

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 # P015A140051 P015B140051

The Univ of Chicago



6030 S ELLIS AVE, ROOM 114 (ED-114)
CHICAGO, ILLINOIS 60637

SANDRA SANTIZO
Grants and Contracts Manager

June 24, 2014

U.S. Department of Education
Application Control Center
Attention: (CFDA Numbers 84.015A and 84.015B)
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

The enclosed proposal is being submitted by The University of Chicago, on behalf of the Principal Investigator in response to the National Resource Centers (NRC) Program and Foreign Language and Area Studies Fellowships (FLAS) Program. Information regarding the submission is listed below:

TITLE OF PROJECT:	Center for Middle Eastern Studies NRC and FLAS Program, 2014-2018
PRINCIPAL INVESTIGATOR:	Hakan Karateke
DEPARTMENT/UNIT:	Center for Middle Eastern Studies
UNIV. FUNDING PROPOSAL ID:	FP058502-01-PR (NRC) and FP058503-01-PR (FLAS)

To assist with processing, please cite the University's Funding Proposal ID as well as your reference number when submitting any correspondence regarding this project.

Should you need further information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Sandra Santizo".

Sandra Santizo

Enclosures

cc: Hakan Karateke
Dean Clason

**University of Chicago Center for Middle Eastern Studies
National Resource Center(NRC)/Foreign Language and Area Studies(FLAS) Fellowship
Grant Proposal 2014-2017**

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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: <input type="text"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="The University of Chicago"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-2177139"/>	* c. Organizational DUNS: <input type="text" value="0054211360000"/>	
d. Address:		
* Street1: <input type="text" value="5801 S. Ellis Avenue"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Chicago"/>	County/Parish: <input type="text" value="Cook"/>	
* State: <input type="text" value="IL: Illinois"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="60637-5418"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Sandra"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Santizo"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Grants and Contracts Manager"/>	
Organizational Affiliation: <input type="text" value="The University of Chicago"/>		
* Telephone Number: <input type="text" value="773-795-8012"/>	Fax Number: <input type="text" value="773-702-2142"/>	
* Email: <input type="text" value="ssantizo@uchicago.edu"/>		

Application for Federal Assistance SF-424

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

Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA 84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS -053014-001 & -053014-002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

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:**

The Center for Middle Eastern Studies National Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="634,410.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="634,410.00"/>

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

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

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

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

**Sandra Santizo
Grants and Contracts Manager
Acting on behalf of Carol Zuiches**

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

1. Project Director:

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

Address:

* Street1:
Street2:
* City:
County:

* State: * Zip Code: Country:

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

* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

Addendum Information on Section 427 of GEPA

I. Equal Employment Opportunity and Affirmative Action

This statement is available on-line at:

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

The University of Chicago Personnel Policy Guidelines

Subject: Equal Employment Opportunity (EEO)

Section: U201

Date: May 17, 2004

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

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

Policy: The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers. No person shall be discriminated against in employment or harassed because of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information, marital status, parental status, ancestry, source of income, or other classes protected by law. This policy includes the commitment to maintaining a work environment free from unlawful harassment.

An employee who, in good faith, reports concerns that he/she has been discriminated against or has knowledge of discrimination in violation of this policy or cooperates in an investigation shall not be subject to reprisal or retaliation for making a report or participating in an investigation. Staff employees should immediately bring to the attention of the Office of Employee Relations or the Office of Affirmative Action any complaint or retaliation.

- Guidelines:**
1. This policy applies to all terms, conditions, and privileges of employment including: recruitment, hiring, probationary period, training and development opportunities, job assignment, supervision, promotion or transfer, compensation, benefits, layoff and recall, termination, and retirement.
 2. The Vice President & Chief Human Resources Officer (VP & CHRO) is responsible for ensuring that University policies (i.e., EEO policy among others) regarding the fair and equitable treatment of staff employees are implemented.
 3. The Affirmative Action Officer coordinates the University's compliance with and interpretation of this Policy and advises employees, supervisors, and managers about the policy as needed.
 4. Department heads, managers, and supervisors have primary responsibility for ensuring that employment decisions and the work environment are in compliance with this policy. Their own work performance will be evaluated, in part, on the basis of their efforts and results in the area of EEO.
 5. Staff employees who believe they have been discriminated against, harassed, or have knowledge of such conduct should discuss their concerns or bring any work-related concerns to their supervisor. However, a staff employee may elect to contact Human Resources or the Affirmative Action Office. Every reasonable effort will be made to conduct a prompt investigation and to treat complaints impartially and confidentially with a view to arriving at fair resolutions. If an investigation leads to a determination that this Policy was violated, corrective action up to and including termination of employment will be taken.
 6. The University will provide, upon request by a job seeker or an applicant, reasonable accommodations of a disability, to complete the application process.
 7. In accordance with the Americans with Disabilities Act, the University shall provide upon request by an employee with a disability, reasonable accommodations for the employee when doing so will enable the employee to successfully perform the essential duties of the job. Staff employees should contact the Office of Employee Relations to initiate the disability accommodation process.

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

1. The University of Chicago makes available Assistive Learning Devices for the hearing impaired at all events and functions
2. Annually informing its prime recruiting sources of its equal employment and affirmative action policies.
3. Identifying specialized recruiting sources for minorities and females and notifying those sources of the university's new hire needs and of the university's selection process.
4. Notifying the Illinois Department of Employment Security of all staff openings to be filled by outside hires.
5. Working with college and campus organizations to apprise potential minority and female candidates of job openings.
6. Establishing direct links with local schools with significant minority and female enrollment.
7. Maintaining a job posting program.
8. Sponsoring a tuition reimbursement program, open to all minority and women employees on a non-discriminatory basis.
9. Including minorities and women on its Human Resources staff.
10. Reviewing any new position descriptions, developed for open positions, to ensure they accurately reflect position functions.
11. Providing copies of position specifications for job openings to all recruiting sources.
12. Offering part-time employment opportunities and flexible work hours to improve employment opportunities for women and minorities.
13. Participating in various job fairs, including the following: Cook County Job Fair, Regional Minority Job Fair, Hispanic Alliance Career Exposition, Olive Harvey Spring Semester Job Fair, DeVry Institute Career Fairs, Operation Access Job Fair, Diversity Job Fair, Women for Hire, St. Ailbe/Featherfist, Governors' State University Job Fair, Loyola Life Sciences Career Fair, Greater Midwest Sci/Tech Job Fair.
14. The University houses an Office of Business Diversity. The Office of Business Diversity works to create opportunities for minority- and women-owned businesses within professional services, construction, goods and other services. The Office's professional services symposium provides an opportunity for senior leaders at the University to network and build sustainable relationships with minority- and women-owned firms. This forum has resulted in groundbreaking and innovative relationships for the University. The University of Chicago recently hired two African American owned money management firms to invest a portion of our endowment funds. In addition to creating contract opportunities with minority- and women-owned businesses, the Office of Business Diversity also provides free workshops to our local south side of Chicago business owners. Through a collaborative undertaking with the University Law School Institute for Justice Clinic on Entrepreneurship, our distinguished professors, students, and alumni have facilitated several workshops about issues pertaining to marketing and financing, that typically draw an average of 40 local business owners. More information is available at: <http://businessdiversity.uchicago.edu/>
15. As one indication of the University of Chicago's partnership with the community to create greater economic opportunity, the University announced in March 2014 its new **UChicago Local** program. UChicago Local is a University initiative designed to support local businesses and job seekers in the neighborhoods around the University's campus. UChicago Local includes a variety of programs and tools to help connect businesses and residents to opportunities at the University and at UChicago Medicine. A complete description is available at: http://www.uchicago.edu/community/economic_impact/uchicago_local/

II. Student Policies

A. Non-discrimination in Admissions

From the University of Chicago Student Manual, studentmanual.uchicago.edu.

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, or veteran status, and does not discriminate against members of protected classes under the law. The Affirmative Action Officer (773-702-5671) is the University official responsible for coordinating the University's adherence to this policy and the related federal, state and local laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act).

B. Assistance for Disabled Students

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

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

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

III. Workplace and Academic Environment

The University of Chicago strives to maintain an environment free from sexual harassment. Following is an excerpt from the University of Chicago's Unlawful Discrimination and Harassment Policy, which includes policies against sexual harassment. The complete statement, including procedures for resolution of complaints, is available on-line at <http://humanresources.uchicago.edu/fpg/policies/600/p607.shtml>.

The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University. Freedom of expression is vital to our shared goal of the pursuit of knowledge and should not be restricted by a multitude of rules. At the same time, unlawful discrimination, including harassment, compromises the

integrity of the University. It is the intention of the University to take necessary action to prevent, correct, and, where indicated, discipline unlawful harassment.

Unlawful Discrimination and Harassment

This policy is the basis for the University's commitment to conform with the law in regard to nondiscrimination and maintaining a workplace free from sexual harassment and other unlawful forms of harassment. Discrimination based on factors irrelevant to admission, employment, or program participation violates the University's principles. In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information or other protected classes under the law. Such discrimination is unlawful. Unlawful harassment based on one of the factors listed above is verbal or physical conduct that is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment.

A person's subjective belief that behavior is offensive, intimidating or hostile does not make that behavior unlawful harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered as a special case and is broadly protected by academic freedom. Such expression will not constitute unlawful harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose. Unlawful harassment includes same sex harassment and peer harassment among students, staff or faculty. Unlawful harassment by a faculty member, instructor, or teaching assistant of a student over whom he or she has authority, or by a supervisor of a subordinate, is particularly serious.

Additional Characteristics of Sexual Harassment and Sexual Assault

Sexual harassment deserves special mention. Sexual harassment encompasses a range of conduct, from sexual assault (a criminal act that the U.S. Department of Education defines as sexual harassment), to conduct such as unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. For example, sexual advances, requests for sexual favors, or sexually-directed remarks or behavior constitute sexual harassment when:

1. submission to or rejection of such conduct is made, explicitly or implicitly, a basis for an academic or employment decision, or a term or condition of either; or
2. such conduct directed against an individual persists despite its rejection.

Romantic relationships that might be appropriate in other contexts may, within a university, create the appearance or fact of an abuse of power or of undue advantage. Moreover, even when both parties have consented at the outset to a romantic involvement, such consent does not preclude a subsequent charge of sexual harassment against the instructor or supervisor. Because of its relevance to sexual harassment, the University's policy on consensual relations in cases where one person has educational or supervisory authority over another is reproduced under section V, "Policy on Consensual Relations between Faculty and Students and between Supervisors and Employees."

**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	<input type="checkbox" value="XXXXXXX"/>
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	<input type="checkbox" value="XXXXXXX"/>
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
Armenian	Y
Hebrew	Y
Persian	Y
Turkish	Y
Uzbek	Y

THE UNIVERSITY OF CHICAGO
CENTER FOR MIDDLE EASTERN STUDIES

Abstract

Since its establishment in 1965, the mandate of the Center for Middle Eastern Studies (CMES) has been to coordinate, stimulate, and encourage interdisciplinary research, teaching, and outreach activities relating to the study of North Africa, the Middle East, and the greater Islamic World. Looking ahead, CMES aims to leverage its singular legacy toward the targeted and measurable improvement of intermediate and advanced language study, interdisciplinary research, K-12 teacher preparation, partnerships with community colleges and minority serving institutions, and comprehensive programs of national leadership and impact.

The University of Chicago is one of the nation's premier institutions for the study of Middle Eastern languages, all of which are identified as priority languages by the federal government. The ultimate goal in securing NRC/FLAS funding is to produce American experts in and citizens knowledgeable about the Middle East, its languages, and international affairs, as well as to build and maintain a strong research base in these areas. Undergraduate and graduate students are both able to access intensive introductory to advanced levels of instruction in Arabic, Armenian, Hebrew, Persian, Turkish, and Uzbek. NRC funding in 2014-2017 will ensure the ongoing growth and development of these exceptional language programs through enhanced emphasis on performance-based instruction/assessment and expanded offerings of intermediate and advanced languages, including summer courses. CMES supports undergraduate and graduate degree programs with a Middle East focus, and the center directly administers the MA program in Middle Eastern Studies. NRC and FLAS funding will ensure that increasing numbers of MA graduates attain advanced levels of language instruction and secure employment in diverse areas of national need after graduation. CMES also endeavors to support faculty and graduate students in expanding interdisciplinary research. Grant funding will contribute to library support, conferences, lectures, and scholarly training in Middle East languages, all of which are essential to prepare the next generation of intellectual leaders. CMES-affiliated doctoral students continue to achieve recognition nationally and to secure placement in the finest institutions of higher learning in the United States and abroad.

CMES plans to extend its outreach activities to target areas of critical importance for K-12 schools, community colleges, and minority serving institutions. CMES is front-and-center in a local network of K-12 Arabic educators that promises to serve as a national model. Working with Chicago Public Schools (CPS), where over 3,000 students study Arabic at 12 different schools, CMES will support teacher training and the development of pedagogical resources. Activities will be coordinated through the Center for Arabic Language and Culture (CALC) at Lindblom Math and Science Academy (a CPS school serving grades 7-12). In partnership with four other area studies centers at the University of Chicago, CMES will also collaborate with the City Colleges of Chicago (CCC) to internationalize curricula and support language instruction at the seven CCC campuses, four of which are designated as minority serving institutions. These efforts complement and extend the impressive outreach work that CMES already conducts with K-14 communities, business, media, and the government at local, regional, and national levels.

List of Acronyms and Abbreviations

The University of Chicago CMES NRC and FLAS Proposal, 2014-2017

Hakan Karateke, Director and PI

ACTFL- American Council on The Teaching of Foreign Languages	MAPH- Master of Arts Program in Humanities (UofC)
AMIDEAST- America-Mideast Educational Training and Services, Inc.	MAPSS- Master of Arts Program in Social Sciences (UofC)
ALA- American Library Association	MEDOC- Middle East Documentation Center
ARL- Association of Research Libraries	MEHAT- Middle East History and Theory Workshop (UofC)
Booth- Chicago Booth School of Business	MEME- Middle East Music Ensemble
CA- Career Advancement	MEPI- Middle East Partnership Initiative
CALC- Center for Arabic Language and Culture (Lindblom, CPS)	ME- Middle East
CASA- Center for Arabic Study Abroad	MEEI- Middle East Education Initiative
CCJS- Chicago Center for Jewish Studies	MES- Middle Eastern Studies
CIC- Committee on Institutional Cooperation	MESA- Middle East Studies Association
CIR- Committee on International Relations	MESSA- Middle Eastern Studies Students' Association
CLC- Chicago Language Center	MSI- Minority Serving Institution
CMES- Center for Middle Eastern Studies	NELC- Department of Near Eastern Languages and Civilizations
CPP- Competitive Preference Priority	NORC- National Opinion Research Center
CPS- Chicago Public Schools	NWU- Northwestern University
CTL- Center for Teaching and Learning	OCLC- Online Computer Library Center
DOJ- U.S. Department of Justice	OI- Oriental Institute
FLAG- Foreign Language Acquisition Grants (UofC)	OLCE- Office of Language and Cultural Education (CPS)
GSA- Graduate Student Affairs	OPI- Oral Proficiency Interview (ACTFL)
Harris- Chicago Harris School for Public Policy	SALC- Department of South Asian Languages and Civilizations
HUM- Division of the Humanities	SITG- Summer International Travel Grant (UofC)
IB- International Baccalaureate	SLI- Summer Language Institute
ILL/DD- Interlibrary Loan/Document Delivery Services	SSD- Division of the Social Sciences
JJC- Joliet Junior College	The College- Undergraduate Division of the University of Chicago
JUF- Jewish United Fund	UofC- University of Chicago
KCC- Kankakee Community College	URA- University Research Administration
LBC- Local Business Center	
LCTL- Less Commonly Taught Languages	
Lindblom- Lindblom Math and Science Academy (CPS)	

§ 1. COMMITMENT TO SUBJECT AREA

Since its establishment in 1892, The University of Chicago (UofC) has stood at the forefront of teaching and research on the languages, cultures, and history of the Middle East (ME). Arabic language instruction was offered during UofC's very first teaching quarter. The founding of the Center for Middle Eastern Studies (CMES) in 1965 established the UofC as an early leader in the interdisciplinary study of the Middle East. UofC is primarily a graduate institution whose emphasis on research is reflected in the composition of the student body, consisting of approximately 9000 graduate students in the 'Divisions' and in the professional schools (60% of the total), and over 5500 undergraduates ('the College') (38%). With an academic staff of more than 2,050, UofC has a faculty-student ratio of 1:6. The importance of this high proportion of faculty to students is evident in ME area and language studies where students enjoy ready access to faculty, small classes, and a degree of personal attention to their academic needs not found in most large university programs.

§1.A.1 Operational Support: The UofC supports CMES through direct operational funding and a steadily increasing array of pedagogical initiatives and academic support staff. An institutional commitment to abiding excellence and ongoing improvement is evident through every level of activity. Among the \$8,970,788 of direct institutional support for graduate students in Middle Eastern studies (MES) in 2012-2013, \$1,422,900 was devoted to students enrolled in CMES' MA program, with an average increase of 19.2% from 2011-2014. The CMES MA program offers a flexible interdisciplinary curriculum, grounded in intensive study of regional history and languages, which prepares students for the full range of careers targeted by Title VI support. Further details on the MA program are noted in §2. The UofC supports staff positions in Graduate Student Affairs (GSA), including two new positions devoted exclusively to Ph.D. and MA students, the College Study Abroad Office, Center for International Studies (CIS), Office of

Global Engagement, and Social Sciences Division (SSD) Local Business Center (LBC).

§1.A.2 Teaching Staff: As noted in Table 1, UofC commits over \$5.1 million in direct salary support for faculty and staff in Middle Eastern studies (MES). This includes new positions in Arabic language, Islamic philosophy and law, and modern Iranian studies. A new tenure-track position in Arabic literature has been authorized and a search committee has been appointed to conduct the search in 2014-2015. UofC is currently undertaking significant

Table 1: U. Chicago Financial Support of CMES Program, 2012-13	
CENTER OPERATIONS	
Administrative Salaries (plus benefits)	\$128,072
Operating and Other Expenses	\$5,000
TEACHING STAFF FOR ME LANGUAGES AND AREA STUDIES	
Faculty Salaries (plus benefits)	\$3,635,575
Language Faculty Salaries (plus benefits)	\$645,522
Language Lecturer Salaries (plus benefits)	\$494,579
ADMINISTRATIVE SUPPORT	
Essential Admin/Student Support	\$967,706
LIBRARY	
Salaries and Benefits	\$203,260
Acquisitions and Other	\$210,786
STUDENT FELLOWSHIPS	
Doctoral Students	\$7,547,888
CMES MA Students	\$1,422,900
Undergraduates*	\$3,136,364
TOTAL	\$18,397,652
*Based on average undergraduate grant amount applied to all students with at least five MES courses	

investments in foreign language pedagogy and assessment through the recently reconfigured Chicago Language Center (CLC). Expanding advanced LCTL courses and proficiency assessment capacities through the CLC will be a focus of Title VI funding in 2014-2018, as detailed in §8.

§1.A.3 Library: UofC continues to support its singular library collection in MES materials. Additional institutional support for acquisitions will continue to supplant Title VI funds, ensuring that library acquisition funds will be phased out during the 2014-2018 NRC grant period. Significant detail on institutional library support is included in §5.

§1.A.4 Linkages with Overseas Institutions: The UofC’s expanding global initiatives include several programs in the Middle East. Study abroad “civilization” programs (explained in detail in §3.A.1) operate in partnerships with higher education institutions in the host country: in Israel,

the Rothberg International School at the Hebrew University; in Egypt, the University of Cairo; in Turkey, Yildiz Technical University; and in Morocco, AMIDEAST. In addition to expanded course offerings and faculty-led program overseas, the UofC College provides financial support to undergraduate students through Foreign Language Acquisition Grants (FLAG) Summer International Travel Grants (SITG). In 2009-2013, 58

grants totaling \$174,000 were awarded to

UG students in ME languages. CMES staff, faculty, and affiliated graduate students work extensively with overseas institutions, as recipients of fellowships and awards and within direct collaborative relationships for research, pedagogy, and outreach. During 2010-2014,

COUNTRY	Number of UGs
Egypt	18
Israel	5
Jordan	15
Morocco	9
Oman	1
Syria	2
Turkey	8
Total	58

CMES faculty and students have worked with the Sultan Qaboos Cultural Center (Oman); Saudi Aramco Services Company (U.S.-Saudi Arabia); the Consular Offices of Egypt, Israel, the Palestinian Authority, and Turkey; the Emirates Center for Strategic Studies and Research (ECSSR), Istanbul Bilgi Üniversitesi, American Research Centers (ARCs) in Egypt and Turkey; libraries and archives throughout the world (catalogued in student-run Hazine project at hazine.info); Fulbright commissions in Morocco, Turkey, Egypt; and Qatar Foundation International (QFI).

§1.A.5 Outreach: The UofC supports 50% of the CMES outreach coordinator position and provides facilities and office space for CMES' Middle East Education Initiative (MEEI).

Outreach activities reach a wide network of K-16 educators in the Chicago region and nationwide. Moreover, CMES has developed key partnerships with secondary and post-secondary institutions that will ensure the efficient, effective use of Title VI and institutional

funds in 2014-2018. In particular, the UofC provides facilities and human resources to support CMES' outreach efforts in formal teacher training and program development at community colleges and Minority Serving Institutions (MSIs), major foci of CMES programming in 2014-2018. More detail on the CMES outreach program and capacities are noted in §7, while details on collaborative, measurable, outcome-oriented future outreach projects are noted in §§8&9.

§1.A.6 Quality of Students: UofC Ph.D. programs are among the highest regarded and most competitive in the country. In 2012-2013, a total of 106 doctoral students across the University (by division: HUM: 69; SSD: 24; DIV: 13) were working on MES-focused research. CMES-affiliated doctoral students represent a wide range of departments, including Anthropology, Art History, Comparative Human Development, Near Eastern Languages and Civilizations (NELC), History, Music, Political Science, and Sociology. In 2013-13, the CMES MA program received applicants from across the U.S. and from over 20 foreign countries; the admission process consistently yields an excellent cohort of 25-30 students. In addition to student in the CMES MA program, the Chicago Booth School of Business, Chicago Harris School for Public Policy, and Law School all include graduate students in MES.

§1.B Financial Support for Students: Table 1 demonstrates the significant institutional support for undergraduate and graduate students. Students in the CMES MA program receive full tuition for the second year of study if they have made satisfactory academic progress during the first year of the two-year program. In 2012-2013, 23 second-year students received \$1,055,700 in total tuition support, and 18 first-year students received \$367,200 in partial tuition support. Ph.D. students generally receive five years of full tuition support along with a stipend (22-25k/year) and three years of summer research and/or travel support (\$3,000).

§ 2. QUALITY OF CURRICULUM DESIGN

§2.A.1 Undergraduate Study: Within undergraduate curricula, the study of the ME and its

languages at UofC is characterized by a singular breadth, depth, and flexibility. Qualified undergraduates have full access to graduate level coursework, sharing the classroom with graduate students in the year-long “civilization” course sequences and from the intensive introductory levels of language (detailed in §4). Study of the ME constitutes an important component of both general education requirements and formal degree programs in the undergraduate College. As a degree requirement, all undergraduate students must complete at least two quarters of a civilization sequence. Table 3 shows course titles and enrollments for sequences with significant partial or full MES content. Undergraduate students also must complete a language requirement, fulfilled primarily through either: demonstrated proficiency, completion of a one-year introductory sequence at the UofC, or completion of a College-approved one-quarter foreign language study abroad program.

Undergraduate students also may pursue a major or minor in NELC. Majors must complete: 2 or 3 courses in a civilization sequence in MES (in addition to any sequence completed for the general education requirement); 6 courses in one Near Eastern language at any level (credit may not be granted by examination or placement); 3 or 4 approved electives relating to the Near East; and a B.A. Paper Seminar (taught by full faculty members). All area studies courses are taught by tenured or tenure-track faculty; language courses are taught primarily by full-time language instructors and occasionally by advanced graduate students.

§2.A.2 Graduate study: CMES directly supports graduate education across two professional schools and the Humanities and Social Science Divisions (HUM,SSD). Students apply to the MA program through either HUM or SSD, each of which oversees their respective applicant pool in an independent admissions process. Students applying through SSD also have the option to pursue a dual degree with Harris or Booth. Separate applications are submitted to the

professional schools.

The CMES MA program requires two full years of language study. As detailed in §4, the first two years of Arabic and Hebrew are offered

Table 3: Civilization Sequences with ME Content	
Course Title	Total Enrollments, 2012-2013
Colonizations I-II-III	164
Islamic History and Society I, II, III	225
Islamic Thought and Literature I, II, III	113
Jewish Thought and Literature II, III	37
Ancient Empires I-II-III	153
Jerusalem in Middle Eastern Civilizations I-II-III (Overseas)	66
Middle Eastern Civilizations, Cairo I-II-III (Overseas)	69
Middle Eastern Civilizations in Istanbul I-II-III (Overseas)	45

intensively, while Persian and Turkish are offered intensively in the first year only. Students must also complete a required interdisciplinary core course, “Approaches to the Study of the Middle East,” and one civilization sequence (see Table 3) in either Islamic Thought and Literature or Islamic History and Society. Beyond the core requirements in language and history, the flexibility of the CMES curriculum encourages students to specialize in a wide variety of academic and professional fields. Even without formal enrollment in the dual degree programs, CMES MA students are eligible to pursue coursework across the University. Students often enroll in courses in the Law School and Harris, along with HUM and/or SSD, regardless of the student’s home division.

