abstract for the Middle East Center (MEC)
University of Pennsylvania**

The University of Pennsylvania has stood in the vanguard of Middle East Studies since pioneering the first Arabic professorship in the United States in 1782. The Middle East Center – the oldest of Penn’s four National Resource Centers—in cooperation with the Department of Near Eastern Languages and Civilizations (NELC), forms the core of our academic and public programs. Founded in 1965, the Middle East Center has added a strong contemporary dimension to Penn’s unrivalled programs in ancient and medieval studies of the Middle East.

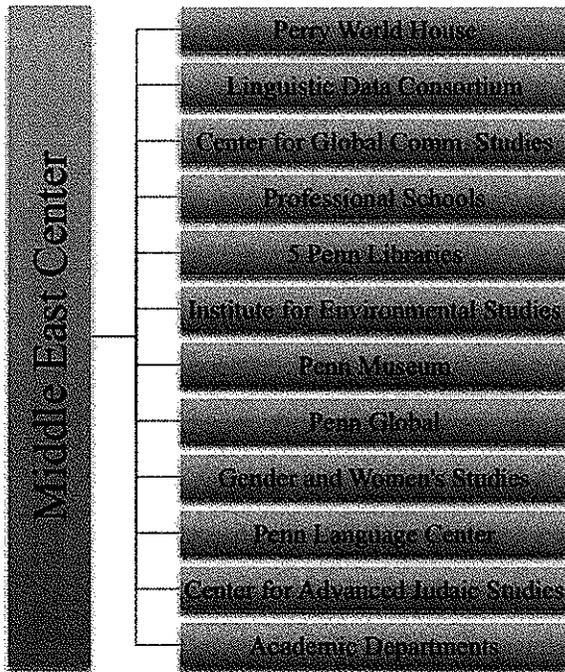
Drawing upon an internationally renowned faculty of 76 affiliated scholars, Penn offers multiple graduate and undergraduate tracks in Middle East Studies. Penn faculty members teach courses in Arabic, Hebrew, Persian, Turkish, Ottoman, Sumerian, Akkadian, Hittite, Egyptian, and Aramaic. They also provide specialized language courses for students interested in LCTLs such as Azeri and Dari. Our language pedagogy stresses competency in oral and written language skills, as well as area studies expertise. Every semester Penn’s extensive and diverse course offerings address various facets of Middle Eastern history, culture, and politics. Our degree programs incorporate modern Middle East language study and prepare our students for careers in government, business, education, environmental policy, and diplomacy.

During the upcoming grant cycle, we aspire to lead the nation in training the next generation of experts and educators in Middle East Studies. This proposal outlines a comprehensive plan of innovative and timely activities intended to maintain our excellence in the field through support of our academic programs, language instruction, teacher training, libraries, and outreach. Our proposed activities will directly address areas of national need and ***all Absolute and Competitive Preference Priorities*** in these specific ways:

- Two new certificate programs with Penn’s Graduate School of Education to produce leaders in Middle Eastern and Global Education
- An innovative collaboration with Drexel University’s Graduate School of Education to train teachers with specialization in Middle Eastern and area studies
- Expand exemplary networks with *Minority-Serving Institutions and Community Colleges* such as Community College of Philadelphia, Peirce College, Montgomery County Community College, and Camden County College to design Middle East language and area studies instruction and to develop related teacher-training programs
- To meet *FLAS Competitive Preference Priority 1* MEC will work with Penn’s Student Financial Services office to give consideration to applicants who demonstrate financial need
- To address *FLAS Competitive Preference Priority 2* MEC will support ME language training in Arabic, Hebrew, Persian, Turkish and will add Kurdish and Tajik to its FLAS languages
- To expand pedagogy at the advanced level in Persian and Turkish by creating new courses that stress performance-based and standards based objectives and teach the applications of these languages in the everyday contexts of business, government & media
- To offer digital Arabic-language resources with the assistance of our Arabic instructors
- To train new specialists vital to national security through the creation of an interdisciplinary Terminal Masters program in Middle East Studies geared at professionals
- To develop Middle East teacher training workshops directed at K-12 STEM programs

1. COMMITMENT TO THE SUBJECT AREA

Ever since pioneering the first Arabic professorship in the United States in 1782, the University of Pennsylvania (Penn) has allocated substantial resources and financial capital to support Middle East Studies (MES). The Department of Near Eastern Languages and Civilizations (NELC)—which grants multiple degrees—and the Middle East Center (MEC) constitute the nucleus of our academic and public programs.



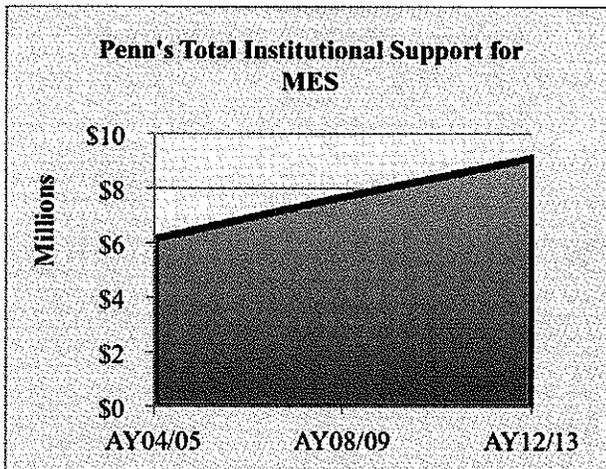
Penn Language Center (PLC) oversees the instruction and assessment of Less Commonly Taught Languages (LCTLs) and uses cutting edge research and technology to facilitate language acquisition and pedagogy.

Instruction, research, and outreach also take place through partnerships with other Penn entities including: Penn Museum, with one of the world's finest Middle Eastern collections, rare books, and manuscripts; Van Pelt Library,

the strongest regional collection of material in Middle East languages; and Penn's professional schools (Education, Engineering, Wharton, Nursing, Huntsman, Law, and Government). Finally, the recently established Penn Global (PG) coordinates all the international initiatives at the university including study abroad, international internships, job opportunities, and fellowships.

In 2011, Dr. Ezekiel Emanuel was appointed as Penn's first Vice Provost for Global Initiatives. A year later, Penn published a five-year strategic plan to prepare its students for an increasingly interconnected and global society. Under Dr. Emanuel's leadership, Penn has

contributed an additional **\$10 million** investment to establish the *Perry World House* (PWH) by 2016. PWH will provide new, state-of-the-art facilities to support innovative research with a global impact, including those in the Islamic world. Its flagship programmatic initiative, the Global Solutions Program, will connect high-profile business and political leaders with our



graduate and undergraduate students and focus expertise on vital global issues, from environmental sustainability to terrorism.

Penn's distinguished faculty, whose members are widely recognized experts in their fields, lead the charge in training students. Our faculty has held leadership

positions as former president and board member of MESA (Allen, Troutt Powell). Promotions and new faculty hires underline Penn's financial commitment to Middle East Studies (MES). Since 2010, Penn has promoted 4 Middle East (ME) faculty (Cobb, Kashani-Sabet, Kraidy, Troutt Powell) and made 4 tenure eligible hires in HIST (Ogle), HSOC (Küçük), and NELC (Cranz and Fahkreddine). A trained language instructor and pedagogue, Fahkreddine's focus on modern and medieval Arabic poetry will maintain our long-standing excellence in Arabic language and literature. In response to external reviews of our academic programs, conducted in 2013, Penn has hired an Ottomanist (Küçük), whose expertise covers the history of science in the Islamic world. Ogle's teaching and research present Levantine history within a global framework. The scholarship of our two new scholars (Küçük and Ogle) will deepen Penn's academic and geographic coverage of the Middle East.

MES is composed of 76 affiliated faculty that includes lecturers, visiting, and adjunct professors. 23 of these constitute our “core faculty”— scholars teaching 90% or more of their courses in MES. Our affiliated faculty is spread over 16 departments and 3 programs in 6 schools. 11 members of our key faculty hold endowed chairs at this time.

1.A. Program Operation: Penn provides two offices for the MEC in the heart of campus. In addition, the university paid \$217,500 in direct salaries and benefits for the Center’s two full-time staff members and director in AY12/13, representing a 46% increase from \$148,000 in AY08/09. Penn also provided \$19,000 annually toward MEC’s general operating costs. Going forward, Penn will cover the Center director’s summer stipend, raising its annual support for MEC administrative expenses by \$13,000. Finally, salaries, benefits, and operating costs paid to departments and other MES-related programs (NELC, JWST, and PLC) totaled \$1,700,000.

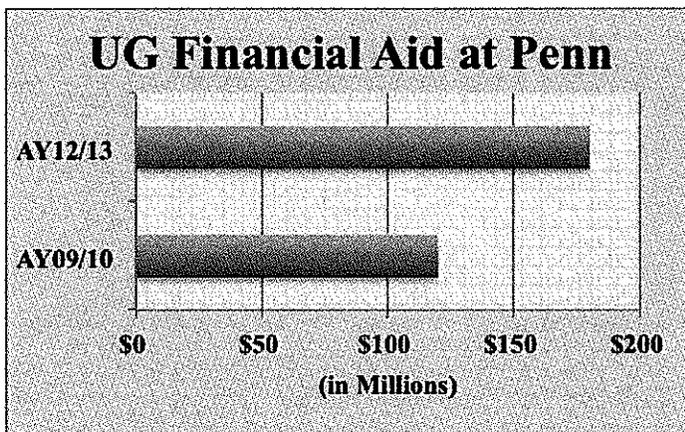
MEC Salaries & Overhead	\$217,000	Library Acquisition	\$359,000
Salaries of Key Center Faculty	\$5,400,000	Contribution to FLAS Awardees	\$125,000
Penn Language Center	\$124,000	Funding for Grad Students	\$2,800,000
Table 1. Penn’s Contribution to ME Studies in AY12/13			

1.B. Teaching Staff: The University paid \$5.4 million in salaries and benefits for the Center’s key faculty, representing an increase of 22% from AY09/10. Besides our faculty, qualified graduate students serve as language and area-studies instructors at Penn. PLC and the Center for Teaching and Learning (CTL) provide pedagogical training each semester to graduate students and language lecturers. [See Section 3.D.]

1.C. Library: Penn annually allots significant funds for ME library programs. In AY12/13, Penn expended \$659,000 in support of ME and Judaica Collections, funding salary, benefits, acquisitions, and travel. Of this figure, \$359,463 was spent to obtain new material. Penn covers salaries of 7 full-time staff in the ME and Judaica divisions, totaling \$619,296 for AY12/13.

1.D. Linkages Abroad: Each year Penn Abroad sends approximately **600 students abroad** to earn academic credit in **140 programs** across **50 countries**. Of these, Penn sponsors **14** study abroad sites in **5 ME countries**. The Center annually provides **\$6,600** in membership dues to support research institutes and professional language organizations including: AATP, AATTL, AIIrS, AIMS, AIYS, CASA, CESSI, EBHRC, ISIS, and MESA. Penn hosts the U.S. office of ARIT, and MEC affiliated faculty collaborate with ARIT for academic programs.

1.E. Outreach Support: Penn covers the cost of office maintenance and technical assistance for the MEC. It provides the latest hardware and software to insure smooth operations and updates our computers and printers every three years. Support for outreach includes standard fee waivers for use of recital halls and other venues. The Office of the Provost and the University Research Foundation (URF) also grant monies for MEC activities. Last year, the Provost’s office gave \$8,000 to fund a lecture that featured Oscar-winning director, Sharmeen Obaid Chinnoy.



1.F. Student Support: Penn’s motto regarding financial aid—“Making an Ivy League Education Affordable”—addresses DOE concerns over the cost of higher education. Thus, the university provides extensive

scholarship packages to its undergraduate students. For AY12/13 alone, Penn committed over **\$180 million** for grant aid to undergraduate students, representing a **50%** increase in financial aid from 2009. Overall, **83%** of freshmen who applied for financial aid received a need-based award, and almost **60%** of undergraduates receive financial assistance. The average financial aid award for a freshman in 2013 amounted to **\$44,772**, marking an increase of **30%** since 2009.

Penn offers a five-year University Fellowship to Ph.D. students, each currently worth **\$314,000** and representing an **11%** increase from 2009. Penn also awards various dissertation research and writing fellowships for students in the final stages of their program.

The Center for Undergraduate Research and Fellowships (CURF) grants funds for study abroad and supports two scholarship programs: University Scholars and Benjamin Franklin Scholars, both of which have included MES students. Last year, Penn spent **\$2.8 million** to fund MES graduate students and **\$125,000** to supplement FLAS awardees' tuition and stipends. The cost of graduate tuition, fees, and health insurance totals **\$34,518**. Penn's contribution to match FLAS funding for each graduate student has increased from **\$24,606** in 2009 to **\$25,928** in 2012.

2. QUALITY OF CURRICULUM DESIGN

2.A.1. Undergraduate Instruction: Penn offers 3 degree options in MES: a B.A. in Modern Middle East Studies (MMES) through the Center; B.A. programs in Hebrew/Judaic Studies, Arabic/Islamic Studies, Arabic/Hebrew Studies, and Ancient Near Eastern Civilizations offered through NELC; and a B.A. in Jewish Studies (JWST). Between AY09/10 and AY12/13, **288** students majored or minored in MES. This represents a **25%** increase from 217 students in AY05-09. The MMES major and minor, launched by the Center in 2007, is now the flagship MES program at Penn. More than half of the declared 288 students (**158/288**) is enrolled in MMES, confirming the program's immense success. The interdisciplinary design of the MMES program allows students to incorporate the study of ME in a structured manner. Students also can integrate ME components into their bachelor's degree without majoring in MES. In 2013, **75** undergraduate students graduated with specializations (5 or more courses) in ME, in addition to 7 students from the NELC/JWST departments. In AY13/14, there have been **152** students from

36 disciplines who have taken at least 5 courses in MES, representing a **22%** increase from 124 students in 2010.

Although students still create concentrations by taking clusters of courses in ME, the trend has shifted toward obtaining a minor in this program. Since 2010, **113** students have minored in a MES degree program. **NELC** requires an intensive three years of language study. The remaining courses span historical eras and cultural regions, including electives that reflect individual interests. All students write a concentration paper or, to graduate with honors, a two-term guided senior thesis. **MMES** requires courses in history and the social sciences (unlike the **NELC** curriculum), while upholding a high standard of language proficiency at the low advanced level for graduation.

Discipline	Number	Discipline	Number	Discipline	Number	Discipline	Number
ANTH	1	CRIM	2	HIST	10	MKTG	4
BCHE	3	ECON	2	INSP	4	MLA	2
COGS	1	ENGL	1	INTR	10	NURS	1
COMM	1	FNCE	2	MATH	1	OPIM	3
PPE	2	PSCI	11	PSYC	4	Total	75

Table 2. Students graduated in 2013 with ME concentration (5 courses)

Majors expand their study beyond the country or countries associated with their primary language of concentration and must enroll in two advanced research seminars. **JWST** requires students to complete courses in three fields: history, literature, religion and culture. Students are also required to demonstrate proficiency or to complete two years of language training in Hebrew or Yiddish.

Finally, the prestigious **Huntsman Program in International Studies and Business** requires each student to declare a “target language.” Currently, 12 of 184 Huntsman students study Arabic. The program requires an intermediate level of language proficiency for admission and advanced proficiency for graduation. It also requires six months of study abroad, a home-stay, and courses taught in the target language. Students can pursue two undergraduate degrees

by designing their own dual-degree program between Wharton and SAS. Five students have graduated from the Huntsman program since 2011.

Department	Program		C.U.	ME Language
NELC	Ancient Near Eastern Civ.	Major/Minor	14/8	6/4
	Hebrew and Judaica	Major/Minor	14/8	6/4
	Arabic/Islam	Major/Minor	14/8	6/4
	Arabic/Hebrew	Major/Minor	14/8	6/4
JWST	Jewish Studies	Major/Minor	14/7	4
MEC	Modern Middle East Studies	Major/Minor	12/6	4/2 (optional)

Table 3. Structure of MES degree programs at Penn

2.A.2. Graduate Instruction: Penn offers M.A., M.S., and Ph.D. degrees across its schools. In SAS, NELC offers 5 different subfields, i.e., Mesopotamian Civilizations, Egyptology, Biblical Studies, Hebrew Lit., Arabic/Islamic Studies, and Arabic/Hebrew Lit. Students in other SAS disciplines (AFST, ANTH, ARTH, PSCI, HIST, RELS) also train to become MES specialists. Many spend time abroad in the Middle East for language training fieldwork and research related to their degrees. In AY12/13 alone, **95** graduate students in 12 disciplines specialized in ME. Our newest graduates are following previous cohorts in leading the field. Graduates from the last two decades have headed top departments and programs: Hamid Dabashi (Columbia); Dwight Reynolds (Santa Barbara); Devin Stewart (Emory); Denise Natali (Dean, American University of Iraq); Kirk Belknap (Brigham Young); William Granara (Harvard); Cynthia Robinson (Cornell); Deborah Kapchan (NYU); Omur Harmansah (Brown); and Tarek Kahlaoui (Rutgers), among many others.

NELC upholds rigorous standards for its M.A. and Ph.D. programs. It requires students in the M.A. program to complete 12 courses for the degree, in addition to mastering one ME language, demonstrating reading proficiency in a European language, passing Qualifying Examinations, and submitting a thesis or two research papers. Students in the Ph.D. program take 20 course units, teach 4 semesters, pass written and oral Candidacy Examinations, and write a dissertation, in addition to fulfilling the requirements of the M.A. program. Students in other

departments that offer ME tracks (e.g., ANTH, HIST, RELS) must also conclude two years of region-related coursework, demonstrate research competence, and complete intensive language training in two or more languages prior to the Ph.D. qualifying exams.

Discipline	# of grads						
AAMW	12	COMM	4	NELC	39	GSE	4
ANTH	5	HIST	8	PSCI	7	SAST	2
ARTH	4	MUSIC	1	RELS	7	LAUDER	2

Table 4. Graduate Students with ME specialization

MEC supports graduate work and language training appropriate to different disciplines in multiple ways. For students who have a tight course schedule during semesters, we offer intensive summer language training. Intensive Arabic courses at elementary levels are regularly scheduled each summer at Penn. In the past Penn participated in the **Eastern Consortium for Persian and Turkish** to provide high quality intensive summer language training for students, and we intend to do so over the next four years. Both Turkish and Persian instructors developed new curricula for advanced-level courses such as Turkish Media and Culture or Persian Mystical Thought. The Center's language and area studies faculty also works closely with non-NELC students in the social sciences and the professional schools by offering independent studies in ME paleography, as well as in archival sources, business, law, and economic development.

For advanced Ph.D. students in LCTLs, we support the transition from learner to teacher. Penn graduate students teach Arabic at nearby universities, while others have assisted the MEC in developing ME language instruction at local schools. This year, we supported Arabic instruction at the Julia R. Masterman High School through our Speakers Bureau.

2.B.1. Advising: Penn has a comprehensive infrastructure and strategy for advising students. 11 Assistant Deans for Advising and three Assistant Directors of Advising and Academic Support provide expert guidance to undergraduate students on general education requirements. Major advisors at home departments provide students with focused academic support on their

individual fields of study. Penn's Career Services Office counsels students on the job market, and CURF directs students to funding opportunities. Penn offers three levels of departmental advising to graduate students through the academic advisor, the graduate group, and the Chair of Graduate Studies. Each student primarily works with his or her academic advisor and receives cross-disciplinary advice from the department's graduate group. Individual graduate students can also seek academic guidance from the Chair of Graduate Studies in each department. The chair is available to discuss any aspect of a student's progress and provides guidance in fellowship and job applications. The MEC Center Director and Associate Director take an active role in advising MMES students on various aspects of their studies. MMES Academic Advisory Board faculty also guides students in the four tracks of the degree program: Arts and Literature; Historical Studies; Social Sciences; and Religion.

2.B.2. Research/Study Abroad: One in three undergraduates spends at least one semester abroad. Penn Abroad coordinates our overseas affiliations and administers all study abroad programs. From AY11-14, **83** students studied at programs in the ME, a **20%** increase from 69 students in AY07-10 at **19** sites, including the following: AUC, Hebrew Univ., AMIDEAST (Amman), ALIF (Morocco), Boğaziçi (Turkey). More than half of these students (**57%**) went to 7 Penn-affiliated institutions in Israel. The next most popular study abroad destinations were Turkey (**17%**) and Morocco (**11%**). Penn's partnership with America-Mideast Educational and Training Services (AMIDEAST) provides additional study abroad programs in Morocco, Jordan, and Egypt.

3. QUALITY OF NON-LANGUAGE PROGRAM

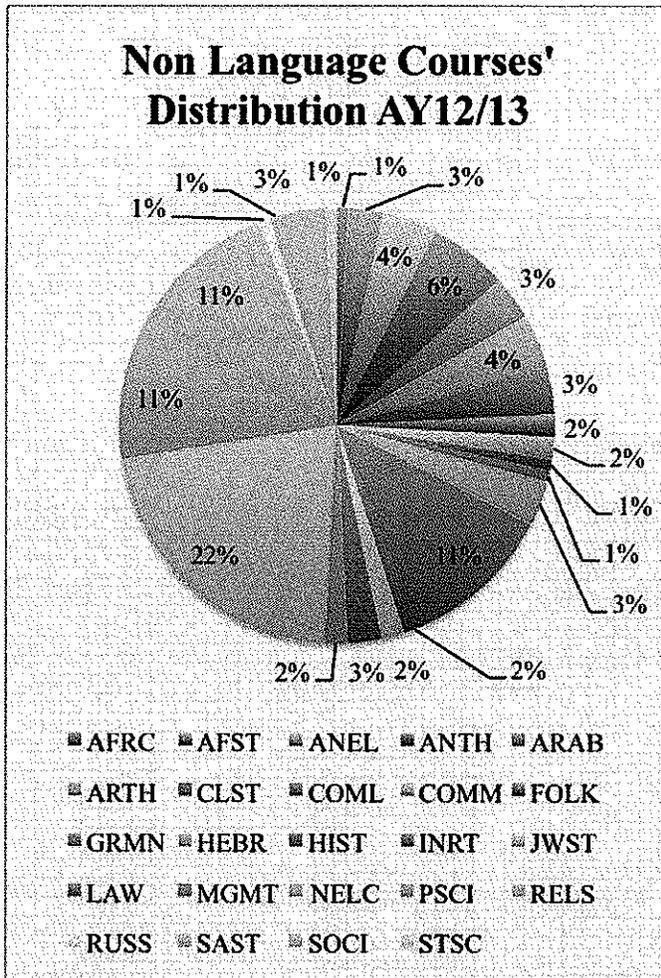
3.A. Breadth of Coverage: ME content courses now span 13 departments and 4 programs in four schools. With the expansion of ME courses, the disciplinary distribution has shifted

drastically. **120** ME area studies courses were offered in AY12/13, representing a **10% increase** over 109 area studies courses in AY08/09. **2,473** students attended these courses in this period. Dr. Sylvia Önder from Georgetown University co-teaches a course on "Modern Middle Eastern Literatures in Translation" with NELC faculty to enrich the quality of the course and to share expertise. Large departments such as history and political science offer a range of ME courses each term. Two popular classes – “The Middle East since 1800” and “International Politics of the Middle East” – draw enrollments of 60 or so students per semester.

	AY08/09	AY12/13	Increase (%)
NON-LANGUAGE COURSES	108	120	11%
100% ME Content Courses	57	71	25%

Table 5. Number of Non-language Courses

MEC maintains robust partnerships with Penn’s professional schools. The School of Medicine runs the Global Health Programs and has developed new courses in global health policy in partnership with SAS. Similarly, MEC has worked with the Nursing School to enrich its colloquia on nursing in the Middle East. GSE and Penn Law also demonstrate an ongoing commitment to Middle East and international studies. GSE runs several programs such as International Education Development; Educational Linguistics; Intercultural Communication; and Education, Culture, and Society. MEC recently organized a lecture on the future of education in Syria to reach out to the GSE constituency. Penn Law oversees the vibrant Bok Visiting International Scholars program that brings internationally renowned legal experts to campus, including those whose work focuses on the ME. In fall 2013, Bok Visiting Professor Yaffa Zilberhats taught a course entitled, “Legal Aspects of the Israeli-Palestinian Conflict (LAW547).” Through various endowments, Penn Law has implemented a joint-degree JD/MA program in Islamic Studies with NELC and also runs a Certificate Program with MEC in Islamic Studies. ME legal courses are available through the regular offerings of standing and/or visiting



faculty. James McMillen regularly teaches a course supported by the MEC on Islamic Finance (LAW629). In Fall 2012, Kraidy offered a seminar entitled, “The Arab Uprisings: Global and Local Representations” (COMM402).

Wharton Business School has Global Immersion Programs (GIPs) that combine on-campus study with multi-week site visits for meetings with local business executives and government officials in emerging markets around the world. 1,800

students have attended GIPs since its launch in 1993. ME-focused GIPs are a popular choice among Wharton students. The most recent ME GIP course (MGMT656-04) in fall 2013 covered three case studies—Israel, Jordan, and Turkey—and took students for site visits in Amman, Tel Aviv, Jerusalem, and Istanbul. **60** students enrolled in this course over the past two years. Country-specific courses such as “Lessons from Israeli Innovation” (MGMT893) are also available and drew an enrollment of **68** students over two years. Finally, Annenberg School for Communication (ASC) offers ME content courses to address contemporary issues.

3.B. Depth of Coverage: Departments offering 10 or more courses per year permit majors and minors to pursue their study of the ME in depth, beginning with introductory courses and small,

first-year seminars and culminating in advanced, often mixed graduate and undergraduate seminars. HIST, NELC, PSCI offer the entryway courses with large enrollments that channel future majors into specializations and advanced study either in the humanities (NELC, HIST, RELS) or social sciences (ANTH, PSCI). Depth of coverage can be measured in several ways: the number of courses offered in each discipline, the number of courses containing 100% ME content, and the number of seminars that require specialized knowledge of the subject.

3.C. Interdisciplinary Courses: All introductory or gateway courses in MES at Penn are interdisciplinary in that they seek to introduce students to scholarship and approaches from different areas of the academy. Reading lists include, and classes integrate, journalism, novels, historical analysis, primary sources, political texts, and ethnographies. At the same time, our academic programs enable students to develop a sophisticated mastery of a field, including its concepts, paradigms, principal methods, and findings. In advanced, more specialized courses, the interdisciplinary study of countries takes place increasingly through independent or collaborative work that is routinely built into the research-oriented curriculum. Courses on ME art and cinema allow students to interact with, and learn from, visual materials. ME-content courses are spread across 24 disciplines. 54% of the courses offered during AY12-13 were cross-listed in one or more disciplines. Many courses that are not specifically cross-listed also incorporate interdisciplinary approaches. For example, “Women and Religious Authority in the Muslim World (RELS243),” covers gender, history, and religion; “Arab Spring and American Foreign Policy (INTR290)” deals with society, culture and international relations.

3.D. Faculty and Instructional Assistants: Our conception of Core Faculty encompasses a holistic view of the Middle East and how its nations operate in a global capacity. All of our core faculty members are 90% or more ME-focused and teach a range of courses. Penn’s CTL

manages the pedagogical training of all teaching assistants or instructional assistants. Ph.D. students in SAS are often required to TA a number of classes as part of their fellowship packages. In the fall, all new TAs are required to attend a three-day workshop covering issues that range from leading a recitation to tips on grading. Beyond the mandatory three-day workshop, the CTL provides training and consultations on a regular basis.

Afghanistan/ Iran	Syria/ Lebanon	Turkey	Egypt/ Sudan	Israel/ Palestine/ Jordan	Iraq	North Africa	Gulf States	Central Asia/ Caucasus
4	6	5	12	20	4	6	2	1

Table 6. Faculty Regional Distribution

4. QUALITY OF LANGUAGE INSTRUCTION

4.A. Instruction and Enrollments: Penn offers language instruction in four spoken ME LCTLs at the beginning, intermediate, and advanced levels. Arabic (A), Hebrew (H), Persian (P), and Turkish (T) constitute the core of our ME language curriculum. Penn is also dedicated to expanding language study to a number of other modern languages that have an impact on MES: Amharic, Yiddish, and Ladino, as well as Pashtu and Urdu. Additionally, Penn is a center for the advanced study of a number of ancient languages with relevance to the ME (Akkadian, Amharic, Aramaic, Demotic, Coptic, Sumerian, Ugaritic, Middle and Old Egyptian). The per-semester roster of courses in all these languages has ranged between 30 and 35 from AY12-14. Students may enroll in the 4 main ME LCTLs via daytime courses (A, P, T, H), evening courses through PLC and LPS (A, P), or summer intensive courses (A).

The number of ME language courses has increased by 14% from 69 to 79 in AY12/13. A total of 607 students were enrolled in foreign language courses at Penn in AY12/13. This figure represents a slight increase from AY08/09. Penn now offers 4 sections of Arabic at the introductory level each fall semester enrolling an average of 15 students per section. The per-section-figures remain roughly the same in the two sections of Intermediate Arabic offered each

semester. The Turkish program showed an impressive 25% increase, enrolling an average of 25 students per semester in AY12/13. Persian remains a popular language choice counting nearly 20 students a semester.

	AY08/09	AY12/13	Increase (%)
Language Courses	69	79	14%
Enrollment	600	607	1%

Table 7. Language Courses and Enrollment

4.B. Language Training: Penn has expanded its language course offerings to meet academic (and national) needs. Penn offers 4 years of proficiency-based Arabic, 3 of proficiency-based Hebrew, 3 of Persian, and 3 of Turkish. Teaching in all four languages uses an integrated skills approach—writing, speaking, reading, and listening—in the basic-level courses. The objective is competency in all 4 skills, enabling students from a variety of backgrounds and with different interests to communicate and receive information in as effective and idiomatic a manner as possible. In response to an increase in the number of heritage students, Penn now offers a Persian course specifically designed for **heritage speakers**. To address an increased interest in Arabic, Penn added two new dialect courses in **Levantine and Sudanese Arabic**, in addition to Egyptian and Moroccan Arabic. Penn also provides reading courses in specific topics (social sciences, literature, Islam, Judaica) emphasizing vocabulary-building and the development of specialized interpretive skills crucial for advanced research. Content-based advanced Arabic courses, such as Arabic Readings in Social Sciences have been expanded over the past two years and have enjoyed a steady increase in enrollment. Offerings in Turkish are also growing as more content-based teaching is introduced at the advanced level. Both the Wharton graduate (Lauder) and undergraduate (Huntsman) programs teach Arabic. Lauder requires MBA students to achieve a *Superior* (ILR3) level of language proficiency, as determined by the American Council for the Teaching of Foreign Languages (ACTFL); Huntsman requires *ACTFL Advanced* (ILR2) level.

Finally, Penn's School of Arts and Sciences has recently appointed a noted language pedagogy expert, Dr. Christina Frei, as Executive Director of Language Instruction. Frei has developed summer leadership institutes and Fulbright pre-semester orientations for foreign language teaching assistants through the support of the DOE and the Institute for International Education. Frei will oversee all modern language instruction—including ME LCTLs—and she is developing an initiative to strengthen the requirements for the hiring, retention, and promotion of all foreign language lecturers. This plan will significantly enhance Penn's already strong programs in ME language pedagogy.

4.C. Language Faculty: 13 professional language instructors teach modern ME LCTLs at Penn: 6 in Arabic, 4 in Hebrew, 2 in Persian, and 1 in Turkish. NELC professors Lowry and Gold oversee the program. Other distinguished faculty, including Spooner (ANTH); Holod and Pittman (ARTH); Elias (RELS); Kashani-Sabet and Troutt-Powell (HIST); Cobb (NELC); also support advanced work on ME languages in their areas of specialty. In addition, Fakhreddine, the tenure-track hire in modern Arabic literature in NELC, will offer advanced courses for undergraduates in Arabic. Another new tenure-track hire in Ottoman history through HSOC, Küçük will be able to work with students in Turkish. The linguistic range of our faculty goes beyond the four major vernacular languages of the ME, allowing students to take specialized independent studies for reading texts in Azeri, Turkmen, and Dari. Since 2010, our faculty supervised 17 independent studies in ME-related languages, in addition to their regular classes.

Arabic lecturers (Rushdie, Sryfi, Shishani), the Turkish lecturer (Hatiboğlu), and the Hebrew lecturer (Benatov) are appointed as *Lecturers in Foreign Language* (LFL)—a secure full-time position that is renewable on a three-year cycle. There is one Senior LFL position in Hebrew (Engel), which is renewable on a five-year basis. Lecturer in Arabic, Aloush coordinates

our summer intensive courses along with Rushdie. Entezari and Assefi-Shirazi oversee Persian teaching. While the former focuses on introductory and intermediate Persian courses, the latter teaches more advanced and specialized sections. The positions in Persian and Turkish are solidified positions since these instructors also serve as language coordinators. To serve the research needs of graduate students, Hatiboğlu developed an introductory Ottoman Turkish course, and Darakçioğlu added an advanced Ottoman Turkish reading course. Kashani-Sabet conducts readings in advanced Persian and Dari as needed. All instructors in the Arabic program are certified through the Arabic Language Consortium. Every fall, all language instructors attend intensive three-day training sessions and pedagogy workshops run by both NELC and PLC. Also, our language faculty actively participates in training workshops organized by ACTFL and the National Middle East Language Resource Center (NMELRC) to keep up with the latest pedagogical practices in language instruction. Several also hold leadership roles within their professional organizations. Hatiboğlu serves as the treasurer of American Association of Teachers of Turkic Languages (AATTL). Darakçioğlu represented AATTL in the ACTFL Assembly of Delegates in November 2012. In July 2011, MEC hosted the *Persian Startalk* program for curriculum development on campus under the guidance of the Persian instructor.

4.D. Quality of Language Program: All Arabic, Hebrew, Persian, and Turkish programs strive to help students acquire the ability to perform common tasks by modeling the language of native speakers. Penn's language courses incorporate performance-based instruction (skits, presentations). These methods are constantly fine-tuned in the classroom for maximum results. In 1984, Penn's ME language curricula became the first to use proficiency-based testing. Penn's Arabic, Hebrew, Persian, and Turkish programs have administered the Oral Proficiency Interview (OPI) exams, which are pass/fail, on a yearly basis since 1986. All Penn language

instructors teaching ME LCTLs are also trained pedagogues. Language lecturers often join the membership of their respective language teaching associations, attend annual conferences, and ensure that their training and testing meet OPI standards. All MES majors must achieve a proficiency level of Intermediate High to Advanced Low by graduation. PLC and MEC offer a Language Direct Tutoring Program designed to help students achieve appropriate exit-level proficiencies in their designated languages.

PLC supports various methodologies for the teaching of foreign languages, materials development, instructional technology, applied linguistics, and second language acquisition. Penn maintains a technical support facility for LCTLs—the Language Resource Center. Language instructors use it to test hardware and software, as well as to prepare course modules with state-of-the-art video and sound editing technologies. In addition, Penn hosts the Linguistic Data Consortium (LDC) that has pioneered the development of cutting edge auxiliary language manuals for Arabic classroom instruction. At LDC, Dr. Mohamed Maamouri directs the Arabic Treebank project and spearheads the development of Arabic resources. Maamouri leads LDC's collaboration with Georgetown University Press to publish updated versions of three dialectal Arabic dictionaries (Iraqi, Moroccan, Syrian).

5. STRENGTH OF LIBRARY

5.A. Library Holdings: Across its fifteen libraries, Penn holds **6.1** million printed volumes, **4.2** million microfilm items, **1.1** million e-books, **131,347** serial subscriptions, **116,272** e-journals, and **33,835** videos. The **Middle East Collection** comprises over 200,000 printed monographs including nearly 80,000 catalogued volumes in western languages, 86,000 in Arabic (8% increase from 2010), over 12,000 in Persian (20%), 9,500 in Turkish (27%), 1,500 in Armenian, and approximately 1,500 volumes in miscellaneous languages (Kazakh, Azeri, Pashtu, Kurdish,

Ottoman Turkish, Berber, among others). The strength of the collection lies in Islamic law, the medieval and modern history of the Arab and Persianate worlds, and the classical and modern literatures of the ME. The South Asia Collection supplements the ME Collection through its English, Arabic, Persian and Pashtu acquisitions on Islam and the Middle East. The **University Museum Library**, one of the leading anthropology and archaeology libraries in the United States, includes 21,000 volumes on the ME, with a focus on the ancient Near East and Egyptology. One of the largest compilations of Judaica in the world, the **Penn Judaica Collections** hold approximately 400,000 volumes in 24 languages and dialects and in a range of formats, from manuscripts to electronic resources, including 7,300 audio-visual materials, and also holds 480 codices written in ME languages including Arabic, Armenian, Coptic, Hebrew, Judeo-Arabic, Ladino, and Syriac.

Type	Holding	Digitization Projects, Current and Planned
Monographs	600,000	Fez Lithographs/Penn-Cambridge
Periodicals and Newspapers	1,562	Holy Land Photographs
Rare Manuscripts	1,600	Penn's Rare Judaica/PRRUCS
Video/Sound Recording	16,700	

Table 8. Library Holdings in MES

The library has 1,562 active serial subscriptions to a variety of newspapers, magazines and journals related to the ME in both print and electronic format. Important daily and weekly newspaper subscriptions include: *The Jerusalem Post* (Jerusalem), *al-Hayat* (London), *Hürriyet* (Istanbul), *al-Ahram al-Iqtisadi* (Cairo), *Ittila'at* (Tehran), and *al-Ghad* (Amman); other holdings include over 106 e-newspapers from 15 the ME and Central Asia. The library actively collects rare serials and holds numerous Ottoman Turkish, Persian, and Egyptian journals. Penn library houses more than 1,500 rare manuscripts and books, in addition to over 4,000 videos and 5,400 sound recordings related to the Middle East.

The unique historical collection, "The Holy Land," now forms a part of the Lenkin

Family Collection of Photography. This outstanding compilation comprises over 4,000 original photographs, primarily of Jerusalem and Palestine, taken from 1850 to 1937. These photographs serve as primary source materials for teaching and research across a broad spectrum of disciplines, including the history of photography, architecture, regional planning, religious studies, history, sociology, and political science. In the past four years Penn digitized the entire collection, which is now available online with the National Library of Israel.

In May 2013, Penn Libraries demonstrated a strong commitment to MES by acquiring a large collection of Fez Lithographs printed in Fez, Morocco starting in 1865. This collection consists of 108 titles in 136 volumes and ranks among the largest private collections outside of Morocco, making Penn the sole holder of many of its titles among North American libraries. This purchase also included 44 manuscripts from Morocco ranging in date from the 17th – 20th centuries. The library staff is currently cataloging these books to facilitate access for researchers.

The library has joined the Center for Research Libraries' Middle East Microforms Project (MEMP), giving scholars access to countless serial titles on microfilm. Penn has advised Yale's Online Access to Consolidated Information on Serials (OACIS) project, an online union catalog with holdings and information regarding ME serials. The Middle East is well covered by the library's subscription to the most important specialist **electronic resources**: *Index Islamicus* and the *Encyclopaedia of Islam*. In all, 110 databases and article indexes are associated with the ME and Judaica Collections, in addition to 226 e-journal titles. Penn supports two on-line collections of Arabic-language e-books, each containing over 4,500 items. Penn also subscribes to the Arabic language, peer-reviewed journal article aggregator, *Arab e-Marefa*, which includes articles from the leading academic journals in the Arab world. Most ME newspapers in Western and ME languages are covered in electronic form by Penn's subscriptions to key databases

(Lexis/Nexis, Newsbank, and Newspaper Direct). In 2013, Penn's new Kislak Center for Special Collections, Rare Books, and Manuscripts also opened its doors and has quickly emerged as a busy hub of manuscript studies at Penn, including those related to the Middle East.

5.B. Institutional Support: See 1.C

5.C. Access: The Penn library has extensive collaborative arrangements with other university libraries to provide better public access to its rich collections. It participates in various interlibrary loan initiatives at the national and international levels. Penn's membership in the Online Computer Library Center (OCLC), regional consortia, and the Mid-Atlantic Law Library Cooperative and the National Library of Medicine's DOCLINE program provide copious resources for expedited borrowing of books and journal articles. Cooperative initiatives like "BorrowDirect," coordinated by Penn, allow faculty and students to borrow from Brown, Columbia, Cornell, Dartmouth, Princeton, and Yale. Penn also participates in "EZ-Borrow," a service provided to the Pennsylvania Academic Library Consortium, which consists of over 70 universities. Similar to BorrowDirect, EZ-Borrow enables member libraries in Pennsylvania, West Virginia, and New Jersey to place direct requests for library materials.

Libraries worldwide strive to make more of their collections available online, and Penn libraries remain deeply committed to digitizing important and rare material. Many of these projects originate from the Kislak Center. The Penn Museum Library has nearly finished digitizing its entire collection of papyri and related materials (vellum, paper) in the Egyptian Section. In 2013, Van Pelt Library set up a new digitization lab, in addition to its other operating workrooms, to handle large-scale digitization projects. Also, the library's Program for Research on Religion and Urban Civil Society has created a website for a course on "Muslim, Christian & Jewish Relations in the Middle East" that offers resources for the study of 20 ME countries and

provides 700 pages of manuscripts and books online. The MEC also supports digitization projects as permitted. In 2011, MEC supported the preservation and digitization of a 12th-century Qur'an manuscript now available online. Finally, the Schoenberg Center for Electronic Text and Images (SCETI) houses over 2 million images from various collections of rare books, manuscripts, papyri, and photographs available for public online viewing, including those related to the ME. It has created archival quality digital facsimiles and made them freely available online through a user interface designed at Penn Libraries, which features faceted browsing.

6. QUALITY OF STAFF RESOURCES

6.A. Faculty and Staff Qualifications: MEC counts 23 full-time faculty members among its core faculty. These scholars function as area specialists and lead the field in Arabic literature, conflict resolution, Iranian, Persianate, Egyptian, Ottoman, Sudanese and Levantine history and politics, Islamic sciences, and transnational ME inquiries, among other fields. MEC core faculty comes from 16 academic departments and programs, as well as 5 professional schools (Design, Communications, Law, Wharton, and Education). Penn has stayed ambitious in building its MES faculty by making 4 new tenure-eligible hires and by offering 4 promotions to senior positions since 2010. Our faculty upholds Penn's traditional excellence and leadership in MES. Holod served as president of Historians of Islamic Art Association; Powell sits on the editorial board of *IJMES*; and Kashani-Sabet serves on the editorial boards of *RoMES* and *Iranian Studies Journal*.

While training future area specialists, Penn's ME faculty invests time in professional development. Many have won external awards worth \$750,000 to carry out pioneering projects. The University Research Foundation (URF) provides funding to faculty to sustain innovative research and conferences. Since 2010, our faculty has received \$110,000 for 10 projects from URF. Penn provides start-up research funds to newly hired and promoted faculty. Scholarly

leaves and sabbaticals are granted after six consecutive years of service. MEC also supports professional development opportunities for junior and senior faculty by funding travel to conferences, training seminars, and ME language workshops. Professional development opportunities are not limited to faculty, but open to staff through the tuition benefit program. MEC's program assistant took courses at Penn's Fels Institute for Government to acquire relevant professional skills.

Grants	Books/Edited Volumes	Articles/Chapters	Lectures/Presentations
10+	67+	188+	241+

Table 9. Faculty Accomplishments in AY10-13

6.B. Center Oversight Arrangements: MEC is subject to several levels of oversight, including an executive committee consisting of four rotating members, currently Lustick (PSCI), Cobb (NELC), Powell (HIST) and Elias (RELS). The executive committee identifies programmatic directions for the Center and advises the MEC Director on various matters including staffing, academic programs, and potentially controversial events. Additionally, each semester the affiliated faculty convenes as a group to discuss matters of general interest, such as the terminal MA program. The University Provost, the deans, and the College Office provide another level of oversight. MEC submits an annual report on its activities that is reviewed closely by the SAS dean's office. The Penn University Council oversees the major and minor degrees. The operation of the Center has been cost-effective and efficient with its two full-time staff and faculty director. Two part-time student workers provide administrative support to the Center as needed.

6.C. Nondiscriminatory Hiring Practices: Penn values diversity and seeks talented faculty and staff from diverse backgrounds. It does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in its employment practices. Penn is committed to ensuring that its academic, social, and recreational programs and services

as well as opportunities for employment are available on a non-discriminatory and equitable basis. The Office of Affirmative Action and Equal Opportunity Programs, in collaboration with the Division of Human Resources and the Office of the Provost, oversees the implementation and administration of the University's equal opportunity, affirmative action, and non-discrimination policies and programs. The Center practices a proactive strategy in support of university-wide affirmative action, diversity, and equal access policies.

According to Penn's latest report on minority equality, between 2009 and 2012, the percentage of Penn's ladder faculty who represent minority groups increased to **20.5%** from 18.3%. In the same period **31.6%** of faculty members recruited by Penn self-identified as minorities and **11.3%** as under-represented minorities. The ratio of Penn's minority full-time faculty has steadily increased from 12.8% to **20.5%** between 2000 and 2012. To demonstrate Penn's steadfast commitment to diversity, the university administration and its 12 schools have pledged **\$50 million** over five years for this cause. SAS Dean Fluharty created a new and permanent Council on Diversity in 2013, on which the Center director serves. This Council has appointed diversity advisors for departments to increase the hiring of diverse faculty and staff.

7. OUTREACH ACTIVITIES

MEC runs versatile outreach programs geared toward different constituencies: Educators, academics, business professionals, military personnel, K-12 students, community colleges and MSIs, and the general public. In AY11-13, MEC sponsored **234** events, representing an **11%** increase from 203 events in AY07-09. Total attendance increased to nearly **17,000** people, marking a **22%** rise from 14,000 in AY07-09. Penn has recognized MEC's exemplary outreach efforts by granting its NRC staff the prestigious *Models of Excellence Award* in 2014.

	On Campus Events	Off Campus Events	Faculty/Staff/Grad Student Involvement	Totals
Number of Events	132	103	124	234
Attendance	9,630	7,411	8,088	17,041

Table 10. Outreach Activities in AY11-13

Not only has MEC maintained a vibrant and engaging outreach schedule through K-12 workshops, business, military and post-secondary outreach, but it has amplified its impact through social media and technology resulting in **record-breaking** attendance at some of our events. By integrating MEC’s mission with the activities of new institutional partners (e.g., Free Library of Philadelphia, University of the Sciences, and the 403rd Civil Affairs Battalion), we have addressed many areas of national need such as literacy, STEM education, and support for the military. We have also refined K-12 programming to synchronize the participation of MEC staff, faculty, and graduate students with the needs of local schools.

MEC teacher training programs remain creative and prolific. We trained **800** K-12 teachers and community college educators in AY11-13, representing an **11%** increase from 720 in AY07-09. We also organized **65** teacher training workshops, military pre-departure sessions, and K-12 presentations -- **67%** more than the 39 training programs in AY07-09. Our programs have enabled teachers to enrich their global curricula and to acquire the latest technological pedagogy. In 2012, we organized a three-day workshop on integrating Google technology into K-12 teaching with reference to case studies from the ME. Our trained teachers came up with fascinating lesson plans such as “Teaching Geometry based on Turkish Rug Patterns.”

7.A.1. K-12 Outreach: MEC serves the K-12 community through its Speakers Bureau, its A/V lending library, free teaching modules, lesson plans, and its faculty expertise. The Speakers Bureau links K-12 classrooms with MEC staff, graduate students, and faculty for informative lectures and interactive programs on topics relevant to the ME. The Speakers Bureau enhances teaching and curriculum development in courses that vary from Middle East Politics to Islam and

Medicine. A list of available resources appears on our newly designed website, and we receive weekly requests from educators for the use of this material. During AY11-13, MEC staff and graduate students visited **15** area high schools, logging in more than **sixty hours** of direct off-site interaction with high school programs that cover ME subjects. We also loaned more than **200** films and teaching materials in response to inquiries from K-16 educators in the tri-state area.

MEC has created special initiatives that include arts and music in our outreach program. We often find that the most popular way to engage people with new cultures is through the arts. In AY10/11 MEC launched the **Artist-in-Residence Program** (AIR) funded principally by the SSRC that brought three renowned artists to campus: Sabine El Chamaa (Art); Samie Kayani (photography); and Maryam Keshavarz (film). In addition, MEC regularly partners with local community organizations, including Al-Bustan Seeds of Culture and Turkish American Friendship Society of United States (TAFSUS) to organize events and workshops for K-12 students and teachers using musical and artistic media. Last year, we organized a workshop with al-Bustan to integrate Arabic language and music into K-12 curricula based on the life and music of Egyptian singer, Umm Kulthum. This workshop served as a pilot program for a larger teacher-training camp offered by al-Bustan this summer. MEC also reaches out to younger audiences through in-class cultural presentations, as well as sponsorship of the successful “**Middle East Day**” held at Penn Museum. In 2013, MEC also organized school visits and a cultural day at Penn Museum for K-12 students on ancient Near Eastern civilizations through the Museum’s “**International Classroom Program.**” Students from the School District of Philadelphia had the opportunity to interact with a world-class archeologist, Halil Demirdelen, Deputy Director of the Anatolian Civilizations Museum (Ankara, Turkey). MEC actively supports citywide events hosted by high schools and community organizations in the area, such as the Model UN and

Global Awareness Day. From AY11-13, MEC sponsored 47 outreach events for K-12 audiences in which 1,558 students and/or teachers participated.

7.A.2. Teacher Training: Professional teacher development for incorporating ME-related subjects forms a vital part of our outreach program. While the depth of MES in local school curricula varies greatly, we focus on presenting historical, social and linguistic context to current events that integrate with courses already in place. We provide a starting point for class discussions on the ME, as well as a sociopolitical context for contemporary issues such as the Arab Spring and the ME refugee crisis. In 2011, MEC organized a Fulbright-Hays Group Abroad Project, entitled “American Issues in Global Context: Turkey in the World,” which took 12 local educators to Turkey for a six-week stay during which they met with Turkish academics, NGO representatives, teachers, and government officials to discuss local and regional issues. In 2011, MEC also hosted Persian *Startalk*, offering professional development workshops to 20 language instructors and familiarizing them with the latest trends in Persian pedagogy. We plan on offering a joint *Startalk* summer institute for Arabic, Persian, and Turkish as proposed by Penn language coordinators.

MEC has forged exemplary partnerships with MSIs such as the Camden County College (CCC) and NGOs like Global Education Motivators for K-12 teacher training in the tri-state area. From AY11-13 we worked with CCC to organize educator training for Philadelphia and South Jersey high school teachers dealing with how to incorporate ME content into the classroom. Our teacher training programs with CCC included themes such as “U.S. Foreign Policy in the Middle East.” Recently, we partnered with the Philadelphia Science Festival and the Franklin Institute, one of the oldest hubs of science instruction in America, to combine STEM outreach and teacher training through a workshop comparing K-12 math education in the

United States and Egypt. All MEC-sponsored teachers' workshops provide participating teachers from Pennsylvania and New Jersey with **professional development credit**

MSI Partners: CCC, CCP, MCCC, Cheney and Lincoln universities, Peirce College
Military: U.S. Army 403rd Civil Affairs Battalion
International Education: Global Philadelphia; Global Education Motivators

K-12 Outreach Partners: Global Leadership Academy, Charter and Public Schools in PA & NJ
STEM: University of the Sciences; Franklin Institute; Science Leadership Academy, Philadelphia Science Festival
Public/Community: Free Library of Philadelphia; School District of Philadelphia

Table 11. Key MEC Community Outreach Partners

7.B. Post-Secondary Outreach: MEC's outreach to post-secondary institutions stands out as a successful model of community partnership. We have co-sponsored symposia, conferences, and lectures over the past three years on **8** college campuses in the area. A special note should be made about MEC outreach programs with Minority Serving Institutions (MSIs) in the greater Philadelphia area. We organized or co-sponsored about **40** events that took place in MSIs including CCC, Community College of Philadelphia (CCP), and the Rosemont College that was attended by **3,200** people. MEC and ARIT organized two major lecture series at CCC in 2012 and 2013 on various aspects of Islamic Arts and Culture. Each series consisted of six talks that put renowned Penn faculty in touch with CCC students, instructors, and the general public. MEC has an enduring partnership with the CCP since 1998. CCP launched its popular study abroad program in Turkey with the help of MEC. The program has been taking ten students and two instructors to Turkey every year since 2007. For the past three years MEC's Associate Director has been teaching a Turkish class as a pre-departure workshop for the participants.

Since 2011 MEC has hosted **132** events geared toward audiences attending a post-secondary institution. These events have drawn almost **10,000** attendees to our campus, library, and museum. MEC-affiliated faculty, graduate students, and staff lectured, presented, and/or served as discussants in **70** of these events that reached over **5,400** people.

MEC's Visiting Scholar Program plays an integral part in enriching scholarship on the

Middle East for faculty at local colleges. In 2014, the School of Engineering and Penn NRCs invited Dr. Ron Eglash, whose research focuses on ethno-mathematics, to campus as the Global Distinguished Lecturer. Currently, MEC hosts seven scholars from regional schools and provides them with borrowing privileges at our library facilities, a service that is much appreciated by local scholars. The assistance provided by MEC to these scholars translates directly to improved and enlightened discussions of the Middle East on their home campuses.

7.C. Outreach to Business, Media, and General Public: MEC strives to be an integral part of Middle East programming across the Philadelphia region. We are constantly innovating our lectures, workshops, and cultural events to target new and different audiences and to raise awareness of the politics and societies of the Middle East. Recently, we offered cultural competency training to 25 mental health professionals on the basics of Islam for Network of Victim Assistance, a nonprofit in Bucks County that provides psychological counseling services to victims of sexual and domestic abuse.

MEC makes every effort to advertise on-campus events to constituencies beyond the Penn community. Our weekly events notices reach **936** recipients through various listservs. MEC's Facebook page allows us to reach broad audiences beyond our regular subscribers. The Center also publicizes its programs by other means, including press releases through the Penn Office of Public Relations and through partnerships with Philadelphia public institutions such as the Free Library of Philadelphia. Along with three other Penn NRCs, MEC joined the Global Philadelphia Association, a web portal designed specifically to promote global educators' events in the area. We redesigned MEC's website to allow students, scholars, and educators easy access to resources, such as lectures, events, internship opportunities, and fellowships, through an organized interphase. In 2012, MEC's website was chosen as the model webpage for other SAS

departments and programs. All these developments reflected positively in our attendance records, particularly our off-campus events. From AY11-13, MEC co-sponsored **103** events held off-campus and attended by **7,411** people. These figures far surpassed those of AY07-09 when 5,000 people attended about 50 off-campus events.

MEC remains a nationally recognized resource for press inquiries into ME affairs. Our faculty responds to those inquiries by appearing on television or radio shows or by contributing to news articles and blogs. We often receive the calls of reporters from the *Philadelphia Inquirer* and *The New York Times*, or radio stations such as Philadelphia's WHYY, regarding current events. Working with the University Communications Office, we put the appropriate Penn expert in touch with journalists. MEC faculty members have appeared on television programs sponsored by VOA, CNN, NBC, and the like, and radio programs such as WHYY, WFMT, and WBEZ, among others. Media remains an effective channel through which our faculty shares its expertise with the general public. In 2012, the Center Director met with approximately fifteen Arab journalists visiting the U.S. on a tour organized by the Department of State to discuss the prospects of democratic government in the Middle East. The interview was subsequently published in Egyptian and Tunisian newspapers. MEC faculty gave over **40** media interviews and **54** public talks from AY11-13, doubling the total number of media engagements this cycle.

8. PROGRAM PLANNING AND BUDGET

8.A. Quality and Relation to the Purpose of NRC Program: MEC proposes four major goals for the next grant cycle [See Section 8.B.]. We aspire to produce a significant cohort of ME specialists; enhance acquisition in ME languages; build capacity in teacher training on Middle East and global education; and fortify partnerships with MSIs. Our planned initiatives in achieving these goals go far to meet the country's demand for ME experts and to expand the

nation’s capacity for teacher training in global education and ME LCTL instruction. Our strong and long-lasting ties to MSIs will enable Penn’s MEC to address **all** NRC priorities on multiple fronts.

	AY14/15	AY15/16	AY16/17	AY17/18	Total	
MES Programs	\$50,117	\$54,080	\$59,056	\$49,547	\$212,799	20%
Administration	\$58,014	\$59,499	\$61,029	\$62,605	\$241,148	23%
Post-Secondary Links	\$39,450	\$45,450	\$43,450	\$46,450	\$175,300	17%
Public Events	\$35,000	\$32,500	\$29,000	\$29,000	\$125,500	12%

Table 12. Breakdown of requested budget for AY14-18

D) MES Programs: To magnify the impact of our programs in meeting NRC goals, MEC will designate **20%** of the budget toward language and area studies instruction.

II) Administration: **23%** of the budget will cover the Center’s administration. It includes 50% of the salaries and benefits for the Associate Director, Program Assistant, and wages for part-time student workers.

III) Post-Secondary: We allot **17%** of the budget for programming events with Penn and Drexel GSEs, MSIs, and community colleges.

IV) Public Events: **12%** of the budget will cover ongoing program expenses (K-12 visits, in-house teacher training, educator library tours, outreach to military or professional communities, and general public events).