Ph.D. programs with formal concentrations in MES (NELC, History, Divinity) include significant language requirements. NELC students must attain advanced proficiency in one regional language and at least intermediate proficiency in another, in addition to a reading knowledge of two European research languages. History and Divinity students focused on MES must attain functional scholarly proficiency in at least one regional language. CMES-affiliated students are also well represented in other departments and compete successfully for advanced language study fellowships and training opportunities, including FLAS awards. For instance,

students in NELC, History, CMES, Political Science, and the College have all won admission to the prestigious Center for Arabic Studies Abroad (CASA) program in Cairo.

§2.A.3 Diverse Disciplinary and Professional Focus: As noted above, the CMES MA program is designed to support a wide variety of formal and personalized coursework in professional schools, and CMES MA program job outcomes span a broad range of fields. In a survey of recent alumni, students reported successful career placements in academia, government service (including areas critical to national security and international affairs), non-profit organizations, and the private sector. §9 provides further detail about career placement information for recent CMES MA and Ph.D. alumni and FLAS recipients. In 2010-2014, CMES awarded FLAS fellowships to students in 11 departments and 4 schools/divisions of the University.

§2.B.1 Career Advising: Undergraduate and graduate students benefit from a strong and growing institutional commitment to academic and career advising at all levels. CMES and the UofC have expanded career advising efforts significantly in recent years. In coordination with its Middle East Studies Students' Association (MESSA) and GSA, CMES has worked to identify alumni in diverse professional fields to facilitate networking and career mentorship opportunities for current MA students. CMES has also held career advising sessions that focus on areas of national need, welcoming alumni from the Department of Justice, Department of State, higher education, and various private sector businesses. The UofC's Career Advancement (CA) office offers an extensive array of career advising, included dedicated staff members for the "UChicago Careers in" program covering: business, education, entrepreneurship, health, journalism, arts, media, law, public and social service, and STEM. Through these programs, students receive personalized career counseling from an adviser with extensive experience in the field, participate in skill-building workshops, and network with successful professionals and potential employers.

Students can apply for industry-specific jobs and internships, as well as grants to fund research and mentorship opportunities. For MES graduate students, NELC instituted the “Outside the Tenure Track” series. GSA coordinates the annual GradUCon (graducon.uchicago.edu) conference that provides career planning and networking support to graduate students; in 2014, 261 students attended GradUCon along with 70 alumni, staff, and faculty participants. CA also provides career advising and professional development experiences targeted to students with MES interests. In 2013, 12 students participated in a “career trek” to Cairo where they learned about Egyptian professional life in telecommunications, private equity, tourism, construction, and the non-profit sector.

§2.B.2 Study and Research Abroad: As detailed in §3.A.1, the UofC runs four study abroad Civilization programs in Egypt, Israel, Morocco, and Turkey for students in the undergraduate College. Enrollments in these programs are noted in Appendix B. As noted in §1, the UofC also provides extensive undergraduate scholarship support for overseas language study. For graduate students, GSA includes one staff member dedicated solely to supporting student applications for international fellowships. Ph.D. students regularly study languages and conduct research abroad. UofC has received in total more Fulbright-Hays Doctoral Dissertation Research Awards than any other University, including 53 in 2009-2012. In June, 2014, 11 UofC students won U.S.

Department of State Critical Language Scholarships (CLS), 8 of whom will be studying either Arabic or Persian. U of C undergraduate study abroad scholarship recipients in 2009-2013 are noted in Table 2. To support research of NELC Ph.D. students, UofC’s Oriental Institute (OI) also maintains the Chicago House, a permanent research center in Luxor, Egypt (one of several UofC global locations).

§2.B.3 Access to other institutions: From 2010-2014, CMES students enrolled in a wide variety

of domestic and overseas summer language programs at the following universities and institutes: Middlebury College, UW-Madison Arabic, Persian, and Turkish Language Immersion Institute, University of Haifa, Indiana University Summer Language Workshop, Qasid Institute (Jordan), Hebrew University of Jerusalem, Fajr Center (Egypt), Arab American Language Institute in Morocco, Arabic Language Institute in Fez (Morocco), Turkish Language and Culture Program-Boğaziçi University (Turkey), TASOL-University of Jordan, Intensive Ottoman and Turkish Summer School (Turkey), American University in Cairo, Arabophon (Morocco).

§ 3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

§3.A.1 Quality and Extent of Course Offerings: The UofC offers an extraordinary depth and breadth of non-language courses with a MES focus. As noted in §2.A.1-2, required civilization sequences form an essential component of both the undergraduate and graduate curricula (as requirements for NELC and CMES students). In recent years, the University has offered study abroad options to satisfy the civilization requirement with MES options offered in Egypt, France, Israel, and Morocco. UofC faculty bring the intensity and rigor of their on-campus courses as instructors in the overseas programs, and language offerings are available for novice through advanced language students. These programs have resulted in an increased interest in language study that undergirds plans detailed in §9 and Appendix D for the increase of intermediate and advanced language courses through the next grant period. Many departments offer courses in MES designed for advanced graduate study. The geographical diversity of offerings in MES cover the Mediterranean region, North Africa, the Levant, Arabian peninsula, Iraq, Iran, the Caucasus, Central Asia, and South Asia. Disciplinary diversity is demonstrated by significant MES offerings in departments/schools of Anthropology, Art History, Divinity/Religion, History, NELC, Law, Music, Political Science, Public Policy, and SALC. Table 4 and Appendix C illustrate the wide range of MES course offerings in 2012-2015.

Table 4: Non-language CMES course titles, 2012-2015		
SUBJECT AREA	NUMBER OF COURSES	100%ME CONTENT
Anthropology	21	2
Art History	9	9
Business	4	0
Comp. Race/Ethnic Stud.	3	0
Divinity and Religion	32	21
Gender/Sexuality Stu.	1	0
Geography	3	1
History	22	16
Human Rights	2	0
International Relations	3	0
Jewish Studies	2	0
Law	6	1
Music	2	0
NELC	87	87
Political Science	27	8
Public Policy (Harris)	5	2
South Asian Lang & Civ	2	0
Slavic Lang and Civ	2	0
Social Thought	2	1
Social Sciences	16	13

§3.A.2 Professional School Courses:

CMES faculty affiliates in professional schools offer a range of MES courses (in addition to extensive participation in co-curricular activities). The Law School regularly offers courses on Islamic law and international human rights; the Divinity School offers courses in Islamic mysticism, theology, law, and social movements; the Chicago Harris

School for Public Policy offers courses in security, U.S. foreign policy, and terrorism studies; the Chicago Booth Schools of Business includes offering in international policy and finance. Table 5 shows courses with significant MES content taught in professional schools in 2012-2013. As detailed in §2, CMES maintains joint degree Master’s programs with Booth and Harris.

§3.B Specialized Course Coverage: The UofC’s primary emphasis on graduate education ensures that all departments with MES faculty offer a significant depth of specialized courses in their respective fields. NELC offers specialized courses in early Islamic history and Islamic historiography (Donner), Islamic law (Donner, El-Shamsy), Ottoman history and society, and literature (Fleischer, Karateke, Shissler), Persian literature (Lewis), Islamic philosophy and intellectual history (El-Shamsy, Qutbuddin, and Walker), modern Middle Eastern history (Bashkin and Shissler), and literature (Rokem). Political Science offers courses in Middle Eastern politics and social movements (Wedeen and Hussin) and international policy and

security (Mearsheimer and Pape). Other specialized course offerings cover: contemporary Islam (Agrama-Anthropology and Doostdar-Divinity School), Islamic art (Berlekamp-Art History), Arabic religious texts (Sells-Divinity School), Islamic finance (Shawamreh-Law School), and Iranian and Central Asian history (Woods-History). Table 6 shows a selection of specialized course offerings in various departments.

§3.C Interdisciplinary Courses: The UofC prides itself on interdisciplinarity across all divisions and schools. As noted in §2.A.2, students in the CMES

MA program have access to course offerings across campus, including in the professional schools. Appendix C provides detailed information on formally cross-listed courses. In 2012-2013, the UofC offered 119 course with at least 25% MES content that were cross-listed between two or more departments or programs. These courses are open to both undergraduate and graduate students. The UofC also offers a range of independent interdisciplinary programs (including the CMES MA program), many of which offer courses independent of any department. These programs and associated courses include: Big Problems - New Collegiate Division (course: Energy and Energy Policy), Human Rights (course: 3-quarter “Human Rights” sequence), CIR (course: Perspectives on International Relations), MAPSS (course: Perspectives-Social Sciences Analysis), MAPH (course: Foundations-Interpretive Theory). All CMES MA students are required to take “Approaches to the Study of the Middle East,” an interdisciplinary

Table 5: Professional School Courses	
Booth School of Business	
International Financial Policy	
Workshop in Macro and International Economics	
Harris School of Public Policy Studies	
Advanced Topics in International Security: Research of the Last Decade	
Terrorism, Insurgency, and Civil War	
Islam and the West	
Social Change, Civil Society, and Democracy in Israel	
Foundations of International Political Economy	
Divinity School	
Secularism and the Citizen in the ME	
Shi'ism: History, Memory, Politics	
The Anthropology of Religion	
Islam in the Digital Age	
Islamic Love Poetry	
Ethnographies of the Muslim World	
Law School	
Islamic Law and Finance	
Comparative Constitutional Design	
International Human Rights Law	
Public International Law	
Workshop: International and Comparative Law	

course taught by CMES Deputy Director Paul Walker. Appendix B illustrates the wide range

Table 6: Selected Non-lang. Courses, 2012-2015		
Agrama	Anthropology	Anthropological Readings on Contemporary Islam
Berlekamp	Art History	Arts of the Book in the Islamic World
Ringer	Divinity	Secularism and the Citizen in the Middle East
Doostdar	Divinity	Islam, Media and Meditation
Sells	Divinity	Islamic Love Poetry
Mikesell	Geography	Probs Human Geog/Mid East
Woods	History	Persian Historical Texts
Bashkin	NELC	The Arab-Israeli Conflict in Literature and Film
El Shamsy	NELC	Sciences of the Qur'an
Fleischer	NELC	Ottoman Diplomats/Paleography
Lewis	NELC	Translation History & Practice: Lit. of the Islamic World
Karateke	NELC	Topics in Ottoman Cultural History.
Hussin	Political Science	Islam Online
Wedeen	Political Science	Arab Uprisings
Mearsheimer	Political Science	Zionism and Palestine

of interdisciplinary courses.

§3.D.1 Non-Language Faculty:

CMES non-language faculty span the full breadth and depth of the UofC's academic fields. As noted in §1, CMES includes two categories of faculty to distinguish those who also offer content courses in priority languages. Both categories of faculty offer specialized coursework and advanced training in the non-language

components of MES. Appendix B provides details on the range of MES faculty, many of whom are national leaders in their respective fields. CMES always aims to broaden its non-language faculty affiliates by reaching out to faculty across campus in professional schools. These include staff members in the Medical School, Booth, the Law School and Harris.

§3.D.2 Pedagogy training: As noted in Appendix B, tenure and tenure-track faculty, along with full-time lecturers, offer the bulk of course offerings to undergraduate and graduate students. As a primarily graduate institution, the UofC considers pedagogy training as an essential component of doctoral programs. The UofC writing program offers three teacher training employment opportunities for graduate students: Lectors in Academic and Professional Writing, Writing Interns in the Humanities Common Core, and Writing Tutors for the College Tutoring Program. All Writing Program instructors take a quarter-long course in the pedagogy of writing before

they start teaching, and during their first quarter of teaching, they work closely with experienced writing program personnel. The UofC’s Center for Teaching and Learning (CTL) offers teaching consultations for graduate instructors throughout the academic year, workshops and seminars that support best practices and pedagogy, a formal Certificate in Teaching, and Excellence in Course Design Awards to recognize exceptional efforts by graduate instructors. NELC has instituted a required pedagogy course that covers a range of teaching skills, including language instruction. The CMES MA program also includes two preceptors who work closely with Paul Walker, the Deputy Director for Academic Programs, on all aspects of the MA program, including admissions, program administration, teaching, evaluation, and thesis advising.

Table 7: Faculty across Disciplines

DISCIPLINE	NUMBER OF FACULTY	
	100%	25-99%
Anthropology (SS)		2
Art History (HUM)	1	
BSD/Medical School		2
Business (School)		3
Divinity (School)	2	3
Geographical Studies		1
History (SS)	1	2
Law (School)	1	3
Music (HUM)		1
NELC (HUM)	29	
Philosophy (HUM)		
Political Science (SS)	2	3
Public Policy		1
SALC (HUM)		1
Slavic Langs. & Lit. (HUM)		1
Social Thought		1
TOTAL	36	24

§ 4. THE LANGUAGE INSTRUCTIONAL PROGRAM

§4.A.1-2 Extent of Language Instruction and Enrollments: The UofC regularly offers intensive introductory through advanced training in six modern Middle Eastern languages—Arabic, Armenian, Hebrew, Persian, Turkish, and Uzbek—with the capability to offer several other languages, at multiple levels, on demand. From 2010-2014, core introductory through advanced courses in these six languages had total enrollments of 3533. Coursework in all languages targets development of the “Four Skills” (listening, speaking, reading, and writing). The modern language program is performance and proficiency oriented, calibrated according to ACTFL national standards. As detailed in §§8&9, the ongoing and measurable improvement of these extensive offerings is a major focus of the 2014-2018 project plan. In 2012-2013, 1053 students

enrolled in 102 ME language courses with 134 distinct sections. Table 8 shows enrollments for beginning through advanced (third-year) levels of Arabic, Hebrew, Persian, and Turkish (total figures include non-degree students, such as those in the high school summer STARTALK program—see § 7.) In recent years, total introductory through advanced Armenian enrollments have ranged from 11 to 17; Uzbek has averaged close to 9/year. Additional advanced

courses for all languages, in addition to detailed enrollment data, are

Table 8: Enrollments in Middle Eastern Languages, 2010-14												
	Arabic			Hebrew			Persian			Turkish		
	UG	G	Tot	UG	G	Tot	UG	G	Tot	UG	G	Tot
Intro.	785	223	1170	176	69	256	91	110	208	144	121	265
Inter	300	214	607	72	115	192	24	66	114	39	36	77
Adv.	122	266	412	31	24	55				10	75	94

found in Appendix C. New and on-demand courses are offered in all languages on specialized topics such as advanced grammar and religious texts; additional on-demand Kazakh offerings for 2013-2015 are noted in Appendix C. Turkish lecturer Kagan Arik is currently developing “bridge materials” to assist in the rapid acquisition of multiple Turkic languages (e.g. Azeri, Kazakh, Kirghiz) by students of modern Turkish. UofC also boasts extensive offerings in ancient Near Eastern languages. While these courses are not the focus of either CMES or the NRC/FLAS programs, they occasionally draw the interest of center-affiliated doctoral students; therefore, a selection of relevant ancient language courses is included in Appendix C.

§4.B.1 Depth and breadth of language training: The UofC provides three or more levels of instruction in the six primary Middle Eastern languages noted above. The Arabic program provides double-intensive instruction (six contact hours/week) in each of the first, second and third year courses. Third-year Arabic courses are split into two options: High-Intermediate Classical Arabic and High-Intermediate Modern Standard Arabic. Beyond the intensive three-year core sequence, a wide range of intermediate and advanced Arabic courses are also offered,

including seminars in advanced Arabic syntax, Arabic in social contexts, colloquial Levantine Arabic, colloquial Egyptian Arabic, Maghribi literature, medieval poetry and modern Arabic literature. Intermediate intensive Arabic has been offered regularly in the summer; further expansion of summer language instruction is central to the program plan detailed in §8. The modern Hebrew program also offers intensive instruction in introductory (6 hours/week) and intermediate (5 hours/week) levels; a sequence in third-year advanced modern Hebrew is offered annually. The Persian program offers intensive instruction (6 hours/week) at the introductory level; Intermediate Persian and advanced literature courses are offered regularly. Turkish is offered intensively (5 hours/week) at the introductory level; intermediate and advanced Turkish, including reading courses, are offered regularly. CMES also coordinates regular (often weekly) language circles in Arabic, Armenian, Hebrew, Persian, and Turkish. All presentations and discussions at language circles occur in the target languages. Guest speakers include students and faculty from other universities, along with authors, activists, and members of the business community. UofC graduate students often present scholarly research at language circles, an indication of the advanced proficiency that many reach in their respective programs.

§4.B.2 Language Courses in Other Disciplines: The UofC has added language courses in disciplines other than language, linguistics, and literature. Since 2011, Forster has offered “Arabic in its Social Context,” which incorporates theoretical literature in sociolinguistics. In 2013- 2014, intensive media Arabic (5 hours/week) was offered for one quarter, along with an advanced three-course intensive media Hebrew sequence. These courses are designed as interdisciplinary seminars to offer content in communications/media, political science, and sociology. Other interdisciplinary content courses in modern ME languages include modern Quranic exegesis and Arabic and Ottoman paleography and epigraphy. Arabic lecturer Osama

Abu-Eledam is currently developing an “Arabic for Business” class based on his research of national best practices in content-based instruction. As noted in §8, the UofC plans to use Title VI funds for development of additional interdisciplinary research and reading courses for advanced graduate students.

§4.C.1 Language Faculty and Teaching Staff: As noted in §1, the UofC dedicated \$1,140,101 to language faculty and instructors in ME languages in 2012-2013. In that year, which was typical, the Arabic program included five full-time lecturers and 11 graduate assistants; Hebrew is offered by one full-time lecturer, one part-time lecturer, and 2 graduate assistants; the Persian program includes one full-time lecturer, 1 student lecturer, and 2 graduate assistants; Turkish includes one full-time lecturer, one half-time lecturer, one student lecturer, and 3 graduate instructors. Tenured and tenure-track “language faculty” also offer a range of advanced courses in Arabic, Persian, Hebrew, and Turkish (including advanced Ottoman). Detailed profiles of language faculty and teaching staff are included in Appendix B.

§4.C.2 Pedagogy training: Language instructors work closely with the CLC for training and support in performance based teaching, both for their own professional development and the training of graduate language assistants. As noted in §8, UofC area studies centers are working closely with CLC (in addition to CMES membership in the BYU NMELRC evaluation consortium) to expand OPI training throughout the upcoming project period. The centers are also planning to support a new language pedagogy certificate for graduate students in the language departments. This program is modeled on the existing graduate teaching certificate mentioned in §3.D.2. The CLC has recently prioritized collaborative language pedagogy, holding a workshop on this topic with regional and national partners in April, 2014, and offering pilot “shared curricula” course enrollment options for students in remote locations. Bauman, Director of the

CLC, is an ACTFL certified OPI tester and regularly gives workshops for other language-teaching faculty, including our graduate students and our K-12 and community college instructor associates. Additionally, CMES has independently supported language teaching staff to attend national ACTFL training workshops during 2010-2014. As noted in §3.D.2, NELC requires graduate student training in language pedagogy that includes teaching consultations with CTL, as well as attendance of CLC events. Additional pedagogy training is noted in Appendix B.

§4.D.1 Performance-Based Instruction: Performance-based instruction that incorporates the diverse learning objectives of UofC students is employed across ME language curricula. The expanding language offerings noted in §4B consistently employ a performance-based approach, and some language lecturers are national leaders in producing pedagogical techniques and resources, including textbooks (Appendix B). As noted in §§8&9, CMES is also working with the BYU National Middle East Language Resource Center (NMELRC) evaluation consortium to support development and deployment of new performance-based evaluation tools in Arabic, Hebrew, Persian, and Turkish. CMES will also work with NMELRC to further develop a comprehensive approach to performance-based instruction across all ME languages at UofC.

§4.D.2 Adequacy of Resources: CLC provides (1) technology-enhanced teaching and learning spaces for students and faculty, (2) support for language instruction, curriculum design, pedagogical training, and professional development with an emphasis on incorporating useful technologies into teaching via courses, workshops, and staff outreach, and (3) grants and support for language instructors' curriculum development and research. CLC teaching facilities include over 20 rooms and spaces for language instruction that range from an 80 person lecture hall to café-style booths for small groups, all supplied with the latest AV equipment. This ensures that small LCTL classes have access to the multi-media resources formerly only available to larger

language classes. The CLC also hosts both video-and in-person academic conferences and workshops, lends foreign language materials, and provides satellite TV broadcasts of foreign programs. CLC lends and offers training for AV equipment and computers installed with the latest sound and film editing software.

§4.D.3 Language Proficiency Requirements: UofC language instructors in Middle Eastern Studies, all of whom hold an MA or Ph.D., are deeply committed to best practices, ongoing professional development, and national leadership in language training and proficiency assessment. Proficiency requirements are incorporated into the language curriculum at all levels, as noted in §2.A.1-2. Instructors tailor language proficiency evaluation to the individual professional and academic goals of students. Beyond the classroom, language instructors in Arabic, Hebrew, Persian, Turkish, and Uzbek regularly conduct proficiency assessment in fulfillment of FLAS requirements. Kagan Arik has designed language proficiency & placement tests for Turkish and Uzbek, and he recently participated in a meeting to develop standard proficiency assessment guidelines for teaching modern Turkish at the American Councils for International Education. ACTFL-aligned proficiency requirements are part of the Turkish curriculum. In working with NMELRC, CMES plans to standardize evaluation levels at key milestones in the core language instructional program, as detailed in §8.

§ 5. Strength of Library

§5.A.1 Strength of Holding: The University of Chicago Library ranks among America's best, in general and in ME materials specifically. Its collections include over 10,614,000 volumes; 127,140 active serials (13,244 in print and access to more than 113,896 titles in electronic format); approximately 168,230 inactive serials; more than 3,200,000 microforms; 51,760 linear feet of manuscripts and archival materials; 300,000 rare books; approximately 449,550 maps and

aerial photographs; more than 101,643 media items (sound recordings, CDs, DVDs, etc.), and a variety of other items and collections. Table 9 details the overall library strengths.

Volumes	10,614,374
Expenditures (total)	\$35,638,526
Expenditures-materials (52.6%)	\$18,752,146
Expenditures-salaries (37.7%)	\$13,450,459
Expenditures-operating (9.6%)	\$ 3,435,921
Number of staff	309
Number of faculty	1,842
Number of students	12,457
Number of grad students (57%)	7,137

The Library's commitment to the ME is part of a wider commitment to area studies. The UofC's area studies collections amount to approximately 3.295 million volumes, or 31% of the library's

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

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

Staff	\$158,549
Acquisitions	\$210,786
Student Workers	\$10,800
Microfilming and Digitizing	\$4,500
Software	\$3,000
Total	\$436,791

Egypt, Syria and Turkey, unavailable in any other single depository in the world.

Electronic and print format databases and user aids are custom designed to assist the researcher in using these materials. Searchable databases list all Middle Eastern serials held by

the library (currently 5,000 titles). The *Chicago Online Bibliography of Mamluk Studies* presently contains over 20,509 verified citations in all languages to secondary and primary sources relating to the Mamluks. The site receives more than 200,000 hits, serving thousands of distinct host computers from approximately 100 different countries, each month, indicating its local, national and international importance. The ME collection's website, containing links to thousands of sites worldwide, is designed to be useful to scholars, students, the media, and the general public (NRC AP).

§5.A.2 Financial Support: Generous support from UofC combined with income the ME collection generates from its microfilming and publishing activities provides the financial resources necessary for consistent and sustained growth of the collection (**Table 11**). The staff of the collection presently consists of 2 professional, and 5 part-time (12-15 hrs. per week) positions staffed by graduate students (2 paid with NRC funds in 2012-2013, each possessing high-level competence in one or more of the languages of the ME. In the 2012-13 FY, UofC funding for ME Library staff was \$203,260. In the same period, UofC funding for acquisitions was \$210,786. UofC also funds overseas collection development trips for the ME bibliographer, along with regular equipment acquisitions and software upgrades (\$3,000 in 2012-13).