NRC Priorities	AY14/15	AY15/16	AY16/17	AY17/18	Total
Absolute Priority: Teacher Training	\$15,250	\$15,250	\$15,250	\$15,250	\$61,000
C.P.P #1: MSI & CC Collaborations	\$20,200	\$20,200	\$20,200	\$20,200	\$80,800
C.P.P #2: Penn & Drexel GSE Programs	\$15,250	\$23,250	\$23,250	\$23,750	\$85,500
					\$227,300*

* 22% of Total Budget Earmarked for NRC Priorities
Table 13. NRC Priorities and Requested Budget for AY14-18

8.B. Goals and Development Plan: Detailed descriptions of MEC goals are as follows:

Goal #1: Amplify MES programs to raise the number of ME experts. MEC will expand its successful B.A. programs through active recruitment of undergraduates. It will attract students by introducing new courses and better coverage of the Middle East. In addition, MEC will

initiate a terminal M.A. program in fall 2016 geared at professionals. The contemporary focus of this degree will increase course offerings and will bolster our capacity to provide highly trained ME specialists. Finally, we will offer new courses with a contemporary focus that appeal to undergraduate audiences.

New Programs to Achieve Goal #1 in AY14-18:

1. Terminal M.A. Program will target professionals (teachers, lawyers, journalists, public servants) seeking specialization in MES to begin in Fall 2016. The new M.A. degree will be administered jointly with the College of Liberal and Professional Studies (LPS), and it will provide advanced language and area studies training for students hoping to serve in business or the public sector. **2. New ME Content Courses** – MEC will propose two new content courses: “The Middle East and South Asia” will stress transnational inquiries and ME connections to other world regions; “Border Conflicts and Middle East International Relations” will consider the history of boundary disputes and ethnic enmities in the ME. **3. Lecture Series** – We propose a new program entitled, “Hinterlands of the Middle East,” focusing on the Caucasus, Central Asia, and Sub-Saharan Africa. These areas are closely connected to the ME with cultural, ethnic, and religious ties, facilitating transnational inquiries for students. **4. In-class speakers** – We will bring scholars invited by our ME faculty to campus to allow them to share their expertise with our students. **5. Undergraduate Pulitzer Reporting Award** – Penn area studies centers will partner with the Pulitzer Center for Crisis Reporting to create a reporting award for Penn students traveling to Africa, the Middle East, or South Asia for volunteer work, internships or study abroad. These students can apply for our new fellowship. Pulitzer journalists will mentor fellowship students while they write pieces on contemporary issues. **6. Undergraduate Essay Contest** – To maintain the high quality of our successful BA program, MEC will expand the

scope of our contest and include two awards—a winner and an honorable mention. **7. Graduate Student Conferences** – To support graduate student education, the MEC will plan conferences on transnational themes such as environmental and borderland history.

8. Annual Internship Workshop – In partnership with the “*Penn in Washington Program*” (PWP), MEC proposes to organize an internship workshop specifically for MES students. Operating under Penn’s Fels Institute for Government, PWP helps undergraduates find internship programs in D.C. as a pathway to public service. These workshops will focus on job and internship recruitment and placement in government, business, and public policy. It will also streamline the efforts provided by other Penn entities for placing our graduates in fields that address areas of national need. **9. Alumni Network Program**—To create business-networking opportunities for MES students, we will launch a professional network by inviting accomplished MES alumni in business and public policy to Penn and by managing an active alumni database.

Goal #2: Sustain and enhance language acquisition of and instruction in ME LCTLs. To maintain the high quality of its language pedagogy and to boost enrollment and proficiency in ME LCTLs, Penn will expand its offerings in intermediate and advanced courses in Persian and Turkish and promote their close relatives, Dari and Azeri. MEC will work with PLC to extend tutoring services to students enrolled in ME language courses to achieve high levels of proficiency in oral and written communication skills. Penn will also host workshops on bilingual education to incorporate the best global practices in bilingual pedagogy.

New Programs to Achieve Goal #2 in AY14-18:

1. To address the *NRC Absolute Priority of Teacher Training*, MEC will organize in-house **Annual Summer Institutes and Year-Long Workshops** to enhance Arabic, Hebrew, Persian, and Turkish language instruction and to increase ME area studies courses. For teacher training in

LCTLs, MEC will plan a day-long summer workshop with the Arabic instructor, Aloush, entitled, “**Teaching Arabic in K-12s and in Community Colleges,**” to familiarize language instructors with the latest instructional techniques and proficiency testing in Arabic. **2.** We will schedule a joint **Startalk Summer Institute** for Arabic, Persian, and Turkish as proposed by the Penn language coordinators to improve the quality of ME language instruction and to share resources with other language instructors in the field. **3.** MEC will introduce several new, specialized language courses to enhance its training of ME specialists. These courses will combine language acquisition with area studies content. We propose three courses tentatively entitled: “**Dari** Through Afghan Media and Newspapers”; “**Azeri** through Historical Texts”; and “Paleographic Traditions of the M. East.” **4.** MEC will support the American Association of Teachers of Persian (AATP) to improve linguistic pedagogy; to foster research collaboration among universities offering Persian; and to develop assessment tools for students and instructors of Persian. **5.** MEC will work with AATTL to organize annual curriculum development workshops for advanced Turkish. MEC’s collaboration with AATP and AATTL are intended to boost the quality of instruction in these LCTLs and to enhance their popularity. **6.** MEC will support the consortium for the Central Eurasian Studies Summer Institute (CESSI) to promote and expand summer language instruction in Central Eurasian LCTLs. **7.** MEC will support peer-tutoring programs offered through PLC to improve the retention rate in intermediate and advanced ME language courses. **8.** To standardize proficiency measures, MEC will support the participation of language instructors in professional development workshops provided by NMELRC and ACTFL. **9.** MEC proposes to launch a **Translation Award** geared at advanced students of ME languages. **10.** MEC will support the Eastern Consortium for Persian and Turkish (ECPT).

Goal #3: Build capacity in Global Education and Teacher Training through new programs and partnerships with GSEs. To address the *NRC Absolute Priority and Competitive*

Preference Priority 2, MEC will work with two new partners at Penn's GSE: the Mid-Career Doctoral Program in Educational Leadership (MCDPEL) and the Teacher Education Program (TEP). In addition, we will work with Drexel University's GSE to expand teacher training in Global Education.

New Programs to Achieve Goal #3 in AY14-18:

1. In response to both the **NRC Absolute Priority and Competitive Preference Priority 2**, MEC will collaborate with Dr. Michael Johaneck and the MCDPEL to launch a **certificate program** at Penn's Graduate School of Education (GSE) to receive specialized ME area-studies and language training. MCDPEL doctoral students have pursued professions as educational consultants to various countries: Kazakhstan, United Arab Emirates, Afghanistan, and Sudan. Participating GSE students will work with the program faculty to incorporate social media; create shared repositories of learning through a database; and implement innovative strategies to fine-tune global educational policies at K-12 schools nationally and internationally. This program's overarching goal will be to train leaders in the field of global education, both at home and abroad, by stressing 21st-century skills such as collaborative learning, language acquisition, and integration of social media. Since MCDPEL works with mid-career educators still on the job, MEC will have a direct pipeline to educators already in the profession through this certificate program. To dovetail with this effort, MEC will launch a course entitled, "Preparing Teachers for 21st-Century Globalized Curricula," which will be cross-listed with SAS and GSE.
2. Through GSE's Teacher Education Program (TEP), we will enable prospective teachers to acquire the specialized skills needed to develop curricula on international topics and to integrate

this globalized training into its existing certificate programs, addressing the *NRC Absolute Priority and Competitive Preference Priority 2*. **3. Bilingualism and Education** – MEC proposes to organize annual teacher training workshops on bilingualism in partnership with the GSE to meet the *NRC Absolute Priority and Competitive Preference Priority 2*. These workshops will stimulate conversations and curricular exchanges between Penn scholars and LCTL instructors in Philadelphia K-12 public, private, and charter schools. This contact will expose LCTL teachers in K-12 schools to the updated bilingual proficiency standards adopted by the American Council of Teaching Foreign Languages (ACTFL) that stress five essential skills in language teaching and acquisition. **4. Annual Library Tour for K-12** – To address the *Absolute Priority on Teacher Training* through our library resources, MEC will organize a library tour every year for educators to familiarize them with Penn's free online resources that can be adopted toward lesson plans. **5.** We will launch a **Library Fellowship** to award one K-12 educator a Penn library card to give full access and borrowing privileges.

Goal #4: Fortify partnerships with Minority Serving Institutions to Expand ME

programming. To involve underprivileged audiences in ME programming, MEC will expand its exemplary outreach to underserved populations. To meet *NRC Competitive Preference Priority 1*, MEC will solidify its ties with existing MSI partners including: CCC, CCP, Cheney and Lincoln universities. Specifically, it will seek to improve ME language and area studies instruction at these institutions. MEC will also assist CCP faculty in developing course modules with international content to be integrated into gateway courses. MEC will add two new partners, MCCC and Peirce College, to expand ties with MSIs in the greater Philadelphia area. The Center will send in-class speakers to these institutions to enhance their area studies coverage and LCTL language instruction. Finally, we will forge new linkages between our local MSIs and those

operating through the Midwest Institute.

New Programs to Achieve Goal #4 in AY14-18:

1. In response to the Absolute Priority, MEC will organize thematic annual **Summer Institutes** for K-12 teachers to help them integrate ME and global issues in their teaching. Previous themes focused on travel, gender, and revolutions. Next year's theme centers on humor.

2. MEC will partner with the **Teacher Education Program (TEP)** at Penn's GSE to develop a certificate program in Global Education for K-12 teachers. **3.** MEC will work with CCC to organize **annual teacher-training workshops** that will help instructors to develop teaching modules with global content. **4.** MEC will launch a **Master Teacher Fellowship** to be awarded annually to a teacher who displays a resounding commitment to global curriculum development. The awardee will be required to make two presentations, to which K-12 educators will be invited, on the international curriculum s/he has developed. **5.** In response to the *NRC Competitive Preference Priority 1*, MEC will organize bi-annual lectures on the culture, history, languages, and politics of the Middle East in partnership with CCC's **Center for Civic Leadership**. **6.** To develop with CCP faculty **short course modules on ME** to be integrated into their gateway or appropriate area studies courses such Global History and World Literatures. **7.** To expand MEC's MSI partnerships with MCCC and the Peirce College by sending **in-class speakers** to their popular area studies and global content courses such as History of the ME and World Religions. **8.** MEC will work with **Cheyney and Lincoln** universities to strengthen their Arabic, Islamic, and International Studies programs by integrating the expertise of Penn language and area studies faculty. **9.** To address the *NRC Absolute Priority* MEC will partner with the **Franklin Institute** for K-12 student and teacher training in STEM subjects. **10.** MEC will financially support the **Midwest Institute for International and Intercultural Education**

(MIIIE) that supports two-year colleges through a range of activities including curriculum workshops, conferences, faculty mentoring, and professional development. This will allow us to reach 39 MSIs that are currently members of MIIIE beyond the Delaware Valley region.

MEC's Established Programs & Ongoing Initiatives for AY14-18

I. Professional School Collaboration -- To expand the content of ME programming at Penn's professional schools, MEC will: 1) Increase ME programming at Penn professional schools MEC will collaborate with Annenberg School of Communications to offer media workshops on various topics such as "Propaganda Campaigns in ME" and "Twitter's Influence on ME Politics." 2) Support Penn initiatives such as the Iraqi Refugee Assistance Project through the law school. 3) Collaborate with the Global Health Study at Penn Nursing and support Wharton's GIP and Middle East and North Africa programs through course development and public lectures.

II. Middle East Film Festivals -- We will schedule our popular ME film festivals, which are linked to courses taught by Penn faculty and which occur in partnership with local organizations.

III. Global Distinguished Lecture Series -- We will organize a "Global Distinguished Lecture Series" to invite renowned figures to speak on timely political and social issues such as torture, poverty, and censorship, covered across the curriculum of Penn NRCs.

IV. Women in the Middle East Series -- Our successful series on gender will explore cross-disciplinary approaches to the study of women and sexuality in the ME and address topics ranging from reproductive politics to education.

V. Audio-Visual Resources and Library -- MEC will update its A/V resources and develop a mini K-12 library of children's books in ME languages and in translation to be housed at the Center.

VI. Library Acquisitions – MEC will support the acquisition of primary sources (diplomatic documents, manuscripts, newspapers) to enrich the ME collection.

VII. Faculty Travel Grants – To sustain professional development, MEC will provide travel for conferences, workshops, training, and meetings.

VIII. Faculty-Sponsored Conferences, Workshops, & Symposia – MEC will support faculty sponsored activities to expand coverage of topical Middle East-related events.

IX. Works-in-Progress Seminars – MEC will organize works-in-progress seminars to stimulate innovative research and to trigger productive intellectual conversations among faculty and graduate students.

X. ME Language Camps for Youth – MEC will support the **summer camps of Al-Bustan and TAFSUS** that offer school-age audiences Arabic and Turkish instruction.

XI. Speakers Bureau & K-12 Outreach – Since music proves a compelling medium for attracting students to ME culture, MEC will continue its **music workshops** for K-12 schools; we will host our annual “**Middle East Day**” at the Penn Museum for K-12 students; and MEC will maintain its popular **Speakers Bureau**, which actively serves K-12 schools in the Philadelphia area and promotes ME-related events and curricular development.

XII. Military Pre-Departure Workshops – We will plan pre-departure workshops for military personnel to be deployed in the ME.

The timeline below highlights some of the key projects based on the goals we have set for AY14-18. We will assess our programs annually and make any adjustments necessary to achieve optimal results in meeting our objectives. With 2 full-time staff, 2 student workers, and a faculty director, and administrative networks at LPS and GSE, MEC is capable of efficiently organizing the proposed activities and achieving the goals by the end of the grant cycle. Overall, these

exciting, new programs will address specific NRC priorities and provide ample opportunities for students to train as area studies specialists, teachers, and professionals.

YEAR 1	Summer 14: Gather baseline data for grant activities and set targets for the grant cycle * Plan Grant Execution: Upon Award notification convene MEC Executive Committee meeting to discuss grant road map, budget, evaluation activities, and reporting
	Fall 14: Begin Programs to Achieve Goals: Strengthen MES programs (In-Class Recruitment, Major Fairs, Internship Workshops); MSI collaborations (send ME experts to CCP, CCC); Launch FLAS competition
	Spring 15: Begin programs w/ Drexel GSE (International Ed. Curriculum); STEM outreach
	Summer 15: Launch teacher training programs w/ TEP (Summer Institute)
	Year-long: Plan for MCDPEL Certificate in Global Ed. w/ Penn GSE; Begin the Evaluation Plan
	Fall 15: Execute Key Initiatives: Commence MDCPEL Certificate Program & LCTL course (Azeri, Dari)
	Spring 16: Offer MEC-GSE Joint Course (21st-Century Globalized Curricula); Organize Bilingualism Workshop w/GSE; STEM outreach; work w/ AATP to develop advanced Persian Curricula
	Summer 16: Continue TEP programs & In-house teacher training (e.g. Arabic for K-14 Instructors)
	Year-long: Plan for Terminal M.A. program w/LPS, Implement the Evaluation Plan; In-house trainings
	Fall 16: Launch Terminal M.A. program
	Spring 17: Organize the ME Empires: Past and Present Conference; STEM outreach (Franklin Institute)
	Summer 17: Teacher Training and K-12 Outreach (e.g. programs w/ World Affairs Council)
	Year-long: Continue outreach activities (e.g. Global Distinguished Lecture, pre-departure workshops for military, K-12 workshops w/ Penn Museum), Execute the Evaluation Plan
	Fall 17: Arrange for External Review of MEC programs & activities
	Spring 18: Evaluate the inaugural year of Terminal M.A. program
	Summer 18: Workshop w/ AATTTL members to develop advanced Turkish curriculum;
	Year-long: Continue strengthening MES (e.g. Media Workshops w/ ASC, lectures w/ Nursing School); Thoroughly review cyclical data from the Eval. plan to compare to baseline data

Table 14. Basic Timeline for MEC Projects

8.C. Cost Effectiveness: MEC uses Title VI funds responsibly, as confirmed in the recent site visit conducted by the DOE in February 2014. Penn recognizes these are public funds to be expended for the common good and to further national needs. The development and execution of the budget depend upon skilled MEC business officers who are familiar with US/ED financial regulations. We have diversified our sources of funding to meet current national needs and priorities. Our budget is designed to achieve our objectives in a fiscally responsible manner for the next cycle. We emphasize careful expenditure of Title VI funds in all our projects. 90% of

	AY14/15		AY15/16		AY16/17		AY17/18		Total	
Goal 1	\$58,600	23%	\$57,600	23%	\$56,100	22%	\$46,100	18%	\$218,400	21%
Goal 2	\$30,317	12%	\$35,280	14%	\$36,756	14%	\$36,247	14%	\$126,599	12%
Goal 3	\$29,000	11%	\$38,000	14%	\$37,000	14%	\$37,500	14%	\$141,500	13%
Goal 4	\$22,700	9%	\$22,700	9%	\$22,700	9%	\$22,700	9%	\$86,000	9%
Total	\$137,617	55%	\$150,580	60%	\$149,566	59%	\$139,547	55%	\$570,299	55%

Table 15. Relation of MEC Goals and Costs

the costs in MEC programs over the past four years have been shared with other Penn entities or local constituencies. Cost-sharing will be expanded in the upcoming cycle to insure that many expenses associated with the proposed programs will be split.

8.D. Long-Term Impact: Through MEC's proposed academic, teacher training, and collaborative activities, we will strengthen our MES undergraduate, graduate, and professional training programs by adding significant numbers to the existing pool of ME experts in the nation. Our already successful language programs will be expanded and fortified with the introduction of new courses and languages—Azeri and Dari. In the next cycle we will, in partnership with LPS, expand MES degree offerings to include a new Terminal M.A. program for AY16 aimed specifically at professionals. Our collaborations with MSIs will make ME resources regionally available and broaden our impact on underserved populations. Finally, our outreach activities targeting the business, media, military, and public sector will raise awareness of the ME and strengthen national security in the long term.

9. IMPACT AND EVALUATION

9.A. Local, Regional, and National Impact: With its diverse population of 1.5 million, Philadelphia serves as an important cultural hub for the mid-Atlantic region. The city of Philadelphia ranks as the 6th largest in the nation, while the metro region is the 5th largest among metropolitan areas of the U.S. With no single ethnicity forming the majority of the population, Philadelphia is a "majority-minority city." Penn is the largest university and employer in the Delaware Valley region with 24,500 students, 6,930 faculty and staff, and 16,400 hospital employees. As the most important economic and cultural institution in the region, Penn provides MEC activities with an influence unmatched anywhere else and allows it to reach a wide cross-section of the region's population. Thus, the Center serves not only the

local Penn community and Delaware Valley area, but also the national and international public.

Using various metrics, Penn's MEC gauges the impact of its activities on local, national and international communities. Growing enrollments in ME courses and the rising number of graduates with MES degrees testify to the impact of our academic programs. Since 2008, Penn witnessed a **25%** increase in the number of students graduating with an MES degree; an **11%** increase in ME content courses; and a **14%** increase in ME language courses. MEC also exerts influence on the range and content of courses. It contributes to the salary of the Persian language instructor and two visiting scholars. Specialized topics such as "Iranian Cinema: Gender, Politics, and Religion (NELC118)" and "Islamic Finance (LAW629)" became available partially through MEC funding. The success of our MMES program has provided many crucial benefits to the nation as our graduates now work in the public service, seek advanced degrees in ME-related fields, and provide ME expertise to the U.S. government.

* Roxana Moussavian, Policy Advisor, National Economic Council at the White House (2011)

* Ryan Fitzpartick, Paralegal Specialist, U.S. Department of Justice, (2012)

* Abigail Denburg, Office of the Undersecretary for Arms Control, U.S. Department of State (2012)

Table 16. Recent MMES Alumni in Public Service

In addition to providing interviews to international news media organizations, MEC faculty provides consultancy services for the public and private sectors in the U.S. and abroad. Ousterhout, for instance, was consultant for the Zeyrek Mosque Project for the World Monuments Fund; Lowry advised the Kuwait Petroleum Corporation on international legal matters. Thus, the Center's impact easily reaches international audiences.

In the local community MEC reaches diverse segments of the population: Public K-12 students and teachers, MSIs, business professionals, government officials, and the U.S. military. **40** MEC-sponsored events took place at MSIs and were attended by more than 3,000 people. Two recent MEC outreach surveys showed that approximately **85%** of 49 respondents expressed

high satisfaction with our teacher training programs and curriculum development efforts. Finally, Penn’s MEC has been the proud recipient of a Certificate of Appreciation from the 403rd Civil Affairs Battalion for training 48 military personnel to be deployed in the Middle East.

	AY07-09	AY11-13	Increase
Total Number of Events	209	235	17%
Total Attendance Figures	13,894	17,401	25%
Teacher Training & K-12 Outreach	39	65	67%
Teachers Trained	720	800	11%
K-12 Students Attendance	1,183	1,558	34%

Table 17. MEC Outreach Impact

9.B. Equal Access and Treatment: Penn provides equal access and treatment for all eligible students and program participants. MEC regularly targets under-represented groups in its activities. Penn’s last three presidents have been women. The gender ratio of MES affiliated faculty is as follows: 66% male; 34% female. Two previous MEC assistant directors have been women and members of ethnic minorities. We have promoted 2 women from our core faculty in this cycle. Finally, **12%** of MES students self-identify as belonging to minority groups. MEC makes every effort to meet and exceed Penn’s stated policy of non-discrimination against any person on the basis of any legally protected class status in its employment practices [See 6.C]. We not only take gender equity seriously, but promote campus-wide consideration of the global scope of such issues through our Women and Islamic Law initiative. Penn facilities are all wheelchair accessible. For individuals with disabilities, as well as the elderly and those who are unable to come to our events, MEC has a range of A/V materials available on its website. Finally, the Working Group on Disability, in which the MEC director participates, insures that issues affecting the disabled remain at the forefront of academic discourse at Penn.

Given the volatile discourse on the modern Middle East, MEC strives to embrace diverse opinions in its programming. Our programs have addressed these myriad perspectives: Arab Christian, Armenian, Azerbaijani, Egyptian, Iranian, Israeli, Iraqi, Jewish, Kurdish, Palestinian,

Shii, Sunni, Syrian, Tunisian, Turkish and the like.

9.C. Evaluation Plan: Rigorous program evaluations will insure the successful implementation and maintenance of MEC programs. Our proposed evaluation plan parallels the programmatic efforts identified in this proposal. To measure the quality and impact of the activities provided through Title VI funding, we plan to employ multiple types of assessment methods, each guided by the program goals [see Section 8.B]. As with the last funding cycle, for each goal, performance measures have been defined and linked specifically to proposed activities. The plan is designed to provide ongoing, formative feedback for use in improving the Center's programs and ability to meet our stated objectives.

MEC evaluations will include both quantitative and qualitative measures. Center staff will track the participation of students, K-16 educators, and community member in outreach programs through a database on attendance records. Any one-time event will be evaluated based on topic, location, presenters, and other pertinent elements. Long-term events will conclude with an online survey. It will be distributed to faculty and graduate students to gather information regarding resources produced, events hosted, and funds leveraged using the Likert Scale to gain a quantifiable number associated with program and implementation success. The evaluation process will rely on both formative and summative analyses of project effectiveness to determine whether goals were implemented as intended and whether decisions regarding programming relied on objective data analysis. Bi-annual reviews of data will facilitate identification of trends. At the end of each project year, a thorough analysis of all evaluative data will be conducted to meet the requirements of the EDGAR § 75.590 pertaining to annual evaluation. MEC will work with an Independent Project Evaluator, Ms. Laura Chisholm, to achieve grant compliance. Ms. Chisholm holds a M.A. in Urban Studies from Temple University with a concentration in

research and evaluation methods and has led corporate, non-profit and education-based evaluation and program analysis efforts. Since 2010, she has served as the Independent Project Evaluator of the Title VI grant funds at Penn.

Regular reviews of data (e.g., attendance records, course assessments, language proficiency records, enrollment numbers, survey results) will facilitate evaluative feedback. The Independent Project Evaluator will hold meetings in November and April of each academic year with the MEC associate director. Information compiled for the Title VI reports will be analyzed and shared at these meetings through a trend report written by the Independent Project Evaluator, which tracks indices and highlights trends over multiple years of data (enrollment, numbers of courses, levels of language, and area studies courses) to generate reports that compare these outcomes with initial baseline data, goals, and targets. These procedures will ensure a thorough evaluation of summative data to document achievement of objectives and changes in programming. The Center director will finalize the bi-annual Title VI report each year.

In summer 2014, the Center will gather baseline data for grant activities and set targets for project years. Upon award notification in fall 2014, the MEC Executive Committee will meet to discuss grant evaluation, budget, and reporting. MEC Director (Kashani-Sabet) and Executive Committee members (Cobb, Elias, Lustick, and Troutt Powell) will use the insights from the assessments and baseline data to guide the Center strategically toward grant compliance and successful implementation of programs. MEC Associate Director Darakçioğlu will put the evaluation plan in place working with the Independent Project Evaluator, Laura Chisholm. To insure the overall success of this IFLE grant program, the Center will monitor accomplishments in relation to these GPRA measures: 1) Number of intermediate or advanced level priority or LCTL languages offered; 2) Number of certificate, minor, or major degree programs in the

priority languages, area studies, or international studies. Our evaluation plan is already aligned with the GPRA measures shown below. [Also see Appendix C]

	Data Source
1. Percentage of priority languages taught at Penn as defined by the Secretary of Education	Penn's International Research Query Database (IRQDB) course figures & departmental records will be used to complete MEC's IRIS reports.
2. Percentage of intermediate or advanced level ME language/content courses taught during the course of the grant (long-term measure).	Same as above
3. Percentage increase in the number of intermediate or advanced level ME language/content courses taught during the course of the grant (long-term measure).	Same as above
4. Percentage increase in the number of certificate, minor, or major degree programs in ME LCTLs, area studies, or international studies during the course of the 4-year grant period.	MEC plans to launch 2 certificate programs and a Terminal MA program. LPS & GSE records. Progress will be entered in IRIS.
5. Percentage of ME LCTLs taught at Penn during the grant period	Penn's International Research Query Database (IRQDB) course figures & departmental records will be used to complete MEC's IRIS reports.
Efficiency: The Center's total cost in increasing the number of intermediate or advanced level language courses in ME classes during the grant period.	Penn's Financial Offices and MEC internal budgets to be used as data indicators.

Table 18. Data Sources for GPRA Measures

During each cycle MEC invites external evaluators to review our programs. In 2013, the College Office invited three colleagues to evaluate our Center: M. Şükrü Hanioglu (Princeton University), Toby Jones (Rutgers University), and Anne Norton (Penn Poli. Sci.). Their reports proved invaluable to us in writing this proposal as our projected activities correspond to their suggestions for maintaining and improving the high quality of our services.

9.D. Contribution to an Improved Supply of Specialists: Students trained through Penn's MES program have moved on to serve the field and the nation with distinction as ME experts. **21** Ph.D.s and 14 M.A.s graduated with ME concentration in AY10-13. Approximately **65%** of MA students—9 out of 14—continued their academic careers in a Middle East Ph.D. program. **20%** of our Ph.D.s have secured tenure-track positions at major universities such as the Univ. of Chicago, Univ. of Kansas, and SUNY-- Buffalo. **31%** have landed academic jobs in the form of

either a non-tenure track teaching position or post-doctoral fellowship. These numbers are commendable in light of the downturn in the national academic job market.

9.E. National Needs: The Center's activities directly address areas of national need through their focus on the modern Middle East and its priority languages. Our outreach activities have expanded the breadth of regional coverage to include Central and South Asia, in addition to North Africa, Sub-Saharan Africa, and the Middle East.

MEC meticulously gathers data to track the placement records of MES alumni and conducts internal reviews to gauge the efficacy of our programs. The Center collects MES student placement information from respective departments/schools, Penn's career services center, and the Alumni Office for the IRIS report. We recently surveyed students who obtained a degree in MES between 2005 and 2013. Of the **92%** who are employed, a majority serves in fields that address national needs; **29%** work in higher education; **17%** in non-profits; **10%** in federal, state or local government; and **3%** in K-12 education. **49%** of our alumni are employed by the private sector. Of the 78 respondents **69%** found employment in a ME-related field; **96%** felt that they were well prepared for their positions with regard to cultural understanding and general knowledge about the ME; **84%** felt they were suitably prepared in language proficiency.

9.F. FLAS–National Needs: To address national needs, MEC has awarded 100% of its FLAS fellowships to students for the study of 4 ME LCTLs: Arabic, Hebrew, Persian, and Turkish. The job placement of our recent graduates confirms the salience of FLAS awards for their public service careers.

* Kevin Beckoff, Investment Funds Paralegal, Akin Gump Strauss Haure & Feld (2010, Hebrew)

* Edward McNelis, Paraprofessional at Reed Smith LLP, U.S. Navy Reserve (2011, Arabic)

* Robert Cooper, National Security Fellow, Clerk at U.S. Court of Federal Claims (2011, Persian)

* Deelan Ayhan, Global Health Intern, Cornell Medical College (2011, Turkish)

* Kathleen Norland, Rule of Law Fellow, Human Rights First (2012, Arabic)

Table 19. Exemplary MEC FLAS Recipients Placement

10. FLAS AWARDEE SELECTION PROCEDURE

10.A. Advertisement: We advertise FLAS fellowships throughout the University in order to solicit applications from a diverse student body. In January, the Center publicizes summer and year-long FLAS fellowships to the heads of departments and schools, with the cooperation of the Dean's office. In late January, we also convene an information session for applicants to review FLAS requirements and procedures. At the same time, we circulate the announcements to undergraduate and graduate students through departmental coordinators. Program materials are available at Student Orientations, Open Houses, and Priority Registration events, and Penn's Offices of Admissions and Financial Aid refer students that may qualify. While continuing to post hard-copy flyers throughout campus, we have expanded online publicity efforts for FLAS fellowships to reach out to more current and prospective students. FLAS fellowships are advertised on Penn's School of Arts & Sciences webpage, MEC website, Facebook and Twitter pages. As it is crucial to recruit students in intermediate or higher levels of languages, we advertise for FLAS in Arabic, Hebrew, Persian, and Turkish classes. Finally, the University's application for graduate school admission also provides the option of applying for a FLAS.

The FLAS applications are due in the first week of March. Working with SAS computing, Penn NRCs collect FLAS applications through its streamlined online program, "Interfolio." This change has provided the committee with easy online access to applications anytime and anywhere, expediting the review process. The FLAS committee, which is comprised of 4 MEC core faculty members, receives a copy of all applications and convenes a meeting in late March or early April to select awardees.

10.B. Application: To apply for an academic year FLAS fellowship, each applicant is required to submit an application with the following information: relevant course history; a curriculum

vitae; a 750-word personal statement, which demonstrates the student's curricular and research plans and a rationale for language choice; a transcript; and two recommendation letters, one of which specifically addresses language competence. For a summer FLAS, the requirements are the same as those for an academic year FLAS.

10.C. Selection Criteria: A FLAS application form, which includes demographic information and educational goals, will be distributed as part of the information packet described in the recruitment plan and will be available on the FLAS website. Award recipients must meet citizenship requirements and academic criteria. The Center will not refuse participation in the program based on gender, race, national origin, disability or age in accordance with the U.S. Department of Education's GEPA guidelines. The FLAS Committee Chair will evaluate the success of the selection process based on the number and diversity of eligible participants and how accurately that process reflects the ethnic composition of the general Penn population. To comply with *FLAS Competitive Preference Priority 1* students must fill out the Free Application for Federal Student Aid (FAFSA) form, in order to determine their financial need, and to supply transcripts. The committee will rank applications based on academic merit as well as financial need. MEC will work with Penn's Student Financial Services to obtain this information. Award selection will proceed in accordance with FLAS priorities. Graduate applicants who prefer that the MEC FLAS committee take their financial situation into consideration will also have to submit a FAFSA application. MEC will consult with the Graduate School to obtain this information and share it with the FLAS committee to determine final rankings. To address *FLAS Competitive Preference Priority 1*, MEC FLAS committee will give preference in its rankings to undergraduate students who demonstrate financial need as determined under part F of Title IV of the HEA. A participant selection process and rubric will guide staff in identifying and selecting

FLAS fellows. Criteria include: 1) Academic performance 2) Faculty recommendations; and 3) FAFSA demonstration of financial need. Additional consideration for selection includes the availability of a slot in the appropriate language or country. To meet *FLAS Competitive Preference Priority 2*, we will make FLAS awards for students of Arabic, Hebrew, Persian, Turkish and add Tajik -- all among the 78 priority LCTLs announced by the DOE. If a strong case can be made for the study of other ME LCTLs such as Kurdish the FLAS committee will take the request into consideration.

On average, the MEC receives **55** FLAS applications per year. Between AY10/11 and AY13/14, MEC awarded **72** summer and year-long FLAS fellowships. 70 fellowships were awarded to students at the intermediate level or above. The number of applications for both year-long and summer FLAS has steadily increased in the past three years, with a slight dip in AY12-13, resulting from a diminished number of safe study abroad sites in ME. This downward trend is reversed in AY13/14, and we expect FLAS applications to rise in the years ahead. To meet the high demand from students, particularly those in the MMES program whose participants have quadrupled since 2007, and to train specialists for national security, it is imperative that we *increase* the total number of FLAS fellowships in the next cycle. Given that we have proposed several new initiatives with professional schools (LPS and Penn & Drexel GSEs), we anticipate that there will be an increased demand for graduate FLAS awards. **For AY14-18**, we therefore request a total of **18 FLAS** fellowships each year: **11 AY** fellowships (7 graduates and 4 undergraduates) and **7 Summer** FLAS fellowships.

11. COMPETITIVE PREFERENCE PRIORITIES

Our proposed activities will directly address areas of national need and *all NRC Absolute and Competitive Priorities* in specific ways. Two new certificate programs with Penn's GSE, as

well as an innovative collaboration with *Drexel University's GSE*, to train teachers with ME specialization will comply with the **NRC Absolute Priority** and **NRC Competitive Preference Priority 1**. MEC's plans to expand its exemplary networks with *MSIs and Community Colleges* (CCP, Cheyney and Lincoln Universities, Peirce College, MCCC, and CCC) in designing internationalized curricula will involve underserved populations in targeted ME activities. In the last cycle we awarded **100%** of FLAS fellowships to students who study Arabic, Hebrew, Persian, and Turkish -- all among the DOE's 78 priority languages. To satisfy **FLAS Competitive Preference Priorities 1 & 2**, MEC will revise its FLAS selection criteria to give consideration to financial need and add Kurdish and Tajik to its FLAS competition for AY14-18. Finally, to address the **Invitational Priority**, MEC will explore linkages with the National University of Singapore to forge connections between Southeast Asia and the Middle East.

	Key Activities	Priorities
Goal 1: Amplify MES Programs	~ Student Recruitment (open houses, major fairs, info sessions) ~ Work with Student Financial Services to administer FLAS awards ~ Launch a Terminal MA Program through LPS	FLAS CPP1
	~ Review MES curricula and improve quality/quantity of courses ~ Boost popularity of MES through various awards and colloquia ~ Expand geographic coverage of ME classes through new courses ~ Internships, Offer Pulitzer journalism Award	FLAS CPP2
Goal 2: Sustain and Enhance ME LCTL language acquisition	~ Increase ME language training through Terminal MA program ~ Schedule bilingualism workshops & translation contests ~ Peer tutoring through PLC and LCTL lecturer training/retention ~ Support ME faculty presentations at language conferences ~ Collaborations with ACTFL, NMELRC, ECPT & Startalk	FLAS CPP2 & NRC AP
	~ Hire additional instructors and add a variety of advanced courses ~ Offer new language instruction in Azeri & Dari	FLAS CPP2
Goal 3: Build Capacity in Global Education and Teacher Training	~ ME certification for Penn GSE's Mid-doctoral program ~ Support joint course between GSE & SAS on globalized curricula ~ Organize workshops that culminate in summer institutes w/ TEP ~ Enrich areas studies content of courses at Drexel's GSE	NRC AP & NRC CPP2
	~ Support Arabic instruction at K-12s (ongoing MEC programs) ~ Enhance MEC's K-12 library & Upgrade audio-visual resources ~ K-12 Library tours & Library Fellowship	NRC AP
Goal 4: Fortify Ties to MSIs & CCs	~ Fund ME cultural events at Cheyney Univ. ~ Penn instructors to support Arabic/Islamic Studies at Lincoln Univ. ~ Develop teaching modules with CCP, Peirce and MCCC College	NRC CPP1 NRC AP

Table 20. Abridged MEC Goals and NRC/FLAS Priorities

Appendix A: Course List

A=Spring, B=Summer, C=Fall

Course #	Course Title	Cross Lists	Instructor	C.U.s	AY12/13		AY13/14		AY14/15	% ME Content
					Enrollment	Terms	Enrollment	Terms		
AFRC 420/620	Law in Africa	SOCI 460/660	Fetni	1	23	A	17	A	Y	25% †
AFST 169	The Darfur Conflict		Ali-Dinar	1	-	B	-	-	N	25% †
AFST 225	African Language & Culture	AFRC 225	Mbeje	1	40	A	45	A	Y	25% †
AFST 240/540	Elementary Amharic I	AFRC240/540	Hailu	1	3	C	1	C	Y	50% †
		NELC 481								
AFST 241/541	Elementary Amharic II	AFRC 241/541	Hailu	1	3	A	2	A	Y	50% †
		NELC 482								
AFST 242/543	Intermediate Amharic I	AFRC 242/543	Hailu	1	2	C	2	C	Y	50% †
		NELC 483								
AFST 243/544	Intermediate Amharic II	AFRC 243/544	Hailu	1	1	A	1	A	Y	50% †
		NELC 484								
AFST 509	Arabic: Reading Historical Manuscripts	ARAB 534	Ali-Dinar	1	-	A	2	A	Y	100%
ANEL 440/640	1st Year Akkadian I		Zsohay	1	4	C, A	-	-	N	100%
			Novotny	1	-	-	4	C	Y	100%
			Novotny	1	-	-	4	A	Y	100%
			Tinney	1	5	C	-	C	Y	100%
ANEL 441/641	1st Year Akkadian II	AFST 460	Silverman	1	6	C	14	C, A	Y	100%
ANEL 446	Beginning Sumerian	AFST 461	Silverman	1	3	C	-	-	Y	100%
ANEL 460	Middle Egyptian		Frame	1	3	C	-	-	Y	100%
ANEL 461	Middle Egyptian Texts		Frame	1	3	A	-	-	Y	100%
ANEL 540	Akkadian Literary Texts		Frame	1	3	A	5	A	Y	100%
ANEL 541	Akkadian Historical Texts		Frame	1	-	-	3	A	Y	100%
ANEL 542	Akkadian Letters		Tinney	1	-	-	3	A	Y	100%
ANEL 546	Intermediate Sumerian		Silverman	1	6	A	-	-	Y	100%
ANEL 560	Late Egyptian		Tinney	1	-	-	4	C	Y	100%
ANEL 646	Sumerian Religious and Magical Texts		Tinney	1	1	C	-	-	Y	100%
ANEL 747	Sumerian Daily Texts		Tinney	1	-	A	-	-	Y	100%
ANEL 748	Sumerian Seminar		Tinney	1	-	A	-	-	Y	100%
ANTH 001	Intro to Archaeology	HIST 012	Dibble	1	109	C	-	-	Y	25% *
ANTH 012	Globalization and Its Historical	SOCI 012	Guillen/Spooner	1	76	C	95	C	Y	25% *
	Significance									
ANTH 055	Cultural Heritage, Politics, and War in the Middle East	NELC 033	Al Kuntar	1	-	-	13	A	N	100%
ANTH 100	Islam & Identity in Modern Asia	NELC 281/681	Spooner	1	38	A	25	A	Y	100%
	Afghanistan, Iran, Pakistan	SAST 161								
ANTH 155	Globalization: Causes & Effects	NELC 486	Spooner	1	12	C	12	C	Y	25% *
ANTH 431	The Archaeology of Ancient Economies	NELC 585	Al Kuntar	1	7	A	-	-	N	100%
ANTH 541	Cultural Heritage and Near Eastern Archaeology		Al Kuntar	1	1	A	-	-	N	100%

KEY: *-ME Case Study, †=N. Africa Content, #=Islamic Studies, A=Eurasian Content, I=ME History Component, □=Title VI funded

Appendix A: Course List

A=Spring, B=Summer, C=Fall

Course #	Course Title	Cross Lists	Instructor	C.U.s	AY12/13		AY13/14		AY14/15 % ME Content
					Enrollment	Terms	Enrollment	Terms	
ANTH 643	MLA Proseminar: Globalization and Its Historical Significance		Spooner	1	-	-	15	C	N 25% *
ANTH 715	Globalization Seminar		Spooner	1	3	A	-	-	N 25% *
ARAB 031/631	Elementary Arabic I		Aloush	1	15	C	14	C	Y 100%
			Rushdie	1	12	C	11	C	Y 100%
			Shishani	1	15	C	14	C	Y 100%
			Sryfi	1	16	C	13	C	Y 100%
ARAB 032/632	Elementary Arabic II		Aloush	1	10	A	5	A	Y 100%
			Rushdie	1	12	A	15	A	Y 100%
			Shishani	1	15	A	12	A	Y 100%
			Sryfi	1	11	A	12	A	Y 100%
ARAB 033/633	Intermediate Arabic III		Aloush	1	23	C	12	A	Y 100%
			Rushdie	1	9	C	-	-	N 100%
			Shishani	1	-	-	22	C	Y 100%
			Sryfi	1	-	-	21	C	Y 100%
ARAB 034/634	Intermediate Arabic IV		Aloush	1	18	A	-	-	N 100%
			Rushdie	1	10	A	-	-	N 100%
			Shishani	1	-	-	13	A	Y 100%
			Sryfi	1	-	-	22	A	Y 100%
ARAB 035/635	Advanced Intermediate Arabic I		Aloush	1	-	-	14	C	Y 100%
			Shishani	1	11	C	-	-	N 100%
			Aloush	1	-	-	11	A	Y 100%
ARAB 036/636	Advanced Intermediate Arabic II		Shishani	1	6	A	-	-	N 100%
			Rushdie	1	-	-	6	C	Y 100%
			Sryfi	1	8	C	-	-	N 100%
ARAB 037/637	Advanced Arabic & Syntax I		Sryfi	1	7	A	-	-	Y 100%
ARAB 038/638	Advanced Arabic & Syntax II		Shishani	1	11	C	7	C	Y 100%
ARAB 039/639	Colloquial Arabic: Levantine Dialect		Sayed	1	8	C	13	C	Y 100%
ARAB 041	Beginning Arabic I		Sayed	1	4	A	6	A	Y 100%
ARAB 042	Beginning Arabic II		Sayed	1	-	-	-	-	Y 100%
ARAB 043	Continuing Arabic III		Rushdie	1	6	B	-	-	Y 100%
ARAB 133	Intensive Intermediate Arabic I & II		Aloush	1	2	B	-	-	Y 100%
ARAB 135	Intensive Advanced Arabic I & II		Alghazzi	1	11	C,A	11	C,A	Y 100%
ARAB 180	Arabic in Residence		Sryfi	1	3	A	-	-	Y 100%
ARAB 331/531	Advanced Spoken Standard Arabic		Aloush	1	4	C	8	C	Y 100%
ARAB 433	Arabic Readings in Social Science		Rushdie	1	-	-	7	A	Y 100%
ARAB 436	Intro to Classical Arabic Texts		Lowry	1	8	C	8	C	Y 100%

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Course #	Course Title	Cross Lists	Instructor	C.U.S.	AY12/13		AY13/14		AY14/15	
					Enrollment	Terms	Enrollment	Terms	Enrollment	% ME Content
ARAB 548	Sudanese Arabic I	AFST 548	All-Dinar	1	3	C	-	C	Y	100%
ARAB 549	Sudanese Arabic II	AFST 559	All-Dinar	1	2	A	-	-	Y	100%
ARAB 731	Topics in Islamic Studies		Lowry	1	4	A	8	A	Y	100%
ARAB 733	Arabic Texts and Islamic History		Cobb	1	2	A	2	A	Y	100%
ARTH 118	Wonders of the Ancient World	HIST 110	Judas	1	-	-	7	C	Y	50%*
ARTH 235/635	Intro to Visual Culture of Islamic World	AAMW 635	Holod	1	-	-	17	A	Y	100%
ARTH 222	The Art of Ancient Iran		Perratore	1	30	A	-	-	N	
ARTH 224/624	The Art of Mesopotamia	AAMW 424	Pittman	1	-	-	18	A	Y	100%
ARTH 233/633	Eastern Medieval Architecture		Pittman	1	18	C	-	-	Y	100%
ARTH 335	Topics in Islamic Art		Ousterhout	1	-	-	19	C	Y	50%*
ARTH 425	Achaemenids and Hellenistic Aftermath	AAMW 425	Holod	1	-	-	3	C	Y	100%
ARTH 519	Art of Andalusia: Experience and Memory in the Mosque of Cordoba	AAMW 519	Ristvet	1	-	-	10	C	Y	100%
ARTH 524	Silk Road and Empires: Afghanistan and Beyond		Perratore	1	3	C	-	-	N	25% †
ARTH 537	Topics in Art of Iran	AAMW 537	Wu	1	3	A	-	-	N	25%
ARTH 723	Topics in the Art of the ancient Near East: Assyrian Relief		Holod	1	-	-	10	A	Y	100%
ARTH 724	Seminar in Ancient Near Eastern Art		Pittman	1	-	-	8	C	Y	100%
ARTH 732	Topics in Byzantine Art & Architecture		Ousterhout	1	8	A	4	A	Y	100%
ARTH 737	Topics in Islamic Architecture		Holod	1	-	-	6	C	Y	100%
COML 125	Narrative Across Cultures	NELC 180	Ben-Amos	1	18	A	9	A	Y	50% #
COML 202	Hebrew Poetry Middle Ages: Pride, Resistance, and Memory		Loomba	1	-	-	17	C	Y	50% #
COMM 402	The Arab Uprisings: Local and Global Representations		Alfonso	1	3	A	-	-	N	25% †
COMM 703	International Communication: Power & Flow		Hollender	1	9	C	-	-	N	100%
COMM 853	Internet, State Power, and Free Expression: Media Pol Evol in Global Context	LAW 914	Wenger	1	11	C	-	-	Y	25%*
CLST 111	Intro to Mediterranean Archaeology	ARTH 205	Kraidy	1	9	C	-	-	N	25%*
CLST 123	Great Discovery Archaeology	ANTH 127	Rose	1	31	C	-	-	Y	50%*
CLST 526	Materials and Methods in Mediterranean Archaeology	AAMW 526	Tartaron	1	25	A	-	-	Y	50%*
		ARTH 526	Rose	1	-	-	5	C	Y	25%*
			Tartaron	1	4	C	-	-	Y	

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Course #	Course Title	Cross Lists	Instructor	C.U.s	AY12/13		AY13/14		AY14/15 % ME Content
					Enrollment	Terms	Enrollment	Terms	
CLST 710	Gordon, Royal City of Midas	AAMW710-ANTH 708-ARTH 709	Rose	1	12	A	-	-	N 100%
GRMN 262	Women in Jewish Literature	GSWS 162-JWST 102-NELC 154	Hellerstein	1	-	-	9	C	Y 50% f*
GRMN 542	The Harem as a Space of Exoticism and Cultural Transfer	COML.542	Dayioglu-Yuceel	1	2	A	-	-	N 100%
FOLK 531	Prose Narrative: Folktales	NELC584	Ben-Amos	1	5	C	-	-	Y 50% #
HEBR 051/651	Elementary Modern Hebrew I		Benatov	1	30	C, A	25	C, A	Y 100%
HEBR 052/652	Elementary Modern Hebrew II		Benatov	1	23	C, A	22	C, A	Y 100%
HEBR 053/653	Intermediate Modern Hebrew III		Miari	1	32	C, A	26	C, A	Y 100%
HEBR 054/654	Intermediate Modern Hebrew IV		Engel	1	18	C, A	20	C, A	Y 100%
HEBR 059/552	Conversation & Writing		Miari	1	18	C, A	23	C, A	Y 100%
HEBR 151/451	Elementary Biblical Hebrew I		Engel	1	7	C, A	10	C, A	Y 100%
HEBR 152/452	Elementary Biblical Hebrew II		Carasik	1	3	C	4	C	Y 100%
HEBR 153/453	Intermediate Biblical Hebrew I: Introduction to Biblical Hebrew Prose	JWST 172/472	Carasik	1	2	A	2	A	Y 100%
HEBR 154/454	Intermediate Biblical Hebrew II	JWST 173/473	Carasik	1	3	C	2	C	Y 100%
HEBR 257/557	Rabbinic Narrative	JWST 174/474	Carasik	1	-	-	1	A	Y 100%
HEBR 257	The Akedah Midrash	JWST 257	Stem	1	6	C	-	-	Y 100%
HEBR 257	The Akedah Midrash	RELS 226	Stem	1	-	C	-	C	Y 100%
HEBR 258/558	Passover Haggada	RELS 226	Stem	1	-	C	-	C	Y 100%
HEBR 258/558	Passover Haggada	FOLK 258-JWST 258-RELS 228	Stem	1	-	-	-	A	N 100%
HEBR 259/559	Intro to Modern Hebrew Literature: the First Israelis: Amichai, Oz, Et Al.		Gold	1	13	C	-	-	N 100%
HEBR 259/559	Intro to Modern Hebrew Literature: Israeli Short Story		Gold	1	-	-	8	C	N 100%
HEBR 359/659	Seminar in Modern Hebrew Literature: Literature & Identity	CINE 359-COLL 227-COML 359-JWST 359/556	Gold/Moshkin	1	-	-	10	A	N 100%
HEBR 359	Seminar in Modern Hebrew Literature: Giants of Hebrew Literature		Gold/Yahlon	1	12	A	-	-	N 100%
HEBR 583	Scripture Pre-Modern Jewish Culture	COML 527-JWST 523-RELS 523	Fishman	1	-	-	-	A	Y 100%

KEY: *=ME Case Study, f=N. Africa Content, #=Islamic Studies, A=Eurasian Content, l=ME History Component, □=Title VI funded

Appendix A: Course List

A=Spring, B=Summer, C=Fall

Course #	Course Title	Cross Lists	Instructor	C.U.s	AY12/13		AY13/14		AY14/15	% ME Content
					Enrollment	Terms	Enrollment	Terms		
HIST 075	African History Before 1800	AFST 075 AFRC 075	Babou	1	51	A	-	-	Y	25% †
HIST 076	Africa Since 1800	AFST 076 AFRC 076	Cassanelli	1	115	C	104	C	Y	25% †
HIST 081	History of the Middle East Since 1800	NELC 031	Kashani-Sabet Trout Powell	1	-	C	57	C	Y	100%
HIST 139	Jews & Judaism in Antiquity		Trout Powell	1	61	C	-	-	N	100%
HIST 140	Medieval & Early Modern Jewry	JWST 157-NELC 052-RELS 121	Dohman Fishman	1	-	-	16	A	N	100%
HIST 141	Jews in the Modern World		Fishman	1	-	-	14	C	Y	100%
HIST 188	Mass Movements & Contemporary Politics in Mid-East & N Africa	NELC 188 SOCL 231	Wenger Kashani-Sabet	1	29	A	-	-	N	25% †
HIST 202	Major Seminar: Europe Post-1800: The First World War		Kashani-Sabet	1	21	C	-	-	N	100%
HIST 206	Globalization: The First Wave		Richards	1	-	-	10	C	N	25% †
HIST 206	Major Seminar: World After 1800: Mid-East Popular Culture	NELC 206	Ogle Kashani-Sabet	1	10	C	-	-	Y	25% †
HIST 232	World History: Africa & Mid-East	NECL 282	Kashani-Sabet	1	16	C	-	-	Y	100%
HIST 232	World History: Africa & Mid-East		Kashani-Sabet	1	13	A	-	-	N	100%
HIST 232	World History: Africa & Mid-East		Kashani-Sabet	1	-	-	12	C	N	100%
HIST 232	World History: Africa & Mid-East		Kashani-Sabet	1	-	-	16	A	Y	100%
HIST 232	Major Seminar: World After 1800: Religion & Colonial Rule in Africa	AFST 232 AFRC 233	Babou	1	6	C	-	-	Y	25% †
HIST 233	History and Colonial Modernity: South Asia, Africa and Middle East		Chaudry	1	-	-	8	A	N	25% †
HIST 275	Islam & Society in Africa	AFRC 274	Babou	1	17	C	-	-	Y	50% †
HIST 371	Africa & the Middle East	AFR 372-AFST 373-NELC 334	Young	1	-	-	14	A	Y	100%
HIST 425	World War I		Holquist	1	36	C	-	-	N	25% †
HIST 640	Topics in M. East History: Consumer Culture M. East & N. Africa	NELC 686	Kashani-Sabet	1	14	C	-	-	N	100%
HIST 650	Topics in African History: History of Foreign Aid in Africa		Cassanelli	1	-	-	2	A	Y	25% †
HIST 670	Transregional History		Ogle	1	-	-	8	A	N	25% †
HIST 740	Research Seminar in Middle East: Slavery M. East & Africa	AFRC 740-GSWS 740-NELC 782	Trout Powell	1	9	A	-	-	N	100%

KEY: * =M/E Case Study, † =N. Africa Content, # =Islamic Studies, Δ =Eurasian Content, † =M/E History Component, C = Title VI funded

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A=Spring, B=Summer, C=Fall

Course #	Course Title	Cross Lists	Instructor	C.U.s	AY12/13		AY13/14		AY14/15	% ME Content
					Enrollment	Terms	Enrollment	Terms		
INTR 290	Afghanistan and the U.S. War of Necessity	HIST 412 SAST 292	Cavanna	1	-	B	9	A	N	100%
INTR 290	Arab Spring and the American Foreign Policy		Viden	1	14	A	12	A	N	100%
JWST 231	Studies in Ladino		Braverman	1	1	C	4	C	Y	100%
JWST 232	Studies in Ladino II		Braverman	1	-	A	-	A	Y	100%
LAW 534	Jewish Law: The Rabbinic Idea of Law		Saiman	2	6	C	8	C	N	100%
LAW 547	Bok Course: Legal Aspects of Israeli-Palestinian Conflict		Zilbershats	2	-	-	17	C	N	100%
LAW 629	Islamic Finance	NELC 639	McMillen	2	15	A	17	A	Y	100%
LAW 932	Terrorism and International Law		Jinks	3	12	C	-	-	N	25% *
MGMT 656	Global Immersion Program: Israel & Turkey		Tschogel	1	26	C	35	C	Y	100%
MGMT 893	Necessity and Experimentation: Lessons from Israeli Innovation		Hsu/Sannutt	0.5	28	A	40	A	N	100%
NELC 020	Turkey: Past & Present	ANTH 020	Dissard	1	10	A	-	-	N	100%
NELC 008	in the Arabic Intellectual Tradition	COML 008	Rittenberg	1	9	C, A	-	-	N	100%
NELC 036	Mideast Thru Many Lenses	CINE 036	Sharkey	1	-	-	15	C	Y	100%
NELC 045	Ancient Iraq		Timney	1	9	C	-	C	Y	100%
NELC 046	Myths & Religion in Ancient World	ANCH 046 RELS 014	Frame	1	45	A	-	A	Y	100%
NELC 054	Magic in Hebrew Bible		Cranz	1	-	-	5	A	Y	100%
NELC 061/463	Literature Legacy of Ancient Egypt		Houser Wegner	1	7	C	-	-	N	100%
NELC 062	Land of the Pharaohs	AFST 062	Wegner	1	-	-	65	A	Y	100%
NELC 068/668	Art & Architecture of Ancient Egypt		Silverman	1	-	-	7	C	Y	100%
NELC 101	Intro to the Ancient Near East	ANCH 025	Frame	1	47	C	-	-	Y	100%
		HIST 024								
		HIST 023	Cobb	1	29	A	26	A	Y	100%
NELC 102	Intro to the Middle East	ANTH 121	Zettler	1	-	-	45	A	Y	100%
NELC 103	Origins and Culture of Cities	URBS 121								
NELC 114/614	Intro to Persian Literature	CINE 118-COML 120-GSWS 118	Atwood	1	19	A	-	-	N	100%
NELC 118	Iranian Cinema: Gender, Politics, Religion		Entezari	1	-	-	26	A	Y	100% □
NELC 119	Middle Eastern Cinema	CINE 119 COML 129	Atwood	1	32	C	-	-	N	100%
NELC 130	Intro to Qur'an	RELS 140	Lowry	1	27	C	-	-	Y	100%
NELC 134	Getting Crusaded		Cobb	1	-	-	27	C	Y	100%