§5.B.1-2 Institutional Cooperation: UofC's long-standing commitments to local, regional and international collaboration have been maintained and renewed. Locally, UofC's Middle Eastern collections are the principal resource for scholars at Northwestern University, University of Illinois at Chicago, DePaul, Loyola-Chicago, and Notre Dame, each of which has faculty in MES. In the Midwest region, UofC's ME collection is the designated ME resource for the CIC, comprised of the eleven "Big Ten" universities plus UofC. The Chicago Middle East Microforms Project, ongoing for more than 25 years, is a self-funding collaboration of North American

Research libraries, which has produced, over its life, thousands of microforms containing composite holdings of resources held by participating libraries. These separate holdings are sent to UofC, where they are put together and filmed, providing for each participating library a fuller run of issues (e.g. of early Arabic and Turkish newspapers) than is held by any single institution. International collaboration is largely via the web. The ME collection's photographic archive is now completely available online. Students ranging in age from grade school through graduate school use these images in presentations and research. The ME Photographic Archive is one of the most-used sites in the Library system, registering thousands of hits each month, many of which originate from abroad (all of the above meet the NRC Absolute Priority). The Preservation Department has hired an intern for the summer; the intern's project will be to re-scan the entire photo archive according to updated standards, and update the metadata to produce a new and user-friendly search tool for the collection

Both borrowing and lending operations at the Library are strongly supported by its Interlibrary Loan Services. Chicago's ILL, consistently identified as one of North America's "high-performing borrowing operations" in the Association of Research Libraries (ARL) ILL/DD Performance Measures Study, uses the OCLC interlibrary loan system, the National Library of Medicine's DOCLINE system and various other channels to obtain requested materials. The Library is also a participant in the ARL German Resources Project and the ARL Japanese Document Delivery Project, used for infrequently held German and Japanese research materials. In addition, in the last several years, the Library has entered into two new borrowing programs in order to both broaden accessibility to materials needed by our university community and to provide speedier and longer access to what has been borrowed. In February 2012, the Library began participation in **UBorrow**, a service that allows faculty, students, and staff to

easily search and request print materials from the 12 research libraries in the Committee on Institutional Cooperation - CIC (the Big Ten plus the University of Chicago). Materials are typically available for pickup within a week and can be borrowed for 12 weeks. In August 2013, the Library began participation in **BorrowDirect**, a partnership between Brown, Columbia, Cornell, Dartmouth, Harvard, MIT, the University of Pennsylvania, Princeton, Yale, and the Center for Research Libraries (CRL). Much like UBorrow, BorrowDirect expands the universe of scholarship available to Chicago faculty, students, and staff, allowing rapid access (4-5 days) to over 50 million volumes from the circulating collections of partner schools.

§ 6. QUALITY OF STAFF RESOURCES

§6.A.1 Quality of CMES Faculty: UofC faculty are internationally renowned leaders in their fields. 25 current or former faculty members are MacArthur fellows, including CMES' Cornell Fleischer. CMES faculty include Guggenheim fellows (Donner and Wasserstein) and members of the American Academy of Arts & Sciences (Bohlman, Ginsburg, Fishbane, Fleischer, Lincoln, Mendes-Flohr). In 2014, John Woods received the Quantrell Award for Excellence in Undergraduate Teaching, and Persian Instructor Saeed Ghahremani earned the Janel Mueller Award in Pedagogy. In 2012-2013, outgoing CMES Director Fred Donner served as President of the Middle East Studies Association (MESA) and was appointed in 2012 to the Tunisian Academy of Sciences, Letters, and Arts. CMES faculty affiliates and teaching staff with at least 25% regional focus span a wide range of disciplines, including professional schools. As detailed in Appendix B, CMES faculty are exceptional by every measure of academic life: publications, research presentation, student advising, professional service, and international recognitions, honors and awards. Of the 60 total faculty, 38 are tenured, 8 are tenure-track, and 14 are full-time lecturers or other adjuncts. Table 11 shows the distribution of CMES faculty by department.

Incoming CMES Director **Hakan Karateke** is Associate Professor of Ottoman and Turkish

Culture, Language and Literature in NELC. His current work focuses on Ottoman historiography and intellectual history. Deputy Director **Franklin Lewis** (Ph.D., UofC, 1995, teaching at UofC since 2005) is Associate Professor of Persian Language and Literature in NELC. As Deputy Director he assists the director in long-range planning and in the general management of CMES, serves on various committees, and helps manage day-to-day functioning when the director is away. Deputy Director for Academic Programs **Paul Walker** is one of world's leading scholars on Fatimid history. He directs the MA program in Middle Eastern Studies and chairs the CMES Admissions and Aid Committee.

It is notable that all CMES administrative staff members hold advanced degrees in MES. Associate Director **Thomas E.R. Maguire** holds a Ph.D. in media studies from the University of Texas at Austin, where he researched Middle Eastern satellite television and emerging media. He has also worked on Title VI and/or international education program administration for eight years, including four years at the University of Chicago. Dr. Maguire also attended and presented at national assessment conferences so he is particularly qualified to coordinate the multifaceted evaluation plan detailed in §9. **Traci Lombré** (MA, CMES, UofC, 2004), has been CMES' Program Assistant since 2004. Her current duties include data collection, information management, protocol and public relations, and CMES publicity. Outreach Coordinator (NRC AP). **Alex Barna** (MA, CMES, Harvard, 2007) joined CMES in 2008. As Director of the MEEI, he plans and executes CMES' many public educational programs and events, including K-12 teacher training workshops. His work with K-12 teachers, community colleges, and MSIs is detailed in Section 7. **Marlis J. Saleh** (PhD, UofC, 1995, AMLS, 2004) is ME Bibliographer and Director of MEDOC, a division of CMES. She is also editor of *Mamluk Studies Review*, published annually by MEDOC, and Chicago Studies on the Middle East, the CMES publication

series. She is responsible for overseeing a staff of an additional bibliographic and database assistants in Arabic, Persian, and Turkish.

§6.A.2 Professional Development: In addition to pedagogy and proficiency training activities described in §§3&4, funding is available for conference travel, the development of new courses or pedagogical resources, and research from individual departments,

Anthropology	2
Art History	1
Chicago Booth School of Business	3
Divinity	5
Geographical Studies	1
History	3
Law	4
Biological Sciences/Medical School	2
Music	1
Near Eastern Languages and Civ.	29
Political Science	5
Public Policy	1
South Asian Languages and Civ.	1
Slavic Languages and Literatures	1
Social Thought	1

the Divisions, the Provost’s Office, CTL, and CLC. The HR office and IT Services also provide training sessions and individual consultation on diversity, technology, teaching and learning, and workplace skills. UofC is increasing the number of online tutorials and webinars for training of faculty and staff. Advanced interdisciplinary research is supported through a variety of resources and policies, including: options for multiple campus affiliations and joint appointments, research administration support for grant writing, and dedicated initiatives to fund faculty projects such as the Women's Board, the Franke Institute for the Humanities, the Norman Wait Harris Fund, the Institute of Politics, along with as the Neubauer Collegium for Culture and Society, which currently supports Orit Bashkin’s Arab Jewish Texts project (bit.ly/1pBj5bg).

§6.A.3 Teaching, Supervision, and Advising: As a primarily graduate institution, the UofC ensures that all faculty are extensively involved with teaching and supporting student research. The CMES two-year MA program (60 total students in 2013-2014) requires a thesis guided by at least one faculty advisor. As noted in Appendix B, CMES faculty advise a wide number of MA theses and Ph.D. dissertations across multiple fields. §3 also details faculty commitment to undergraduate education. For instance, outgoing CMES Director Fred Donner annually teaches

an “Introduction to the Middle East” course for undergraduates.

§6.B.1-2 Oversight Arrangements: CMES is administratively situated between the Divisions of Humanities and Social Sciences. Professional human resources and accounting staff oversee center appointments, budgeting, and expenditures. A dedicated business manager in the SSD LBC works with University Research Administration (URA) to ensure CMES compliance with all federal regulations and UofC fiscal policies. CMES administration is composed of the faculty Director and Deputy Director, a Deputy Director for Academic Programs, and an Associate Director, Outreach Coordinator and Program Coordinator. Committees composed of faculty and staff, including an Executive Committee, oversee major center functions such as lectures, public events, admissions and aid, outreach, and academic programs. CMES Associate Director Thomas Maguire supervises outreach coordinator Alex Barna and Project Assistant Traci Lombre. All staff report to the Deputy Director and Director. The Executive Committee meets at least once annually and exercises authority over major policy changes and program developments of the center. Membership includes the chairs of the standing committees, appointed faculty and staff, former directors, the chair of NELC, directors of the OI and Chicago Center for Jewish Studies (CCJS), and the MESSA President as a student representative of the CMES MA program. Standing committees meet at varying but appropriate times during the year to carry out oversight of specific center functions.

§6.C Nondiscriminatory Employment Practices: UofC has a long-standing policy of affirmative action and equal opportunity for employment, forbidding discrimination on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability or veteran status, enforced by several offices under the Deputy Provost for Research and Minority Issues. This office oversees, cultivates and maintains momentum in attracting a truly representative body of

faculty and students, and creates an environment that is welcoming of all individuals. Our campus community seeks to recruit employees from diverse backgrounds, makes current employees aware of opportunities for training and advancement, and involves all staff in improving the climate of the University (see also §9.B).

§ 7. OUTREACH ACTIVITIES

The CMES Public Education Project was re-branded as the Middle East Education Initiative (MEEI) in the summer of 2013. It serves as an essential link between the UofC community (faculty, staff, and students) and the community at large, especially K-12 and post-secondary educators, in the enhancement of MES for off-campus constituencies. Since 2008, Alexander Barna has served as Outreach Coordinator and over this period, he has steadily grown CMES' educational outreach programs and publicly available resources.

§7.A.1 K-12 Outreach: CMES continues to be a national leader in developing, vetting, and disseminating innovative educational resources for professional educators at elementary and secondary schools. A major step forward in 2011 was CMES' transition to a new open source content management website, which streamlined all aspects of website development and maintenance. Using this new platform, CMES significantly expanded its online library of transferrable and customizable resources which includes both general, stand-alone materials and materials related to content-specific workshops and programs. For 2014-18, CMES will utilize University web traffic data to establish both baseline values and targeted goals for unique visitors and total visits to the educational outreach section of our website as well as for the number of downloads of individual educational resource documents.

In addition to hosting weekly language circles for Arabic, Persian, Turkish, Hebrew, and Armenian, MA students affiliated with Middle East Studies Students' Association (MESSA) and

doctoral students with a ME research focus in various programs serve as members of the CMES Speakers Bureau (SB). The SB puts them in contact with K-12 teachers and students in the classroom and allows them to share insights from their teaching and research with off-campus audiences. From 2012-14 CMES experts and specialists reached an estimated total of 1170 high school and middle school students.

CMES outreach to support K-12 Arabic instruction is a distinguishing characteristic of MEEI programming. In the winter and spring of 2013, MEEI, working with CMES MA students, piloted an Arabic language tutoring program with Arabic world language students at Lindblom Math & Science Academy in the West Englewood neighborhood on Chicago's south side. Working with Lindblom's Center for Arabic Language and Culture (CALC), MEEI will revisit this program and determine ways to expand it to other Chicago Public Schools (CPS) schools with Arabic programs. For 2010-14, CMES Arabic instructors have offered summer Arabic courses to Chicago high school students through the STARTALK program, which enrolled 30 students in beginning and intermediate Arabic in summer 2013. With over 3000 students of Arabic at 7 elementary schools and 5 high schools, CPS is a national leader in K-12 Arabic instruction. As noted in §8, support for CALC and the singular K-12 Arabic program in CPS is a major focus of CMES outreach activities in the next grant cycle.

During the academic year, MESSA publishes a quarterly journal, "Lights," that is available in pdf to all K-12 and post-secondary teachers. In May, 2010, the OI and CMES launched "Teaching the Middle East (TME): A Resource for Educators" (funded by an NEH grant), which represents one of the most comprehensive introductory online resources providing K-12 teachers basic and advanced MES-related teaching modules. It is a key component of the CMES educational outreach program. In winter 2011, in collaboration with CIS, the Chicago Cultural

Center, and Chicago Sister Cities, CMES convened a six-week lecture and workshop series for both professional educators and the general public based on these modules. TME modules and CMES expertise also figured prominently in the development of a comprehensive modern ME honors history class taught within CPS for the first time in 2013-14.

Finally, from 2010-14, CMES MEEI developed, co-sponsored, or participated in 29 K-12 teacher training workshops or programs, often in collaboration with other UofC area studies centers and the CPS Office of Language and Cultural Education (OLCE) and local schools. These workshops featured expert speakers and used a combination of primary and secondary source materials to enhance study of the ME in area classrooms. For nearly all of these workshops, CMES developed and distributed new teaching resources, suggested new lesson plans, and helped teachers align new content to IL state standards and the Common Core. In 2010-11 CMES rolled out a new professional development (PD) workshop evaluation form written in consultation with NORC. The qualitative and quantitative data gathered using the new evaluation demonstrated that CMES PD programs are overwhelmingly well received by educators and these data are used both to improve them and to generate ideas for new workshops. From 2012-14, OC Alexander Barna, recognizing the potential for the integration of MES in the International Baccalaureate (IB) Diploma Programme's social sciences and humanities curricula, has deepened contact between CMES, the CPS IB Program, and various IB program coordinators and IB schools. The principal aim of this collaboration is to assist IB administrators and educators in adding ME related content to IB courses and to develop new IB courses to meet the needs of the CPS "Wall-to-Wall" IB initiative.

§7.A.2 Post-secondary Outreach: The MEEI and CMES coordinate a robust program of educational outreach to a variety of post-secondary institutions and audiences. In fall 2012,

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Alexander Barna and CMES Director Fred Donner made multiple visits to Joliet Junior College (JJC) to make presentations to JJC and College of Lake County faculty in support of their Title VI-A grant. For 2010-14, CMES organized an annual exchange with Kankakee Community

Table 12: CMES K-12 Teacher Training Workshops, 2010-14			
PD Workshops and Breakout Sessions	Date	Attd	Partners
Introduction to Arab-Israeli and Israeli-Palestinian Conflicts	11/10	3	CIS
Perspectives on Islamic Civilization and the Modern ME (six unique sessions)	2/11-3/11	5	CIS
Islam and Identity in Southeast Asia and Southeast Europe	2/12	15	CEERES*
The Arab Spring in Syria	3/12	44	none
Stereotyping Islam: Imagining the Muslim Enemy	4/12	30	CIS
Teaching the History of the British Mandate for Palestine/Land of Israel using Primary Sources and the 'Dual Narratives' Approach	5/12	14	CPS Social Science Instruction
The Common Core: Getting There Globally	5/12	28	CIS
Using New Thematic Standards-Based Curriculum and Instructional Materials for Arabic World Language Year One and Two	9/12	20	CPS OLCE
Media Literacy and the Middle East	11/12	20	CIS
United States in Afghanistan I	11/12	24	Choices Program, FWP School
Teaching Arabic to Today's Grades 6-12 Students: Tips and Lessons from the STARTALK Program at the University of Chicago	12/12	20	CPS OLCE
Teaching about Islam in Global Perspective	4/13	14	Georgetown U. ACMCU, FWP School
United States in Afghanistan II	4/13	18	Choices Program, FWP School
Cultivating Global Citizenship Through the Teaching of World History	11/13	30	CIS
Before the Arab Spring: Constitutionalist Reform in the Middle East	4/14	4	CIS
Alignment of the National Standards for Learning Languages with the Common Core Standards	5/14	25	CPS OLCE, CALC
Summer Teacher Institutes	Date	Attd	Partners
Migration: Causes and Consequences	6/11	50	CEAS, CEERES*, CIS, CLAS*, SALAC*
Feeding the World: Challenges to Achieving Food Security	6/12	51	CEAS, CEERES*, CIS, CLAS*, SALAC*
Natural Disasters and Social Responses	7/13	39	CEAS, CEERES*, CIS, CLAS*, OI, SALAC*
Energy and the Global Environment	6/14	46	CEAS, CEERES*, CIS, CLAS*, OI, SALAC*
International Education Conferences	Date	Attd	Partners
3 rd Annual IEC	10/10	110	CEAS, CEERES*, CIS, CLAS*, SALAC*
4 th Annual IEC	11/11	150	CEAS, CEERES*, CIS, CLAS*, SALAC*
5 th Annual IEC	11/12	150	CEAS, CEERES*, CIS, CLAS*, SALAC*
6 th Annual IEC	11/13	105	CEAS, CEERES*, CIS, CLAS*, OI, SALAC*
Total Programs 2010-14: 29		Total Attendance: 1,015	
*denotes other NRCs			

College (KCC), which entailed CMES experts visiting the KCC campus to give public presentations to the campus community and general public, and a KCC professor and his students visiting the UofC campus. In spring 2014, KCC and CMES organized a “book club” project for which CMES and KCC students read a contemporary ME novel and then gathered for a seminar at the UofC to discuss the work. Other notable outreach to community colleges occurred in 2010-11 when CMES hosted a delegation from Greenville Community College in Greenville, SC. Furthermore, educators from community colleges and four-year colleges and universities continue to attend our teacher professional development workshops, including the Summer Teacher Institutes, and we work with them to adapt resources that we provide to fit the needs of their students. For 2014-18, educational outreach to community colleges stands to grow significantly through our relationship with local and regional MSIs and our support in internationalizing their courses and curricula.

In addition to the annual MEHAT conference (see §9.A.3), CMES directly sponsored or co-sponsored 14 conferences and symposia that attracted participation from UofC faculty and students as well as faculty and students from both American and international universities and research institutions. Notable examples include “Women’s and Children’s Health in the Middle East,” “AL-AIDS: Confronting the HIV Pandemic in the Middle East,” and “Elections and Democracy in the Middle East,” all of which were organized by students in the College or graduate students. CMES has supported lectures, conferences, and symposia stemming from the Divinity School’s Mellon Islamic Studies Initiative, which has benefitted from considerable participation from CMES faculty and students. In the greater Chicago area, our graduate students teach ME related courses at community and four-year colleges (DePaul, Aurora U.). In collaboration with SALAC, the Harris School, NWU’s Medill School of Journalism, and the

Pulitzer Center on Crisis Reporting, CMES co-sponsored two symposia (“Islamist Movements Across the Globe” in 2011; “The Arab Spring One Year Later” in 2012) that brought together UofC scholars and journalism and public policy students to explore ME issues of contemporary global significance. In 2013-14, CMES, Loyola University faculty, and AWP – a Chicago based 501(c)(3) – coordinated a winter and spring series of events about the Syrian Civil War.

§7.A.3 Outreach to business, media, and the general public: CMES’ Outreach events continue to engage business communities, the media, and the general public. In 2012 and 2013, Professor John Woods and OC Alexander Barna served as featured presenters at the “Images and Perceptions” conferences in Chicago and Detroit. Designed for both public and private sector employees from a variety of professions, these conferences addressed issues of multi-cultural experiences and the value of diversity both within the workplace and across communities. Woods and Barna spoke about the issue of negative stereotypes and introduced new frameworks for thinking about and understanding the cultures of the Middle East.

CMES faculty members – including but not limited to Bashkin, Donner, Mearsheimer, Nirenberg, Pape, Sells, Wedeen, and Woods – frequently lend their expert voices to a variety of local, regional, and international media outlets. From 2010 to the present this has included traditional print newspapers (the Chicago Tribune, the New York Times, the Boston Globe); news magazines (The Atlantic, The New Republic, Time, The Nation); radio and television programs and networks (WBEZ, NPR, WBBM Chicago, Chicago Tonight/WTTW, PBS, CNN, MSNBC, C-SPAN, BBC News) and online news sources (MSNBC.com, Jadaliyya). All faculty are available to the media both through CMES and through UofC’s News Office, which works with CMES in connecting our experts to influential media figures and outlets with significant national circulation. Moreover, CMES faculty are regularly invited to other American, European,

and Middle Eastern universities to deliver lectures for their scholarly communities and interested publics.

CMES' Outreach Coordinator advised the organizers of Chicago Ideas Week on the development of a ME related event and he has laid the groundwork for continued collaboration with CALC in the creation of free, open-to-the-public cultural events. CMES faculty members continue to be involved in the Chicago Humanities Festival, which every autumn features a variety of public programming events including lectures and performances. CMES MA Preceptor Shiraz Hajiani and Barna currently teach MES courses at the Graham School of Continuing Liberal and Professional Studies. CMES hosts the annual Hosni Haddad Lecture on culture and the arts and the annual Talat Othman Lecture on modern political and economic issues, and both of these lectures have broad appeal to the general public as well as UofC's scholarly communities. Beginning in the winter of 2011, in response to both specialist and non-specialist interest in momentous events in the Middle East, CMES has organized and co-sponsored numerous public events about the "Arab Spring." In August 2013, CMES developed and presented a series of three public lectures at the Orland Park Public Library in Orland Park, IL that tied in with the library's Muslim Journeys bookshelf program, funded in part by the ALA and the NEH. CMES' Diplomatic Encounters series connects local consuls general (Egypt, Israel, Turkey) with the university community and the general public in open discussions about policy and diplomacy in the Middle East. CMES also worked with JUF and the Consulate General of Israel to the Midwest to bring speakers to the UofC campus for public events. In 2010-14, CMES co-sponsored multiple ME related lectures with CIS for its "World Beyond the Headlines" series, which has a large public following. CMES worked with the Int'l House Global Voices Program and the Logan Center for the Arts to host the annual MEME concerts

and three performances of the Tawfiq Al-Hakim play “The Sultan’s Dilemma.” For 2014-15 and beyond, CMES plans to collaborate with the UofC Institute of Politics (IOP; Director, David Axelrod) in the development of ME political programming for students and the general public.

§ 8. PROGRAM PLANNING AND BUDGET

§8.A Quality and Relevance of Proposed Activities: All of the activities proposed by CMES are directly aligned with the purpose and objectives of the NRC program. The proposed budget supports: a) strengthening and expanding of language instruction at intermediate and advanced levels; b) strengthening performance-based assessment through national partnerships; c) interdisciplinary research; d) professional development for undergraduate and graduate students; e) strengthening of the library; and f) outreach to the K-12 community (including public school Arabic teachers), community colleges, and minority serving institutions. As noted in §6 and Appendix B, CMES faculty, language instructors, and program staff are exceptionally qualified to carry out all aspects of the proposed program. Moreover, the proposed activities depend on formal and significant partnerships and collaborations with other professional educational institutions, such as the BYU NMELRC, the City Colleges of Chicago (CCC), CPS, along with strategic collaborations between CMES and other UofC area studies centers.

§8.B.1-2 Development Plan and Timeline: A detailed timeline of proposed activities, aligned with goals and sustainable outcomes is included on p.35. As noted in §9, grant activities are aligned with four major objectives, all of which promise to build long-term capacity at the UofC and partner institutions. Further details on the proposed activities and effective use of resources and personnel are included in the next section, §8.C.

§8.C Costs of Proposed Activities: CMES carefully plans its four-year budget to ensure that costs efficiently contribute to the program objectives. For the five language lecturer positions (Armenian, Central Asian Turkic, Hebrew, Persian, and Turkish) included in the budget, CMES

allocates only the amount needed to expand the marginal capacity of instruction beyond the UofC's already extensive array of ME language offerings. These line items are carefully considered in light of existing enrollments and student interests to build capacity for the expansion of intermediate and advanced LCTL offerings on campus. Additionally, funds are allocated to the UofC's summer language institute to add intermediate and advanced offerings in Arabic, Hebrew, Persian, and/or Turkish to allow the attainment of advanced proficiency for MA students; and/or to support reading/research proficiency for Ph.D. students within two years of matriculation. All SLI courses supported with Title VI funds will be sustainable by the end of the grant period. The project allocates partial support for salaries of core CMES staff members—the Associate Director, Program Coordinator, and Outreach Coordinator. As noted in §6, all three of these staff members currently hold advanced degrees in MES. In addition to planning and operations of CMES activities, staff often make substantive contributions to activities as well.

The project budget provides small but essential contributions to the library through a bibliographic assistant position for the ME collection and a line item for new acquisitions. Maintenance of the library as a world class resource for MES material is essential to support UofC faculty and students, along with the many other scholars from outside the UofC who use the library facilities.

The travel budget allocates modest funds for attendance of annual Title VI-related events and for CMES representatives to attend the Middle East Studies Association (MESA) Annual Meeting. MESA is the premier scholarly organization in MES and it offers essential and unmatched opportunities for networking with other Title VI centers and exposure to new ideas and best practices in the field. The travel budget also provides partial support of international travel for language lecturers to pursue professional and curriculum development.