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Course #	Course Title	Cross Lists	Instructor	C.U.s	AY12/13		AY13/14		AY14/15	% ME Content
					Enrollment	Terms	Enrollment	Terms		
NELC 150/450	Intro to Bible	JWST 150	Cranz Leuchter	1	-	-	54	-	Y	100%
NELC 155	Archeology and the Bible	ANTH 124-JWST 124-RELS 024 COML 057-JWST 151-RELS 027	Bloch-Smith Stern	1	103	C	-	-	N	100%
NELC 156/456	Great Books of Judaism	COML 057-JWST 151-RELS 027	Stern	1	12	A	-	-	N	100%
NELC 159	Modern Hebrew Literature & Cultural Translation: Israeli Literary Auto/Biographies	CINE 159-COML 282-ENGL 079- JWST 102	Gold	1	14	C	-	-	Y	100%
	Modern Hebrew Literature & Cultural Translation: Fantasy Dream and Madness in Israeli Literature and Film	CINE 159-COML 282-ENGL 079- JWST 102	Gold	1	30	C	-	-	N	100%
	Modern Hebrew Literature & Cultural Translation: the Representation of the City	CINE 159-COML 282-ENGL 079- JWST 102	Gold	1	28	A	-	-	N	100%
	Modern Hebrew Literature & Cultural Translation: First Israeli Writers	CINE 159-COML 282-ENGL 079- JWST 102	Gold	1	-	-	30	A	N	100%
NELC 166/468	Religion in Ancient Egypt	RELS 114	Silverman	1	14	C	-	-	Y	100%
NELC 168	Women in Ancient Egypt	COML 101	Houser Wegner	1	-	-	13	A	Y	100%
NELC 181	Intro to Folklore	FOLK 101	Ben-Amos	1	25	C	22	C	Y	100%
NELC 182	Ancient Civilizations of the World	ANTH 139 URBS 139	Zettler	1	61	C	-	-	Y	25% !
NELC 201	Modern Middle Eastern Literature in Translation	COML 212	Allen/Entezari Onder/Gold	1	23	A	21	A	Y	100%□
NELC 233	Arabic Literary Heritage	COML 215	Allen	1	-	-	8	C	Y	100%
NELC 235	Food in Islamic Mid East	RELS 248	Sharkey	1	-	-	13	A	Y	100%
NELC 238	Intro to Islamic Law	ASAM 239	Lowry	1	-	-	8	C	Y	100%
NELC 239	Migration & Middle East	SAST 269	Sharkey	1	-	-	12	C	Y	100%
NELC 241/641	Iraq: Ancient Cities & Empires	ANTH 236/636 URBS 236	Al Kuntar	1	-	-	8	C	N	100%
NELC 244/544	Reading Ancient Mesopotamia	COML 380-JWST	Timney	1	-	-	10	A	Y	100%
NELC 250/550	Bible in Translation: Book of Kings	COML 380-JWST 255-RELS 224	Cranz	1	-	-	7	A	Y	100%
	Bible in Translation: Samuel		Leuchter	1	35	A	-	-	N	

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Course #	Course Title	Cross Lists	Instructor	C.U.s	AY12/13		AY13/14		AY14/15 % ME Content
					Enrollment	Terms	Enrollment	Terms	
NELC 252/552	The Binding of Isaac	ANTH 129-JWST 100-RELS 129	Stern	1	-	-	11	A	Y 100%
NELC 254	Jewish Humor	JWST 102-FOLK 296-COML 259	Ben-Amos	1	-	-	25	A	Y 25% †
NELC 258	Jewish Folklore	COML 283-FOLK 280-JWST 260	Ben-Amos	1	29	C	11	C	Y 100%
NELC 266/666	History of Ancient Egypt	HIST 479-JWST 335-RELS 311	Wegner Sharkey	1	-	-	10	C	Y 100%
NELC 335/535	Muslims, Christians, Jews			1	-	-	12	A	Y 100%
NELC 338/738	Age of Sultans 1100-1500	COML 556-JWST	Cobb	1	-	-	3	C	Y 100%
NELC 356/556	Ancient Interpretations of the Bible	356/555-RELS 418	Stern	1	-	-	13	C	Y 100%
NELC 382	Cultural History of Muslim Spain		Haq	1	-	-	-	B	N 50% †
NELC 383	The Religious Other	COML 205-JWST 213-RELS 203	Fishman	1	-	-	6	C	Y 100%
NELC 434	Arabic Literature & Theory	COML 353/505	Allen	1	17	C	-	-	Y 100%
NELC 437	Islamic Intellectual Tradition		Lowry	1	-	-	4	A	N 100%
NELC 465	Egyptian Artifacts		Wegner	1	7	A	-	-	N 100%
NELC 469	Archeology of Nubia		Wegner	1	4	A	-	-	N 25% †
NELC 567	Egyptian Archaeology & History		Wegner	1	-	-	5	A	Y 100%
NELC 633	Selected Topics in Arabic Literature		Allen	1	5	A	4	A	Y 100%
NELC 740	Topics Mesopotamian Civilization: Mifitani		Zettler	1	-	-	7	C	Y 100%
PERS 011/611	Elementary Persian I		Atwood	1	9	C	-	-	N 100%
PERS 012/612	Elementary Persian II		Entezari	1	-	-	11	C	Y 100%
PERS 013/613	Intermediate Persian I		Atwood	1	9	A	-	-	N 100%
PERS 014/614	Intermediate Persian II		Entezari	1	-	-	10	A	Y 100%
PERS 015/615	Advanced Persian I		Atwood	1	4	A	-	-	N 100%
PERS 016/616	Advanced Persian II		Entezari	1	-	-	6	A	Y 100%
PERS 017/617	Persian Reading & Writing I		Entezari	1	2	C	4	C	Y 100%
PERS 019	Persian Reading & Writing II		Assefi-Shirazi	1	2	A	3	A	Y 100%
PERS 118/618	Intensive Advanced Persian I & II		Assefi-Shirazi	1	2	A	2	C	Y 100%
PSCI 131	American Foreign Politics		Minuchehr	1	-	-	1	A	N 100%
PSCI 181	Modern Political Thought		Horowitz Norton	1	84	C	148	B A	N 25% *

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					Enrollment	Terms	Enrollment	Terms		
PSCI 198	International Law of Human Rights		Fehni	1	26	A	24	A	Y	50% †*
PSCI 198	Cities, Citizens & Utopia		Argaman	1	-	-	17	C, A	Y	50% *
PSCI 211	Politics in Contemporary Middle East		Vitalis	1	55	C	-	-	Y	100%
PSCI 253	International Politics of the Middle East		Lustick	1	66	A	-	-	Y	100%
PSCI 275	Muslim Political Thought	JWST 253	Norton	1	21	A	-	-	Y	100%
PSCI 358	International Law		Fehni	1	37	C,B	32	C, B	Y	50% †*
PSCI 395	Power Sharing in Deeply Divided Places		O'Leary	1	18	A	15	A	Y	25% *
PSCI 398	Israel Studies		Vitalis	1	-	-	9	C	Y	100%
PSCI 398	US Foreign Policy & M. East		Tragger	1	18	C, A	8	C, A	Y	100%
PSCI 598	Arab-Israeli Conflict		Lustick	1	-	-	9	C	Y	100%
PSCI 598	Geopolitics		Vitalis	1	6	C	-	-	N	25% *
PSCI 611	Studies in Comparative Politics		O'Leary	1	13	C	-	-	N	25% *
PSCI 614	Political Identity & Political Institutions		Lustick	1	-	-	10	C	N	50% *
PSCI 798	Middle East Politics		Vitalis	1	-	-	6	A	Y	100%
RELS 002	Religions of the West		Reed	1	51	A	67	A	Y	25% #
RELS 003	Religion and Literature		Matter	1	58	A	-	-	N	25% *
RELS 004	Art and Religion		Muravchick	1	11	C	10	A, B	N	25% #
RELS 005	Women and Religion	FOLK 029 GSWS 109	Garipova	1	-	-	27	C	N	25% *
RELS 126	Intro to Jewish Mysticism	JWST 102 NELC 186	Fishman	1	7	A	3	A	Y	100%
RELS 129	Notions of Canon, Interpretation, and the Bible		Dohmann	1	10	C	-	-	N	100%
RELS 143	Intro to Islam	NELC 136 SAST 139	Muravchick	1	-	-	10	C	Y	100%
RELS 145	Islamic History & Culture	NELC 185 SAST 145	Harris	1	9	A	-	-	N	100%
RELS 146	Islam in Modern World	NELC 184 SAST 146	Elias	1	27	C	-	-	Y	100%
RELS 210	African Religions	AFST 210-AFRC 210-HIST 250	Ofosu-Donkoh	1	30	A	25	A	Y	25% †#
RELS 321/520	Spirit and Law	JWST 320 NELC 454	Fishman	1	8	A	-	C	Y	50% †A
RELS 243	Muslim World		Garipova	1	-	-	6	A	Y	100%
RELS 343	Islam in Eurasia		Garipova	1	-	-	5	A	N	50% #A
RELS 426	Rabbinic Writers Culture		Fishman	1	7	A	-	A	Y	25% †

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					Enrollment	Terms	Enrollment	Terms		
RELS 523	Medieval Jewish Culture	HEBR 583 JWST 523	Fishman	1	5	C	-	-	Y	25% †
RELS 735	Judaism/Christianity Seminar: Jews and Christians in Late Antiquity Judaism/Christianity Seminar: Historiography and Self-Definition in Ancient Judaism and Christianity		Reed	1	-	-	3	C	Y	25% †
RELS 742	Topics in Islam: Qur'anic Studies	SAST 763	Elias	1	6	C	-	-	Y	100%
RELS 743	Topics in Islam: The Persian Intellectual Tradition	NELC 713 SAST 633	Elias	1	-	-	6	A	Y	100%
RUSS 222	Russia and the East: Imagining Asia	NELC 222	Yountchi	1	5	A	-	-	N	50% †A
SAST 248	Hindu Muslim Relations in South Asia		Aydiyuan	1	-	-	3	A	Y	50% †A
SAST 512	Comparing Turco-Islamic Imperial Styles in West & S. Asia	HIST 630 NELC 588	Gandhi	1	5	A	-	-	N	25% †
SOCI 135	Law and Society	AFRC 135 AFST 135	Chaundry	1	-	-	2	A	N	100%
SOCI 235	Law and Social Change	AFRC 235 NELC 080	Fetni	1	89	C,A,B	84	C,A,B	Y	50% †*
STSC 016	Islamic Science		Fetni	1	23	C	30	A	Y	50% †*
TURK 021/621	Elementary Turkish I		Mukhtarji	1	4	C	-	-	N	25% #
TURK 021/980	Online Beginning Turkish I		Hatiboglu	1	10	C	8	C	Y	100%
TURK 022/622	Elementary Turkish II		Hatiboglu	1	-	-	-	B	N	100%
TURK 023/623	Intermediate Turkish I		Hatiboglu	1	6	A	10	A	Y	100%
TURK 024/624	Intermediate Turkish II		Hatiboglu	1	8	C	4	C	Y	100%
TURK 027/627	Advanced Spoken Turkish: Turkish Cinema I		Hatiboglu	1	8	A	5	A	Y	100%
TURK 028/628	Advanced Spoken Turkish: Turkish Cinema II		Hatiboglu	1	7	A	-	A	Y	100%
TURK 122/522	Advanced Turkish Culture & Media II		Hatiboglu	1	-	-	2	A	Y	100%
TURK 228	Structure of Turkish		Braverman	1	1	A	-	A	Y	100%
TURK 229/629	Ottoman Turkish I		Hatiboglu	1	4	C	6	A	Y	100%
TURK 329/729	Advanced Readings Ottoman Texts		Hatiboglu	1	-	-	1	A	N	100%
URDU 401	Beginning Urdu I	NELC 401	Menai	1	-	-	4	C	Y	100%
URDU 402	Beginning Urdu II	NELC 402	Menai	1	5	C	-	-	N	100%
URDU 402	Beginning Urdu II	NELC 402	Pien	1	-	-	2	A	Y	100%
URDU 402	Beginning Urdu II	NELC 402	Pien	1	5	A	-	-	N	100%

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					Enrollment	Terms	Enrollment	Terms		
URDU 421	Intermediate Urdu I	NELC 421	Menai Pien	1	-	-	2	C	Y	100%
URDU 422	Intermediate Urdu II	NELC 422	Menai Pien	1	-	-	3	A	Y	100%
URDU 431	Advanced Urdu	NELC 431	Menai	1	3	A	9	C, A	N	100%
					4	C, A			Y	100%

Appendix B:

Faculty and Staff Biographical Information

The following is a comprehensive listing of faculty and staff affiliated with the Middle East Center. This listing indicates rank and tenure status (NH = new hire since 2010, * = tenured since 2010, T = tenured, TE = tenure-eligible, and NT = not tenured or tenure-eligible, # = funded by Title VI), as well as the percentage of research time devoted to the Middle East. This listing includes academic departments by schools, as well as a number of interdisciplinary programs and institutes.

I. School of Arts and Sciences	
African Studies (AFST)	
Ali-Dinar, Ali; Lecturer; Associate Director of African Studies Center (NT, 25%)	4
Anthropology (ANTH)	
Ristvet, Lauren; Assistant Professor (TE, 100%)	30
Spooner, Brian; Professor (T, 100%)	34
Al Kuntar, Salam; Visiting Assistant Professor; Curator, University of Pennsylvania Museum of Archaeology and Anthropology (NT, 100%).....	4
Asian American Studies (ASAM)	
Khan, Fariha; Lecturer, Associate Director (NT, 30%)	19
Classical Studies (CLST)	
Rose, C. Brian; Professor; Curator, University of Pennsylvania Museum of Archaeology and Anthropology (T, 50%)	31
Earth & Environmental Science (EES)	
Giegengack, Robert; Professor Emeritus (15%)	13
English (ENGL)	
Kaplan, Amy; Professor (T, 30%)	17
History (HIST)	
Babou, Cheikh Anta; Associate Professor (T, 25%)	6
Cassanelli, Lee; Associate Professor (T, 25%)	8
Holquist, Peter; Associate Professor (T, 20%)	16
Kashani-Sabet, Firoozeh; Professor; Director, Middle East Center (T, 100%)	18
Troutt Powell, Eve; Professor; Associate Dean, School of Arts and Sciences (T, 100%)	36
Ogle, Vanessa; Assistant Professor (NH/TE, 35%).....	27
History of Art (ARTH)	
Holod, Renata; Professor (T, 90%)	16
Ousterhout, Robert; Professor (T, 60%)	28
Pittman, Holly; Professor (T, 100%)	29
History & Sociology of Science (HSOC)	
Küçük, Harun; Assistant Professor (NH/TE, 100%).....	21

International Relations (INTR)	
Viden, Anna; Lecturer (NH/NT, 100%).....	37
Jewish Studies Program (JWST)	
Braverman, Daisy; Lecturer (NT, 50%)	8
Near Eastern Languages and Civilizations (NELC)	
Allen, Roger; Professor Emeritus (100%)	4
Aloush, Abeer; Lecturer (NH/NT, 100%).....	5
Assefi-Shirazi, Tajmah; Lecturer (NT, 100%)	5
Ben-Amos, Dan; Professor (T, 50%)	7
Benatov, Joseph; Lecturer (NT, 90%)	7
Carasik, Michael; Lecturer (NT, 100%)	8
Cobb, Paul; Professor (T, 100%)	9
Cranz, Isabel; Assistant Professor (NH/TE, 100%).....	9
Engel, Ronit; Lecturer; Hebrew Language Coordinator (NT, 100%)	10
Fakhreddine, Huda; Assistant Professor (NH/TE, 100%).....	11
Fishman, Talya; Associate Professor (T, 100%)	12
Frame, Grant; Associate Professor (T, 100%)	12
Gold, Nili; Associate Professor (T, 90%)	13
Hatiboğlu, Feride; Lecturer; Turkish Language Coordinator (NT, 100%).....	15
Haq, Syed Nomanul; Visiting Professor (100%)	15
Leichty, Erle; Professor Emeritus (100%)	22
Lowry, Joseph; Associate Professor (T, 100%)	22
Mili, Amel; Lecturer, Director, Lauder Arabic Language and Culture Program (NT, 90%).....	25
#Entezari, Mahyar; Lecturer; Persian Language Coordinator (NH/NT, 100%)	11
Novotny, Jamie; Visiting Assistant Professor (NT, 100%).....	26
#Önder, Sylvia; Visiting Associate Professor (NT, 100%)	28
Rushdie, Emad; Lecturer; Arabic Language Coordinator (NT, 100%)	31
Sayed, Khaled; Lecturer (NT, 100%)	32
Sharkey, Heather; Associate Professor (T, 100%).....	32
Shishani, Salwa; Lecturer (NT, 100%)	33
Silverman, David; Professor (T, 100%)	33
Sryfi, Mbarek; Lecturer (NT, 100%)	34
Stern, David; Professor (T, 100%)	35
Tigay, Jeffrey; Professor Emeritus (T, 100%)	35
Tinney, Stephen; Associate Professor; Associate Curator, Penn Museum; Director, Pennsylvania Sumerian Dictionary Project (T, 100%)	36
Wegner, Josef; Associate Professor (T, 100%)	38
Zettler, Richard; Associate Professor (T, 100%)	39
Political Science (PSCI)	
Lustick, Ian; Professor (T, 35%)	23
Norton, Anne; Professor (T, 50%)	26
O'Leary, Brendan; Professor; Director, University of Pennsylvania Program in Ethnic Conflict (T, 35%).....	27
Vitalis, Robert; Professor (T, 60%)	37

Religious Studies (RELS)	
Elias, Jamal; Professor (T, 75%)	10
Kraft, Robert; Professor Emeritus (75%).....	20
Matter, E. Ann; Professor (T, 40%)	24
Sociology (SOC)	
Fetni, Hocine; Lecturer; Assistant Dean for Academic Advising, College of Arts and Sciences (NT, 100%).....	11
Guillot, Michel; Associate Professor (T, 35%)	14
II. Annenberg School for Communication	
Katz, Elihu; Professor (T, 35%)	18
Kraidy, Marwan; Professor; Director, Project for Advanced Research in Global Communication (T, 75%).....	21
Price, Monroe; Adjunct Professor; Director, Center for Global Communication Studies (T, 35%).	30
III. Graduate School of Education	
Johanek, Michael C.; Director, Mid-Career Doctoral Program in Educational Leadership (NT, 10%)	17
Wagner, Daniel; Professor (T, 90%)	38
IV. Graduate School of Design	
Keene, John; Professor Emeritus (50%)	19
V. Law School	
Reicher, Harry; Adjunct Professor (NT, 50%).....	30
McMillen, Michael; Lecturer-in-Law (NT, 100%).....	25
VI. Wharton School	
Finance	
Gültekin, Bülent; Associate Professor (T, 100%)	14
Legal Studies & Business Ethics	
Mayer, Ann; Associate Professor (T, 40%)	24
Business and Public Policy, Economics and Management	
Pack, Howard; Professor Emeritus (T, 50%)	29
VII. Libraries and Collections	
Van Pelt Library	
Giovacchini, David; Middle East Librarian (NH/NT, 100%).....	13
Kiron, Arthur; Curator, Judaica Collection (NT, 75%).....	20
VIII. Linguistics Data Consortium	
Maamouri, Mohamed; Senior Research Administrator (NT, 100%)	23
IX. Middle East Center	
Kashani-Sabet, Firoozeh; Professor; Director, Middle East Center (T, 100%)	18
Darakçioğlu, Mehmet; Lecturer, Associate Director, Middle East Center (NH/NT, 100%).....	9

Key for Languages: 4 – fluent (all 4 skills); 3 – high intermediate (all 4 skills); 2 – intermediate (reading ability high); 1 – elementary (basic survival skills)

Name: ALI-DINAR, ALI; Lecturer, African Studies; Associate Director, African Studies Center, 25%

Education: B.A., University of Khartoum (1981); M.A., Institute of African and Asian Studies (1986); Ph.D., University of Pennsylvania (1995).

Languages: Arabic (4), Swahili (4).

Courses: Swahili Language and Culture; Dress and Material Culture; The Darfur Conflict; Sudan: Conflicts and Civil Wars; Arabic Manuscripts; Sudanese Arabic.

Overseas Research Experience: The Sudan.

Representative Awards and Distinctions: Islam and Muslims in World Contexts Grant, "Building Muslim Spaces in a secular Society" (2009-10); President: Sudan Studies Association (2005-2007); Chair: Outreach Council, African Studies Association (2003-2006).

Research Interests: Darfur; Media and Spreading Knowledge of Darfur.

Name: AL QUNTAR, SALAM; Visiting Assistant Professor/Curator, Department of Anthropology and Penn Museum of Archaeology and Anthropology; 100%

Education: Diploma in Archaeology and Museums, University of Damascus (1995); M.A., University of Liverpool (2004); Ph.D., University of Cambridge (2009).

Languages: Arabic (4), German (3), Akkadian (1).

Courses: Cultural Heritage, Politics and War in the Middle East, Iraq: Ancient Cities and Empires, Archaeology of Ancient Economy, Cultural Heritage and Near Eastern archaeology.

Overseas Research Experience: Syria.

Recent Publications: "Late Chalcolithic 2 period: the Southern Extension of Hamoukar," in Reichel C. and S. Al Quntar eds., *Settlement and urban complexity in Late Chalcolithic northern Syria: excavations at Hamoukar 2001, 2005 and 2006*, Oriental Institute (2014); "The political economy of the Upper Khabur in the Late Chalcolithic 1-2: ceramic production and inter-regional exchange," in N. J. Postgate and A. McMahon (eds) *Preludes to Urbanism in the Ancient Near East: A Festschrift in honour of Joan Oates*, McDonald Institute for Archaeological Research (2014); "Response: Syrian Cultural Property in the Crossfire: reality and effectiveness of protection efforts," *Journal of Eastern Mediterranean Archaeology and Heritage Studies*, vol.1-4: 337-350, (2013); "Proto-Urbanism in the Late 5th Millennium BC: Survey and Excavations at Khirbat al-Fakhar/Hamoukar, Northeast Syria," with L. Khalidi and J. Ur in *Paléorient*, vol. 37: 151-175 (2012).

Representative Awards and Distinctions: Said Foundation (Formerly Karim Rida Said) first prize for academic excellence, 2004

Research Interests: Archaeology of Syria.

Name: ALLEN, ROGER; Professor Emeritus; Adjunct Lecturer; Near Eastern Languages and Civilizations; 100%

Education: B.A., University of Oxford (1965); M.A., University of Oxford (1968); Ph.D., University of Oxford (1968).

Languages: Arabic (4), French (4), German (1), Greek (1), Italian (2), Latin (4), Spanish (1).

Courses: Middle Eastern Literatures in Translation; Arabic Literary Heritage; Literary Theory and Arabic Literature; Selected Topics in Arabic Literature.

Overseas Research Experience: Egypt, France, Lebanon, Morocco, Tunisia.

Recent Publications: "Jurji Zaydan and the Development of the Novel in Arabic," in *Jurji Zaidan: His Contributions to Modern Arab Thought and Literature*, ed. Thomas Philipp, Washington D.C.: Zaidan Foundation (2013); "The Nahdah and Its Problematics: Amin al-Rihani and the Mahjar," in *Ameen Rihani's Arab-American Legacy: From Romanticism to Postmodernism*, Notre Dame University (2012); "Najib Mahfuz's *Awlad Haratina*: A History and Interpretation," in *From New Values to New Aesthetics: Turning Points in Modern Arabic Literature*, Wiesbaden: Harrassowitz, (2011).

Representative Awards and Distinctions: Saif Ghobash Banipal Prize for translation for Arabic Fiction (2012); President, Middle East Studies Association of North America (2009-2010); Friars Senior Honors Society (2008-2009); University of Pennsylvania Faculty Award (2005); American Institute of Maghribi Studies, Grant Awardee (1999-2000).

Dissertations Supervised: 16

Research Interests: Arabic Language and Literature; Arabic Narratives and Narratology; Arabic Language Pedagogy.

Name: ASSEFI-SHIRAZI, TAJMAH; Lecturer, Near Eastern Languages and Civilizations; 100%

Education: B.A., Tehran University (1959); M.A., National University in Tehran (1976); Ph.D., Tehran University (1990).

Languages: Arabic (2), French (3), Persian (4).

Courses: Advanced Persian; Persian for Heritage Speakers; Persian Reading & Writing.

Overseas Research Experience: Iran.

Language Pedagogy Experience: OPI proctor certified, Founding member of The Council for the Promotion of Persian Language and Literature in North America.

Representative Awards and Distinctions: Founding member, Council for the Promotion of Persian Language and Literature in North America (1996); Head of Department of Persian Language and Literature Ministry of Education, Tehran (1980-85).

Name: ALOUSH, ABEER; Lecturer, Near Eastern Languages and Civilizations; 100%

Education: M.A., State University of New York Albany (2010); Ph.D., State University of New York Albany (2013).

Languages: Arabic (4), French (4), Italian (1).

Courses: Elementary, Intermediate, and Advanced Intermediate Arabic; Arabic Social Science Readings.

Language Pedagogy Experience: "Creating Interpretive Tasks Targeting Proficiency Levels," ACTFL (2011); "Reading Proficiency," New York University Summer Professional Development Workshop (2011); "Teaching Language Online," New York University, School of Continuing Education (2010).

Representative Awards and Distinctions: Digital Humanities Training Grant (2014).

Name: BABOU, CHEIKH ANTA; Associate Professor, History; 25%

Education: M.A. University Cheikh Anta Diop of Dakar (1991); Ph. D. Michigan State University (2002).

Languages: Arabic, French, Wolof.

Courses: Africa before 1800; Decolonization and Africa; Religion and Colonial Rule in Africa; Islam and America; Islam and Africa.

Overseas Research Experience: France, Senegal.

Recent Publications: "Diaspora, Faith, and Science: Building a Mouride Hospital Senegal," with Ellen Foley in *African Affairs* 110 (2011); *Le Jihad de l'Ame: Ahmadou Bamba et la Fondation de la Mouridiyya au Senegal, 1853-1912*, Karthala (2011); "Decolonization or National Liberation: Debating the End of British Colonial Rule of Africa," *Annals of the American Academy of Political and Social Science* 632 (2010).

Research Interests: Mystical Islam in West Africa; Senegal; the New African Diaspora in Europe and North America.

Name: BEN-AMOS, DAN; Professor, Near Eastern Languages and Civilizations; 50%

Education: B.A., Hebrew University (1961); M.A. and Ph.D., Indiana University (1964, 1967).

Languages: French (2), German (3), Hebrew (4).

Courses: Themes in Jewish Tradition; Jewish Humor; Jewish Folklore; Folklore in the Hebrew Bible; Proverb, Riddle and Speech Metaphor; Theories of Myth; Prose Narrative; Narratives Across Cultures; Introduction to Folklore; Jewish Humor

Overseas Research Experience: Israel, Nigeria.

Recent Publications: *Folktales of Jews, Vol. 3, Tales from Arab Lands*, Jewish Publication Society (2011); "Dani Schrire, Raphael Patai, Pierre Bourdieu, and the Rest of Us," in *Journal of Folklore Research* 47 (2010); "Straparola: The Revolution That Was Not," in *Journal of American Folklore* 123 (Fall 2010).

Representative Awards and Distinctions: University of Pennsylvania Research Foundation (1989); American Council of Learned Societies grant (1984, 1978); National Endowment for the Humanities Fellowship (1980-81); John Simon Guggenheim Fellowship (1975); Smithsonian Research Foundation grant (1973).

Research Interests: Jewish Folklore; African Folklore; Prose Narrative; Proverbs; Theories of Myth.

Name: BENATOV, JOSEPH; Lecturer, Near Eastern Languages and Civilizations; 90%

Education: B.A., Sofia University (1999); M.A., Sofia University (2000); M.A., University of Pennsylvania (2001); Ph.D., University of Pennsylvania (2008).

Languages: Bulgarian (4), French (2), Hebrew (4), Macedonian (3), Russian (3).

Courses: Intermediate Modern Hebrew.

Overseas Research Experience: Bulgaria, Hungary.

Recent Publications: "Debating the Fate of Bulgarian Jews during World War II," in *Bringing the Dark Past to Light: The Reception of the Holocaust in Postcommunist Europe*, ed. John-Paul Himka and Joanna B. Michlic, University of Nebraska Press (2013); Translation of *Six Contemporary Israeli Plays* by Hadar Galron, Anat Gov, Edna Mazia, Tsadok Tsemach, Aharon Ezra, and Savyon Liebrecht, Sofia: Israeli Embassy (2011).

Representative Awards and Distinctions: Lucius Littauer Faculty Grant for Archival Research (2013); Nomination for Best Translation Award for *Zift: Socialist Noir*; American Association of Teachers of Slavic and East European Languages (2011 and 2012); Penn Humanities Forum Curatorial Fellowship (2007-08).

Representative Awards and Distinctions: Lucius Littauer Faculty Grant for Archival Research (2013).

Research Interests: Eastern European Jewish Identity Politics; Representations of Life Behind the Iron Curtain; Hebrew Translations; Transnational American Studies; Cold War and post-Cold War Culture.

Name: BRAVERMAN, DAISY, Lecturer, Jewish Studies Program; 50%

Education: Ph.D., Columbia University.

Languages: French (3), German (1), Italian (2), Ottoman Judeo-Spanish (4), Spanish (2), Turkish (4), Uzbek (1).

Courses: Studies in Judeo-Spanish; Structure of Turkish.

Research Interests: Language Contact; Language, Culture, and History; General Linguistics; Turkish Language and Literature.

Name: CARASIK, MICHAEL, Adjunct Assistant Professor, Near Eastern Languages and Civilizations; 100%

Education: B.A., New College (1973); B.J.S., Spertus College of Judaica (1986); M.J.S., Spertus College of Judaica (1986); M.A., Brandeis University (1997); Ph.D., Brandeis University (1997).

Languages: Babylonian Aramaic (2), Biblical Aramaic (2), Biblical Hebrew (3), French (1), German (1), Greek (1).

Courses: Elementary Biblical Hebrew; Intermediate Biblical Hebrew.

Overseas Research Experience: Israel.

Language Pedagogy Experience: Hebrew College (Hebrew: 1991-98); Gratz College (Hebrew: 1999-2003). Reconstructionist Rabbinical College (2005-Current)

Recent Publications: *The Commentators' Bible The JPS Miqra'ot Gedolot: Numbers*, Jewish Publication Society (2011); "Syntactic Double Translation in the Targumim," in *Aramaic Studies in Judaism and Early Christianity*, ed. Eric M. Meyers and Paul V. M. Flesher, Eisenbrauns (2010); "Why Did Hannah Ask for 'Seed of Men'?" in *Journal of Biblical Literature* 129 (2010).

Research Interests: History and Literature of Ancient Israel; Midrashic Texts and Medieval Biblical Jewish Exegesis; Comparative Semitics; Ancient Near Eastern History.

Name: CASSANELLI, LEE, Associate Professor, History; 25%

Education: B.A., Boston College (1967); M.A., University of Wisconsin-Madison (1969); Ph.D., University of Wisconsin-Madison (1973).

Languages: French (4), Italian (3), Somali (2).

Courses: The World: History and Modernity; Africa since 1800; Uses and Abuses of History; History of Foreign Aid in Africa; Africans Abroad.

Overseas Research Experience: Kenya, Somalia.

Recent Publications: "Private Sector Peacemaking Business and Reconstruction in Somalia," *Accord* (2010); "The Opportunistic Economics of the Kenya-Somali Borderland in Historical Perspective," in *Borders and Borderlands as Resources in the Horn of Africa*, ed. Dereje Feyissa and Markus V. Hoehne, Rochester: James Curry, (2010).

Research Interests: African History (Specializing in Northeastern Africa); Oral History and Ethnohistory; Comparative World History.

Name: COBB, PAUL; Professor, Graduate Chair, Near Eastern Languages and Civilizations; 100%

Education: B.A., University of Massachusetts (1989); M.A., University of Chicago (1991); Ph.D., University of Chicago (1997).

Languages: Arabic (4), French (4), German (4), Greek (4), Latin (4), Persian (2), Syriac (3).

Courses: Arabic Texts and Islamic History; The Historic Middle East; The Mongol Experience; Getting Crusaded; Age of Caliphs; Age of Sultans; Introduction to the Middle East

Overseas Research Experience: Egypt, France, Lebanon, Netherlands, Spain, Syria, United Kingdom.

Recent Publications: *The Race for Paradise: An Islamic History of the Crusades*, Oxford University Press, (2014); Ed. *The Lineaments of Islam: Studies in Honor of Fred McGraw Donner*, Brill, (2012); "The Empire in Syria" in *The New Cambridge History of Islam* (2011); *Umayyad Legacies: Medieval Memories from Syria to Spain*, ed. with Antoine Borrut, Brill, (2010).

Representative Awards and Distinctions: NEH Fellowship (2003); Guggenheim Fellowship (2007).

Dissertations Supervised: 3

Research Interests: Medieval Islamic History; Medieval Arabic Literature; Islamic Studies.

Name: CRANZ, ISABEL; Assistant Professor, Near Eastern Languages and Civilizations; 100%

Education: B.A., Universität Heidelberg (2003); M.A., Hebrew University of Jerusalem (2006); M.A., Johns Hopkins University (2009); Ph.D., Johns Hopkins University (2012).

Languages: Akkadian, Aramaic, French (1), German (4), Hebrew (4) Greek, Latin, Sumerian, Latin, Ugaritic.

Courses: Magic and Divination; Bible in Translation; Introduction to the Bible.

Overseas Research Experience: Germany, Israel

Representative Awards and Distinctions: Hortense G. Moses Fellowship for the Encouragement of Hebrew Learning (2012-2013); Iwry Fellowship, JHU Department of Near Eastern Studies (2010-2011).

Research Interests: Bible and its Context; Biblical Interpretation; Ancient Israelite Religion: Rabbinics.

Name: DARAKÇIOĞLU, MEHMET; Lecturer, Associate Director, Middle East Center; 100%

Education: B.S., Middle East Technical University (2001); M.A., University of Texas at Austin (2004); M.Paff., University of Texas at Austin (2004); M.Phil., Princeton University (2010); Ph.D., Princeton University (2010).

Languages: Arabic (1), Azeri (3), French (1), German (1), Persian (3), Portuguese (1), Turkish (4), Ottoman-Turkish (4).

Courses: Elementary and Intermediate Turkish; Readings in Ottoman Turkish.

Overseas Research Experience: Cyprus, Iran, Turkey.

Research Interests: 19th century Ottoman history, Republican Turkish history, history of the Turkish language, Persian history 16th through 20th centuries.

Name: ELIAS, JAMAL J.; Walter H. Annenberg Professor in the Humanities, Professor of Religious Studies and South Asia Studies; 75%

Education: B.A., Stanford University (1983); M.A., University of Pennsylvania (1985); M.A., Yale University (1987); Ph.D., Yale University (1991).

Languages: Arabic (4), French (3), German (2), Ottoman Turkish (3), Pashto (2); Persian (3), Punjabi (4), Spanish (1), Turkish (4), Urdu (4).

Courses: Islam and Modernity; Sufism; Islamic Ethics; Islam and the Religious Image; Seminar on the Qur'an; Islam in the Modern World; Persian Intellectual Tradition.

Overseas Research Experience: Egypt, France, Morocco, Pakistan, Turkey, United Kingdom, Uzbekistan.

Recent Publications: *Aisha's Cushion: Religious Art, Perception and Practice in Islam*, Harvard University Press (2012); *On Wings of Diesel: Trucks, Identity and Culture in Pakistan*, Oneworld Publications (2011); *Key Themes for the Study of Islam*, Oneworld Publications (2010).

Representative Awards and Distinctions: John S. Guggenheim Memorial Fellow; American Council of Learned Societies Fellow; Best Senior Book Prize, American Institute of Pakistan Studies; M.A. (honorary), Amherst College.

Dissertations Supervised: 6

Research Interests: Religion in the modern world; Bioethics; Visual and Material Studies; History; Arabic, Turkish and Persian Scholarly Literature.

Name: ENGEL, RONIT; Senior Lecturer in Foreign Languages; Coordinator, Hebrew Language Program, Near Eastern Languages and Civilizations; 100%

Education: B.A., Tel Aviv University (1972); Secondary School Teaching Diploma, Tel Aviv University (1973); M.A., University of Judaism (1975).

Languages: Aramaic (2), French (3), German (2), Hebrew (4), Polish (3), Yiddish (3).

Courses: Elementary Modern Hebrew; Intermediate Modern Hebrew; Hebrew Conversation and Composition.

Overseas Research Experience: Israel.

Language Pedagogy Experience: San Francisco College of Judaic Studies (Hebrew: 1975-82); Tel Aviv University (Hebrew: 1983-91); Franklin and Marshall College (1993-95).

Recent Publications: "Teaching Hebrew with Israeli Textbooks in American Universities," (in Hebrew) *Hebrew Higher Education* (2013).

Research Interests: Hebrew Language and Literature; Language Education Pedagogy; Second Language Acquisition.

Name: ENTEZARI, MAHYAR; Lecturer in Foreign Languages; Coordinator, Persian Language Program, Near Eastern Languages and Civilizations; 100%

Education: B.A., University of California, San Diego (2004); M.A., University of Texas at Austin (2009).

Languages: Persian (4), German (3), Arabic (2), Turkish (2), French (2).

Courses: Elementary Persian; Intermediate Persian; Intensive Persian; Iranian Cinema

Overseas Research Experience: Israel.

Language Pedagogy Experience: University of Texas at Austin (Persian: 2011-2012); University of Pennsylvania (Persian: 2013-present).

Recent Publications: "Azadaran-e Bayal" (The Mourners of Bayal), *Encyclopædia Iranica* (2011).

Research Interests: Persian Language, Contemporary Persian Literature.

Name: FAKHREDDINE, HUDA; Assistant Professor, Near Eastern Languages and Civilizations, 100%

Education: B.A., American University in Beirut (2002); M.A., American University in Beirut (2004); Ph.D., Indiana University Bloomington (2011).

Languages: Arabic (4), Persian (3), French (1).

Courses: Multimedia Arabic; Modern Arabic Poetry in Translation; Arabic Novel in Translation.

Overseas Research Experience: Lebanon.

Recent Publications: "Defining Metapoesis in the Abbasid Age," in *Journal of Arabic Literature* 42 (2011); "Umm Kulthum Sings Ahmad Shawqi's Nahj al-Burdah," in *Cultural Critique* 1.2 (2009).

Research Interests: Arabic poetry and literature.

Name: FETNI, HOCINE; Assistant Dean for Academic Advising in the College; Lecturer, Sociology; 100%

Education: L.L.B., Constantine University of Law, Algeria (1977); L.L.M., New York University School of Law (1980); L.L.M., University of Pennsylvania Law School (1981); Ph.D., University of Pennsylvania (1992).

Languages: Arabic (4), Berber (4), French (4).

Courses: International Law of Human Rights; Law and Social Change; Law and Society.

Overseas Research Experience: Algeria, Egypt, Libya, Morocco, Tunisia.

Research Interests: Law and Social Change in the Middle East and North Africa; Analysis of the Legal Profession; International Law and Human Rights.

Name: FRAME, GRANT; Associate Professor, Near Eastern Languages and Civilizations, Associate Curator, Babylonian Section at the Penn Museum; 100%

Education: B.A., University of Toronto (1973); M.A., University of Toronto (1974); Ph.D., University of Chicago (1981).

Languages: Akkadian (4), French (3), German (3), Sumerian (4).

Courses: Myths and Religions of the Ancient World; Introduction to the Ancient Near East.

Overseas Research Experience: France, Germany, Iran, Iraq, Syria, Turkey, United Kingdom.

Recent Grants: National Endowment for the Humanities research grant for the project "Preserving and Providing Access to the Official Inscriptions of the Kings of Assyria, 744 to 669 B.C." (2012–2014).

Recent Publications: *The Archive of Mušēzib-Marduk, Son of Kiribtu and Descendant of Sin-nāšir: A Landowner and Property Developer at Uruk in the Seventh Century BC*, Dresden: ISLET (2013); *A Common Cultural Heritage: Mesopotamia and the Biblical World. Studies in Honor of Dr. Barry L. Eichler*, ed. with E.V. Leichty, K. Sonik, J. Tigay, and S. Tinney, Bethesda: CDL Press (2011); "The Prebend of Temple Scribe in First Millennium Babylonia," with C. Waerzeggers *Zeitschrift für Assyriologie* 101 (2011).

Dissertations Supervised: 3

Research Interests: Assyriology; History, Languages and Culture of Ancient Mesopotamia.

Name: FISHMAN, TALYA; Associate Professor, Near Eastern Languages and Civilizations; 100%

Education: B.A., Wesleyan University (1976); M.A., Jewish Theological Seminary of America (1979); Ph.D., Harvard University (1986).

Languages: Hebrew (4).

Courses: Religions of the West; Introduction to Judaism; Spirit and Law; Jewish-Christian Relations Through the Ages; Rabbinic Writers on the Rabbinic Culture; Studies in Medieval Jewish Culture; Scripture of Premodern Jewish Culture; Medieval and Early Modern Jewry; Religious Other.

Overseas Research Experience: Israel.

Recent Publications: "Claims About Mishna in the Epistle of Sherira Gaon: Islamic Theology and Jewish History," in *Border Crossings: Interreligious Interaction and the Exchange of Ideas in the Islamic Middle Ages*, eds. David Freidenreich and Miriam Goldstein, University of Pennsylvania Press (2012); *Becoming the People of the Talmud: Oral Torah as Written Tradition in Medieval Jewish Cultures*, University of Pennsylvania Press (2011); "Guarding Oral Transmission: Within and Between Cultures," *Oral Tradition* 25 (2010).

Representative Awards and Distinctions: Nahum M. Sarna Award for Scholarship, National Jewish Book Council (2011); Guggenheim Foundation Fellowship (2004); Center for Advanced Jewish Studies Fellowship (2003-04); ACLS Fellowship for Independent Scholars (2000-01).

Research Interests: Early Modern Jewish Philosophy and Theology; Gender and Religion.

Name: GIEGENGACK, ROBERT, Professor Emeritus, Earth and Environmental Science; 15%

Education: B.A., Yale University (1960); M.S., University of Colorado (1962); Ph.D., Yale University (1968).

Languages: Arabic (1), French (3), Spanish (4).

Overseas Research Experience: Antarctica, Caribbean Islands, China, Egypt, Greece, India, Kenya, New Zealand, Russia, South Africa, Tanzania, Uganda, Venezuela, Western Europe.

Recent Publications: *Climate Crisis in Human History*, ed. with A. Bruce Mainwaring and Claudio Vita-Finzi, Philadelphia: American Philosophical Society (2010).

Dissertations Supervised: 11

Research Interests: History of Climate; Environmental Geology; Geoarcheology.

Name: GIOVACCHINI, DAVID, Middle East Studies Librarian, Van Pelt Library; 100%

Education: B.A., Cornell University (1981); M.A., Princeton University (1984).

Languages: Arabic (4), Turkish (2), Persian (1), Ottoman Turkish (1),

Research Interests: Al-Muwahhidun of North Africa and Spain; Arabs of the Ottoman Empire; History of Middle Eastern printing; Ottoman historiography; Middle Eastern cinema.

Name: GOLD, NILI, Associate Professor, Near Eastern Languages and Civilizations; 90%

Education: B.A., Hebrew University of Jerusalem (1970); H.S., Teachers' Diploma Hebrew University of Jerusalem (1971); M.A., Jewish Theological Seminary of America (1976); Ph.D., Jewish Theological Seminary of America (1990).

Languages: French (3), German (3), Hebrew (4), Yiddish (3).

Courses: Introduction to Modern Hebrew Literature; Seminar in Modern Hebrew Literature; Literatures of the Middle East; Modern Hebrew Literature and Culture in Translation; Israeli Short Story.

Overseas Research Experience: Germany, Israel.

Recent Publications: "Aharon Appelfeld in Conversation with Nili Gold" *Jewish Quarterly Review* 103 (2013); "Portrait of Haifa in 1948: The Poet, the Bay and the Mountain," *Israel Studies* 17 (2012).

Representative Awards and Distinctions: American-Israeli Cooperative Enterprise Publication Grant for *Yehuda Amichai: The Making of Israel's National Poet* (2008); Lucius Littauer Foundation Publishing Award for *Yehuda Amichai: The Making of Israel's National Poet* (2007).

Dissertations Supervised: 2

Research Interests: Modern Hebrew Literature; Israeli Literature; Israeli Film; Israeli Poetry.

Name: GUILLOT, MICHEL; Associate Professor, Sociology; 35%

Education: B.A., University of Paris IV-Sorbonne (1992); M.A., University of Paris I-Pantheon-Sorbonne (1995); Ph.D., University of Pennsylvania (2000).

Languages: French (4), Persian (1).

Courses: Social Statistics; Advanced Demographic Methods; Population and Society in the Former Soviet Union; Basic Methods of Demography.

Overseas Research Experience: Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Turkmenistan, Uzbekistan.

Recent Publications: "On the Correspondence Between CAL and Lagged Cohort Life Expectancy," with H.S. Kim in *Demographic Research* 24 (2011); "Understanding the 'Russian Mortality Paradox' in Central Asia: Evidence from Kyrgyzstan," with N. Gavrilova, and T. Pudrovska, *Demography* 48 (2011); "Period Versus Cohort Life Expectancy," *International Handbook of Adult Mortality*, eds. Richard G. Rogers and Eileen M. Crimmins, Springer (2011); "Hindu-Muslim Differentials in Child Mortality in India," with K. Allendorf *Genus* 66: no. 2 (2010).

Representative Awards and Distinctions: David E. Bell Fellow, Harvard Center for Population and Development Studies (2000).

Dissertations Supervised: 5

Research Interests: Demography; Central Asia.

Name: GÜLTEKİN, BÜLENT; Associate Professor, Wharton School; Director, Emerging Economies Program; 100%

Education: B.S., Robert College (1969); M.A., Bogaziçi University (1974); M.A., University of Pennsylvania (1975); Ph.D., University of Pennsylvania (1976).

Languages: Turkish (4).

Courses: Corporate Finance; Advanced Corporate Finance.

Overseas Research Experience: Belgium, France, Poland, Saudi Arabia, Turkey, United Arab Emirates.

Representative Awards and Distinctions: Teaching Excellence Award, Wharton Executive MBA Program (2003, 2007); WEMBA Program Teaching Award (2003); Governor of the Central Bank of the Republic of Turkey (1993); Trustee, Koc University, Istanbul (1992-Present); Foundation for Management Education in Turkey Fellowship (1973-76); Ford Foundation Fellowship (1973-76).

Research Interests: Corporate Finance; Capital Markets; Financial Development; Privatization.

Name: HATIBOĞLU, FERIDE; Lecturer in Foreign Languages; Coordinator, Turkish Language Program, Near Eastern Languages and Civilizations; 100%

Education: L.L.B., Istanbul University (1982); M.A., Marmara University (1991); Ph.D., Marmara University (2007).

Languages: Ottoman Turkish (2), Turkish (4).

Courses: Elementary Turkish; Intermediate Turkish; Advanced Turkish and Turkish Movies.

Overseas Research Experience: Turkey.

Language Pedagogy Experience: Inlingua Language Center (2004-05); Language Exchange Center (2000-02), OPI proctor certified.

Research Interests: Banking and Insurance.

Name: HAQ, SYED NOMANUL; Visiting Professor, Near Eastern Languages and Civilizations; 100%

Education: B.S., Hull University; M.Sc., University College – University of London (1979); Ph.D., University College – University of London (1990).

Languages: Arabic (4), French (2), German (3), Hindi (2), Persian (4), Punjabi (4), Urdu (4).

Courses: Islam and the West; Cultural History of Muslim Spain

Overseas Research Experience: India, Pakistan.

Representative Awards and Distinctions: General Editor of Oxford University Press' *Studies in Islamic Philosophy* Series; Honorary Professor of Hamdard University, Karachi; Science and Religion Course Prize of the Center for Theology and the Natural Sciences, Berkeley (2000).

Research Interests: Islam and Science; Islamic Philosophy.

Name: HOLOD, RENATA; College of Women Class of 1963 Professor of Art History; Curator, Near East Section, Museum of Archaeology and Anthropology; 100%

Education: B.A., University of Toronto (1964); M.A., University of Michigan (1965); Ph.D., Harvard University (1972).

Languages: Arabic (3), Church Slavonic (1), French (4), German (3), Greek (1), Italian (2), Latin (2), Ottoman Turkish (1), Persian (3), Russian (3), Spanish (2), Turkish (1), Ukrainian (4).

Courses: Introduction to Visual Studies; Introduction to the Visual Culture of the Islamic World; Early Islamic Art and Architecture; Islamic City; Orientalism/Occidentalism; Art of Iran; Art of Al-Andalus.

Overseas Research Experience: Iran, Morocco, Syria, Tunisia, Turkey.

Recent Publications: "Imported and Native Remedies for a Wounded Prince: Grave Goods from the Chungul Kurgan in the northern Black Sea steppe of the thirteenth century" with Yuri Rassamakin *Mechanisms of Cross-Cultural Encounter of Byzantium and Its Neighbors*, eds. Alicia Walker and Heather Grossman, *Medieval Encounters* 18 (2012); "Event and Memory: The Freer Gallery's Siege Scene Plate" *Ars Orientalis* 42 (2012).

Representative Awards and Distinctions: Provost's Award for Mentorship of Graduate Students (2010).

Dissertations Supervised: 10

Research Interests: Architecture of Iran, 14th-16th Centuries; Architecture and Urban History; Architecture and Archaeology of the Mediterranean; Central Asia and the Iranian Highlands, 700-1300.

Name: HOLQUIST, PETER; Associate Professor, History, 20%

Education: B.A., Indiana University-Bloomington (1986); M.A., Columbia University (1989); M.Phil., Columbia University (1990); Ph.D., Columbia University (1995).

Languages: Russian (4), French (2), German (2).

Courses: Imperial Russia, 1689-1905; Issues and Themes in the History of Imperial Russia; The Soviet Century, 1905-2005; The World of Anna Karenina; World War I.

Overseas Research Experience: Armenia, England, Estonia, Georgia, Russia.

Recent Publications: *The Holocaust in the East*, ed. with Michael David-Fox and Alexander Martin, University of Pittsburgh Press (2013); *Fascination and Enmity: Russia and Germany as Entangled Histories, 1914-1945*, ed. with Michael David-Fox and Alexander Martin, University of Pittsburgh Press (2012).

Representative Awards and Distinctions: ACLS/SSRC/NEH International and Area Studies Grant (2008-09); Harry Frank Guggenheim Research Grant (2008-09); Edwin C. and Elizabeth A. Whitehead Fellow at the School for Historical Studies, Institute for Advanced Study, Princeton (2008-09).

Dissertations Supervised: 2

Research Interests: Modern Russia; Modern Europe.

Name: JOHANEK, MICHAEL C; Director, Mid-Career Doctoral Program in Educational Leadership; Senior Fellow, Graduate School of Education; 10%

Education: B.A., Georgetown University (1982); M.A., Columbia University (1988); Ed.D., Columbia University (1995).

Languages: Spanish (4).

Recent Publications: "The Public Leadership Gap," in *School Administrator*, March 2014 (No.3, Vol. 71): 44; "Preparing Pluribus for Unum: Historical Perspectives on Civic Education," in David Campbell, Frederick Hess, Meira Levinson, eds. *Making Civics Count: Citizenship Education for a New Generation* (Harvard Education Press, 2012); "Gestión Colaborativa," in *La Tercera* (Santiago, Chile, 5 August 2012); "Comunidades de Aprendizaje." *La Tercera* (Santiago, Chile, 22 April 2012); "Diseño de Assessment Center para la selección de equipos directivos en establecimientos educacionales," with Paulo Volante, Antonio Mladinic, Cristián Lincovil, and Magdalena Fernández in *Propuestas Para Chile* (Pontificia Universidad Católica de Chile, 2011).

Research Interests: Global, international, and intercultural education.

Dissertations supervised: 22

Name: KAPLAN, AMY; Edward W. Kane Professor, English; 30%

Education: Ph.D., Johns Hopkins University.

Languages: Arabic (1), French (3), Hebrew (1), Spanish (2).

Courses: Contact and Conflict: Literatures of Palestine and Israel.

Recent Publications: "Zionism as Anticolonialism: The Case of Exodus," in *American Literary History* (2014).

Representative Awards and Distinctions: NEH Fellowship (2008); Norman Forster Prize for the Best Essay in American Literature for "Manifest Domesticity" (1998); President of the American Studies Association (2003).

Research Interests: American Empire; American Literature; Israeli-Palestinian Conflict in Literature.

Name: KASHANI-SABET, FIROOZEH; Robert I. Williams Term Professor of History; Director, Middle East Center; 100%

Education: B.A., University of North Carolina-Chapel Hill (1989); M.A., Yale University (1997); M.Phil., Yale University (1997); Ph.D., Yale University (1997).

Languages: Arabic (3), French (4), German (3), Italian (2), Ottoman Turkish (4), Persian (4), Russian (1), Spanish (3), Turkish (2).

Courses: History of the Modern Middle East; From Gender to Jihad; Sex and Power in the Middle East; Middle East and the United States; Popular Culture in the Middle East; Ottoman Empire; Middle East since 1800; Mass Movements in Mid-East and N. Africa; Middle East Popular Culture; Consumer Culture;

Overseas Research Experience: Iran, Turkey, United Kingdom.

Recent Publications: "Baluchistan: Nature, Ethnicity, and Empire in Iran's Borderlands," *The Journal of the Middle East and Africa*, 4 (2013); "Echoes: Iranian Uprisings and the Arab Spring, Freedom Springs Eternal," *International Journal of Middle East Studies* 44:1 (2012); "American Crosses, Persian Crescents: Religion and the Diplomacy of US-Iranian Relations, 1834-1911," in *Iranian Studies* 44: 5 (2011); *Conceiving Citizens: Women and Politics of Womanhood in Iran*, Oxford University Press (2011); *Martyrdom Street*, Syracuse University Press (2010).

Dissertations Supervised: 7

Research Interests: Modern Iran; Gender; Ethnicity and Border Conflicts; Nationalism; Reproductive Health and History of Science.

Name: KATZ, ELIHU; Distinguished Trustee Professor, Annenberg School for Communication; 35%

Education: Certificate, Japanese Language and Area Studies, Army Specialized Training Program, University of Chicago (1946); B.A., Columbia University (1948); M.A., Columbia University (1950); Ph.D., Columbia University (1956).

Languages: French (2), Hebrew (4), Japanese (1), Spanish (1).

Courses: Media Events; Conceptualizing Media Events Effects; Leisure Culture and Communication.

Overseas Research Experience: Israel.

Representative Awards and Distinctions: Fellow, Center for the Advanced Study in Behavioral Sciences (2006); Marshall Sklare Award, Association for the Social Scientific Study of Judaism (2005); Fellow, Center for Advanced Studies, Hebrew University of Jerusalem (2005); Samuel Becker Distinguished Lectureship, University of Iowa (2001); Doctor Honoris Causa, University of Paris-II (2000); Doctor Honoris Causa, Haifa University (2000).

Research Interests: Multiculturalism and International Culture; Diaspora; Media Effects in Israel.

Name: KEENE, JOHN; Professor Emeritus, Graduate School of Design; 50%

Education: B.A., Yale University (1956); J.D., Harvard University (1959); M.C.P., University of Pennsylvania (1966).

Languages: French (2), Spanish (2).

Courses: Housing Planning in Developing Countries; Historic Preservation Law; Environmental Planning.

Overseas Research Experience: North Africa, Spain.

Recent Publications: "Environment Planning and Sustainable Development," Encyclopedia of Social and Behavioral Sciences (2014).

Representative Awards and Distinctions: G. Holmes Perkins Award for Distinguished Teaching (2005); Christian R. and Mary F. Lindback Foundation Award for Distinguished Teaching (2004); William Penn Foundation Research Grant (2001-02).

Research Interests: Cross-Regional Housing Planning; Legal Aspects of Land Use and Development.

Name: KHAN, FARIHA; Lecturer, Associate Director, Asian-American Studies Program; 30%

Education: B.S., Drexel University (1991); M.A., Yale University (1994); M.A., University of Pennsylvania (2001); Ph. D. University of Pennsylvania (2008).

Languages: Arabic (2), Urdu (4).

Courses: Muslim Identity in America; South Asians in the U.S., Asian American Communities

Overseas Research Experience: Pakistan.

Recent Publications: "Bangladeshi American Youth: Migration, Memory, and Social Change." Paper at the American Folklore Society (2013); "Mapping South Asian American Muslim Identity." Paper presented at the Association for Asian American Studies (2011).

Representative Awards and Distinctions: Penn Prize for Excellence in Teaching by Graduate Students (2001); Samuel L. Fels Fellowship at the Balch Institute for Ethnic Studies (1998).

Research Interests: Asian-American Ethnicity; Muslim American Identity; Community Service and Activism

Name: KIRON, ARTHUR; Curator of Judaica Collections, Van Pelt Library; 75%

Education: B.A., Brandeis University (1985); M.A., Stanford University (1991); M.A., Columbia University (1994); M.Phil., Columbia University (1996); Ph.D., Columbia University (1999).

Languages: Aramaic (1), French (2), German (2), Hebrew (4), Italian (3), Spanish (3), Yiddish(1).

Courses: Parchment, Paper, Print: A History of Jewish Book Culture.

Overseas Research Experience: Israel, Italy, United Kingdom.