Goals	Year 1	Year 2	Year 3	Year 4	Outcomes	
	Activities					
<p>Increase completion of advanced language training for 2-year CMES MA program and Ph.D. students in first two years of residence (PMF #1-MA Program)</p> <p>Align language curricula with common proficiency standards</p> <p>Improve K-12 Arabic instruction (PMF #2)</p> <p>Promote international studies and foreign language education at community colleges and minority serving institutions (PMF #3)</p>	<p>Increase enrollments in intermediate and advanced language sequences (outreach to undergraduates through Civ. program); Add new intermediate/advanced courses FLAS-approved languages</p> <p>Support Summer Language Institute (SLI) goals to:</p> <p>1) targeted offerings of intensive intermediate/advanced courses using demonstrable proficiency outcomes; 2) expansion of new translation and reading courses in priority languages from the academic year to summer, enabling graduate students to satisfy research language requirements, 3) advertise courses to increase outside enrollments and ensure long-term sustainability</p> <p>Survey incoming and outgoing graduate students to establish language goals, identify target students, and set baseline data</p>	<p>Continue evaluation, Incorporate findings into advising and admissions practices for CMES MA program and ME Ph.D. programs</p>			<p>Increased offerings/capacity in intermediate/advanced courses in priority languages; sufficient outside enrollments in SLI to ensure sustainability</p> <p>Long-term alignment of language offerings with graduate student and program goals</p>	
	<p>NMELRC Site Visit</p> <p>Implement proficiency evaluations in line with program evaluation guidelines</p>		<p>Review outcomes with NMELRC and continue evaluations</p>			<p>Standardized alignment of curricula with proficiency levels</p>
	<p>Work with CPS to establish Arabic Seal of Biliiteracy requirements</p> <p>Offer four professional development activities/year for Arabic teachers; Aligned with CPS needs through collaboration with Center for Arabic Language and Culture (CALC) local teachers council and CPS World Language Director</p>	<p>Support testing and evaluation plan for Seal of Biliiteracy—target 15 students</p>	<p>Expand Seal of Biliiteracy to include 50 students/year</p>			<p>Seal of Biliiteracy awarded to at least 50 CPS students/year</p> <p>90% of CPS Arabic teachers participate by end of grant</p>
	<p>Establish targeted activities and outcomes with City Colleges of Chicago Provost</p> <p>Develop advising materials to support foreign language instruction.</p> <p>Offer 2 course internationalization workshops per year: concentrate on 4MSI campuses of CCC through first two years</p>	<p>Deploy advising materials to 4 MSIs within CCC</p>	<p>Deploy advising materials to four remaining CCC campuses.</p>	<p>Survey advisors and students to determine effectiveness of materials; revise.</p>	<p>Increased enrollments in foreign languages and/or growth of international courses by 25% on at least six of seven CCC campuses</p>	

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Evaluation activities are a comparatively small but essential component of the proposed budget. Annual consulting fees are allocated to Outlier, the independent project evaluator that is working with all UofC area studies centers on a collaborative evaluation plan. As noted in §9, CMES is also supporting a language evaluations consortium with the BYU NMELRC to develop comprehensive evaluation plans in Arabic, Hebrew, Persian, and Turkish. Language proficiency exams will be provided without additional costs as part of the comprehensive language evaluation plan, enabling CMES to strengthen performance-based assessment capacity in these four target languages.

UofC area study centers are working jointly with the City Colleges of Chicago to strengthen language and area studies instruction. Funds are allocated to support international studies and foreign language advising resources and the internationalization of curricula. The detailed explanation of this promising partnership is included in §11 in response to the competitive preference priority #1.

CMES also allocates funds to the collaborative Summer Teachers Institute. During the four-year cycle, UofC area studies centers plan to partner with the Graham School to offer a formal certificate in international education for K-12 teachers. CMES also dedicates funds to an extremely important outreach partnership with CALC at Lindblom. CALC primarily supports over 3,000 non-heritage-speaking students of Arabic in the Chicago Public Schools and aims to serve as a national resource for K-12 Arabic instruction. CMES is working closely with CALC and CPS to support training and professional development of Arabic teachers. CMES is also contributing to the Seal of Biliteracy program that will award formal recognition of language proficiency to graduating CPS students. CMES will work with CPS to develop criteria for the Seal of Biliteracy in Arabic, including performance-based language assessment, in order to build

demonstrable, measurable capacity in foreign language instruction and learning.

The proposed budget also includes support for a variety of conferences, lectures, and co-curricular activities that serve as important resources for CMES faculty and students. Student- and faculty-led conferences will focus on major issues of national need, including economic development and social movements in the contemporary Middle East. “Language Circles” that provide students the opportunity to present and attend formal research presentations in target languages are a salient indicator of the quality of language instruction at the UofC. Title VI funds provide a small stipend for Language Circle student coordinators. A small amount of funds are dedicated to administrative costs (supplies and website maintenance) of CMES for activities essential to the administration of the NRC grant.

§8.D Long-term Impacts: The primary long-term impact of the proposed activities is the strengthening and expansion of intermediate and advanced courses in at least six priority languages, with enhanced capacity to teach additional Central Asian Turkic languages, Arabic dialects, and language courses in a variety of academic and professional fields. Proposed activities will also ensure substantive internationalization efforts in at least six of the seven community colleges within the City Colleges of Chicago system, four of which are designated as MSIs. Title VI funds will also strengthen and extend the impact of Chicago Public Schools as a national leader in K-12 Arabic language instruction (see above and §9).

§ 9. IMPACT AND EVALUATION

§9.A.1 Impact on University: Since its founding in 1965, CMES has functioned as the campus focal point of interdisciplinary research and teaching on the Middle East. As noted in §3, CMES faculty work closely with both undergraduate and graduate students. The UofC offers a highly regarded Ph.D. program in Near Eastern Languages and Civilizations, formal Ph.D. ME specializations in History and Divinity, and the CMES-administered MA program. CMES

organizes and co-sponsors scores of interdisciplinary lectures, conferences, symposia, language circles, and workshops throughout the academic year. Further detail on campus impact is noted in section §7.A.2. Appendix C documents the impressive enrollments in MES language and area studies courses, while §4 details enrollments in MES language courses by level.

§9.A.2 Impact on Community: CMES works closely with cultural and educational institutions throughout the City of Chicago. CMES played an integral role in the establishment of the CALC at Lindblom, a public, selective-enrollment middle and high school in Chicago. CMES Associate Director Thomas Maguire, Program Associate Traci Lombre, and Outreach Coordinator Alex Barna participated in the original planning and design process of CALC in 2011-2012. Outgoing CMES Director Fred Donner serves on the CALC board, and the inaugural CALC Director, Tyler Blackwell, is a graduate of the CMES MA program. CALC's mission has three components: 1) support the expansion of K-12 Arabic world language course offerings in CPS and regionally; 2) create professional development opportunities for K-12 and post-secondary Arabic teachers; and 3) develop a robust program of events about Arab culture for the general public. For 2014-17 CMES MEEI plans to work closely with CALC in all of these areas. Through projects such as CALC's Teachers Council, CMES stands to impact significantly the improvement of performance-based Arabic language instruction in one of the US' largest school districts (CPS), which is home to over 3000 students studying Arabic.

§9.A.3 Regional Impact: CMES works with local organizations such as the Chicago Council on Global Affairs, Chicago Public Schools, the Francis W. Parker School, the UofC's International House, Silk Road Rising performance and cultural group, International Voices Project, Art Works Projects, Newberry Library, the Illinois Humanities Council, the Jewish United Fund/Jewish Federation of Metropolitan Chicago, and the Chicago Cultural Center. In 2010-

The University of Chicago CMES NRC and FLAS Proposal, 2014-2017
Hakan Karateke, Director and PI

2014, thousands attended CMES public programs. CMES also supports international education at regional community colleges and 4-year colleges and universities, including Joliet Junior College, Prairie State University, Kankakee Community College, College of Lake County, Aurora University, DePaul University, Loyola University, and NWU. CMES provides financial and logistical support to the ME History and Theory (MEHAT) Conference, conceived and managed by graduate students. In 2014, MEHAT was attended by 300 people from 26 institutions around the world. The MEHAT conference, and regional workshops, offer opportunities for other scholars in the region to present research and receive feedback.

§9.A.4 National Impact: As detailed in §9.E.1-2, CMES alumni have a significant national impact through their professional work in diverse fields. CMES also takes seriously outreach to state and federal government agencies. In collaboration with Benedictine U, CMES annually invites post-secondary students from the Arab world participating in the State Department funded Middle East Partnership Initiative (MEPI) to visit our campus, meet students from CMES, and tour the OI. In Sept. 2011, MEEI conducted a professional development workshop with DOJ on negative stereotypes and CMES staff regularly meets with recruiters from the U.S. Intelligence Community during their fall on-campus visits. §7 provides information on local, regional, and national impacts, including participation data and educational resource utilization. Tables 14-16 detail the national impact of CMES alumni through career placements.

§9.B Equal Access and Treatment: CMES and UofC in general make every effort to assure equal access and participation in our programs and to integrate under-represented groups including those of gender, ethnicity, age, and disabilities in accordance with GEPA provisions (see §6). CMES works actively with CPS and local cultural organizations to provide outreach to communities, public schools, and charter schools in the Chicago area, many of which have large

African-American and Hispanic populations (see §7). All CMES activities take place in wheelchair-accessible areas and are open to the public. We advertise our activities using listservs, websites, posters, mailings, social media, and local press to ensure widespread access to information. The accessibility of CMES to under-represented groups is further reflected in its MA program. In 2013-2014, 53% of current CMES MA students were women. Our students come from a variety of religiocultural backgrounds including Jewish, Christian, Muslim and Hindu. These data are indicative of an environment open and welcoming to all students regardless of gender, ethnicity, national origin, or age, and of the seriousness with which CMES faculty take their charge to educate all who wish to learn. African-American, Latino, Asian-American, and female students have all successfully competed for FLAS awards among large pools of applicants, a testimony to CMES' commitment to equitable and transparent processes in FLAS selection procedures (see §10).

§9.C Evaluation Plan: The UofC area studies centers are jointly committed to evaluation projects that will guide our legacy of excellence toward meaningful and sustainable progress in the future. Working with the National Opinion Research Council (NORC) and the Department of Education, UofC Title VI centers contributed to the development and design of the current, nationally administered FLAS alumni tracking evaluation. We are committed to maintain a leading role in establishing effective evaluation processes for Title VI NRC and FLAS programs.

The UofC area studies centers propose a collaborative evaluation project that covers common activities, aimed at program GPRA goals and competitive priorities, in addition to the specific goals and objectives of each center. The UofC's Center for Elementary Mathematics and Science Education (CEMSE) operates an independent evaluation service, Outlier Research & Evaluation. Outlier will provide oversight and technical support of developmental, formative, and summative

evaluation procedures for the full four-year term of the grant. Through the collaborative project with Outlier, CMES aims to meet all NRC/FLAS goals while demonstrating the measureable, ongoing, and sustainable improvement outlined below. In addition to the formal evaluation of grant activities, CMES continues to work with campus partners to support a stronger culture of evaluation at the University. Table 13 lists CMES' objectives for the 2014-2018 grant period. This table provides additional detail on data, measurements, and specific anticipated outcomes and is aligned with goals and activities describe in both the timeline on p.35 and the attached Performance Measure Forms in Appendix D.

In addition to the collaborative evaluation project with Outlier, CMES is also participating in an evaluation consortium organized by the National Middle East Language Resource Center (NMELRC) at Brigham Young University. This evaluation partnership is targeted primarily toward performance-based assessment and language proficiency development and implementation, measurement of progress for FLAS fellows, and alignment of curricula with common achievement levels. NMELRC evaluation activities will be coordinated with the CLC to avoid duplication of efforts. The consortium makes available the following resources: 1) Program evaluation guides developed by John Norris and his team at the National Foreign Language Resource Center at the University of Hawaii to help programs better focus their efforts and measure progress toward goals that matter to them; 2) Online reading and listening comprehension proficiency tests that provide more detailed feedback on student progress than just ACTFL proficiency levels. This will be especially useful for demonstrating the progress of FLAS fellows. NMELRC Arabic tests have already been taken over by ACTFL and similar tests for Hebrew, Persian, and Turkish will continue to be pilot tested through these evaluation projects; 3) Online professional development resources for teachers and the Project Perseverance

training resources designed to help students become more engaged and effective self-regulating learners; 4) Online Arabic courses offered through BYU Independent Studies that incorporate

significant human-to-human interaction and would be a good first step in starting Arabic in community colleges or minority-serving institutions. CMES has initiated a discussion with City Colleges of Chicago toward offering these online courses to local students; this may become part of the wider area studies collaboration with CCC noted in §8; 5)

Table 13: CMES Project Goals, Data/Measures, and Anticipated Outcomes		
Project Goal	Data/Measures	Anticipated Outcomes
Increase completion of advanced language training for 2-year CMES MA program students and Ph.D. students in first two years of residency (PMF #1 focuses on MA program components of this goal)	Annual course offerings in target languages; Summer Language Institute offerings; Number of new offerings in SLI	One new advanced language course every year for first year, two for subsequent years, sustainability measured in year 4 by enrollments
	Number of students completing the degree with at least three years of study at University of Chicago level	75% of graduates complete advanced language training; 90% who set goal complete advanced language training
Align language curricula with common proficiency standards	Evaluating random samples of language students in four target languages; evaluate FLAS fellows	75% of year two graduates measure at target level on ILR Scale (will vary by language)
Improve K-12 Arabic instruction (PMF #2)	Evaluating random sample of Arabic language students; voluntary testing for Seal of Biliteracy students; professional development for teachers	50 Seals of Biliteracy earned by high school grads per year by end of grant; 90% of CPS Arabic teachers participate in at least workshops per year
Promote international studies and foreign language education at community colleges and minority serving institutions (PMF #3)	Measure distribution of advising materials; Evaluation of internationalized syllabi	Increased enrollments in foreign language; 2 new courses internationalized each year at four CCC MSI campuses, 4 at other campuses by end of grant

Sharing of materials and expertise on preparing and placing interns in the Middle East. Direct enrollment and internships are promising alternatives for professional students and for well-qualified students who are being turned away in increasing numbers from flooded programs like CASA. This aspect of the collaboration will help to achieve Project Goal 1, an increase in students attaining advanced proficiency with the first two years of graduate school.

This integrated package is based on an outcomes-oriented approach that will help to focus

students and teachers on achieving relevant and specific learning objectives, customized as appropriate to institutional and even individual student priorities, thereby leading to higher levels of general proficiency. The project will begin with a planning site visit for the team leads at the partner institution in order to fully orient them on all aspects of the project. Their preparation before the meeting and the face-to-face experience will build a tight-knit community of practice resulting in their taking inventory of resources on their own campus and their program strengths and identifying needs in program structure, student learning outcomes, staffing, recruiting and offerings on campus and off (intensive domestic or overseas study). This analysis will be the basis for subsequent program improvement, as well as educating stakeholders (administrators, teachers, and students). Participants will benefit from sharing their results with each other and looking at case studies the BYU team has assembled as they have reviewed scores of programs. In September, NMELRC will collect baseline data by administering online reading and speaking tests to FLAS students. Later in the fall, based on test results and analysis of the data gathered, the BYU team will help the partner institutions develop individual four year plans. Throughout the grant cycle, tests will be conducted in August and May..

GPRM Program Measures: As detailed in §4, the UofC offers an impressive depth and breadth of ME LCTLs. CMES plans to support all of the GPRM measures for both NRC and FLAS programs. Title VI funds will ensure that CMES continues to teach regular courses and increases intermediate and advanced language offerings in Arabic, Armenian, Hebrew, Persian, Turkish, and on-demand courses in Uzbek and Kazakh. By covering between five and seven priority languages in any given year, CMES supports the overall GPRM measure of breadth in priority language offerings. Working in collaboration with other UofC area studies programs, CMES will develop at least one certificate program in international studies for K-16 teachers. The culture of

intensive foreign language instruction at the UofC (detailed in §4) promises to maximize the number of FLAS fellows who are able to increase their reading, writing, and/or listening/speaking scores by at least one ILR equivalent proficiency level during the fellowship period. By working with the BYU NMELRC, CMES will ensure consistent and reliable proficiency evaluation testing of FLAS fellows. As demonstrated by alumni placement data in Table 16, UofC graduate students who obtain FLAS will continue to find careers that utilize their foreign language and area studies skills at high levels. Of course, all CMES FLAS recipients will study priority languages, as defined by the Secretary of Education.

§9.C.2 Use of recent evaluations: The UofC's continued development of program evaluation strategies has included student and alumni surveys conducted in coordination with GSA. A 2012 survey of recent alumni demonstrated strong placement of CMES MA students across a variety of professions but also noted a need for better career advising for non-academic careers while students are in-residence. Working with GSA and Career Advancement, CMES has since initiated several new advising and student support practices for current MA students, including in-house job search and advising services by Associate Director Thomas Maguire, alumni career panels and networking opportunities, and formal CA career advising session in the CMES student lounge. CMES also has offered students professional development opportunities through participation in outreach activities and by supporting student-organized academic conferences.

§9.D Contribution to an Improved Supply of ME Specialists: Enrollments and placement data for CMES- supported undergraduate and graduate students are noted in Appendix C and below. As noted in section §2A-B, undergraduate and graduate students have successfully competed for national awards, including CASA and Fulbright fellowships that directly support and utilize the advanced language skills that they acquired as UofC students. In 2012, 3 students completed the

third-year sequence of Uzbek, a unique and significant achievement for the University. As detailed in Table 14, graduates of the CMES MA program enter a wide variety of professions across all areas of national need. This is particularly significant given the increasing success of MA students in competing for FLAS awards. CMES-affiliated Ph.D. students also enjoy a strong placement rate in teaching positions at U.S. institutions of higher education. Recent placements for Ph.D. alumni is included in Tables 15.

Table 14: Selection of CMES MA Program Alumni Placements (2006-2013)
Boston University
Center for Strategic and International Studies
Chicago Public Schools
CRDF Global
Department of the Army
Emirates Foundation
Federal Reserve Bank
Georgetown University
Interlink Language Centers
Iraqi Mutual Aid Society
Massachusetts Institute of Technology
Oxford University
Paul, Weiss, Rifkind, Wharton & Garrison LLP
The Constitution Project
U.S. Department of Defense
U.S. Department of Justice
U.S. Department of State
U.S. Intelligence Community
University of Chicago

§9.E.1-2 Addressing National Needs: Section 7 details the wide array of activities that contribute to national needs, both in terms of research and pedagogy support within higher education and broader outreach to K-16 educators, the business community, media, and particularly the federal government. As noted above, graduates from the CMES MA program have placed into careers across the full spectrum of national need. Recent CMES grads have worked for the U.S. Department of State, the U.S. Intelligence Community, the U.S. Military, and the U.S. Department of Justice. Grads also work across a wide range of careers in the private (profit and non-profit) sector.

§9.F.1-2: Fellowships and Placements Addressing National Needs: As noted in §10, FLAS fellowship selection criteria include a statement of purpose that asks students to demonstrate not only the value of their academic work but their fit with the FLAS program’s emphasis on national needs. Graduate students who successfully compete for FLAS awards represent the full range of professional goals and outcomes expected for the program. 51% of FLAS fellows from

2010-2014 are making progress towards completion of MA or Ph.D. degrees, and Table 16 illustrates academic and professional placements for FLAS alumni from the same period. Beyond the strong representation of students in higher education and teaching careers, CMES FLAS alumni also work in government service and the private sector. All nine FLAS fellows from academic year 2013-2014 graduated from the CMES MA program in June, 2014; of the nine, two obtained jobs with the U.S. government (U.S. State Department and FBI), three placed into competitive Ph.D. programs, and two received prestigious fellowships (CLS and Boren).

Table 15: Selected Academic Placements of CMES-affiliated Ph.D. Graduates (Post-doc and Tenure-track), 2010-14

Beloit College
Brandeis University
CUNY Queens College
Hartford Seminary
Harvard University
La Salle University
Lewis University
United States Military Academy
University of Arkansas at Fayetteville
University of Chicago
University of Houston-University Park
University of Louisville
University of New Mexico
University of North Carolina at Chapel Hill
University of Northern Iowa
University of Oregon
University of Southern California
Yale University

§ 10. FLAS AWARDEE SELECTION PROCEDURES

§10.A.1 Advertising of Awards: In November of each year, the Office of Graduate Affairs, as well as each of the five area centers, advertises the FLAS competition through print media, website postings, e-mail lists, social media, and campus flyers. A FLAS workshop is also held for in-residence students by the Office of Graduate Student Affairs (GSA). For incoming students, University of Chicago application packets include information on fellowship opportunities, including the FLAS award for prospective students.

§10.A.2 Selection Process: The University of Chicago has developed a systematic and consistent selection process for the FLAS competition, using the same criteria each year in order to choose the most deserving students as FLAS fellows. Meetings of the selection committee are held in February or March for academic year and summer awards. The meetings usually occur at the same time as the general University admissions process and often involve considerable

Table 16: Academic (graduate program) and Professional Placements of 2010-2014 FLAS Recipients
University of California, Berkeley
New York University
Massachusetts Institute of Technology
Iraqi Mutual Aid Society
Critical Language Scholarship (U.S. State Dept.)
Notre Dame University
University of Michigan
University of Minnesota
Harvard University
University of Chicago
Chicago Booth School of Business (UofC)
Boren Fellowship
Brookings Institute
Center for International and Strategic Studies
Brown University
Central Intelligence Agency
Federal Bureau of Investigation
City University of New York

negotiations with the Deans of Students and others responsible for allocating financial aid awards. The committee presents a list of ranked applicants to GSA, which coordinates follow-up meetings with the Deans of Students and the Center Directors to make the final selection.

§10.A.3 Addressing Announced Priorities:

Applications that include the study of Arabic, Armenian, Modern Hebrew, Persian, Turkish, or Uzbek—all priority LCTL languages— are

forwarded to CMES by GSA. The Center's Admission and Aid Committee then scrutinizes the applications. Merit as measured by academic performance, recommendations, statements of purpose—including suitability of the student's academic plans for FLAS— and evidence of language learning ability is employed to rate the applicants. Additionally, starting in 2015-2016, financial need will be given preference in the FLAS competition. Further information on the procedure for demonstrating financial need is included in §11.

§10.B Application Process: The FLAS application packet is available to students online via the CMES and GSA websites. Printed packets are also available in the divisional Dean of Students' offices and GSA. In addition, the Deans of Students notify appropriate area center selection committees of University applicants who are good candidates for FLAS support. Once submitted, FLAS applications are combined with the student's application to the University, which include transcripts, standardized test scores, and departmental recommendations for other funding. Both new and continuing students are required to submit a one-page project statement

and two letters of recommendation, including at least one letter from a language instructor.

§10.C.1 Selection Committee: The CMES Admissions and Aid Committee, chaired by Deputy Director for Academic Programs Paul Walker, includes alternating language instructors and faculty representatives from various disciplines. Every effort is made to ensure diversity in committee composition. As a result, the committee includes faculty members in both SSD and HUM with extensive teaching experience in FLAS eligible languages.

§10.C.2 Selection Criteria: FLAS fellowships are generally not recommended for students without previous training in the languages of the area at the graduate level and FLAS funds are not awarded for the study of the languages of the ancient Middle East. The selection committee uses a rubric to evaluate the three main components of the FLAS application—academic achievement, letters of recommendation, and statement of purpose—for both quality and alignment with the FLAS program. The rubric is particularly helpful since CMES receives such a high number of FLAS applications (29 for summer 2014; 29 for academic year 2014-2015). Consistent scoring procedures ensure a fair evaluation of an extremely talented application pool. In 2015-2016, the current rubric will be adjusted to award additional points for demonstrated financial need.

§ 11 COMPETITIVE PRIORITIES

NRC Competitive Preference Priority #1: In order to address the competitive priority for NRC institutions to jointly plan, conduct and implement activities with MSIs and community colleges, the area and international centers at the University of Chicago have partnered with the City Colleges of Chicago (CCC). CCC consists of 7 campuses and 7 satellite locations and represents the largest community college district in Illinois. The student population of CCC is diverse; in FY2013 over 84% of enrolled students represented minority populations. Moreover, CCC's Wilbur Wright College is designated by the U.S. Department of Education as a Hispanic Serving

Institution, while Malcolm X, Kennedy-King, and Olive-Harvey Colleges are all recognized as Predominantly Black Institutions. Almost six thousand faculty and staff help prepare more than 120,000 students each year to enter the workforce, pursue higher education and advance their careers. CCC also oversees five child care centers, a trade school, a center for distance learning, a workforce institute, a public television station, and a radio station. CCC is committed to creating an institution that ensures both student access and success around the following four goals: increasing the number of students earning college credentials; increasing the rate of transfer to 4-year colleges following CCC graduation, improving outcomes for students needing remediation, and increasing the number of GED and ESL students who advance to and succeed in college-level courses. In consultation with the CCC Provost's office, we plan for CCC faculty and students to collaborate with our area centers on several activities, including teacher training, curriculum development, language proficiency workshops, pre-departure orientations for faculty and students going abroad, and collaboration on a database of careers in which foreign language and area studies expertise is useful and a list of colleges with strong international programs into which CCC students could potentially transfer. CCC faculty will also be invited to join a larger network of MSI/CC instructors who will meet regularly to develop strategies for bringing international content into their courses, and potentially earn a certificate in curriculum internationalization from our Graham School of General Studies.

NRC Competitive Preference Priority #2: CMES engages in multiple teacher training and professional development activities that fulfill this competitive preference priority. The CMES partnership with CPS and CALC will ensure the ongoing formal professional training of Arabic K-12 teachers, in line with state and city regulations. With 3000 CPS students currently enrolled in Arabic, the CALC partnership represents a singular opportunity among NRCs nationally to

develop Arabic instruction at primary and secondary levels. The CPS/CALC/CMES partnership will also support world language endorsement within the state teaching certification requirements. In collaboration with other UofC area studies centers, CMES will expand the annual Summer Teachers Institute to offer a formal certificate in international education through the Graham School. Area studies centers are also working to establish international components to the campus-based Urban Education Institute (UEI), a multi-faceted unit engaged in research and teacher training for placement in urban schools. One of the components of UEI is the Urban Teacher Education Program (UTEP), which prepares teachers of the highest caliber for Chicago Public Schools while developing a model for urban teacher preparation. UTEP is a two-year graduate program accredited by the Illinois State Board of Education that awards a Master of Arts in Teaching (MAT) degree. Alumni then receive up to three years of post-graduation support, at no additional cost, making UTEP a unique five-year experience.