Representative Awards and Distinctions: University of Pennsylvania Humanities Fellow (2003-04); Memorial Foundation for Jewish Culture Dissertation Fellowship (1999); Lucius N. Littauer Fellow, Center for Judaic Studies, University of Pennsylvania (1998-99); National Foundation for Jewish Culture Dissertation Fellowship (1998-99).

Dissertations Supervised: 1

Research Interests: Atlantic Jewish History; History of the Jewish Book; History of Reading; Sephardic Jewish History; Early Photography; Orientalism.

Name: KRAFT, ROBERT; Professor Emeritus, Religious Studies; 75%

Education: B.A., Wheaton College (1955); M.A., Wheaton College (1957); Ph.D., Harvard University (1961).

Languages: Aramaic (1), Coptic (1), French (2), German (3), Greek (2), Hebrew (1), Latin (2).

Courses: Independent Research in Early Religious Studies.

Overseas Research Experience: Germany, Israel, United Kingdom.

Recent Publications: "Christianity's Rise after Judaism's Demise in Early Egypt," with Anne Marie Luijendijk in *Partings: How Judaism and Christianity Became Two*, eds. Hershel Shanks, Biblical Archaeology Society (2013).

Research Interests: Early Christianity; Dead Sea Scrolls; Septuagint and Old Greek; Papyrology and Codicology.

Name: KRAIDY, MARWAN; Anthony Shadid Chair in Global Media; Professor, Annenberg School for Communication; 75%

Education: B.A., Notre-Dame University (1989); M.A., Ohio University (1992); Ph.D., Ohio University (1994).

Languages: Arabic (4), French (4), German (1), Spanish (3).

Courses: Culture and Modernity in the Arab Media Revolution; Comparative and Global Media Systems.

Overseas Research Experience: France, Jordan, Kuwait, Lebanon, United Kingdom, United Arab Emirates.

Recent Publications: "The Body as Medium in the Digital Age," *Communication and Critical Studies* 10 (2013); "A Heterotopology of Graffiti: A Preliminary Exploration," *Orient Institut Papers* 3 (2013); *Reality TV and Arab Politics: Contention in Public Life*, Cambridge University Press (2013); "Saudi-Islamist Rhetoric about Visual Culture" in *Visual Culture in the Modern Middle East: Rhetoric of the Image*, eds. C.J. Gruber and S. Haugbolle, Indiana University Press (2013).

Dissertations Supervised: 5

Research Interests: Role of Media Institutions in Shaping Social Experiences of Modernity in the Non-West; Arab News; Arab Reality TV; Media and Nationalism.

KÜÇÜK, HARUN; Assistant Professor, History & Sociology of Science, 100%

Education: B.A., St. John's College (2003); M.A., Sabanci University (2005); Ph.D., University of California, San Diego (2012).

Languages: Turkish (4).

Overseas Research Experience: Turkey.

Recent Publications: "Natural Philosophy and Politics in the Eighteenth Century: Esad of Ioannina and Greek Aristotelianism at the Ottoman Court," *Journal of Ottoman Studies* 41 (2013); "Islam, Christianity and the Conflict Thesis," in Geoffrey Cantor, Thomas Dixon and Stephen Pumfrey, eds. *Science and Religion: New Historical Perspectives*, Cambridge University Press (2011).

Representative Awards and Distinctions: Chancellor's Medal for Best Dissertation in Arts & Humanities, University of California, San Diego (2013).

Research Interests: History of Science in the Ottoman Empire

Name: LEICHTY, ERLE; Professor Emeritus, Near Eastern Languages and Civilizations; Curator, Akkadian Language and Literature, 100%

Education: B.A., University of Michigan (1955); M.A., University of Michigan (1957), Ph.D., University of Chicago (1960).

Languages: Akkadian, Arabic, French, German, Sumerian.

Overseas Research Experience: Iraq.

Recent Publications: "The Rejected Sheep," with Ann Guinan in *He Has Opened Nisaba's House: Studies in Honor of Ake Waldemar Sjoberg on the Occasion of His 89th Birthday on August 1st 2013*, eds. Leonhard Sassmannshausen and Georg Neumann, Brill (2014); *A Common Cultural Heritage: Studies on Mesopotamia and the Biblical World in Honor of Barry L. Eichler*, eds. Grant Frame, Erle Leichty, Jeffrey Tigay, Steve Tinney, Capital Decisions Ltd., (2011); "A New Fragment of Ludlul bl Nmeqi," in *Strings and Threads: A Celebration of the Work of Anne Draffkorn Kilmer*, eds. Wolfgang Heimpel and Gabriel Frantz-Szabó, Eissenbrauns (2011); *The Royal Inscriptions of Esarhaddon, King of Assyria (680-669 B.C.)*, ed. Erle Leichty, Eissenbrauns (2011).

Representative Awards and Distinctions: Clark Research Professorship of Assyriology (1999).

Research Interests: Ancient Near Eastern Literature; Babylonian Tablets.

Name: LOWRY, JOSEPH; Associate Professor, Near Eastern Languages and Civilizations; 100%

Education: B.A., University of Washington (1980); J.D., University of Pennsylvania (1990); M.A., University of Pennsylvania (1991); Ph.D., University of Pennsylvania (1999).

Languages: Arabic (4), Aramaic (3), French (2), German (4), Italian (1), Hebrew (1), Persian (3), Spanish (1), Urdu (1).

Courses: Introduction to the Qur'an; Introduction to Islamic Law; Islamic Intellectual Tradition; Approaches to Islamic Law; Readings in Qur'an and Tafsir; Introduction to Classical Arabic Texts; Seminar in Islamic Studies; Readings in Judeo-Arabic.

Overseas Research Experience: Egypt, Saudi Arabia, United Arab Emirates, Yemen.

Recent Publications: *The Epistle on Legal Theory*, al-Shāfi'ī (D. 204 H./820 A.D.), ed. & tr. New York University Press, (2013); "Rights," *Princeton Encyclopedia of Islamic Political Thought*, eds. G. Böwering et al., Princeton University Press (2013); "A Preliminary Study of al-Shāfi'ī's *Ibtāl al-Istihsān*: Appearance, Reality, and Legal Interpretation," in *'Abbāsīd Studies IV, Occasional Papers of the School of 'Abbāsīd Studies, Leuven, July 5-July 9, 2010*, ed. Monique Bernardts, Gibb Memorial Trust (2013).

Representative Awards and Distinctions: Center for Judaic Studies (2002); MESA Malcolm H. Kerr Dissertation Award (2000); American Association of Teachers of Arabic Translation, First Prize (1989).

Dissertations Supervised: 8

Research Interests: Islamic Law; Arabic Literature; Classical Islamic Thought; Qur'an; Early Islam.

Name: LUSTICK, IAN; Bess W. Heyman Endowed Chair in the School of Arts and Sciences; Professor, Political Science; 100%

Education: B.A., Brandeis University (1971); M.A., University of California-Berkeley (1972); Ph.D., University of California-Berkeley (1976).

Languages: French (3), Arabic (2), Hebrew (2).

Courses: International Relations of the Middle East; Arab-Israeli Relations; Comparative Politics.

Overseas Research Experience: Algeria, Egypt, Gaza, France, Ireland, Israel, Jordan.

Recent Publications: "What Counts is the Counting: Statistical Manipulation as a Solution to Israel's 'Demographic Problem,'" *The Middle East Journal* 67 (2013); "America and the Regional Powers in a Transforming Middle East," with F. Gregory Gause in *Middle East Policy* XIX (2012).

Representative Awards and Distinctions: Chair, Hourani Book Prize Committee MESA (2008); Award Committee Member, Woodrow Wilson Foundation Award, APSA (2006); National Science Foundation Grant (2003-05); Merriam Term Chair (2001-04); Carnegie Corporation Research Grant (2000-2002).

Dissertations Supervised: 15

Research Interests: Arab-Israeli Conflict; Ethnic Conflict and State-Building; Israeli Society and National Identity; Agent Based Modeling and Macro-Level Theorizing; Social Science Methodology.

Name: MAAMOURI, MOHAMED; Senior Research Administrator, Linguistics Data Consortium; 100%

Education: Ph.D., Cornell University (1967)

Languages: Arabic (4), French (4).

Overseas Research Experience: Tunisia.

Recent Publications: "Linguistic Resources for Arabic Machine Translation: The Linguistic Data Consortium Catalog," with Ann Bies and Denise DiPersio in *Challenges for Arabic Machine Translation*, eds. Abdelhadi Soudi, Ali Farghaly, Gunter Neuman and Rabih Zbib, John Benhamins Publishing Co., (2012).

Representative Awards and Distinctions: Associate Director of the International Literacy Institute (ILI) at the University of Pennsylvania (1995-2001).

Research Interests: Arabic Linguistics, Reading, and Language Development; Corpus Linguistics; Sociolinguistics; Educational Linguistics; Language and Literacy Acquisition; Language Policy and Planning; Bilingualism and Multilingual Issues.

Name: MATTER, E. ANN; Professor, Religious Studies; 40%

Education: B.A., Oberlin College (1971); M.Phil., Yale University (1975); M.A., Yale University (1975); Ph.D., Yale University (1976).

Languages: German, Greek, Italian, Latin.

Courses: Christian Thought, 1000-1800; Religion and Literature

Recent Publications: *From Knowledge to Beatitude: St. Victor, Twelfth-Century Scholars, and beyond: Essays in Honor of Grover A. Zinn, Jr.* ed. with Lesley Smith, University of Notre Dame Press (2013); *The New Cambridge History of the Bible*, ed. with Richard Marsden, Cambridge University Press (2012); *Education, Civic Virtue, and Colonialism in Fifteenth-Century Italy: The Ogdoas of Alberto Alfieri*, ed. with Carla Weinberg, Arizona Board of Regents (2011).

Representative Awards and Distinctions: R. Jean Brownlee Term Professor of Religious Studies (1996-2001); Leonore H. Williams Award, Association of Women Faculty and Administrators, University of Pennsylvania (1999); John Simon Guggenheim Fellowship (1996).

Research Interests: Biblical Exegesis; Spirituality and Mysticism; Women's History and Spirituality.

Name: MAYER, ANN; Associate Professor, Wharton School of Business; 40%

Education: B.A., University of Michigan (1964); M.A., University of Michigan, (1966); J.D., University of Pennsylvania (1975); Certificate in Islamic and Comparative Law, University of London (1977); Ph.D., University of Michigan (1978).

Languages: Arabic (2), French (4), German (4), Italian (2), Persian (2), Spanish (2).

Courses: Women, Law, and Politics in the MENA Region.

Overseas Research Experience: Egypt, Libya, Morocco, Pakistan, the Sudan, Tunisia.

Recent Publications: *Islam and Human Rights*, 5th ed., Westview Press (2012); "The Dubious Foundations of the Refah Decision," in *Islam, Europe, Emerging Legal Issues*, ed. Cole Durham, Ashgate Publishing (2012); "General Remarks on Human Rights and Islam in the Middle East," in *Beitrag zum Islamischen Recht VII. Islam und Menschenrechte/Islam and Human Rights*, ed. Hatem Elliesie, Peter Lang (2010).

Representative Awards and Distinctions: Member, Council of the Institute for the Transregional Study of the Contemporary Middle East, North Africa, and Central Asia of Princeton University (2009); Member, Editorial Review Board of *Human Rights Quarterly* (1994); Vice President, Board of Directors of the American Institute for Maghrib Studies (1999-2003); Residency at the Bellagio Center of the Rockefeller Foundation (1998).

Dissertations Supervised: 1

Research Interests: Law in the Contemporary Middle East; Human Rights and International Law; Women's Rights; Comparative Law; Globalization.

Name: MCMILLEN, MICHAEL; Lecturer in Law, Wharton School of Business; 100%

Education: B.B.A., University of Wisconsin-Madison (1972), M.D., Albert Einstein College of Medicine (1976), J.D., University of Wisconsin-Madison (1982).

Courses: Islamic Finance

Overseas Research Experience: Saudi Arabia, United Arab Emirates, United Kingdom.

Recent Publications: "Islamic Capital Markets for United States Parties: Overview and Select Shari'ah Governance Elements," in *Inside the Minds: Financial Services Enforcement and Compliance*. Aspatore, 2013; Rahn Concepts in Saudi Arabia: Formalization and a Registration and Prioritization System," in *Islamic Capital Markets: Products and Strategies*, ed. Kabir Hassan and Michael Mahknecht. UK.: John Wiley and Sons Ltd., 2011; Sukuk and the Islamic Capital Market: An Introduction," in *Contemporary Islamic Finance: Innovations, Applications, and Best Practices*, ed. Karen Hunt-Ahmed. Hoboken, N.J.: John Wiley and Sons, 2013.

Representative Awards and Distinctions: Partner, Fulbright & Jaworski, L.L.P. (2008 to present); American Bar Association, Member Islamic Finance Committee of the International Law Section, Chairman (2007 - Present); Euromoney award for Best Legal Advisor in Islamic Finance (2004 and 2007); Sheikh Mohammed Bin Rashid Al-Maktoum award for Best Legal Advisor in Islamic Finance (2007).

Research Interests: Securities and Capital Markets Laws; Use of Trusts and Trust Concepts in Capital Markets Transactions; Enforceability of Shari'a in Different Jurisdictions throughout the World; Islamic Finance; Project Finance.

Name: MILL, AMEL; Lecturer, Near Eastern Languages and Civilizations; Director, Lauder Arabic Language and Culture Program; 90%

Education: J.D., University of Tunis (1987), M.S., Ecole Nationale d'Administration (1991), M.S., Rutgers University (2003), Ph.D., Rutgers University (2009).

Languages: Arabic (4), French (4), Spanish (2).

Courses: Elementary Arabic.

Overseas Research Experience: Tunisia.

Language Pedagogy Experience: Arabic and French Tutor at Rutgers University (2004-05); OPI proctor certified; member of AATA.

Recent Publications: "Gender Standards vs. Democratic Standards: Revisiting the Paradox," in *Journal of International Women's Studies* 14: 2 (2013); "Teaching Arabic to Business Students," *Global Business Language*, Vol. 16 (2012).

Research Interests: Gender Politics; E-Courts; North African Law.

Name: NORTON, ANNE; Graduate Chair and Professor, Political Science; 50%

Education: B.A., University of Chicago (1977); M.A., University of Chicago (1979); Ph.D., University of Chicago (1982).

Languages: Arabic (1), French (3), German (1).

Courses: Muslim Political Thought; Contemporary Political Philosophy; Popular Culture: Islam in the West; Modern Political Theory.

Overseas Research Experience: Belgium, Egypt, France, Georgia, India, Mexico, the Netherlands, Norway, Turkey, Tunisia, United Kingdom.

Recent Publications: *On the Muslim Question*. Princeton: Princeton University Press (2013); "Fearful Privilege," in *Theory & Event* 15:3 (2012); "The Red Shoes: Islam and the Limits of Solidarity in Cixous's *Mon Algeriance*," in *Theory & Event* 14:1 (2011); "The Danish Cartoon Controversy and the Challenges of Multicultural Politics," in *Perspectives on Politics* 9:3 (2011).

Dissertations Supervised: 10

Research Interests: Political Theory; Comparative Politics and Culture; Comparative Literature.

Name: NOVOTNY, JAMIE; Visiting Assistant Professor, Assyriology; 100%

Education: B.A., Virginia Commonwealth University (1994); M.A., University of Toronto (1997); Ph.D., University of Toronto (2003).

Languages: Akkadian, Aramaic (Imperial and Old), Biblical Hebrew, French, German, Italian, Phoenician, Sumerian.

Courses: Akkadian, Sumerian.

Overseas Research Experience: Canada, Israel, Germany, United Kingdom

Recent Publications: *The Royal Inscriptions of Sennacherib, King of Assyria (704-681 BC)*, ed. A. Kirk Grayson and Jamie Novotny. Winona Lake, Id.: Eisenbraum (2012); *From the Foundations to the Crenellations: Essays on Temple Building in the Ancient Near East and Hebrew Bible*, ed. Mark J. Boda and Jamie Novotny. Munster: Ugarit-Verlag (2010).

Language Pedagogy Experience: Brandeis University (Akkadian: 2008-09).

Representative Awards and Distinctions: University of Toronto International Student Award (1997-2001); A.A. Rogers Award for History Honors Project (1994).

Research Interests: Assyrian Inscriptions, Mesopotamian building activities (the construction of temples), royal scribal activities, textual transmission

Name: OGLE, VANESSA; Assistant Professor, History; 35%

Education: B.A., Universite de Paris IV, (2001); M.A. Free University of Berlin (2003) Ph.D., Harvard University (2011).

Languages: Arabic (4); French (3); German (4); Italian (1); Persian (1)

Courses: Approaches to Transregional History European Imperialism and Colonialism; Globalization: The First Wave; International Society in the Twentieth Century.

Overseas Research Experience: Lebanon, Germany.

Recent Publications: "State Rights against Private Capital: The 'New International Economic Order' and the Struggle over Aid, Trade, and Foreign Investment, 1962-1980," in *Humanity* 5:2 (forthcoming 2014); "Whose Time Is It? The Pluralization of Time and the Global Condition, 1870s-1940s," in *American Historical Review* 120:5 (2013).

Representative Awards and Distinctions: Kluge Fellowship, Library of Congress (2014); Institute for Advanced Study, School of Social Science (2013); University of Pennsylvania Research Opportunity Grant (2012).

Name: O'LEARY, BRENDAN; Lauder Professor of Political Science; Director, University of Pennsylvania Program in Ethnic Conflict; 35%

Education: B.A., University of Oxford, (1981); Ph.D., London School of Economics (1988).

Languages: Arabic (1), French (2), Kurdish (1).

Courses: The Politics of Contemporary Iraq; Power Sharing in Deeply Divided Places; Federations: Successes & Failures, Genocide & Ethnic Expulsions; Comparative Politics

Overseas Research Experience: Iraq (Kurdistan), Ireland, Nepal, Somalia, the Sudan.

Recent Publications: *Courts and Consociations: Human Rights versus Power-Sharing*, with Christopher McGrudden, Oxford University Press (2013); *The Politics of Ethnic Conflict Regulation: Case Studies of Protracted Ethnic Conflicts*, ed. with John McGarry, Routledge (2013); *Power Sharing in Deeply Divided Places*, ed. with Joanne McEvoy, University of Pennsylvania Press (2013).

Representative Awards and Distinctions: International Constitutional Advisor to the Kurdish Regional Parliament and Governments (2004); Director, Solomon Asch Center for the Study of Ethnopolitical Conflict (2002-07); Rockefeller Foundation Residential Fellowship in Bellagio, Italy (2002); U.S. Institute of Peace Award held with John McGarry (1998-2001).

Dissertations Supervised: 5

Research Interests: Comparative Politics; Power-Sharing in Deeply Divided Places; Nationalism and National Self-Determination; National and Ethnic Conflict Regulation; Constitutional Design.

Name: ÖNDER, SYLVIA WING; Visiting Associate Professor, Near Eastern Languages and Civilizations; 100%

Education: B.A., University of Pennsylvania (1982), M.A., University of Pennsylvania (1991), Ph.D., Ohio State University (1998).

Languages: Turkish (4).

Courses: Contemporary Middle East Literature in Translation.

Overseas Research Experience: Turkey.

Representative Awards and Distinctions: Co-Director, State Department's CAORC Turkish Critical Language Scholarship program.

Research Interests: Ethnography in the Black Sea Region of Turkey.

Name: OUSTERHOUT, ROBERT G.; Professor, Art History; Chair of Art and Archaeology, the Mediterranean World Graduate Group; Director, Center for Ancient Studies; 60%

Education: B.A., University of Oregon (1973), M.A., University of Cincinnati (1977), Ph.D., University of Illinois Urbana-Champaign (1982).

Languages: Greek (3), Turkish (2).

Courses: Byzantine Art and Architecture; Archaeologists and Travelers in Ottoman Lands.

Overseas Research Experience: Greece, Turkey.

Recent Publications: "Historic Photography and Byzantine Architecture," in *Artamonoff: Picturing Byzantine Istanbul, 1930-47*, ed. G. Varinlioglu. Koc University Press (2013), 63-77. *Domes: A Journey through European Architectural History*, co-authored with A. Ertug and M. Forsyth. Ertug & Kocabiyik The Creative Book Company (2011); *A Byzantine Settlement in Cappadocia*, *Dumbarton Oaks Studies* 42, (2011); *John Henry Haynes: Archaeologist and Photographer in the Ottoman Empire 1881-1900*, *Cornucopia* (2011).

Research Interests: Documentation and Interpretation of the Vanishing Architectural Heritage of the Eastern Mediterranean; Architecture, Monumental Art, and Urbanism in Medieval Turkey, Greece, and Israel.

Name: PACK, HOWARD; Professor Emeritus, Wharton School of Business; 50%

Education: B.B.A., City College of New York; Ph.D., Massachusetts Institute of Technology.

Courses: Nations, Politics, and Markets.

Overseas Research Experience: China, Indonesia, Israel, Kenya, Korea, Morocco, Philippines, Taiwan.

Recent Publications: *The Arab Economies in a Changing World*, eds. Marcus Noland and Howard Pack, Peterson Institute for International Economics (2011).

Representative Awards and Distinctions: The Henry and Bryna David Lecture, the National Academies (February, 2008).

Dissertations Supervised: 1

Research Interests: Industrial Development; Asian and Arab Economies; Industrial Policy; Foreign Aid; Technology Transfer.

Name: PITTMAN, HOLLY; College of Women Class of 1963 Endowed Term Chair in the Humanities; Professor, Art History; Curator, the Near East Section at the Penn Museum; 100%

Education: B.A., State University of New York-Binghamton (1971); M.A., Columbia University (1975); M.Phil., Columbia University (1977); Ph.D., Columbia University (1989).

Courses: Art and Architecture of Egypt and Mesopotamia; Art of Ancient Iran; Asia and Egypt in the Early/Middle Bronze Age, Assyrian Relief

Overseas Research Experience: Cyprus, Iran, Iraq, Syria, Turkey.

Recent Publications: *Evolution of Mind, Brain, and Culture*, eds. Gary Hatfield and Holly Pittman, University of Pennsylvania Museum of Archaeology and Anthropology (2013); "Sealings from Konar Sandal South," in *Connections and Complexity: New Approaches to Archaeology of South Asia*, eds. Shino Abraham et. al., Left Coast Press (2013); "Seals and Sealing in the Sumerian World," in *The Sumerian World*, ed. Harriet Crawford, Routledge (2013).

Representative Awards and Distinctions: Vice-President and Trustee-at-Large, American Institute of Iranian Studies (AIIRS); Senior Fellow, Louis J. Kolb Foundation (2001-02); Selection Committee, Andrew W. Mellon Fellowships in Humanistic Studies (2001-02).

Dissertations Supervised: 5

Research Interests: Ancient Near Eastern Art; Glyptic Art.

Name: PRICE, MONROE; Adjunct Full Professor, Annenberg School for Communication; Director, Center for Global Communication Studies; 35%

Education: B.A., Yale University (1960); J.D., Yale Law School (1964).

Courses: International Communication: Power and Flow; Media and Sovereignty: Comparative Approaches to Regulation of the Media; Introduction to Mass Media Institutions; Shaping Communications Policy in the Obama Administration.

Overseas Research Experience: Australia, China, Hungary, India, Iraq, Jordan, Russia, United Kingdom.

Recent Publications:

Dissertations Supervised: 2

Research Interests: Media Law and Policy; Media and Sovereignty; Media and Transition in Post-Soviet Societies; Crisis States; Issues of Satellite Regulation; Religion and Communication; Media Assistance and Democratization.

Name: REICHER, HARRY; Adjunct Professor, Law School; 50%

Education: B.A., Monash University; LL.B., Monash University; LL.M., University of Melbourne; LL.M., Harvard Law School.

Courses: International Human Rights; Law and the Holocaust.

Research Interests: Holocaust Law; International Human Rights.

Name: RISTVET, LAUREN; Assistant Professor, Anthropology; 100%

Education: B.A., Yale University (1999); M.Phil., Cambridge University (2000); Ph.D., Cambridge University (2005).

Courses: Nineveh, Babylon, and Persepolis; Empires: From Akkad to America; Archaeologies and Empires; Space, Rituals, Performance, and Politics; Syrian Palaces; Achaemenids and Hellenistic Aftermath

Overseas Research Experience: Azerbaijan, Syria.

Recent Publications: "Between Ritual and Theatre: Political Performance Seleucid Babylonia," in *World Archaeology* (2014); "The Habur Region in the Old Babylonian Period," with Harvey Weiss in *Archéologie et Histoire de la Syrie*, eds. Winfred Orthmann, Paolo Matthiae and Michel al-Maqdissi. Harrassowitz Verlag (2013); "The Development of Underdevelopment? Imperialism, Economic Exploitation and Settlement Dynamics in the Khabur Plains, ca. 2300-2200 BC," in *Seven Generations Since the Fall of Akkad*, ed. Harvey Weiss, Harrassowitz Verlag (2012).

Representative Awards and Distinctions: NSF Grant, Archaeological Investigation into the Nature of Imperialism in the Achaemenid (Persian) Empire and its Effects on Local Communities in Naxçyvan, Azerbaijan (2008).

Research Interests: Anthropology and Archaeology of the Near East.

Name: ROSE, C. BRIAN; James B. Pritchard Professor of Archaeology; Professor, Classical Studies; Curator, University of Pennsylvania Museum of Archaeology and Anthropology; 50%

Education: B.A., Haverford College (1978); M.A., Columbia University (1980); M.Phil., Columbia University (1982); Ph.D., Columbia University (1987).

Languages: Greek, Latin, Persian, Turkish.

Courses: Archaeology of Troy and Gordion; Roman Topography; Roman Art and Architecture; Augustan Rome; Roman Republican Sculpture, Architecture, and Coinage; Introduction to Mediterranean Archaeology; Materials and Methods in Mediterranean Archaeology; Royal City of Midas

Overseas Research Experience: Greece, Italy, Turkey.

Recent Publications: *The Archaeology of Greek and Roman Troy*. University Press, (2014); *The Archaeology of the Phrygian Gordion: Royal City of Midas*. University of Pennsylvania Museum of Archaeology and Anthropology (2012); *The New Chronology of the Iron Age Gordion*. University of Pennsylvania Museum of Archaeology and Anthropology, (2011).

Representative Awards and Distinctions: Member, Board of Directors, CAORC; President, Archaeological Institute of America (AIA) (2007-Present); Board of Directors, American Research Institute in Turkey (1994-1999, 2007-Present); Trustee, American Academy in Rome (2001-Present); Elected Corresponding Member, German Archaeological Institute (2006); Louis J. Kolb Senior Fellow, University of Pennsylvania Museum of Archaeology and Anthropology (2007); National Endowment for the Humanities Fellowship (2004-05); Award for Distinguished Scholarship, McMicken Dean's Awards for Faculty Excellence (1995).

Dissertations Supervised: 27

Research Interests: Mediterranean Archaeology; Roman Art.

Name: RUSHDIE, EMAD; Lecturer in Foreign Languages; Coordinator, Arabic Language Program, Near Eastern Languages and Civilizations; 100%

Education: B.S., Cairo University (1988); M.A., American University in Cairo (2002).

Languages: Arabic (4).

Courses: Elementary Arabic; Intermediate Arabic; Advanced Intermediate.

Overseas Research Experience: Egypt.

Language Pedagogy Experience: Middlebury Summer Program (Arabic: 1997-2000); ALI, American University in Cairo (Arabic: 1999-2002); Brown University (2002-2003); ACTFL Tester of Arabic with full certificate; OPI proctor certified; member of AATA.

Research Interests: Teaching and Learning of Arabic Grammar.

Name: SAYED, KHALED; Lecturer, Near Eastern Languages and Civilizations; 100%

Education: B.A., Cairo University (1990); M.A., Pontifica Universidad Javeriana (2003).

Languages: Arabic (4), Spanish (4).

Courses: Beginning Arabic; Continuing Arabic

Overseas Research Experience: Colombia, Egypt.

Language Pedagogy Experience: Community College of Philadelphia (Spanish: 2003-present); Temple University (Spanish: 2006-07); Anne Arundel Community College (Arabic, Spanish: 2007-present); Middlebury College (Arabic: Summer 2009).

Name: SHARKEY, HEATHER; Associate Professor, Near Eastern Languages and Civilizations; 100%

Education: B.A., Yale University (1990); M.Phil., University of Durham (1992); Ph.D., Princeton University (1998).

Languages: Arabic (3), French (2), German (1).