FLAS Competitive Preference Priority #1: As detailed in Section 10, CMES will add a category to its existing selection rubric in order to give preference to students with demonstrated financial need. FLAS applications for 2015-2016 will require applicants to specify that they have submitted a FAFSA application and the Deans of Students in appropriate Divisions will collect the necessary documentation to illustrate financial need. CMES consistently receives a large number of qualified applicants so the awarding of preference for financial need will have a substantive impact on the competition.

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

Information to Meet §602(e) Statutory Requirements

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

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

See attached.

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

See attached.

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

Name of Applicant Institution and Center: The University of Chicago Center for Middle Eastern Studies

Name of Authorized Representative (Printed): Ms. Carol Zuiches

Title: Associate VP for Research Administration

Telephone: (773) 702-8604

Signature:  E-mail: jo-ura@lists.uchicago.edu

Date: 6/24/14

Sandra Santizo
Grants and Contracts Manager
Acting on behalf of Carol Zuiches

Information to Meet §602(e) Statutory Requirements

1: Diverse Perspectives in Funded Activities

The University of Chicago adopted in 1957 a clear policy aiming to “sustain an extraordinary environment of freedom of inquiry” and “encourage the widest diversity of views within its own community.” (Kalven Report; see full text at <http://bit.ly/1vtHvmj>) This policy has been reiterated in recent years with the President and Provost articulating a formal statement on civil discourse that is often read aloud at University events. Within this University context, the Center for Middle Eastern Studies (CMES) strives to present a variety of activities that reflect the different points of view relating to the various issues of concern to the Middle East. We sponsor, or co-sponsor with other units of the University such as the Center for International Studies (CIS), Center for East European, Russian, and Eurasian Studies (CEERES), the Chicago Center for Jewish Studies (CCJS), Muslim Students Association (MSA) and the Chicago Friends of Israel (CFI), many lectures, workshops, and conferences that collectively present a wide range of opinions. We are keenly aware of the sensitive and highly controversial nature of many issues that have dominated the Middle East in recent years—such as the Israel-Palestine question, differing narratives among Armenians and Turks over the events at the end of World War I, Kurdish aspirations in Iraq, Iran, Syria, and Turkey, the status of religious minorities (Christians, Baha’is, Jews) in several Middle Eastern states, or competing claims to water resources—to name but a few. CMES takes no official position on any issue. Rather, CMES strives to be a forum for the open, responsible, and informed exchange of ideas and information among University of Chicago students, faculty, staff, and members of the outside community on all issues relating to the areas of its interest. We try to ensure that any event we sponsor or co-sponsor is conducted in a spirit of civility, openness, and freedom of expression.

We rely on two stratagems in particular to help ensure that diverse perspectives are aired and given a fair hearing. First, almost every event we sponsor allows time for public question-and-answer exchanges with the speaker or speakers, insisting only that such questions be posed civilly and be based in factual information. This is true of invited lecturers and of panel discussions. Second, the CMES Lectures and Public Events committee reviews events sponsored during the previous academic year to see if there is a detectable imbalance, intentional or unintentional, in the subjects discussed or in the perspectives from which they are discussed; and, if it detects such imbalance, it recommends remedies (e.g., by suggesting underrepresented issues or perspectives that should be given more prominence in scheduling future events).

2: Areas of National Need

The Center for Middle Eastern Studies (CMES) has a long tradition of training students who find their way to government service, education, business, and nonprofit work in areas of national need. All CMES MA program students take at least two years of a language of their choice, most of which are languages that are identified by the Departments of State, Defense, Treasury, Commerce, and others as “languages of national need.” These include Arabic, Farsi/Persian, Kazakh, Kirghiz, Turkish, Uzbek, Uyghur/Uigur, Tajik, and Armenian, all of which are taught here. While exact figures have been impossible to secure, it is generally thought (both by long-time CMES faculty and by our contacts in the federal government) that Chicago’s CMES has provided more graduates for service to the government than any other Middle East NRC in the country. We are proud of our strong record of service in this respect. The steady flow of matriculants to our MA program in Middle Eastern Studies who are themselves active or reserve military personnel, recently-released veterans, or people working for federal agencies such as the FBI, is, we think, strong evidence that these organizations in the government recognize our record of service. CMES publicizes to its MA students recruiting and informational sessions by representatives of the CIA, Department of State, and other federal agencies, as well as by representatives of businesses or non-profit organizations with an interest in the Middle East.

The outgoing Director of CMES, Fred M. Donner, is himself a U.S. Army veteran who served in the Army Security Agency as a linguist and passed the ASA qualifying tests in Arabic, German, and French. As a group, the CMES faculty and staff are strongly committed to finding constructive employment for all our students/graduates, and we recognize that for many students government service (whether federal or regional/local) is an excellent “fit” for their area and language training. This history of strong support for students who wish to pursue careers in areas of need in government, industry, and the non-profit sector will definitely continue in the future.

A significant proportion of our MA graduates also choose to continue their education by applying to PhD programs in some aspect of Middle Eastern Studies. CMES is, indeed, an outstanding training ground for students with an undergraduate degree and a strong interest, but little prior training, in Middle Eastern studies, who wish to improve their chances of acceptance in a PhD program. In this way, CMES contributes meaningfully to the most advanced training of scholars in areas of national need related to the Middle East. In addition, CMES-affiliated Ph.D. students regularly secure employment as faculty members at the nation’s leading universities, extending the University of Chicago’s reputation as a “teacher of teachers.”

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 the 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §1721 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, AAudits 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  Sandra Santizo Grants and Contracts Manager Acting on behalf of Carol Zuiches		TITLE Associate VP for Research Administration
APPLICANT ORGANIZATION The University of Chicago		DATE SUBMITTED 6/24/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
The University of Chicago	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Carol
Middle Name: <input style="width: 150px;" type="text"/>	
* Last Name: Zuiches	Suffix: <input style="width: 100px;" type="text"/>
* Title: Associate VP for Research Administration	
* SIGNATURE: 	
* DATE: 6/24/14	
<small>Sandra Santizo Grants and Contracts Manager Acting on behalf of Carol Zuiches</small>	



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

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization
University of Chicago

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

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	132,254	135,330	137,983	141,215		546,782
2. Fringe Benefits	32,732	33,551	34,389	35,249		135,921
3. Travel	7700	7700	7700	7700		30,800
4. Equipment						
5. Supplies	2000	2000	2000	2000		8000
6. Contractual						
7. Construction						
8. Other	89,120	85,170	81,420	77,470		333,180
9. Total Direct Costs (lines 1-8)	263,806	263,751	263,492	263,634		1,054,683
10. Indirect Costs*	21,104	21,100	21,079	21,091		84,374
11. Training Stipends	349,500	349,500	349,500	349,500		1,398,000
12. Total Costs (lines 9-11)	634,410	634,351	634,071	634,225		2,537,057

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 58 %

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

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

Category and Explanation	Salary % paid with Federal Funds	Rate	Title VI Funds			
			2014-2015	2015-2016	2016-2017	2017-2018
A. SALARIES						
I. Administrative						
A. Associate Director, Thomas Maguire	23%	\$ 65,262.78	\$ 15,010.44	\$ 15,385.70	\$ 15,770.34	\$ 16,164.60
B. Program Coordinator, Traci Lombre	25%	\$ 42,672.50	\$ 10,668.13	\$ 10,934.83	\$ 11,208.20	\$ 11,488.40
Subtotal Admin			\$ 25,678.56	\$ 26,320.53	\$ 26,978.54	\$ 27,653.00
2. Instruction in Priority Languages						
A. Least Commonly Taught Languages						
1) Armenian Lecturer, Hripsime Haroutunian	45%	\$ 50,431.03	\$ 22,693.96	\$ 23,261.31	\$ 23,842.84	\$ 24,438.91
2) Central Asian Turkic Lecturer, Helga Aneshofe (@ 1/2 time)	85%	\$ 20,500.00	\$ 17,425.00	\$ 17,860.63	\$ 18,307.14	\$ 18,764.82
B. Less Commonly Taught Languages						
1) Hebrew Lecturer, Ariela Finkelstein	21%	\$ 60,006.58	\$ 12,601.38	\$ 12,916.42	\$ 13,239.33	\$ 13,570.31
2) Persian Lecturer, Saeed Gharahmani	21%	\$ 55,591.90	\$ 11,674.30	\$ 11,966.16	\$ 12,265.31	\$ 12,571.94
3) Turkish Lecturer, Kağan Anık	21%	\$ 56,039.83	\$ 11,768.36	\$ 12,062.57	\$ 12,364.14	\$ 12,673.24
Subtotal Lang Instr			\$ 76,163.00	\$ 78,067.08	\$ 80,018.76	\$ 82,019.23
3. Outreach Personnel						
A. Outreach Personnel						
A. Outreach Coordinator, Alex Barna	50%	\$ 42,424.07	\$ 21,212.03	\$ 21,742.33	\$ 22,285.89	\$ 22,843.04
B. Outreach Intern-Registered Student	100%	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 1,500.00	\$ 1,500.00
Subtotal Outreach Personnel			\$ 23,212.03	\$ 23,742.33	\$ 23,785.89	\$ 24,343.04
4. Library Personnel						
A. Bibliographic Assistant(Arabic, Persian, Turkish) (15 hours/week @ \$12/hour x 40 weeks) X 2	100%	\$ 3,600.00	\$ 7,200.00	\$ 7,200.00	\$ 7,200.00	\$ 7,200.00
Subtotal Library			\$ 7,200.00	\$ 7,200.00	\$ 7,200.00	\$ 7,200.00
Subtotal Salaries			\$ 132,253.60	\$ 135,329.94	\$ 137,983.19	\$ 141,215.27
3. FRINGE BENEFITS						
1. Professional salaries		\$ 26.6%	\$ 32,732.26	\$ 33,550.56	\$ 34,389.33	\$ 35,249.06
2. Visiting faculty and unregistered students		\$ 7.5%	\$ -	\$ -	\$ -	\$ -
Subtotal Fringe Benefits			\$ 32,732.26	\$ 33,550.56	\$ 34,389.33	\$ 35,249.06
C. TRAVEL						
I. Domestic Travel						
A. Director, Associate Director Title VI meeting in Wash, DC - \$1150 per person Breakdown per person: Roundtrip airfare = \$400; Lodging - 3 nights @ \$210/night = \$630; Meals-3 days @ \$40 = \$120		2,300	2,300	2,300	2,300	2,300
B. Director, Associate Director, Outreach Coord/Prog Asst to MESA meeting - \$750 per person Breakdown per person: Roundtrip airfare = \$350; Lodging - 2 nights @ \$150/night = \$300; Meals - 2 days @ \$50 = \$100		2,250	2,250	2,250	2,250	2,250
2. International Travel Language Proficiency materials development for lang lecturers (Arabic, Hebrew, Persian, Turkish/Uzbek,Armenian) Partial Airfare=\$630 x 5		3,150	3,150	3,150	3,150	3,150
Subtotal Travel		\$ 7,700.00	\$ 7,700.00	\$ 7,700.00	\$ 7,700.00	\$ 7,700.00

Category and Explanation	Title VI Funds			
	2014-2015	2015-2016	2016-2017	2017-2018
D. SUPPLIES				
1. Teaching/Testing Materials (Course/Curriculum Development, Language Testing, Public Lectures)	1,000	1,000	1,000	1,000
2. Postage (Newsletters, Official Project Correspondence, Training Packets)	500	500	500	500
3. Consumable supplies (glossy paper for newsletters)	500	500	500	500
Subtotal Supplies	2,000.00	2,000.00	2,000.00	2,000.00
E. OTHER				
1. K-12 Outreach				
A. Center for Arabic Language and Culture (CALC) Collaboration				
Professional Development Activities (4/year; professional service fee: \$500; facilities and materials: \$800)	5,200	5,200	5,200	5,200
Curriculum Development Level specific materials development for CPS Arabic Curriculum Seal of Bilingual Program Development Evaluation development programs	1,500	1,500	1,500	1,500
	1,000	1,000	1,000	1,000
Subtotal	7,700	7,700	7,700	7,700
B. Area Center Collaborative Summer Teachers' Institute				
Roundtrip Airfare	900	900	900	900
Lodging	300	300	300	300
Professional Service Fee	750	750	750	750
Curriculum Development	400	400	400	400
Publicity	150	150	150	150
Subtotal	2,500	2,500	2,500	2,500
2. Community Colleges and Minority Serving Institutions Outreach				
A. City Colleges of Chicago				
Internationalization collaboration (student advising, course development, workshops)	5,000	5,000	5,000	5,000
Subtotal	5,000	5,000	5,000	5,000
B. CMES Community College Network Outreach (beyond CCC)				
Curriculum Internationalization Project w/ Local Institutions <i>Strengthening International Studies & Foreign Languages at Regional Community Colleges (Collaborative Area Studies Centers Consortium)</i> Professional Svc Fee=\$200(x8)	1,600	1,600	1,600	1,600
Subtotal	1,600	1,600	1,600	1,600
3. Chicago Language Center Support				
A. Summer Language Institute				
Program Marketing (Publication and website design)	2,000	2,000	1,000	1,000
Co-curricular Activities	1,000	1,000	1,000	1,000
Professional Development Workshops	1,000	1,000	1,000	1,000
Course Development Costs (development of syllabi/course materials and/or teaching stipend): \$10000/course @ 2 courses	20,000	20,000	20,000	20,000
B. Curriculum, Pedagogy, and Professional Development				
Pedagogy certificate development	1,000	1,000	1,000	1,000
ACTFL OPI Workshop	1,000	1,000	1,000	1,000
"Shared Curriculum" Online Course Development	1,000	1,000	1,000	1,000
Subtotal	27,000	27,000	26,000	26,000

Category and Explanation	Title VI Funds			
	2014-2015	2015-2016	2016-2017	2017-2018
4. Student-led Conferences				
A. GCC Toward the Future: New Directions in Gulf Studies				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				
Lodging - 1 night@ \$120; Meals-2 days @ \$45 = \$90				
Videography, editing, and upload charges for conference presentations				
	\$560 per person			
	2,100			
	1,260			
	750			
	-4,110			
Subtotal				
B. Middle East Politics and Social Reform				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				
Lodging - 1 night@ \$120; Meals-2 days @ \$45 = \$90				
Videography, editing, and upload charges for conference presentations				
	\$560 per person			
	2,100			
	1,260			
	750			
	-4,110			
Subtotal				
C. New Initiatives for Peace and Regional Cooperation in the Middle East				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				
Lodging - 1 night@ \$120; Meals-2 days @ \$45 = \$90				
Videography, editing, and upload charges for conference presentations				
	\$560 per person			
	2,100			
	1,260			
	750			
	-4,110			
Subtotal				
D. Arab Uprisings Revisited				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				
Lodging - 1 night@ \$120; Meals-2 days @ \$45 = \$90				
Videography, editing, and upload charges for conference presentations				
	\$560 per person			
	2,100			
	1,260			
	750			
	-4,110			
Subtotal				
5. Faculty Conferences				
A. The Legacy of Marshall Hodgson				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				
Lodging - 1 night@ \$120; Meals-2 days @ \$45 = \$90				
Videography, editing, and upload charges for conference presentations				
	\$560 per person			
	2,100			
	1,260			
	750			
	-4,110			
Subtotal				
B. Contemporary Literature Beyond the National				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				
Lodging - 1 night@ \$120; Meals-2 days @ \$45 = \$90				
Videography, editing, and upload charges for conference presentations				
	\$560 per person			
	2,100			
	1,260			
	750			
	-4,110			
Subtotal				
C. Measuring Reform in the Contemporary Middle East				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				
Lodging - 1 night@ \$120; Meals-2 days @ \$45 = \$90				
Videography, editing, and upload charges for conference presentations				
	\$560 per person			
	2,100			
	1,260			
	750			
	-4,110			
Subtotal				
D. New Perspectives on Ottoman Modernity				
Support for 6 participants				
Breakdown per person: Roundtrip airfare = \$350;				
Lodging - 1 night@ \$120; Meals-2 days @ \$45 = \$90				
Videography, editing, and upload charges for conference presentations				
	\$560 per person			
	2,100			
	1,260			
	750			
	-4,110			
Subtotal				

Category and Explanation	Title VI Funds			
	2014-2015	2015-2016	2016-2017	2017-2018
6. National Resource Center Evaluation Program CEMSE—Outlier Research, University of Chicago Annual Consultation Fee for Oversight of Evaluation Design and Execution	5,000	5,000	5,000	5,000
Subtotal	5,000	5,000	5,000	5,000
7. Performance Based Assessment Program Development A. NMELRC Proficiency Development Professional Service Fee B. Annual professional service fee for evaluation implementation and support (\$3600/year)	1,600 3,600	3,600 3,600	3,600 3,600	3,600 3,600
Subtotal	5,200	3,600	3,600	3,600
8. Web Development IT Services Annual Website Maintenance Fee	500	500	500	500
Subtotal	500	500	500	500
9. Career Development Workshops for Students Prof. Service Fees for Guest Speakers (\$100/speaker x 1/qr=\$300)	300	300	300	300
Subtotal	300	300	300	300
10. CMES Lecture Series Support for Guest Lecturers per academic year: \$1,000 per person Breakdown per person: Airfare(\$450) x5 Lodging(\$150) x9 Prof. Svc Fee(\$400) x9	2,250 1,350 3,600	1,800 750 2,800	1,350 750 2,000	900 450 800
Subtotal	7,200	5,350	4,100	2,150
11. Library Acquisitions Support for new materials in Middle East collection	14,500	14,000	12,500	10,500
Subtotal	14,500	14,000	12,500	10,500
12. Iraqi Intellectuals Translation Project Translation stipends for student translators, 4 x 500	2,000	2,000	2,000	2,000
Subtotal	2,000	2,000	2,000	2,000
13. CMES Language Circles (Arabic, Hebrew, Persian, Turkish) Four Language Circle Coordinators - \$200 per quarter (3-qr. academic year)	2,400	2,400	2,400	2,400
Subtotal	2,400	2,400	2,400	2,400
Subtotal Other	\$ 89,120.00	\$ 85,170.00	\$ 81,420.00	\$ 77,470.00
TOTAL DIRECT COSTS (A-E)	\$ 263,805.86	\$ 263,750.51	\$ 263,492.52	\$ 263,634.33
INDIRECT COSTS (8%)	\$ 21,104.47	\$ 21,100.04	\$ 21,079.40	\$ 21,090.75
GRAND TOTAL NRC	\$ 284,910.33	\$ 284,850.55	\$ 284,571.92	\$ 284,725.08

Category	Title VI Funds				Ref
	2010-11	2011-12	2012-13	2013-14	
FLAS Fellowships					
<u>Academic Year Fellowship</u>					
Tuition	162,000	162,000	162,000	162,000	
Stipend	135,000	135,000	135,000	135,000	
Subtotal (AY)	297,000	297,000	297,000	297,000	
<u>Summer Fellowship</u>					
Tuition	35,000	35,000	35,000	35,000	
Stipend	17,500	17,500	17,500	17,500	
Subtotal (Summer)	52,500	52,500	52,500	52,500	
GRAND TOTAL FLAS (AY + SUMMER)	349,500	349,500	349,500	349,500	

Narrative Budget Justification – 2014-2017
University of Chicago Center for Middle Eastern Studies
Title VI NRC/FLAS 2014-2017 Proposal Budget

The budget demonstrates the University of Chicago's commitment to abiding excellence and ongoing improvement in all areas prioritized by the U. S. Department of Education for National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) programs. Virtually all grant funded activities contribute to the absolute priority of teacher training, addressing all levels of K-12, undergraduate, and graduate education. The University is committed to leverage its existing areas of excellence in research, pedagogy, and outreach to build capacity in advanced language instruction, to further cutting edge interdisciplinary research, and to cultivate sustainable and significant outreach partnerships with K-12 teacher preparation programs, community colleges, and minority serving institutions. The proposed grant fulfills all competitive preference priorities for both NRC and FLAS.

National Resource Center Program

A. Salaries

1. Administrative

A. Associate Director, Thomas E.R. Maguire - Funds are requested for 23% salary recovery @ \$65,263 for project year one and subsequent years. The Associate Director manages all aspects of project implementation, evaluation, and preparation of progress reports. Responsibilities include monitoring progress toward stated project goals and objectives.

B. Program Coordinator, Traci Lombre - Funds are requested for 25% salary recovery @ \$43,019 for project year one and subsequent years. The Program Assistant assists in managing all aspects of project implementation, evaluation, and preparation of progress reports. Responsibilities include assisting the Director and Associate Director in monitoring progress toward stated project goals and objectives in accordance with the NRC grant. Lombre also assists with MA program administration, in line with NRC/FLAS goals, and outreach.

2. Language Instruction

A. Least Commonly Taught

1) Armenian Lecturer, Hripsime Haroutunian - Funds are requested for 45% salary recovery @ \$50,431 for project year one and subsequent years. The Armenian lecturer will teach classes in beginning, intermediate and/or advanced Armenian in project years 1-4. (NRC Absolute Priority and FLAS Competitive Preference Priority #2)

2) Turkish/Central Asian Turkic Lecturer, Helga Anetshofer - Funds are requested for 85% salary recovery for a half-time position @ \$20,000 for project year one and subsequent years. The Central Asian Turkic lecturer will teach 1 class per quarter in beginning, intermediate and/or advanced Turkish and/or Central Asian Turkic (Kazakh, Kirghiz, Tajik, Uyghur/Uigur or Uzbek) in project years 1-4. (NRC Absolute Priority and FLAS Competitive Preference Priority #2)

Narrative Budget Justification – 2014-2017
University of Chicago Center for Middle Eastern Studies
Title VI NRC/FLAS 2014-2017 Proposal Budget

B. Less Commonly Taught

1) Hebrew Lecturer, Ariela Finkelstein - Funds are requested for 21% salary recovery @ \$60,007 for project year one and subsequent years. The Hebrew lecturer will teach 2 classes per quarter in beginning, intermediate and/or advanced Hebrew in project years 1-4. (NRC Absolute Priority and FLAS Competitive Preference Priority #2)

2) Persian Lecturer, Saeed Ghahremani- Funds are requested for 21% salary recovery @ \$55,591.90 for project year one and subsequent years. The Persian lecturer will teach 2 classes per quarter in beginning, intermediate and/or advanced Persian in project years 1-4. (NRC Absolute Priority and FLAS Competitive Preference Priority #2)

3) Turkish Lecturer, Kağan Arık - Funds are requested for 21% salary recovery @ \$56,040 for project year one and subsequent years. The Turkish lecturer will teach 2 classes per quarter in beginning, intermediate and/or advanced Turkish in project years 1-4. (NRC Absolute Priority and FLAS Competitive Preference Priority #2)

3. Outreach Personnel

A. Outreach Coordinator, Alex Barna - Funds are requested for 50% salary recovery @ \$42,424.07 for project year one and subsequent years. The Outreach Coordinator primarily manages all aspects of project outreach to K-12 educators, community colleges, and minority serving institutions. The outreach coordinator also works with other postsecondary programs, state and local educational agencies, news media, business, and professional associations. (NRC Absolute Priority)

B. Outreach Intern (TBD) - Funds are requested for 100% salary recovery @ \$2,000 per year for all project years. The outreach intern will assist in the preparation of outreach materials and the administration of teacher workshops and other events that have an outreach component.

4. Library Personnel

Funds are requested to support the Middle East Documentation unit (MEDOC) as follows: Bibliographic Assistant (Arabic, Persian, Turkish) (TBD) – For 100% salary recovery @ \$7,200 (\$3,600/yr x 2) This is an economical and effective use of language expertise of our advanced students (NRC Absolute Priority)

B. Fringe Benefits

Fringe benefits on salaries are based on the University's negotiated rates for federal grants. Those rates are 26.6% for professional salaries and 7.5% for visiting faculty and unregistered students. (NRC Absolute Priority)

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C. Travel

1. Domestic Travel

A. Director, Associate Director to Title VI meeting in Wash, DC - \$1150 per person
Breakdown per person: Roundtrip airfare = \$400;
Lodging - 3 nights @ \$210/night = \$630; Meals-3 days @ \$40 = \$120
2 Travelers = \$2,300

B. Director, Associate Director, Outreach Coord/Prog Coord. to MESA meeting - \$750 per person
Breakdown per person: Roundtrip airfare = \$350;
Lodging - 2 nights @ \$150/night = \$300; Meals - 2 days @ \$50 = \$100
3 Travelers = \$2,250

2. Foreign Travel

Travel will be for professional and curriculum development for language instructors.
(Arabic, Hebrew, Persian, Turkish, Armenian)
Rate: One airfare per instructor partially defrayed by ED funds at \$630 per year.
5 Travelers = \$3,150
(NRC Absolute Priority)

D. Supplies

1. Teaching and testing materials used by the project in direct support of course and curriculum development, language testing and the production of promotional materials for co-curricular activities (\$1,000 per year). (NRC Absolute Priority)

2. Postage for limited distribution of center newsletters and training packets (\$500 per year).

3. Consumable supplies for the exclusive use in the operation of the national resource center (\$500 per year).

E. Other

1. K-12 Outreach

A. Funds will support professional and curriculum development (\$7,700) for K-12 Arabic teachers, including formal teacher preparation program. Funds are also requested to support Seal of Biliteracy program development (\$1,000) to award formal certification in Arabic proficiency to graduating CPS high school students. (NRC Competitive Preference Priority #2 and NRC Absolute Priority)

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B. In collaboration with other UofC area studies centers, CMES will offer the Summer Teachers Institute (STI) with the aim of developing a formal Certificate in International Education over the course of the grant. Budgeted STI funds cover travel and professional service fees for speaker and educational materials development (\$2,500). STI also offers Lane credits, a formal teacher professional development credit within Chicago Public Schools. (NRC Competitive Preference Priority #2 and NRC Absolute Priority)

2. Community Colleges and Minority Serving Institutions Outreach

A. City Colleges of Chicago—University of Chicago areas studies centers are partnering to conduct a variety of internationalization activities (\$5,000) with the seven institutions within City College of Chicago, four of which are designated as minority serving institutions. A letter of support detailed this partnership is included. (NRC Competitive Preference Priority #1 and NRC Absolute Priority)

B. CMES Community College Network Outreach—CMES plans to develop its relationship with other community colleges and minority serving institutions through new curriculum internationalization projects (\$1,600) that will lead to significant and sustainable outcomes. (NRC Competitive Preference Priority #1 and NRC Absolute Priority)

3. Chicago Language Center Support

A. CMES requests funds to support the development of the new Summer Language Institute, including program marketing (\$2,000), co-curricular activities (\$1,000), professional development workshops (\$1,000), and course development (\$20,000—may include teaching costs). These programs are important to adding intermediate and advanced language courses and allowing undergraduate and graduate students (particularly CMES MA students) to achieve advanced proficiency within two years of language study. (NRC Absolute Priority)

B. Funds are requested to support Chicago Language Center in the development of a graduate language pedagogy certificate (\$1,000), coordination of ACTFL OPI Workshops (\$1,000) that will be accessible to City Colleges of Chicago language instructors (NRC Competitive Preference Priority #1), and development of “shared curriculum” online courses (\$1,000) in targeted languages and levels. (NRC Absolute Priority)

4. Student-led Conferences

CMES seeks support for annual student-led interdisciplinary conferences (\$4,110/year) on the contemporary Middle East. Students will seek additional campus funding for these events with the administrative support of CMES. Associate Director Thomas Maguire will supervise the planning and operation of the annual conferences. Videography and editing from the Social Science Division’s Communications Office will allow conference content to be made available online for national and international audiences. (NRC Absolute Priority)

5. Faculty-led conferences

Annual faculty-led interdisciplinary conferences (\$4,110/year) focus on UofC areas of research specialization and will incorporate advanced graduate students, in planning and presentation, as a means for academic professional development and career training. Student organizers will seek

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additional campus funding for these events with the administrative support of CMES. Associate Director Thomas Maguire will supervise the planning and operation of the annual conferences. Videography and editing from the Social Science Division's Communications Office will allow conference content to be made available online for national and international audiences. (NRC Absolute Priority)

6. Center Evaluation Plan.

Funds are requested (\$5,000) to secure Outlier Research, a UofC campus unit, as an independent evaluation expert to supervise and carry out evaluation plan for all funded UofC area studies centers. (NRC Absolute Priority)

7. Performance Based Assessment Program Development

Funds are requested to support evaluation consortium activities and capacity building with Brigham Young University's National Middle East Language Resource Center (NMELRC). Activities include a first-year site visit (\$1600) and annual professional service fees (\$3,600) to support coordinated development of language program evaluation in Arabic, Hebrew, Persian, and Turkish. (NRC Absolute Priority)

8. Web Development

Modest funds (\$500 annually) are requested to ensure the improvement of the CMES website and the increased mediatization of funded activities in order to reach broader national audiences.

9. Career Development Workshops for Students

Advising and support for non-academic careers are important priorities for the CMES MA program. Modest funds (\$300 annually) are requested to support career development workshops. (NRC Absolute Priority)

10. CMES Lecture Series

The CMES Lecture Series provides a regular opportunity to present cutting-edge research in the interdisciplinary field of Middle Eastern studies. Federal support for this series will gradually decrease throughout the grant period (\$7,200 in year 1 to \$2,150 in year 4). (NRC Absolute Priority)

11. Library Acquisitions

Funds are requested for library acquisitions to expand the University's singular Middle East collections. Federal funds will decrease gradually over the course of the grant period (\$14,500 in year one to \$10,500 in year four). (NRC Absolute Priority)

12. Iraqi Intellectuals Translations Project

Support is requested to provide a unique translation opportunity to advanced graduate students in support of a collaborative faculty research project on the campaign against Iraqi intellectuals in recent decades. Four students will receive a stipend of \$500 annually in support of the project. (NRC Absolute Priority)

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13. CMES Language Circles

Funds will support regular (often weekly) language circles in Arabic, Hebrew, Persian, and Turkish that provide opportunities for language learning and dialect exposure for students and teachers at all levels. Four Language Circle Coordinators will be supported with stipends of \$200 per quarter. (NRC Absolute Priority)

Foreign Language and Area Studies Fellowships Program

All expenditures meet both FLAS Program Competitive Preference Priorities. All of the Middle Eastern languages taught at the University of Chicago are priority languages identified by the Department of Education as less- or least-commonly taught and more than 80% of the FLAS recipients will pursue intermediate or advanced levels of language proficiency.

Appendix B: Profiles of Project Personnel Index

Core CMES Staff

Hakan Karateke.....	1	Alex Barna.....	2	Traci Lombre.....	3
Thomas Maguire.....	2	Paul Walker.....	3		

Language Lecturers

Hala Abdel Mobdy.....	4	Kagan Arik.....	5	Hripsime Haroutunian.....	7
Osama abu Eledam.....	4	Lakhdar Choudar.....	6	Kay Heikkinen.....	7
Ariela Almog.....	4	Noha Forster.....	6		
Helga Anetshofer.....	5	Saeed Ghahremani.....	6		

Faculty

Anthropology		Law		Gil Stein.....	30
Hussein Agrama.....	8	Brian Citro.....	12	Matt Stolper.....	31
Kathleen Morrison.....	23	Tom Ginsburg.....	16	Don Whitcomb.....	33
Art History		Cynthia Shawamreh.....	30	Poli Sci	
Persis Berlekamp.....	10	Medical School		Iza Hussin.....	18
Booth (Business)		Aasim I. Padela.....	25	John Mearsheimer.....	21
A. Kerem Cosar.....	12	Music		Robert Pape.....	25
Tarek Alexander		Phil Bohlman.....	11	Lisa Wedeen.....	32
Hassan.....	17	NELC		Charles Lipson.....	21
Marvin Zonis.....	34	Orit Bashkin.....	9	Public Policy	
Divinity		Fred Donner.....	13	Ethan Bueno de	
Alireza Mohammadi		Ahmed El Shamsy.....	14	Mesquita.....	12
Doostdar.....	13	Cornell Fleischer.....	15	SALC	
Michael Fishbane.....	14	Mac Gibson.....	16	Muzzaffar Alam.....	8
Bruce Lincoln.....	20	Norman Golb.....	17	Slavic Languages and	
Paul Mendes-Flohr.....	22	Rebecca Hasselbach.....	18	Literatures	
James Robinson.....	27	Janet Johnson.....	19	Victor Friedman.....	15
Michael Sells.....	29	Franklin Lewis.....	20	Social Thought	
Geographical Studies		Heshmat Moayyad.....	23	David Nirenberg.....	24
Marvin Mikesell.....	22	Brian Muhs.....	24		
History		Tahera Qutbuddin.....	26		
Ralph Austen.....	9	Na'ama Rokem.....	27		
Walter Kaegi.....	19	Martha Roth.....	28		
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Bernard Wasserstein.....	32	Holly Shissler.....	29		

Other Personnel

Tyler Blackwell.....	11	Marlis Saleh.....	28
Cathy Bauman.....	10	Josef Stern.....	31

CORE CMES STAFF

Project Director / Director, CMES

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

Education: Habilitation, University of Vienna, 2007; Ph.D., Bamberg University, 1998; B.A., University of the Bosphorus, 1993

Academic Experience: Senior Preceptor in Ottoman and Modern Turkish, Harvard University, Department of Near Eastern Languages and Civilizations, 2004-08; Instructor, Harvard University, Extension School, 2002-08; Primary Faculty, Center for Middle Eastern Studies, Harvard University, 2002-2007; Preceptor in Modern Turkish Language, Harvard University, Department of Near Eastern Languages and Civilizations

Languages: Turkish -5, Ottoman Turkish -4

Overseas Experience: Turkey

Research/Teaching Specialization: Ottoman Turkish Language and Literature, Ottoman History

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Advanced Turkish, Ancient Empires, The Ottoman Empire, Evliya Çelebi: An Ottoman Perception, History of Reading, Late Ottoman Paleography, The Ottomans on Death

Theses Directed (past five years): 10 PhD

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

Recent Publications: Evliya Çelebi's Journey from Bursa to the Dardanelles and Edirne: From the Fifth Book of Seyahatname. Edited with an introduction, translation and annotations (Leiden: E.J. Brill, 2013); Evliya Çelebi's Written Sources, Hakan Karateke and Hatice Aynur, eds., (Ankara: Turkish Historical Society, 2012); "Popular Religious Books in Evliya Çelebi's Book of Travels" in Evliya Çelebi's Written Sources; "How Distant is Gurbet? Refik Halid's Representation of Arabs in Exile Stories—with a note on Ottoman and Turkish Orientalisms" in Turkish Historical Review, Vol. 4, Issue 2 (Leiden: E.J. Brill, 2013) 153–173; "The Challenge of Periodization: New Patterns in Nineteenth-Century Ottoman Historiography" in Writing History at the Ottoman Court: Editing the Past, Fashioning the Future, Emine Fetvacı and Erdem Çıpa, eds., (Bloomington: Indiana University Press, 2012) 129–154; "On the Tranquility and Repose of the Sultan': The Construction of a Topos" in The Ottoman World, Christine Woodhead, ed., (New York: Routledge, 2012) 116-129; "Evliyâ Çelebi's Perception of the New World" in Evliyâ Çelebi: Studies and Essays Commemorating the 400th Anniversary of his Birth, Nuran Tezcan et al., eds., (Istanbul, 2012), Turkish version appeared in 2011; "Late Ottoman and Early Republican Turkish Historiography" in The Oxford History of Historical Writing: Volume 4: 1800-1945, Stuart Macintyre et al., eds., (New York: Oxford University Press, 2011) with Cemal Kafadar; "The Ideal of the Ottoman Sultan in the Nineteenth Century" in Comparing Empires: Encounters and Transfers in the Long Nineteenth Century, Jörn Leonhard and Ulrike von Hirschhausen, eds., (Göttingen: Vandenhoeck & Ruprecht, 2011); "Translation Issues in A. Galland's Arabian Nights" in Binbir Gece'ye Bakışlar, Mehmet Kalpaklı and Neslihan Demirkol Sönmez, eds., (Istanbul, 2010).

Appendix B: University of Chicago CMES Faculty and Staff Biographies

Associate Director

MAGUIRE, Thomas E.R. Associate Director, Center for Middle Eastern Studies.

Education: Ph.D. in Media Studies, University of Texas – Austin, 2009; M.A., Goldsmiths College, University of London, 2000; B.A., University of Pennsylvania, 1997

Academic Experience: Research Coordinator, Center for International Education, University of Wisconsin-Milwaukee, 2006-2010; Adjunct Instructor, Department of Journalism and Mass Communication, University of Wisconsin-Milwaukee, 2008-2009

Languages: Arabic -3; French -3

Overseas Experience: Egypt, Tunisia, Morocco

Research/Teaching Specialization: Media studies, Middle Eastern studies

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Development in the Arab World; Islam Through the Primary Texts (both at UW-Milwaukee)

Theses Directed (past five years): none

Distinctions: Fulbright Scholar (Egypt 2004-2005); FLAS fellow (Summer 2002 and Academic Year 2002-03)

Recent Publications: Book Review of Matheson, D. and Allan, S. (2009). Digital War Reporting, Cambridge: Polity Press, in *Media, War & Conflict*, August 2012, Vol. 5: 193-194; “New Media and Islamism in the Arab Winter: A case study of Huda TV in Pre-Revolutionary Egypt” in Journal of Arab and Muslim Media Research, Vol. 4, Issue 2&3 (December 2011), 231-246; “The Islamic Internet: Authority, Authenticity, and Reform” in Media on the Move: Global Flow and Contra Flow. Daya Kishan Thussu, ed. (London: Routledge, 2007).

Outreach Coordinator

BARNA, Alexander. Outreach Coordinator, Center for Middle Eastern Studies.

Education: A.M., Harvard University, 2007; B.S., Duke University, 2004 (with second major in Religion)

Academic Experience: Instructor, “Islamic Civilization through Jewish History,” Graham School of Continuing Liberal and Professional Studies, University of Chicago, Summer 2014

Languages: Arabic -3, Spanish -2, Turkish -1

Overseas Experience: Morocco, Egypt, Jordan, Syria, Israel, Palestinian Territories, Qatar, United Arab Emirates, Oman, and Turkey

Research/Teaching Specialization: Medieval and Modern Middle Eastern History, Islamic Studies, Jewish History in the Middle East

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Islamic Civilization through Jewish History

Theses Directed (past five years): none

Distinctions: Director, Middle East Education Initiative; FLAS fellow (Academic Year 2005-06, Summer 2006)

Recent Publications: “Rulership and Justice” and “The Middle East as Seen Through Foreign Eyes” modules, co-authored with John Woods, for *Teaching the Middle East: A Resource for Educators* website, 2010.

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Deputy Director for Academic Programs

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

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

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

Languages: Arabic -4

Overseas Experience: Egypt

Research/Teaching Specialization: Fatimid History, Islamic Thought, Isma'ili Thought

Percentage of Time Devoted to Middle East Studies: 100%

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

Theses Directed (past five years): none

Distinctions:

Recent Publications: "The Abbasid-Fatimid Rivalry for Control of the Holy Cities and the Hijazi Response" in Difference and Dynamism in Islam: Festschrift for Heinz Halm on his 70th Birthday. Hinrich Biesterfeldt and Verena Klemm, eds. (Wurzburg: Ergon-Verlag, 2012); A Code of Conduct: the Mūjaza al-kāfiya of al-Naysābūrī, critical edition of the Arabic and complete English translation with notes and introduction (with Verena Klemm). (London: I. B. Tauris, 2011); Caliph of Cairo: Al-Hakim Bi-Amr Allah, 996-1021. (Cairo: American University Press, 2010); Fatimid History and Ismaili Doctrine. (Burlington, VT: Ashgate/Variorum, 2008).

Program Coordinator

LOMBRE, Traci. Program Coordinator, Center for Middle Eastern Studies.

Education: M.A., University of Chicago, 2004, B.A., Smith College, 1992

Academic Experience:

Languages: Arabic (2), French (1), Russian (1)

Overseas Experience: Saudi Arabia

Research/Teaching Specialization: History of Globalization of the Islamic Middle East, Economic History of Gulf Arab States

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: none

Theses Directed (past five years): none

Distinctions: 2005 Joseph J. Malone Fellowship in Arab & Islamic Studies, National Council on U.S.-Arab Relations

Recent Publications: Film review of "Women of the Holy Kingdom: The everyday struggles of Saudi women and their uphill battle to be treated as equals" in Middle East Studies Association Bulletin, Vol. 41, No. 1 (February 2008), 75-76.

LANGUAGE INSTRUCTORS

ABDEL MOBDY, Hala. Lecturer in Arabic, Department of Near Eastern Languages and Civilizations.

Education: B.A., Cairo University, 1989; M.A., American University in Cairo, 2008

Academic Experience: Arabic Lecturer, Department of Near Eastern Languages and Civilizations, University of Chicago, 2013-present; Arabic Instructor, Arabic Language Institute, American University in Cairo, 2003-present; Arabic Instructor, Arabic School, Middlebury College, Summers 2009-11, 2013

Languages: Arabic -5, Spanish -5

Overseas Experience: Egypt, Spain

Research/Teaching Specialization: Arabic Language Pedagogy

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Elementary/Intermediate Arabic, Colloquial Egyptian Arabic

Distinctions:

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

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

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

Languages: Arabic -5, French -4, Spanish -4

Overseas Experience: Jordan

Research/Teaching Specialization: Arabic Language Pedagogy, Applied Technology to Language, Romance and Semitic Languages, Second Language Acquisition

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Elementary/Intermediate Arabic

Distinctions: Purdue University Tony Lamb Award; OPI Certification (in progress), Attended ACTFL Annual Conventions 2012-2013.

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

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

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

Languages: Hebrew -5, Arabic -3, Aramaic -5, Italian -3

Overseas Experience: Israel, France, Italy

Research/Teaching Specialization: Hebrew Language, Hebrew Literature

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

Percentage of Time Devoted to Middle East Studies: 100%

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

Theses Directed (past five years): 2 MA

Distinctions: 2003 Pinkert Annual Grant, Committee on Jewish Studies, University of Chicago

Recent Publications:

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

Appendix B: University of Chicago CMES Faculty and Staff Biographies

ANETSHOFER, Helga. Lecturer in Uzbek and other Turkic languages, NELC

Education: Ph.D., University of Vienna, 2001; M.Phil., University of Vienna, 1995; Undergraduate studies, University of Vienna, 1987-1995

Academic Experience: Lecturer in Uzbek and other Turkic languages, Department of Near Eastern Languages and Civilizations, University of Chicago, 2009-present; ARIT-John Freely Fellow, Istanbul, 2008-2009; Preceptor in Ottoman Turkish and Other Turkic Languages, Department of Near Eastern Languages and Civilizations, Harvard University, 2006-2007

Languages: Turkish -5; German -5; Chagatay, Azeri, Kyrgyz, Uzbek, Modern Uyghur -3; Ottoman Turkish, Persian, Russian, Classical Mongolian (reading proficiency)

Overseas Experience: Turkey, Iran, Xinjiang (China), Kyrgyzstan, Kazakhstan, Uzbekistan, Russia, Cyprus, Tunisia, Syria

Research/Teaching Specialization: Turkic Languages and Cultures (Turkish, Ottoman Turkish, Old Anatolian Turkish, Uzbek, Kyrgyz, Azeri), Ottoman Studies

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Turkish (Introductory and Advanced); Ottoman Turkish (Introductory, Intermediate, Advanced); Old Anatolian Turkish (Introductory, Intermediate); Middle Turkic (Karakhanid, Khorazmian Turkic); Introduction to Turkic Languages; Uzbek (Introductory); Kyrgyz (Introductory); Azeri (Introductory and Intermediate)

Distinctions: ARIT-John Freely Fellow, Istanbul (2008-09)

Recent publications: “Dānişmendnāme.” G. Krämer; D. Matringe; J. Nawas; E.

Rowson (eds.). *Encyclopaedia of Islam*, 3. Brill. (Forthcoming, 2014); “Dehhānī”. G. Krämer; D. Matringe; J. Nawas; E. Rowson (eds.). *Encyclopaedia of Islam*, 3. Brill. (Forthcoming, 2014); Review: M. I. Ersen-Rasch, “Türkisch für Fortgeschrittene: Grammatik – Texte – Übungen” B1–C1/C2, 2011. *Journal of Near Eastern Studies*, Vol. 72, No. 1 (April 2013), 147-148; “Legends of Sarı Saltık in the Seyahatnāme and the Bektashi Oral Tradition.” N. Tezcan, S. Tezcan, R. Dankoff (eds.).

ARIK, Kagan. Ayasli Lecturer in Turkish and Turkish Languages, NELC

Education: Ph.D. (Anthropology), University of Washington, 1999; M.A., University of Washington, 1993; B.A., University of Pennsylvania, 1991; Diploma, Lycee St. Germain-en-Laye, France, 1980

Academic Experience: Ayasli Lecturer in Turkish, Department of Near Eastern Languages and Civilizations, University of Chicago, 2008-present; Lecturer in Central Asian Languages and Culture, Department of Near Eastern Languages and Civilizations, University of Chicago, 2000-present

Languages: Turkish-5, Uzbek-5, Kazak-5, Kirghiz-5, Tatar/Bashkir-4, Azeri-4, Turkmen -4, Uyghur -4, Tuvan -3, Altay -3, Tajik -2, Russian -2

Overseas Experience: Xinjiang Uyghur A.R., Kazakhstan, Kirghizstan, Tatarstan, Turkey.

Research/Teaching Specialization: Turkic Languages and Cultures (Uzbek, Kazak, Kirghiz, Tatar); Anthropology of Central Asia

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: First and Second Year Turkish; First, Second, and Third Year Uzbek; Turkic Peoples of Central Asia; Musical Folklore of Central Asia; Shamans and Epic Poets of Central Asia; History and Culture of Central Asia

Theses Directed (past five years): 3 PhD, 3 MA

Distinctions: Correspondent for Radio Free Europe/Radio Liberty, Uzbek Service, Prague (2001-present)

Recent publications: “Using Sound in Traditional Kazak Healing” in *Oriental Medicine Journal*, (Forthcoming 2014). “The Languages of Central, Northern and Western Asia” in *Encyclopedia of 1000 Languages* (Lewes: The Ivy Press, 2008).

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

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CHOUDAR, Lakhdar. Lecturer in Arabic, NELC

Education: Ph.D., Arabic Language and Literature, University of Algiers; Ph.D., French and Francophone Literatures, University of Florida

Academic Experience: Lecturer in Arabic, Department of Near Eastern Languages and Civilizations, University of Chicago, 2013-present; Visiting Lecturer of Arabic, University of Michigan, 2011-2012; Visiting Lecturer of Arabic, Wayne State University, 2009-2011;

Languages: Arabic -5, French -5

Overseas Experience: Algeria

Research/Teaching Specialization: Arabic Language and Literature

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Elementary/Intermediate Arabic, Arabic through Maghrebi Literature

FORSTER, Noha. Lecturer in Arabic, NELC

Education: B.A., American University in Cairo, 1979; M.A., Princeton University, 1983; Ph.D., Princeton University (in progress)

Academic Experience: Lecturer in Arabic, Department of Near Eastern Languages and Civilizations, University of Chicago, 2002-present; STARTALK Intensive Summer Arabic for High School Students, University of Chicago, Summers, 2008-Present; Arabic Instructor, DePaul University, 1997-2002

Languages: Arabic -5, French -4, Persian -3

Overseas Experience: Egypt

Research/Teaching Specialization: Modern Arabic in Social Contexts, Arab Film, Arab Music

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Elementary/Intermediate Arabic, High Intermediate Arabic, Arabic in its Social Context

Theses Directed (past five years): 4 MA, 4 BA

GHAHREMANI, Saeed. Senior Lecturer of Persian, NELC

Education: B.A., University of Mashhad 1971; M.A., J.W. Goethe University, 1988; Ph.D. University of Toronto, 2004

Academic Experience: Senior Lecturer in Persian, University of Chicago, 2007-present; Lecturer in Persian, University of Chicago, 2002-2007; Lecturer in Persian University of Michigan, 2001-2002; Research Assistant for ITER Project, Victoria University (Toronto), 1999-2000

Languages: Persian -5, German -5, Arabic -2, French -2, Turkish -2

Overseas Experience: Iran, Germany, Canada

Research/Teaching Specialization: Persian Language and Literature, ESL and TOEFL courses

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

Percentage of Time Devoted to Middle East Studies: 100%

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

Theses Directed (past five years): 5 MA

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

Recent Publications (under pen name Saeed Yousef): Intermediate Persian – A Grammar and Workbook [English, with Hayedeh Torabi], (London: Routledge, 2013); Basic Persian – A Grammar and Workbook [English, with Hayedeh Torabi] (London: Routledge, 2012).

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

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

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

Academic Experience: Lecturer in Armenian, University of Chicago, 2001-present; Research Associate Chicago Hittite Dictionary Project, Oriental Institute, University of Chicago, 1993-2001

Languages: Armenian -5, Russian -5, German -4, Spanish -4, Italian -3, Polish -3, French -3, Turkish -3

Overseas Experience: Armenia, USSR, Russia

Research/Teaching Specialization: Armenian Language & Literature

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Elementary/Intermediate Modern Armenian; Contemporary Armenia

Theses Directed (past five years): 3 MA

Distinctions:

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

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

Education: Ph.D., Harvard University, 1980

Academic Experience: 2004-present, Lecturer in Arabic, University of Chicago

Languages: Arabic, French

Field Research or Experience: Egypt

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

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Elementary Arabic, Intermediate Arabic

Theses Directed (past five years):

Distinctions:

Recent Publications: Translation, The Woman from Tantara by Radwa Ashour (Cairo: American University of Cairo Press, 2014); Translation, Ben Barka Lane by Mahmoud Saeed (Northampton, MA: Interlink, 2013); Translation, In the Time of Love by Naguib Mahfouz (Cairo: American University in Cairo Press, 2010).