Courses: Muslim, Christian, and Jewish Relations in the Modern Middle East and North Africa; Iraq, Egypt, Algeria: Case Studies from the Arab World; Introduction to the Middle East; The Middle East through Many Lenses; North Africa: History, Culture, Society; Nationalism and Communal Identity in the Modern Middle East; Middle East Through Many Lenses; Food in Islamic Middle East; Migration in Middle East

Overseas Research Experience: Egypt, Israel, Norway, the Sudan, United Kingdom, France

Recent Publications: *Cultural Conversions: Unexpected Consequences of Missionary Encounters in the Middle East, Africa, and South Asia*, ed. Heather Sharkey. Syracuse University Press, (2013); "Jihads and Crusades in Sudan, 1881 to the Present," in *Just Wars, Holy Wars, and Jihads*, Ed. Sohail H. Hashmi, Oxford University Press (2012); "Middle Eastern and North African Christianity: Persisting in the Lands of Islam," in *Introducing World Christianity*, Ed. Charles E. Farhadian, Wiley-Blackwell (2012); *American Missionaries and the Middle East: Foundational Encounters*, co-edited with Mehmet Ali Doğan, University of Utah Press. (2011).

Representative Awards and Distinctions; Professeur Invité, École des Hautes Études en Sciences Sociales (EHESS), Institut d'études de l'Islam et des sociétés du monde musulman (IISMM), Paris (2012-13); Charles Ludwig Distinguished Teaching Award, College of Arts and Sciences, University of Pennsylvania (2011); Carnegie Corporation of New York, Carnegie Scholars Fellowship (2006-07).

Dissertations Supervised: 10

Research Interests: Modern North African History; History of Muslim, Christian, and Jewish Relations; American and European Missionaries in the Middle East; Islamic Africa; Colonialism and Postcolonialism in the Middle East and Africa; Nationalism in the Middle East and Africa; The History and Politics of Food in the Islamic Middle East.

Name: SHISHANI, SALWA; Lecturer, Near Eastern Languages and Civilizations; 100%

Education: B.A., Mu'tah University (1996); M.A., University of Phoenix (2005).

Languages: Arabic (4), Chechen (4).

Courses: Intermediate Arabic; Advanced Intermediate Arabic; Advanced Spoken Standard Arabic; Colloquial Arabic: Levantine.

Overseas Research Experience: Jordan.

Language Pedagogy Experience: Camden County College (Arabic: 2004-2006); Rowan University (Arabic: 2007 to present); Temple University (Arabic: 2007 to present).

Research Interests: Teaching Arabic with Technology.

Name: SILVERMAN, DAVID; Eckley Brinton Coxe Jr. Professor of Egyptology; Curator Penn Museum Egyptian Section; Professor, Near Eastern Languages and Civilizations; 100%

Education: B.A., Rutgers University (1966); Ph.D., University of Chicago (1975).

Languages: Akkadian, Ancient Egyptian, Sumerian.

Courses: Art and Architecture of Ancient Egypt; Religion in Ancient Egypt; Middle Egyptian; Late Egyptian; Religion in Ancient Egypt

Overseas Research Experience: Egypt.

Recent Publications: *Ancient Egypt*. Oxford University Press (2003).

Representative Awards and Distinctions: National Curator, Advisor and Academic Content Creator for *Tutankhamun: The Golden King and the Great Pharaohs*, Art Gallery of Ontario.

Research Interests: Ancient Egyptian Epigraphy.

Name: SPOONER, BRIAN; Interim Co-Director, Lauder Institute; Professor, Anthropology; Museum Curator for Near East Ethnology; 100%

Education: B.A., University of Oxford (1960); Ph.D., University of Oxford (1967).

Languages: Arabic (1), Balochi (1), French (2), German (2), Italian (1), Ottoman Turkish (1), Pashto (1), Persian (4), Russian (2), Spanish (1), Turkish (1), Urdu (2).

Courses: Afghanistan, Iran, Pakistan; Anthropology in the Modern World; Globalization,

Overseas Research Experience: Afghanistan, Egypt, India, Iran, Pakistan, the Sudan, Tajikistan.

Recent Publications: *Globalization: The Crucial Phase*, University of Pennsylvania Museum of Archaeology and Anthropology (2014); "Investment and Translocality: Recontextualizing the Baloch in Islamic and Global History," in *Crossroads Asia Working Paper Series 14* (2013); *Literacy in the Persianate World: Writing and the Social Order*, edited with William L. Hanaway, University of Pennsylvania Museum of Archaeology and Anthropology (2012).

Representative Awards and Distinctions: Fellow, American Association for the Advancement of Science; Board Member, American Institute of Afghanistan Studies; President, American Institute of Pakistan Studies (1999-2005); President, American Institute of Iranian Studies (1994-96).

Dissertations Supervised: 2 Ph.D., 2 M.A.

Research Interests: Cultural and Social Anthropology; Globalization; Middle East; South Asia; Central Asia; Social Organization; Islam; Religion; Ethnohistory; Ecology; Rural Development.

Name: SRYFI, MBAREK; Lecturer in Foreign Languages, Near Eastern Languages and Civilizations; 100%

Education: B.A., University Sidi Mohammed Ben Abdullah, Fes (1990); Teaching Diploma, Ecole Normale Sup'rieure, Rabat (1995); Ph.D. Candidate, University of Pennsylvania (2004-Present).

Languages: Arabic (4), French (4), Hebrew (2), Spanish (1).

Courses: Elementary Arabic; Intermediate Arabic; Advanced Spoken Arabic; Advanced Arabic Syntax; Moroccan Colloquial Arabic.

Overseas Research Experience: Morocco.

Language Pedagogy Experience: Lycee Hassan I (English: 1990-2001); U.S. Peace Corps, Morocco (Arabic: 1996-2000); Berlitz Language Center (Arabic, French: 2001-02); Mercer County Community College (Arabic: 2002 to present); OPI proctor certified; membership in AATA, ACTFL, MLA and TESOL.

Recent Publications: Co-translator, an anthology of short stories from Moroccan Arabic to English (forthcoming); Contributed three chapters to a new film-based textbook series (Alucen Learning) Co-translated two short stories (CELAAN, Summer 2008).

Research Interests: Modern Literature and History of North Africa; Translation; Arabic Grammar Website.

Name: STERN, DAVID; Ruth Meltzer Professor of Classical Hebrew, Near Eastern Languages and Civilizations; 100%

Education: B.A., Columbia University (1972); Ph.D., Harvard University (1980).

Languages: Aramaic, Biblical Hebrew, Modern Hebrew.

Courses: Themes in Jewish Tradition; Great Books of Judaism; Studies in Rabbinic Literature; Studies in Medieval Hebrew Literature; Classical Midrash and Aggadah; Siddur and Piyyut; Ancient Interpretation of the Bible; Rabbinic Narrative; Akeideah Midrash, Passover Haggada; Ancient Interpretations of the Bible

Overseas Research Experience: Israel.

Recent Publications: "Erhard von Pappenheim: The Portrait of a Hitherto Unstudied 15th. C. German Christian Hebraist," in *Envisioning Judaism: Studies in Honor of Peter Schafer on the Occasion of His Seventieth Birthday*, ed. Ra'anana S. Bouston, Mohr-Siebeck (2013); "The Hebrew Bible in the Middle Ages," in *Jewish Studies Internet Journal* 11 (2012); "Mapping the Redemption: Messianic Cartography in the 1695 Amsterdam Haggadah," in *Studia Rosenthaliana* 42-43 (2010-2011).

Representative Awards and Distinctions: Ruth Meltzer Chair of Classical Hebrew.

Research Interests: Biblical, Midrashic and Rabbinic Literature.

Name: TIGAY, JEFFREY; Emeritus Ellis Professor of Hebrew and Semitic Languages and Literatures, Near Eastern Languages and Civilizations; 100%

Education: B.A., Columbia University (1963); M.A., Jewish Theological Seminary of America (1966); Rabbi, Jewish Theological Seminary of America (1968); Ph.D., Yale University (1971).

Languages: Akkadian (3), Arabic (1), Aramaic (3), French (2), German (3), Sumerian (3), Ugaritic (3).

Courses: The Bible in Translation: Genesis; A Book of the Bible.

Overseas Research Experience: Israel.

Representative Awards and Distinctions: Doctor of Hebrew Letters (Hon.) (2002); Lindback Award for Distinguished Teaching, University of Pennsylvania (1995); D.D. (Hon.), Jewish Theological Seminary of America (1994); Elected Fellow, American Academy for Jewish Research (1986).

Dissertations Supervised: 8

Research Interests: The Hebrew Bible in its Ancient Near Eastern Context; History of the Hebrew Bible's Interpretation in Judaism.

Name: TINNEY, STEPHEN; Associate Professor, Near Eastern Languages and Civilizations; Associate Curator, Penn Museum; Director, Pennsylvania Sumerian Dictionary Project; 100%

Education: M.A., Cambridge University (1984); Ph.D., University of Michigan (1991).

Languages: Akkadian (4), Biblical Hebrew (2), French (2), German (2), Italian (2), Spanish (3), Sumerian (4).

Courses: Intro to Mesopotamian Literature; The Land of Sumer; Intermediate Sumerian; Readings in Sumerian Texts; Magical Science; Sumerian Daily Texts; Myths of Ancient Mesopotamia; Early Mesopotamian History; Ancient Iraq; Reading Ancient Mesopotamia

Overseas Research Experience: Turkey.

Recent Publications: *Electronic Pennsylvania Sumerian Dictionary*, Print Version. (Summer 2014); "Tablets of schools and scholars: a portrait of the Old Babylonian corpus," in *The Oxford Handbook of Cuneiform Culture*, eds. K. Radner and E. Robson, Oxford University Press (2011).

Representative Awards and Distinctions: University of Pennsylvania Museum Research and Travel Grant (1995-96); Horace H. Rackman Graduate School Predoctoral Fellowship (1990-91); Horace H. Rackman Graduate School Dissertation Travel and Research Fellowship (1990).

Research Interests: Sumerian and Akkadian Historical Texts.

Name: TROUTT POWELL, EVE; Christopher H. Browne Distinguished Professor of History; SAS Associate Dean for Graduate Studies 90%

Education: B.A., Harvard University (1983); M.A., Harvard University (1988); Ph.D., Harvard University (1995).

Languages: Arabic (4), French (3).

Courses: History of the Middle East since 1800; the Arab-Israeli Conflict in Literature and Film; Middle Eastern Race and Ethnicity; Slavery in Middle East and North Africa;

Overseas Research Experience: Egypt, Italy, United Kingdom.

Recent Publications: *Tell This in my Memory: Stories of Enslavement in Egypt, Sudan, and the Ottoman Empire*, Stanford University Press (2012); "Bodies Captured on Film: Photographing Sudanese Slaves in the Early 20th Century," in *The Ashgate Research Companion to Modern Imperial Histories*, eds., Philippa Levine and John Marriott (2012).

Representative Awards and Distinctions: MacArthur Fellow (2003).

Dissertations Supervised: 3

Research Interests: Modern Middle Eastern History; Egyptian and Sudanese Cultural History; Arab-Israeli Conflict; Slavery Studies; Gender Studies.

Name: VIDEN, ANNA; Lecturer, International Relations Program;

Education: B.A., Gothenburg University; M.A., University of Paris-VIII (2004); Ph.D., L'Institut d'Études Politiques de Paris (2011).

Languages: French (4), Spanish (1), Swedish (4).

Courses: Arab Spring and the American Foreign Policy

Recent Publications: *The Role of Think Tanks in Shaping Social Development Policies*, ed. with James McGann and Jillian Rafferty, The University of Pennsylvania Press (2014); "Saudi Arabia: Status Quo Amidst Unrest," in *InFocus Quarterly* (2011).

Research Interests: Islam and democracy; Muslim minorities in Europe and the Transatlantic Relations.

Name: VITALIS, ROBERT; Professor, Political Science; 60%

Education: B.A., State University of New York - Stony Brook (1978), M.S., Massachusetts Institute of Technology (1984); Ph.D., Massachusetts Institute of Technology (1989).

Languages: Arabic (2).

Courses: Contemporary Politics in the Middle East; The Politics of Oil; Middle East Politics; War In Iraq; American Foreign Policy; Studies in Comparative Politics; Israel Studies; Geopolitics

Overseas Research Experience: Egypt.

Recent Publications: "Alexandria Without Illusions," in *Cosmopolitan Alexandria*, ed. Deborah Starr, American University in Cairo Press (2011); "The Noble American Science of Imperial Relations and its Laws of Race Development," *Comparative Studies in Society and History* 52: 4 (2010).

Representative Awards and Distinctions: Bernath Prize, Best Article in Diplomatic History, Organization of American Historians (1997).

Dissertations Supervised: 7

Research Interests: Intellectual History; Political Economy of Oil; State Formation; U.S. Foreign Policy.

Name: WAGNER, DANIEL; UNESCO Chair in Learning and Literacy; Professor, Graduate School of Education; 90%

Education: B.S., Cornell University (1968); M.A., University of Michigan (1971); Ph.D., University of Michigan (1976).

Languages: French (4), Spanish (3), Moroccan Arabic.

Courses: Education in Developing Countries; Human Development.

Overseas Research Experience: India, Morocco, Algeria, Tunisia, Egypt, Abu Dhabi, Mauretania, Mali, Senegal, South Africa.

Recent Publications: "Learning First: A Research Agenda for Improving Learning in Low-income Countries" with Katie M. Murphy and Hale de Korne, *Center for Universal Education Working Paper*, Brookings Institute (2012); "Smaller, Quicker, Cheaper: Improving Learning Assessments in Developing Countries," UNESCO-IIEP/FTI-Global Partnership for Education (2011).

Representative Awards and Distinctions: Director, International Literacy Institute (ILI) at the University of Pennsylvania; Director, National Center on Adult Literacy (1983 to present); Fulbright-Hays Scholar, University of Paris.

Research Interests: International Issues in Education; Cultural Perspectives on Development; Adult Literacy; Multi-Lingualism.

Name: WEGNER, JOSEF; Associate Professor, Near Eastern Languages and Civilizations; 100%

Education: B.A., University of Pennsylvania (1989); Ph.D., University of Pennsylvania (1996).

Languages: Middle, Late and Old Egyptian (4).

Courses: Land of the Pharaohs; History of Ancient Egypt; Egyptian Artifacts; Archaeology of Nubia.

Overseas Research Experience: Egypt, the Sudan.

Recent Publications: "A Discovery of a Royal Sarcophagus Chamber," in *Expedition* (Spring 2014); "Philadelphia E16230: Fragment of a Sunshade from the Palace of Akhenaten in Heliopolis," in *Les edifices du regne d'Amenhotep IV-Akhenaton, urbanism et revolution*, Universite Paul Velery (2012); "External Connections of the Community of Wah-Sut During the Late Middle Kingdom," in *Perspectives on Ancient Egypt: Studies in Honor of Edward Brovarski*, Conseil Supreme des Antiquites de l' Egypt (2010).

Representative Awards and Distinctions: National Science Foundation Grant, Study of Early Bronze Age cemetery of el-Amra in Upper Egypt (2006); National Science Foundation Anthropology Program Dissertation Enhancement Grant (1996); Khouri Foundation Award for Doctoral Research (1995).

Research Interests: Ancient Egyptian and Nubian Art and Architecture.

Name: ZETTLER, RICHARD; Associate Professor, Near Eastern Languages and Civilizations;
Associate Curator, Penn Museum; 100%

Education: B.A., Notre Dame University; Ph.D., University of Chicago (1984).

Languages: Arabic, French, German, Italian, Spanish.

Courses: Iraq: Ancient Cities and Empires; Ancient Civilizations of the World; Origins and Cultures of Cities;

Overseas Research Experience: Iraq, Lebanon, Morocco, Syria.

Recent Publications: "Ur B Archaeologisch," in *Reallexikon der Assyriologie* (submitted 2013); "Bludgeoned, Burned, and Beautified: Re-Evaluating Mortuary Practice in the Ur Royal Cemetery," in *Sacred Killing: The Archaeology of Sacrifice in the Ancient Near East*, Eisenbrauns (2011); "An Early Dynastic I Clay Sealing from Nippur Depicting Feasting with Music," in *Strings and Threads: Studies Celebrating Anne Draffkorn at Her 80th Birthday*, ed. Gabriella Frank-Szabo and Wolfgang Heimpel, Eisenbrauns (2011).

Representative Awards and Distinctions: Member, the American Academic Research Institute in Iraq.

Dissertations Supervised: 5

Research Interests: Urbanization in Mesopotamia; Near Eastern Archaeology.

Appendix C: NRC Performance Measure Forms (PMFs)

Goal #1: Amplify MES Programs to Raise the Number of ME Experts.

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Annually add students, including students from professional schools, to raise number of MES graduates by 3% annually with an increase of 12% by the end of the grant period.	A.1 Launch Terminal M.A. in MES to train professionals through Penn's College of Liberal and Professional Studies.								
	A.2 Active recruitment, targeting students from large ME lecture courses and seminars in different schools and depts.								
	A.3 Offer information sessions & fairs on MES programs, Partnership with Perry World House (PWH)								
	A.4 Annual Internship Workshop with Penn in Washington (PWP).								
	A.5 Undergraduate Pulitzer Journalism Award.								
	A.6 Organize Alumni Network Program for students								
B) Increase number of students in ME content courses by 3% annually, with an increase of 12% by the end of the grant period.	B.1 Enhance popularity of existing programs through undergraduate and graduate essay awards								
	B.2 Expand geographic coverage of ME classes through new course offerings including two new content courses: "The Middle East and South Asia" and "Border Conflicts in ME"								
	B.3 Host New Lecture Series: "Hinterlands of the ME"								
	B.4 MEC Academic Board will review curriculum design and improve quality, popularity, and number of MES courses including two new content courses: "The Middle East and South Asia" and "Border Conflicts and ME International Relations"								

Goal #2: Sustain and Enhance Language Acquisition and Instruction in ME LCTLs.

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Enhance Arabic, Hebrew, Persian, and Turkish Language Instruction for language teachers.</p> <p>B) Increase number of students enrolled in ME language courses by 2-3% annually, and 10% by the end of the grant period.</p>	<p>A.1 Organize Annual Summer Institutes and Year-Long Workshops for ME LCTL teachers, including "Teaching Arabic for K-12 and in Community Colleges" Workshop</p> <p>A.2 Host Startalk Summer Institute for Arabic, Persian, and Turkish, as proposed by Penn language coordinators</p>								
	B.1 Increase ME language training through Terminal MA program.								
	B.2 Support collaboration for advanced level ME language study (CASA, ECPT)								
	B.3 Expand tutoring for students through Penn Language Center (PLC)								
	B.4 Enhance the popularity of language courses through translation contests								
	B.5 Support collaborative efforts with CESSI for additional ME language study options for students								
B.6 Collaborate with AATP and AATTL									
B.7 Schedule Bilingualism Workshops									
<p>C) Increase course offerings in ME languages by 2-3% annually, and 10% by the end of the grant period.</p>	<p>C.1 Offer more intermediate and advanced levels of courses, particularly in Persian and Turkish, and develop new curricula in highly specialized languages related to ME LCTLs including "Dari through Afghan Media and Newspapers", "Azeri through Historical Texts", and "Paleographic Traditions of the ME"</p> <p>C.2 Hire additional instructors</p>								

Goal #3: Build Capacity in Global Education and Teacher Training Through New Partnerships with GSEs.

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Raise number of leaders, consultants, and teachers trained in Global Education by 3-5% annually, and 12-15% by end of the grant period.	A.1 Launch a Certificate Program with Mid-Career Doctoral Program in Educational Leadership (MCDPEL) at Penn's GSE								
	A.2 Support a joint course between GSE & SAS on globalized curricula								
	A.3 Organize regular workshops that culminate in an annual summer institute with Penn's Teacher Education Program (TEP)								
	A.4 Enrich area studies content of courses at Drexel's GSE to map out courses with global content and provide international teacher training								
B) Improve ME-focused in-house teacher training.	A.5 Provide library tours each year for educators to familiarize them with Penn's free online resources								
	A.6 Offer a Library Fellowship to one K-12 educator each year for full access to Penn libraries								
	B.1 Survey participants on instructional needs before and after training sessions								
	B.2 Support Arabic instruction at K-12s through Summer and Year-Long workshops								
B.3 Enhancing MEC's K-12 library, upgrading MEC popular audio-visual resources									
	B.4 Provide Library Tours for K-12 Teachers								

Goal #4: Fortify Partnerships with Minority-Serving Institutions.

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Increase Collaboration with MSIs by 2-3% annually, and 10% by the end of the grant period.</p>	A.1 Fund ME cultural events at Cheyney University								
	A.2 Send Penn instructors to support Arabic and Islamic Studies at Lincoln University								
	A.3 Develop teaching modules with CCP and MCC								
	A.4 Summer Institutes for K-12 teachers to integrate ME and global issues in their teaching								
	A.7 Launch of Master Teacher Fellowship to be awarded annually to a teacher who displays resounding commitment to global curriculum development								
	A.8 Organize bi-annual lectures on culture, history, language and politics of ME in partnership with CCC's Center for Civic Leadership								
	B.1 New partnerships with MCC and Perce College to provide in-class lectures and teacher training workshops with ME content								
	B.2 Partner with Midwest Institute for International and Intercultural Education (MIIE)								
<p>B) Forge New MSI and other community relationships with expanded outreach, event participants to increase 2-3% annually, and 10% by end of grant period.</p>									



June 17, 2014

Title VI Directors

University of Pennsylvania
646 Williams Hall
Philadelphia, PA 19104

On behalf of Drexel University, School of Education, I strongly support the **Drexel-Penn Global Teach Connection (GTC) Project** collaboration in response to a Title VI RFP invitation from University of Pennsylvania, Area Studies Centers Studies (i.e., Middle East Center, African Studies Center, Center for East Asian Studies, and South Asia Center). This collaboration will forge a strategic relationship between Drexel's School of Education and Penn Area Studies faculty and students in order to 1) to prepare teachers and education leaders to think globally, 2) develop area studies and intercultural competencies, and 3) engage new pedagogical theory and practice for working with diverse students and teaching less commonly taught languages.

As you already know, Drexel University is highly committed to teacher education including Global and International Education. The UPenn-Drexel Global Connect project will help us "level the playing field" for Drexel's teacher education students, teachers in partner schools, community schools and leaders who want to improve access to intercultural education and knowledge foundation in least commonly taught languages and pedagogy (LCTL) to improve teacher competency in diverse learning settings.

The opportunity to link, through the UPenn's National Resource Center and Areas Studies connection, through Drexel's existing GIE program and directly to our ongoing Global Education Colloquium, which is live-streamed and archived for future teaching is sure to generate excitement among our students, teachers and faculty. Media connections can be a strong motivator for expanding a collaborative community among more reluctant teachers and scholars, and this project is sure to help some of our students and teachers overcome their lack of understanding about area studies and the need for intercultural competencies in an increasingly global and diverse education settings.

We look forward to working with you and participating in an ongoing development of this project and evaluation of the **Drexel-Penn Global Teach Connection (GTC) Project** activities pending approval of the grant by the US Department of Education.

Sincerely,


William (Bill) Lynch

Dean, School of Education



Dear Members of the NRC and FLAS Review Committee,

I enthusiastically support the four National Resource Centers at the University of Pennsylvania as they apply for 2014-18 grant funding from the US Department of Education. The Africa Studies Center, the Center for East Asian Studies, the Middle East Center, and the South Asia Center are all critical University resources for our students, faculty, and staff.

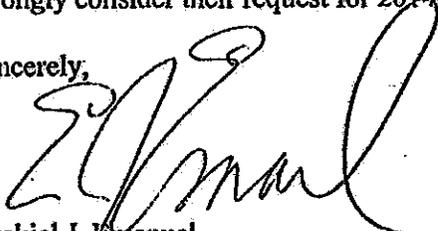
The National Resource Centers are central to Penn's strategy to increase our global engagement and prepare our students to be informed and responsible global citizens. The activities of each of the centers, particularly the Foreign Language and Area Studies fellowship program, serve all 12 of Penn's Schools and play a central role in curricular development, language training, and in encouraging interdisciplinary research, teaching, and learning.

During the last grant cycle, the four NRCs together enabled over 177 language and area studies courses to be offered at Penn. Through these courses, students across the University have had the chance to study less commonly taught languages, gain expertise in under-studied world regions, and learn the importance of a global perspective in tackling the world's most challenging problems. Without the Penn National Resource Centers, our students would have missed out on these opportunities.

The biggest challenges we face today, including global warming, food security, financial crises, and urbanization, are faced by the whole world and require international expertise, regional expertise, and an interdisciplinary approach to solve. The National Resource Center's at Penn are interdisciplinary by design and serve a vital and unique role on campus by bringing together students and faculty from different disciplines, backgrounds, and experiences and giving them the opportunity to research, teach, and learn together. For example, with the help of the National Resource Centers, we convened experts from around the world and several hundred attendees for a free-to-attend three day, multi-city conference exploring innovation in India. Penn faculty participated from a number of our schools participated in panels relating to business, law, urbanization, healthcare, public services, and the humanities.

As the Vice Provost for Global Initiatives, I am responsible for executing the University's mission around the world and for bringing the world to our students here in Philadelphia. The Africa Studies Center, the Center for East Asian Studies, the Middle East Center, and the South Asia Center are some of my most valuable tools to help make that happen. I implore you to strongly consider their request for 2014-18 grant support.

Sincerely,



Ezekiel J. Emanuel
Vice Provost for Global Initiatives
University of Pennsylvania

**Community
College
of Philadelphia**

1700 Spring Garden Street
Philadelphia, PA 19130-3991
215.761.8000 www.ccp.edu

June 17, 2014

Dr. Firoozeh Kashani-Sabet, Director
Mehmet Darakcioglu, Associate Director
U.S. Department of Education National Resource Center
University of Pennsylvania
Middle East Center

Dear Dr. Kashani-Sabet and Mr. Darakcioglu:

On behalf of Community College of Philadelphia, I am writing to express my strong support for and commitment to the University of Pennsylvania Middle East Center proposal to the U. S. Department of Education for designation and funding as a National Resource Center and a recipient of Foreign Language and Area Studies Fellowships. Through our partnership with Penn's four National Resource Centers, community college students will be empowered to interact ably with those from other cultural groups, and become aware of the advantages of studying foreign languages and cultures.

Since 2001, Community College of Philadelphia (the College) has benefitted from Middle East Center promotion and advancement of East Asian Studies on the Penn West Philadelphia campus. We have been one of the partners in a variety of education programs that serve students in local schools and colleges, and the public of the region and nation. Working with the Middle East Center has enabled our urban minority-serving community college to enhance its study of Middle East cultures and languages. We have created courses in humanities and religions with a focus on the Middle East; we have developed Arabic language courses; and we have initiated small student study-abroad programs to Istanbul for six years. Ties with the Middle East Center intensified when, with the significant help of the then director Robert Vitalis as Consultant, the College secured a Title VI UISFL grant with a focus on the Middle East. We have maintained ties with Turkish-American groups introduced to the College by the Middle East Center in 2003. Supported by the Middle East NRC, the distinguished Arabic language and literature professor Roger Allen came to our campus to speak to students and faculty many times, most recently in 2013. Associate Director Mehmet Darakcioglu has come to the College to teach Turkish lessons to student groups about to travel to Istanbul.

Our two institutions now propose to develop our collaboration more fully and consistently such that the Middle East Center, in conjunction with Penn's three other NRCs, will be a collaborative partner with Community College of Philadelphia in the planning and implementation of an ambitious faculty and curriculum development project at our community college. In particular, the Middle East Center will bring its internationally known faculty and its extensive resources to concerted, deep collaboration with a new cohort of designated community college faculty, resulting in new, modules on Middle Eastern cultures and languages. An important component in the collaboration is that

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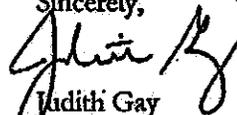
Penn faculty and PhD students will be available to help evaluate and advise on curriculum components and to serve as guest lecturers in the classroom. Penn will also assist College faculty with travel awards for short-term study in the Middle East (including a plan to study Zanzibar and maritime trade involving Oman), and to conferences where new materials and approaches will be disseminated. Dr. Fay Beauchamp, founding Director of the Center for International Understanding, will serve as our coordinator for this joint project.

The partnership between the University of Pennsylvania and Community College of Philadelphia promises to have great impact on the entire city of Philadelphia. Community College of Philadelphia is the largest institution of higher education in Philadelphia and the sixth largest in Pennsylvania; currently, there are more than 39,000 students enrolled in credit and non-credit course work. Approximately 73% are minority students and 53% are age 25 or older. We are recognized by the U.S. Department of Education as a Minority-Serving Institution (MSI) and also have the designation of Predominately Black Institution. With a main campus near Center City, and auxiliary campuses in West, Northeast, and Northwest Philadelphia, the College reaches residents throughout the city.

We have every confidence that our new partnership with the University of Pennsylvania's National Resource Centers will have local, national, and international impact, and will create a model for cooperation between a community college with a diverse student population and a research university.

You have my strongest endorsement for this collaborative project.

Sincerely,



Judith Gay
Interim President