FACULTY AND OTHER PERSONNEL

AGRAMA, Hussein Ali. Associate Professor, Department of Anthropology, Tenured.

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

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

Languages: Arabic-5

Overseas Experience: Egypt

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

Percentage of time dedicated to Middle East Studies: 100%

Selected Courses: Anthropological Readings on Contemporary Islam; Sovereignty and Suffering; Tradition, Temporality, and Authority; Culture And Society; Colonizations

Theses Directed (last five years): 25 PhD, 10 MA

Distinctions: Carnegie Scholars Program Fellow, Fulbright Fellowship, Wenner-Gren Foundation Fellowship

Recent Publications: Questioning Secularism: Islam, Sovereignty and the Rule of Law in Egypt (Chicago: University of Chicago Press, 2012); "Reflections on Secularism, Democracy and Politics in Egypt" in American Ethnologist, 39(1): 2012; "Sovereign Power and Secular Indeterminacy: Is Egypt a Secular or a Religious State?" in After Secular Law, Sullivan, Yelle & Taussig-Rubbo, eds., (Palo Alto, CA: Stanford University Press, 2011); "Ethics, Authority, Tradition: Towards an Anthropology of the Fatwa" in American Ethnologist, 37(1): 2010; "Secularism, Sovereignty, Indeterminacy: Is Egypt a Secular or a Religious State?" in Comparative Studies in Society and History, 52(3): 2010.

ALAM, Muzaffar. George G. Brobinsky Professor, Department of South Asian Languages and Civilizations and the College. Tenured.

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

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

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

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

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Third and Fourth-year Urdu, Advanced Readings in Urdu, Introduction to South Asian Civilizations-2 (1000-1800AD)

Theses Directed (past five years):

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

Recent Publications: "The Mughal, the Sufi Shaikhs and the Formation of the Akbari Dispensation" in Modern Asian Studies, 43(1): 2009; "Acculturation or Tolerance? Inter-Faith Relations in Mughal North India" with Sanjya Subrahmanyam in Jerusalem Studies in Arabic and Islam 33: 2007; "The Afterlife of a Mughal Masnavi: The Tale of Nal and Daman in Urdu and Persian" with S. Subrahmanyam in A Wilderness of Possibilities: Urdu Studies in Transnational Perspective, Kathryn Hansen and David Lelyveld, eds., (Delhi: Oxford University Press, 2005); The Languages of Political Islam in India: c.1200-1800, (Chicago: The University of Chicago Press; London: Hurst & Company; Delhi: Permanent Black, 2004).

Appendix B: University of Chicago CMES Faculty and Staff Biographies

AUSTEN, Ralph A. Professor Emeritus, Department of History, University of Chicago. Tenured.

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

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

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

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

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

Percentage of Time Devoted to Middle East Studies: 25%

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

Theses directed (past five years):

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

Recent Publications: “The Territorialization of Empire: Social Imperialism and Britain’s Moves into India and Tropical Africa” (with James M. Vaughn) in Africa, Empire and Globalization Essays in Honor of A. G. Hopkins, Toyin Falola and Emily Brownell, eds., (Durham, NC: Carolina Academic Press, 2011); “Africa in the Global Decolonization Process: The Road to Postcoloniality” in Trustee for the Human Community: Ralph J. Bunche and the Decolonization of Africa, Robert Hill and Edmond J. Keller, eds., (Athens: Ohio University Press, 2010).

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

Education: Ph.D., Princeton University, 2005

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

Languages: Hebrew -5, Arabic -5, German -3, French -3

Overseas Experience: Israel, Egypt, Turkey

Research/Teaching Specialization: Modern Iraqi History, Arab Intellectual History

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: The Arab-Israeli Conflict in Literature and Film; Islamic History & Society – 3; Semitic Cultures and Civilizations

Theses Directed (past five years): 29 MA, 6 BA

Recent Publications: New Babylonians: A History of Jews in Modern Iraq (Palo Alto: Stanford University Press, 2012); The Other Iraq: Pluralism and Culture in Hashemite Iraq, 1921-1958 (Palo Alto: Stanford University Press, 2009); “To Educate an Iraqi-Jew: Or What Can We Learn From Hebrew Autobiographies about Arab Nationalism and the Iraqi Education System (1921-1952)” in World Yearbook of Education 2010: Education and the Arab 'World': Political Projects, Struggles, and Geometries of Power, André E. Mazawi, Ronald G. Sultana, eds., (New York: Routledge 2010); “The Iraqi Afghanis and ‘Abduhs: Debate over reform among Shiite and Sunni ‘Ulama’ in interwar Iraq,” in Guardians of Faith in Modern Times: ‘Ulama’ in the Middle East, Meir Hatina (ed.), (Boston: E.J. Brill, 2009)

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

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

Education: Ph.D. (Curriculum and Instruction), University of Minnesota, 1994; M.A. (Germanic Literature) University of Minnesota, 1987; B.S. (Elementary Education), University of Minnesota, 1979

Languages: German -5

Overseas Experience: Germany

Research/Teaching Specialization: German Language, Language Instruction, Secondary Language Pedagogy

Percentage of Time Devoted to Middle East Studies: 0%

Selected Courses: Introductory German, Intermediate German, Graduate course in Pedagogy

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

Theses Directed (past five years): none

Recent Publications: Review of *Teaching and Learning Second Language Listening. Metacognition in Action*, by Larry Vandergrift and Christine C. M. Goh. *Modern Language Review*, Summer 2013; VOICI: Video Oral Communication Instrument. Invited consultant to develop video-mediated test of oral proficiency under auspices of the federally funded National Foreign Language Research Center. Wrote, scripted and filmed video. San Diego, CA. July, 1995; *German Pronunciation*. With Stanley Connell. Lincolnwood, IL: National Textbook Company, 1990.

BERLEKAMP, Persis. Associate Professor of Art History and the College, Department of Art History. Tenured.

Education: B.A., Yale, 1990; M.A., Georgetown University, 1994; Ph.D. Harvard University, 2003

Academic Experience: Associate Professor of Art History, University of Chicago, 2012-present; Assistant Professor of Art History, University of Chicago, 2005-2012; Assistant Professor of Art History, University of Texas at Austin, 2003-2005

Languages: Arabic -4, Persian -4

Overseas Experience: Egypt, Syria, Iraq, Iran, Turkey

Research/Teaching Specialization: Islamic Art and Architecture; Arabic and Persian Manuscripts of Late Abbasid and Mongol Periods

Percentage of time dedicated to Middle East Studies: 100%

Selected Courses: Medieval Islamic Art and Architecture: Mongols and Mamluks; Islamic Gardens in Landscape and Image; Art, Architecture, and Identity in the Ottoman Empire; Art, Science, and Magic in the Pre-Modern Islamic World

Theses Directed (past five years): 2 MA

Distinctions: Fellow, The Aga Khan Program, Harvard University, 2011-2012

Recent Publications: "Visible Art, Invisible Knowledge," contribution to the Roundtable: Studying Visual Culture, *International Journal of Middle East Studies* 45, 3 (Cambridge: Cambridge University Press, 2013); "Le Livre des merveilles" contribution to The Fine Arts Library at 50, *Harvard Library Bulletin*, 5 (Cambridge: Harvard University Library, 2013); *Wonder, Image, and Cosmos in Medieval Islam*. (London and New Haven: Yale University Press, 2011); "The Limits of Artistic Exchange in Fourteenth-Century Tabriz: The Paradox of Rashid Al-Din's Book on Chinese Medicine, Part I," *Muqarnas*, 27 (Brill On-line, 2010).

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BLACKWELL, Tyler C. Director, Center for Arabic Language and Culture (CALC, Chicago, IL).

Education: B.A., Sewanee: The University of the South, 2006; M.A., University of Chicago, 2011

Academic Experience: none

Languages: Arabic -3, French -3, Italian -1

Field Research or Experience: Jordan, France

Research/Teaching Specialization: Israeli-Palestinian and Arab-Israeli Conflicts; US Foreign Policy in the Middle East, Arabic Language and Arab Cultural Education

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: none

Theses Directed (past five years): none

Distinctions: 2011-2013, Presidential Management Fellow, US Department of State; 2010, Critical Language Scholarship Program, NSLI;

Responsibilities: Directs all aspects of the Center for Arabic Language and Culture, a Chicago-based 501(c)(3). With the CMES Outreach Coordinator, promotes the growth of K-12 Arabic language programs in the city of Chicago and regionally, organizes professional development opportunities for current and prospective K-12 world language teachers, and develops events about Arab culture for the public.

BOHLMAN, Philip. Mary Werkman Distinguished Service Professor of Music and the Humanities in the College; Associate Faculty, Department of Germanic Studies; Tenured.

Education: B.M., University of Wisconsin – Madison, 1975; M.M., University of Illinois Urbana-Champaign, 1980; Ph.D., University of Illinois at Urbana-Champaign, 1984

Academic Experience: Professor of Music, Department of Music, University of Chicago, 1999- present; Associate Professor of Music, Department of Music, University of Chicago, 1994-99; Assistant Professor of Music Department of Music, University of Chicago, 1987-1994; Assistant Professor of Music, University of Illinois at Chicago, 1985-87;

Languages: German -5, Hebrew -4, French -4, Latin -3, Arabic -2

Overseas Experience: Germany, Israel, Central Europe, Eastern Europe, Slovakia

Research/Teaching Specialization: Ethnomusicology, Music and Modernity, Folk and Popular Music in North America and Europe, Jewish Music, Music of Middle East and South Asia, Music and Religion

Percentage of Time Devoted to Middle East Studies: 50%

Selected Courses: Anthropology of Music and Musical Anthropology; Russian Folk Music; Music and the Holocaust; Ethnomusicology; Music and Race; Seminar: Jewish Music at the End of Centuries/Jewish; Music at the End of History.

Theses Directed (past five years): 18 PhD, 3 MA, 2 BA

Distinctions: Franz Rosenzweig Gastprofessor, Universität Kassel, Sommersemester 2014; John Simon Guggenheim Memorial Fellowship, 2013–2014; Jaap Kunst Prize from the Society for Ethnomusicology for the Outstanding Article in Ethnomusicology “Analysing Aporia,” in *Twentieth-Century Music*, 2013; Staatliche Museen zu Berlin – Forschungsstipendium für Gastwissenschaftler, Summer 2012; John F. Larchet Memorial Lecture, University College Dublin, April 4, 2012; Noah Greenberg Award for Historical Performance, American Musicological Society, 2011; Fellow, American Academy of Arts and Sciences, elected 2011; Victor E. Ferrall, Jr. Endowed Artist-in-Residence, Beloit College, 2011

Recent Publications: *Balkan Epic: Song, History, Modernity* (co-edited with Nada Petkovic), Scarecrow Press, Forthcoming, 2014; Editor, *The Cambridge History of World Music*, (Cambridge: Cambridge University Press, 2013); *Redemption and Revival: Sacred Music in the Making of European Modernity*, (Lanham, MD: Scarecrow Press, 2013) (Europea: Ethnomusicologies and Modernities); Hanns Eisler – “In der Musik ist es anders,” with Andrea F. Bohlman, (Berlin: Hentrich & Hentrich, 2012). (Jüdische Miniaturen) *Focus: Music, Nationalism, and the Making of the New Europe*, 2nd revised edition, (New York: Routledge, 2011).

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

BUENO DE MESQUITA, Ethan. Deputy Dean and Professor, Harris School for Public Policy Studies. Tenured.

Education: Ph.D. in Political Science, Harvard; MA in Political Science, Harvard; BA, University of Chicago

Academic Experience: Assistant Professor, Department of political science, Washington University in St. Louis

Field Research or Experience: Israel, Pakistan

Research/Teaching Specialization: Accountability in democratic systems, political violence and rebel groups

Percentage of Time Devoted to Middle East Studies: 25%

Selected Courses: Terrorism, Insurgency, and Civil War; Political Economy for Public Policy

Theses Directed (past five years):

Distinctions: Lady Davis Fellow in political science and visiting fellow in the Center for the Study of Rationality at the Hebrew University of Jerusalem

Recent Publications: "Is Voter Competence Good for Voters?: Information, Rationality, and Democratic Performance" (with Scott Ashworth). *American Political Science Review*. (forthcoming); "Rebel Tactics." *Journal of Political Economy*, 121(2): 323-357 (2013); "Ideologues or Pragmatists?" (with Amanda Friedenberg), *Journal of the European Economic Association*, 9(5):931 (2011); "Disentangling Accountability and Competence in Elections: Evidence from U.S. Term Limits" (with James Alt and Shanna Rose). *Journal of Politics*, 73(1):171 (2011); "Regime Change and Revolutionary Entrepreneurs." *American Political Science Review*, 104(3):446 (2010)

CITRO, Brian. Lecturer in Law and International Human Rights Clinic Fellow, The University of Chicago Law School.

Education: J.D., University of Chicago Law School, 2010

Field Research or Experience: India, Azerbaijan, Tajikistan

Research/Teaching Specialization: Human Rights Law and HIV, Development

Percentage of Time Devoted to Middle East Studies: 50%

Selected Courses: Human Rights

Distinctions: co-founder and Chair of the Human Rights Law Society

Recent Publications: Grover, A., Citro, B., Mankad, M. and Lander, F. (2012), "Pharmaceutical Companies and Global Lack of Access to Medicines: Strengthening Accountability under the Right to Health." *The Journal of Law, Medicine & Ethics*, 40: 234-250

COSAR, A. Kerem. Assistant Professor of Economics, Booth School of Business. Tenure Track.

Education: Ph.D., Pennsylvania State University, 2010; M.A., Economics, Boğaziçi University - Istanbul, Turkey, 2004

Academic Experience:

Languages: Turkish -5

Field Research or Experience: Turkey

Research/Teaching Specialization: International Economics and Macroeconomics

Percentage of Time Devoted to Middle East Studies: 25%

Selected Courses: International Macroeconomics & Trade, Managing the Firm in the Global Economy

Distinctions: 2006 National Science Foundation, Graduate Student Award to attend the Lindau Meeting of Nobel Laureates and Students in Economic Sciences in Lindau, Germany

Recent Publications: "Necessary and Sufficient Conditions of Dynamic Optimization," (with Edward Green), Accepted for publication in *Macroeconomic Dynamics* (May 2014); "Borders, Geography, and Oligopoly: Evidence from the Wind Turbine Industry," (with Paul Grieco and Felix Tintelnot), Accepted for publication in the *Review of Economics and Statistics* (May 2014); "Human Capital, Technology Adoption and Development," *The B.E. Journal of Macroeconomics* 11(1), (2011).

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

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

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

Academic Experience: Assistant Professor of Islamic Studies and the Anthropology of Religion in the Divinity School, University of Chicago, 2012-present; Lecturer in Iranian Studies, University of Michigan, Spring 2012

Languages: Persian -5, Arabic -4

Overseas Experience: Iran

Research/Teaching Specialization: Anthropology of Religion, Contemporary Shi'ism, Modern Iranian Religious History

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: The Anthropology of Religion; Shi'ism: History, Memory, Politics; Iran Thirty Years after the Revolution; Modern Enchantments; Magic, Science, and Religion; Ethnographies of the Muslim World; Islam, Media, and Mediation; Readings in Al-Mizan, Allama Tabataba'i's Qur'anic Exegesis

Distinctions: Harvard University Presidential Dissertation Completion Fellowship, 2011.

Recent Publications: "Portrait of an Iranian Witch," online article for the The New Inquiry, October 2013; "The Vulgar Spirit of Blogging': On Language, Culture, and Power in Persian Weblogestan," American Anthropologist, Vol. 6, No. 104 (December 2004).

DONNER, Fred M. Professor of Islamic History, Department of Near Eastern Languages and Civilizations. Tenured. Director, Center for Middle Eastern Studies.

Education: B.A., Princeton University, 1967; M.A., Princeton University, 1973; Ph.D., Princeton University, 1975

Academic Experience: Professor of Near Eastern History, University of Chicago, 1997-present; Associate Professor, University of Chicago, 1982-1997; Associate Professor, History, Yale University, 1980-1982; 1975-1980, Assistant Professor, Yale University, 1975-1980

Languages: Arabic -4, German -4, French -3, Spanish -2), Persian -1

Overseas Experience: Lebanon, Egypt, Syria, Turkey, Jordan, Iraq, Iran, Tunisia, Algeria, Austria

Research/Teaching Specialization: Islamic Origins, Early Islamic History, Late Antique Near East

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Reading/Research: Islamic History & Society-1; The High Caliphate; Introduction to the Middle East; Reading Course: Ancient Near East

Theses Directed (past five years): 23 PhD, 3 MA

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

Recent Publications: "The Articulation of Early Islamic State Structures" Edited by Fred M. Donner, The Formation of the Classical Islamic World: 6 (series) (Burlington: Ashgate Publishing, 2012); Muhammad And The Believers: At The Origins Of Islam. (Cambridge, MA: Harvard University Press, 2010); "Umayyad Efforts at Legitimation: The Silent Heritage of the Umayyads," Antoine Borrut and Paul M. Cobb, eds., Héritages Omeyyades/Umayyad Legacies (Leiden: E.J. Brill, 2010).

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EL SHAMSY, Ahmed. Assistant Professor of Islamic Thought, NELC, Tenure Track.

Education: Ph.D., Harvard University, 2009.

Academic Experience: Assistant Professor, Department of Near Eastern Languages and Civilizations, 2011-present; Assistant Professor, Department of History, University of North Carolina – Chapel Hill, 2009-2011

Languages: Arabic -5, German -4, French -4

Overseas Experience: Egypt

Research/Teaching Specialization: Islamic Law, History of Islamic Jurisprudence, Modern Middle Eastern Intellectual History, Qur'anic Studies, Islamic Theology and Hermeneutics

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Reason and Revelation in Islamic Thought, Islamic Classics and the Printing Press, Sciences of the Qur'an, Readings in Islamic Law, The Medieval Muslim Curriculum, Introduction to Islamic Law, Readings in Islamic Theology and Hermeneutics

Distinctions: Volkswagen Foundation Postdoctoral Fellowship (2014–2015), American Council of Learned Societies/Mellon Recent Doctoral Recipient Fellowship (2010-2011), Middle East Studies Association Malcolm H. Kerr Dissertation Award (2009), American Council of Learned Societies/Mellon Dissertation Completion Fellowship (2008-2009), Islamic Legal Studies Program at Harvard Law School Visiting Fellowship (2007-2008, 2008-2009), Social Science Research Council International Dissertation Research Fellowship (2006-2007)

Recent Publications: The Canonization of Islamic Law: A Social and Intellectual History, (New York: Cambridge University Press, 2013); "The *Hāshiya* in Islamic Law: A Sketch of the Shāfi'ī Literature," *Oriens* 41, no. 3–4 (2013): 289–315; "Al-Shāfi'ī's Written Corpus: A Source-Critical Study," *Journal of the American Oriental Society* 132, no. 2 (2012): 199–220; "Al-Buwayṭī's Abridgment of al-Shāfi'ī's *Risāla*: Edition and Translation," with Aron Zysow. *Islamic Law and Society* 19, no. 4 (2012): 327–55; "Rethinking *Taqīd* in the Early Shāfi'ī School," *Journal of the American Oriental Society* 128, no. 1 (2008): 1–24.

FISHBANE, Michael. Nathan Cummings Professor of Jewish Studies in the Divinity School. Lecturer in the Law School. Tenured.

Education: Ph.D., Brandeis University, 1971

Academic Experience: Distinguished Service Professor, University of Chicago, 2012-present; Professor, Jewish Studies, University of Chicago, 1990- 2012; Visiting Professor (Tikvah Fellow), Princeton University, 2008-2009; Visiting Professor, University of California – Los Angeles, Winter 2006; Professor, Jewish Religious History and Social Ethics, Brandeis University, 1968-1990; Visiting Professor, Jewish Studies, Harvard University, 1986-87; Visiting Associate Professor, Judaic Studies, Stanford University, 1981-82

Languages: Hebrew -4, Arabic -2, French -4, German -4

Field Research or Experience: Israel

Research/Teaching Specialization: Biblical Studies, Jewish Mysticism

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Readings in Midrash: Lamentations; Mystical Texts: Zohar; Ancient Jewish Ethics/Piety; Paths to Spiritual Perfection; Judaism; Song of Songs; The Bible and its Ancient Interpreters; Reading Course: Divinity

Distinctions: Fellow, Oxford University, Centre for Jewish Studies, 2011; Fellow, Institute for Advanced Studies, Hebrew University, Jerusalem, 2004

Recent Publications: Midrash Unbound: The Afterlife of a Genre, Co-edited with Joanna Weinberg (Oxford: Littman Library of Jewish Studies, 2013); Sacred Attunement: A Jewish Theology (Chicago: University of Chicago Press, 2008).

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

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FLEISCHER, Cornell. Professor of Islamic and Ottoman History, Department of History. Tenured.

Education: B.A., Princeton University, 1972; M.A., Princeton University, 1976; Ph.D., Princeton University, 1982

Academic Experience: Professor, Islamic and Ottoman History, University of Chicago, 1993-present; Professor, Department of History, Washington University in St. Louis, 1989-93; Associate Professor, Washington University, 1985-89; Director, Center for Middle Eastern Studies, UofC, 1995-98

Languages: Arabic -4, Turkish -4, Persian -3, French -4, German -3, Italian -3, Spanish -2, Latin -3, Russian -2

Overseas Experience: Turkey, Egypt, Iran, Afghanistan, Syria, Iraq

Research/Teaching Specialization: Early Modern Intellectual and Cultural History, Ottoman Empire

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Reading/Research: Ottoman History; Thesis Preparation: History; Seminar: Age of Suleyman; Readings: Ottoman Historical Texts

Theses Directed (past five years): 17 PhD, 4 MA

Distinctions: 1998, Elected member, American Academy of Arts and Sciences; 1996-1998, President, Turkish Studies Association; 1990, Rockefeller Foundation Residency, Bellagio Center; 1988-93, MacArthur Fellowship

Recent Publications: Bureaucrat and Intellectual in the Ottoman Empire: The Historian Mustafa Ali (1541-1600), (Princeton, NJ: Princeton University Press, 2014); "Shadows of Shadows: Prophecy in Politics in 1530s Istanbul," International Journal of Turkish Studies, 13 (2007).

FRIEDMAN, Victor, Andrew W. Mellon Prof. in the Humanities, Depts of Slavic Language And Literature, Linguistics, Anthropology. Tenured. Director, CEERES.

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

Academic Experience: Professor, Slavic Languages and Literatures, University of Chicago, 1993-present; Professor, Slavic Languages, University of North Carolina – Chapel Hill, 1984-93; Associate Professor, University of North Carolina – Chapel Hill, 1979-84; Assistant Professor, University of North Carolina – Chapel Hill, 1975-79

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

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

Research/Teaching Specialization: Slavic and Balkan Languages and Linguistics

Percentage of Time Devoted to Middle East Studies: 25%

Selected Courses: Comparative South Slavic Languages; Language/Power/Identity in South East Europe; Old Church Slavonic

Theses Directed (past five years): 5 PhD, 2 MA

Distinctions: ACTR/ACCELS Title VIII Research Scholar 2012-2013; ACLS/NEH/SSRC International and Area Studies Fellowship 2012-2013; Guest of Honor, Third Meeting, International Council Traditional Music, Study Group on Music and Dance in Southeastern Europe, Berovo, Republic of Macedonia, 17-22 April 2012; Albanian Academy of Arts and Sciences, Honorary Member 2012; University of Chicago Arts Council, Curricular Innovation Grant, 2011-2012;

Recent Publications: Makedonistički Studii II [Macedonian: Macedonian Studies II], (Skopje: Macedonian Academy of Arts and Sciences, 2014); The Balkan Languages, with Brian Joseph, (Cambridge: Cambridge University Press, 2012); Bai Ganyo, translation from the Bulgarian, edited with introduction and footnotes; co-translators Christina Kramer, Grace Fielder, and Catherine Rudin, (Madison: University of Wisconsin Press, 2010); "Sociolinguistics in the Caucasus." Encyclopedia of Sociolinguistics of the World's Languages, Martin Ball, ed., (London: Routledge, 2010).

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

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

Education: B.A., University of Chicago, 1958; MA, University of Chicago, 1964; Ph.D. University of Chicago, 1968

Academic Experience: Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1981-present; Associate Professor, University of Chicago, 1973-81; Assistant Professor, University of Chicago, 1972-73; Assistant Professor, University of Arizona, 1971-72; Assistant Professor, Department of Anthropology, University of Illinois at Chicago, 1968-71

Languages: Arabic -3, German -4, French -4

Overseas Experience: Iraq, Lebanon, Syria, Iran

Research/Teaching Specialization: Anthropological Approaches to Archaeology

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Art/Archaeology of the Near East; Mesopotamian Archaeology; Thesis Research: Near Eastern Archaeology; Reading Course: Near Eastern Archaeology

Theses Directed (past five years): 4 PhD

Distinctions: 1992-94, President, American Institute for Yemeni Studies; 1989, President, American Association for Research in Baghdad

Recent Publications: "Erich F. Schmidt" in Reallexikon der Assyriologie, 2010; "The Legal and Illegal Acquisition of Antiquities in Iraq, 19th Century to 2003" in J. A. R. Nafviger and A. Nicgorski, eds., Cultural Heritage Issues: The Legacy of Conquest, Colonization and Commerce. (Leiden: Brill/Martinus Nijhoff: 2010); "The Dead Hand of Deimel" in R. Carter, ed., The Ubaid Reconsidered. (Durham: Institute of Archaeology/Oriental Institute Press, 2010); "Tell Abu-Sheeja/Ancient Pashime," Muhammad Hussein, *et al.*, edited and with additional comments by M. Gibson. Akkadica 131:47-103, 2010, in "Hamoukar," Special Anniversary Publication of the Syrian Directorate of Antiquities Press and Museums, With Amr al-Azm; "Report on Excavations at Tell al-Wilaya, Iraq. S. Y. Hussein, *et al.* Edited and with comments by M. Gibson. Akkadica 130, 2009.

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

Education: Ph.D., Jurisprudence and Social Policy, 1999; J.D., 1997; B.A., Asian Studies, 1989, University of California at Berkeley

Academic Experience: University of Illinois College of Law, Assistant (2000-03), Associate (2003-05) and full Professor (2005-08)

Overseas Experience: Egypt, Israel

Research/Teaching Specialization: Constitutions, International Law

Percentage of Time Devoted to Middle East Studies: 25%

Selected Courses: Comparative Legal Institutions, Public International Law

Distinctions: Constitute Project: Tribeca Disruptive Innovation Award for a top "disruptive innovations", 2014; Nominet Trust 100 Social Technology Project, 2013; Fulbright Award, University of Trento, 2014; Best Dataset Award, American Political Science Association Section on Comparative Democratization (Comparative Constitutions Project), 2013

Recent Publications: "Judicial Roles in Nonjudicial Functions." 12 Washington University Global Studies Law Review 755 (2013) (with Nuno Garoupa); The Endurance of National Constitutions. Cambridge University Press, 2009 (with Zachary Elkins and James Melton); Judicial Review in New Democracies: Constitutional Courts in Asian Cases. Cambridge University Press, 2003.

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

Education: Ph.D., Johns Hopkins University, 1954

Academic Experience: Professor, Jewish History and Civilization, University of Chicago, 1964-present; Visiting Faculty, Jewish Studies, Tel Aviv University, 1969-70; Faculty, Hebrew Union College in Cincinnati, 1963-64

Languages: Hebrew -5, Arabic -5, German -4, French -4

Overseas Experience: Israel, France

Research/Teaching Specialization: Dead Sea Scrolls, Judaeo-Arabic Studies

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Tannaitic Hebrew Texts; Seminar: New Qumran Manuscripts; Readings: Dead Sea Scrolls

Theses Directed (past five years):

Distinctions: 1973, Eleanor Roosevelt Key Award, Roosevelt University; 1970, NEH grant; 1966, Guggenheim Fellowship

HASSAN, Tarek A. Associate Professor of Finance and Economics, Booth School of Business. Tenured.

Education: PhD, Harvard University, 2009

Academic Experience: Visiting positions at Stanford University, the London School of Economics, and London Business School

Languages:

Field Research or Experience: Global markets, Macroeconomics

Research/Teaching Specialization:

Percentage of time dedicated to Middle East Studies:

Selected Courses: International Macroeconomics and Finance, Investments

Theses Directed (last five years):

Distinctions: Winner of the Austrian Central Bank's 2009 Klaus Liebscher Award and the 2013 Leo Melamed Prize for Outstanding Research in Finance.

Recent Publications: "Country Size, Currency Unions, and International Asset Returns," *The Journal of Finance* (forthcoming); With Konrad B. Burchardi, "The Economic Impact of Social Ties: Evidence from German Reunification," *The Quarterly Journal of Economics*, (forthcoming); With Daron Acemoglu and James A. Robinson, "Social Structure and Development: A Legacy of the Holocaust in Russia," *The Quarterly Journal of Economics* 126(2), 895-946 (2011); With Thomas Mertens, "Financial Risk: A Tragedy of the Commons," *American Economic Review*, Papers and Proceedings 101(2), 402-405 (2011).

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

Education: Ph.D., Harvard University, 2004

Academic Experience: Associate Professor of Comparative Semitics, Department of Near Eastern Languages and Civilizations, University of Chicago, 2012-present; Assistant Professor of Comparative Semitics, Department of Near Eastern Languages and Civilizations, University of Chicago, 2005-2012

Languages: Akkadian, Aramaic

Overseas Experience:

Research/Teaching Specialization: Semitic Philology, Northwest Semitic Languages

Percentage of time dedicated to Middle East Studies: 100%

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

Theses Directed (last five years):

Distinctions:

Recent Publications: Case in Semitic Roles, Relations, and Reconstruction – Oxford Studies in Diachronic and Historical Linguistics 3 (Oxford: Oxford University Press, 2013); Sargonic Akkadian: A Historical and Comparative Study of the Syllabic Texts (Wiesbaden: Harrassowitz, 2005).

HUSSIN, Iza. Assistant Professor, Department of Political Science. Tenure Track.

Education: B.A., M.A., Harvard University, 2000; Ph.D., University of Washington, 2008

Academic Experience: Assistant Professor, Department of Political Science, University of Chicago, 2011-Present; Assistant Professor, Department of Political Science, University of Massachusetts – Amherst, 2008-2011.

Languages: Arabic -3, Malay -5

Overseas Experience: Malaysia, Indonesia

Research/Teaching Specialization: Islamic Law and Politics

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Political Science and Law, Political World of the Indian Ocean, Islam Online, Politics and Religion in Comparison, Islam, Gender, Politics, Law, State, Space, Colonialism and the Muslim State, Law and Society in the Muslim World, Power, Identity, Resistance

Distinctions: L'Ecole des Hautes Etudes en Sciences Sociales, Visiting Fellowship 2014-2015; University of Chicago, Office of VP for Research: Seed Grant 2013, 'Islam Online.' Centre for History and Economics, University of Cambridge; Visiting Research Fellow 2013; Clare Hall, University of Cambridge, Fellow 2013; Social Science Research Council Transregional Research Fellowship 2012; University of Chicago Social Science Division Research Grant 2012; University of Chicago Committee on Southern Asian Studies Grant 2012, 'Indian Ocean Travels of Law Workshop.' Harvard Law School Islamic Legal Studies Program Visiting Fellow 2009. American Political Science Association: Burnham Prize in Politics and History 2009. International Convention of Asia Scholars, Best Ph.D. Social Sciences 2009.

Recent Publications: The Politics of Islamic Law: Local Elites, Colonial Authority and the Making of the Muslim State, (Chicago: University of Chicago Press, Forthcoming, 2014); "Textual Trajectories: Re-reading the Majalah and Constitution in 1890s Johor," in Indonesia and the Malay World, 41:120, 2013; "Circulations of Law: Colonial Precedents, Contemporary Questions," in Oñati Socio-Legal Series Working Paper, Winter 2013; "Revelation and Redemption: Colonial Precedents for the Politics of Islam in India and Malaysia," The Everyday Life of the State: A State-in-Society Approach, Adam White, ed., (Seattle: University of Washington Press, 2012).

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

Education: B.A., University of Chicago, 1967; Ph.D., University of Chicago, 1972

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

Languages: Arabic-2, Egyptian-5, Demotic-5, Coptic-5

Overseas Experience: Jordan, Egypt

Research/Teaching Specialization: Egyptology, Egyptian Grammar, Hellenistic Egypt, Urbanism and Urbanization

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Thesis Research: Egyptology; Reading Course: Egyptology;

Theses Directed (past five years): 3 PhD

Distinctions:

Recent Publications: "R + infinitive in the Instructions of 'Onchsheshonqy,'" in *Florilegium Aegyptiacum - Eine wissenschaftliche Blütenlese von Schülern und Freunden für Helmut Satzinger zum 75. Geburtstag am 21. Jänner 2013*, ed. by Julia Budka, Roman Gundacker & Gabriele Peak, *Göttinger Miszellen*, beiheft 14 (Göttingen, 2013); "Gender and Marriage in Ancient Egypt." Ehe als Ernstfall der Geschlechterdifferenz, Herausforderungen für Frau und Mann in kulturellen Symbolsystemen, ed. by Bernhard Heininger, *Geschlecht-Symbol-Religion*, 7 (LIT Verlag: Berlin, 2010); "Egyptian Hieroglyphic Writing" (pp. 149-51), "Egyptian Demotic Script" (pp. 165-68), and catalog No. 85 "Demotic Annuity Contract" (pp. 169-71) for *Visible Language, Inventions of Writing in the ancient Middle East and Beyond*, ed. by Christopher Woods with Emily Teeter and Geoff Emberling, OIMP 32 (Chicago: The Oriental Institute of the University of Chicago, 2010).

KAEGI, Walter. Professor of Byzantine History, Department of History. Tenured.

Education: B.A., Haverford College, 1959; MA, Harvard University, 1960; Ph.D., Harvard University, 1965

Academic Experience: Professor, Department of History, University of Chicago, 1974 present; Associate Professor, University of Chicago, 1969-74, Assistant Professor, University of Chicago, 1965-69; Teaching Fellow, Harvard University, 1961-63

Languages: Arabic -4, French -5, German -5, Greek -5, Italian -4, Latin -5, Russian -2

Overseas Experience: Middle East, North Africa, Europe, Russia

Research/Teaching Specialization: Byzantine and Roman History

Percentage of Time Devoted to Middle East Studies: 75%

Selected Courses: History of Western Civilization, Byzantine Empire 330-610; Byzantine Empire 610-1025, Byzantium and the Arabs, Reading Research: Byzantium/Military History, Thesis Preparation: History

Theses Directed (past five years): 7 MA

Distinctions: 1996-97, National Humanities Center Fellowship; 1991, IREX grant to visit USSR; 1988-89, NEH Fellowship

Recent Publications: "The Early Muslim Raids into Anatolia and the Byzantine Reactions under Emperor Constans II," in The Encounter of Eastern Christianity with Early Islam, Emmanouel Grypeou, Mark N. Swanson, and David Thomas, eds., (Leiden: E.J. Brill, 2006).

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LEWIS, Franklin. Associate Professor of Persian, Department of Near Eastern Languages and Civilizations. Tenured. Deputy Director, Center for Middle Eastern Studies.

Education: Ph.D., University of Chicago, 1995; B.A., University of California – Berkeley, 1983

Academic Experience: Associate Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 2005-present; Assistant and Associate Professor, Emory University, 1997-2005

Languages: Persian -4, Arabic -2, French -2, German -2

Field Research or Experience: Iran

Research/Teaching Specialization: Iranian Literature and Poetry

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Islamic Thought & Literature-2, Ghazals of Rumi, Iranian Cinema

Theses directed (past five years): 5 PhD, 3 MA

Distinctions: Director of Graduate Studies, NELC; 2001 British-Kuwaiti Friendship Society Award

Recent Publications: Teachings of Rumi;s Teacher: Borhân al-Din Moḥaqeq-e Termedhi and his Ma'âref. A new critical edition of the Persian text and annotated English translation, with introduction by Franklin Lewis and Hassan Lahouti (in preparation); Mystical Poems of Rumi, translated by A.J. Arberry. Corrected one-volume edition with foreword by Franklin Lewis (Chicago: University of Chicago Press, 2009); The Colossal Elephant and His Spiritual Feats: Shaykh Ahmad-e-Jam: The Life and Legend of a Popular Sufi Saint of 12th Century Iran, (Mazda, 2004); Rumi: Past and Present, East and West. (Oxford: One World, 2004).

LINCOLN, Bruce. Caroline E. Haskell Professor, Divinity School, Committees on History of Culture and the Ancient Mediterranean World; Associate Member, Departments of Anthropology and Classical Languages and Literatures. Tenured.

Education: B.A. Haverford College, 1970; Ph.D., University of Chicago, 1976

Academic Experience: Professor, History of Religions, University of Chicago Divinity School, 1993-present; Professor, Comparative Studies in Discourse and Society Program, University of Minnesota, 1976-93; Associate Professor, University of Minnesota, 1979-86; Assistant Professor, University of Minnesota, 1976-79

Languages: French -5, Italian -5, Tokpisin -4, Anglo-Saxon -3, Avestan -4, German -3, Gothic -4, Latin -3, Old Norse -5, Old Persian -5, Pahlavi -4, Sanskrit -3

Overseas Experience:

Research/Teaching Specialization: Pre-Islamic Iran, Myth and Ritual, Religion and Nationalism

Percentage of Time Devoted to Middle East Studies: 25%.

Selected Courses: Zoroastrianism; Religion, Nationalism, and the State; Pre-Islamic Iran

Theses Directed (last five years): 3 PhD, 11 MA

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

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

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LIPSON, Charles. Associate Professor of Political Science, Department of Political Science. Tenured.

Education: B.A., Yale University, 1970; M.A., Harvard University, 1974; Ph.D., Harvard University, 1976

Academic Experience: Director, Program on International Politics, Economics and Security, 1987-present; Associate Professor, Department of Political Science, University of Chicago, 1984-present; Assistant Professor, University of Chicago, 1977-84

Languages: French -3

Field Research or Experience: Western Europe

Research/Teaching Specialization: International Political Economy

Percentage of Time Devoted to Middle East Studies: 10%

Selected Courses: World Politics in the 19th Century; World Politics in the 20th Century; International Relations: Perspectives on Conflict; Introduction to International Relations

Theses Directed (past five years): 10 PhD

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

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

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

Education: B.S., United States Military Academy at West Point, 1970; M.A., University of Southern California, 1974; Ph.D., Cornell University, 1981

Academic Experience: John J. R. Wendell Harrison Distinguished Service Professor of Political Science, Department of Political Science, University of Chicago, 1996-Present; Professor of Political Science, Department of Political Science, University of Chicago, 1987-1995; Visiting Scholar, Olin Institute for Strategic Studies, Harvard University, 1992-1993; Department Chair, Department of Political Science, University of Chicago, 1989-1992.

Languages: Russian -3

Overseas Experience: USSR, Russia

Research/Teaching Specialization: International Relations Theory, International Security, Arab-Israeli Conflict

Percentage of Time Devoted to Middle East Studies: 70%

Selected Courses: War And The Nation State; Nationalism in the Age of Globalization; American Grand Strategy

Theses Directed (past five years): 10 PhD

Distinctions: Honorary Patronage of the Philosophical Society, Trinity College, Dublin, 2012; Hall of Distinguished Graduates, Croton-Harmon High School, 2012; Honorary Professorship, Beijing Foreign Studies University, 2012; Honorary Professorship, Renmin University of China, 2012; Honorary Doctorate, Panteion University, Athens, Greece, 2011

Recent Publications: Why Leaders Lie: The Truth about Lying in International Politics, (New York: Oxford University Press, 2011), Translated into 10 languages: Albanian, Chinese, German, Greek, Japanese, Korean, Polish, Romanian, Russian, and Turkish; "America Unhinged," The National Interest, No. 129 (January/February 2014); With Stephen M. Walt, "Leaving Theory Behind: Why Simplistic Hypothesis Testing is Bad for IR," European Journal of International Relations, Vol. 19, No. 3 (September 2013); "Structural Realism" in International Relations Theories: Discipline and Diversity, 3rd edition, Tim Dunne, Milja Kurki, and Steve Smith, eds., (Oxford: Oxford University Press, 2013).

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

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MENDES-FLOHR, Paul. Professor of Modern Jewish Thought, Divinity School. Tenured

Education: B.A., Brooklyn College, 1964; Ph.D., Brandeis University, 1972

Academic Experience: Professor, Modern Jewish Thought, University of Chicago Divinity School, 1999-present; Professor, Jewish Thought, The Hebrew University, 1988-99; 1984-88, Associate Professor, Hebrew University

Languages: Hebrew -4, German -4

Overseas Experience: Israel

Research/Teaching Specialization: Modern Jewish Philosophy & Intellectual History

Percentage of Time Devoted to Middle East Studies: 70%

Selected Courses: Zachor: History and Memory; Buber's I and Thou

Theses Directed (past five years): 1 MA

Distinctions:

Recent Publications: Gustav Landauer: Anarchist and Jew, Paul Mendes-Flohr and Anya Mali, eds., (Chicago: University of Chicago Press, 2008); Love, Accusative and Dative: Reflections on Leviticus 19:18 (Syracuse, NY: Syracuse University, 2007).

MIKESELL, Marvin. Professor of Geography, Committee on Geographical Studies. Tenured.

Education: B.A., University of California – Los Angeles, 1952; M.A., University of California Los Angeles, 1953; Ph.D., University of California at Berkeley, 1959

Academic Experience: Professor of Geography, University of Chicago, 1966-present; Associate Professor, University of Chicago, 1963-66; Assistant Professor, University of Chicago, 1959-63; Instructor, University of Chicago, 1958-59

Languages: French -5, Arabic -2, German -4, Spanish -4

Overseas Experience: Turkey, Lebanon, Morocco, Syria, Jordan, Israel, West Bank

Research/Teaching Specialization: Cultural Geography, Environmental Studies

Percentage of Time Devoted to Middle East Studies: 10%

Selected Courses: Introduction to Geography; Cultural Geography; Seminar: Problems in Human Geography: Middle East; Readings: Culture and Nationality

Theses Directed (past five years):

Distinctions: 1995, Distinguished Career Award of the Association of American Geographers;

Recent Publications: "Ethnicity and Nationality in the Middle East" in The Challenge of Ethnic Conflict to National and International Order in the 1990s: Geographical Perspectives (Washington, D.C.: Central Intelligence Agency, 1995) pp. 99-107.

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MOAYYAD, Heshmat, Professor Emeritus of Persian, Department of Near Eastern Languages and Civilizations.

Education: L.L., Tehran University, 1949; Ph.D., University of Frankfurt, 1958

Academic Experience: Professor, Persian Language and Literature, University of Chicago, 1974-present; Associate Professor, University of Chicago, 1968-74; Assistant Professor, University of Chicago, 1966-67

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

Overseas or Experience: India

Research/Teaching Specialization: Persian language; classical and modern Persian poetry, Sufi literature, modern Persian novelists; history of Persian literature.

Percentage of Time Devoted to Middle East Studies: 100%.

Selected Courses: Persian Prose: Sufi Texts; Prose: Mirror for Princes; Modern Persian Historical Texts; Persian Lyric Poetry; Persian Satire: Old and New; Reading Course: Persian; Women in Persian Literature

Theses directed (last five years): 5 PhDs

Distinctions:

Recent Publications: The Colossal Elephant and His Spiritual Feats: Shaykh Ahmad-e-Jâm: The Life and Legend of a Popular Sufi Saint of 12th Century Iran, with Franklin Lewis. (Costa Mesa: Mazda, 2004).

MORRISON, Kathleen D. Professor, Department of Anthropology. Director, SALC. Tenured

Education: B.A., University of Notre Dame, 1984; M.A., University of New Mexico, 1986; Ph.D., University of California – Berkeley, 1992

Academic Experience: Neukom Family Professor, Department of Anthropology and the College, University of Chicago, 2012-present; Director, South Asia Language and Area Center (SALAC), University of Chicago, 2013-present; Professor of Anthropology, University of Chicago, 2004-2012; Director, Center for International Studies, University of Chicago, 2003-2013; Associate Professor, Department of Anthropology, University of Chicago, 1996-2004; Assistant Professor, Department of Anthropology, Northwestern University 1994-96;

Languages: German -3, Hindi -5, Classical Greek -3

Overseas Experience: India, Sri Lanka, Israel

Research/Teaching Specialization: South Asia, Historical Anthropology, Colonialism and Imperialism, Power and Violence, Landscape History

Percentage of Time Devoted to Middle East Studies: 50%.

Selected Courses: State and Society in South Asia, South Asia before the Buddha, Power in Ancient India, Commerce and Culture in the Indian Ocean Trade, The State in India, Archaeology of Empires, South Asian Civilization in India

Theses directed (last five years): 22 PhD, 12 MA

Distinctions: Andrew W. Mellon Foundation New Directions Fellowship, 2010; Indiana Center for Cultural Exchange, 2007; Center for Advanced Study in the Social and Behavioral Sciences, Stanford, 2004; Board of Senior Fellows, University of Chicago Society of Fellows, 2002; American Association of University Women Postdoctoral Fellowship, 2000

Recent Publications: “Water in South India and Sri Lanka: Agriculture, Irrigation, Politics, and Purity” in History of Water and Civilization, Volume VII, Water and Humanity: an Historical Overview, Y. Yasuda and V. Scarborough, eds., UNESCO. (In Press); “Doorways to the Divine: Vijayanagara Reservoirs and Rural Devotional Landscapes,” South Asian Studies, 28:2 (2012) 157-169; “Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India,” Conservation and Society, 8:3 (2010) 182-195.

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

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

Education: Ph.D., University of Pennsylvania, 1996; B.A., University of California – Berkeley, 1985

Academic Experience: University Lecturer, Greek Papyrology, Spring 2009 – Spring 2011, Papyrological Institute, Leiden University; Lecturer, Fall 1996, Dept. of Near Eastern Studies, University of California, Berkeley; Teaching Assistant, Fall 1989 – Spring 1990, Dept. of Oriental Studies, University of Pennsylvania.

Languages: Coptic

Field Research or Experience: Egypt

Research/Teaching Specialization: Egyptology

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Approaches to the Study of the Ancient Near East

Distinctions: Gratema Stichting Grant, 2005-2008, Leiden University; School of Arts and Sciences Dissertation Fellowship, 1992-1993, University of Pennsylvania; Dept. of Oriental Studies Departmental Scholarships, 1990-1992, University of Pennsylvania; William Penn Fellowship, 1986-1990, University of Pennsylvania

Recent Publications: “Two ‘Orders for Burial’ from the Valley of the Kings,” *Journal of the American Research Center in Egypt* 45 (2009), p. 393-395; “A Late Ptolemaic Grapheion Archive in Berkeley,” p. 581-588 in T. Gagos (ed.), *Proceedings of the 25th International Congress of Papyrology*, Ann Arbor, July 29 – August 4, 2007 (American Studies in Papyrology, Special Edition. Ann Arbor: Scholarly Publishing Office, The University of Michigan Library, 2010)

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

Education: B.A., Yale University, 1986; M.A., Princeton University, 1989; Ph.D., Princeton University, 1992

Academic Experience: Professor, Department of History, University of Chicago, 2006-present; Charlotte Bloomberg Professor of the Humanities, Johns Hopkins University, 1996-2006; Director, Neubauer Collegium for Culture and Society, University of Chicago, 2012-2014; Dean, Division of the Social Sciences; 2014-present

Languages: German -4, French -4, Spanish -4

Overseas Experience: Germany, Spain, Israel

Research/Teaching Specialization: Christians, Jews, and Muslims in Medieval Europe and the Mediterranean

Percentage of time dedicated to Middle East Studies: 30%

Selected Courses: Jerusalem in Middle Eastern Civilization

Theses Directed (last five years): 1 PhD

Distinctions: Fellow, Wissenschaftskolleg zu Berlin, 2004-5; Johns Hopkins Alumni Association Excellence in Teaching Award, 2003; First Book Prize, Society for Spanish and Portuguese Historical Studies

Recent Publications: Anti-Judaism: The Western Tradition, (New York: W. W. Norton & Company, 2013); Judaism and Christian Art: Aesthetic Anxieties from the Catacombs to Colonialism, David Nirenberg and Herbert L. Kessler, eds., (Philadelphia: University of Pennsylvania Press, 2011); Communities of Violence: Persecution of Minorities in the Middle Ages, (Princeton, NJ: Princeton University Press, 1996).

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PADELA, Aasim. Assistant Professor of Medicine, Sections of Emergency Medicine and General Internal Medicine. Director, Initiative on Islam and Medicine. Tenure Track.

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

Academic Experience: Research Fellow, Department of Internal Medicine, University of Michigan, Ann Arbor MI (2008-2011); Postdoctoral Fellow Affiliate, Population Studies Center, Institute of Survey Research, University of Michigan, Ann Arbor MI (2009-2011)

Languages: Arabic

Research/Teaching Specialization: Bioethics and Islam

Percentage of Time Devoted to Middle East Studies: 25%

Selected Courses:

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

Recent Publications: Padela, AI. H. Shanawani, J. Greenlaw, H. Hamid, M. Aktas, N. Chin, "The perceived role of Islam in immigrant Muslim medical practice within the USA: an exploratory qualitative study. *J Med Ethics*.34:365-9 (2008); Padela, AI. and M.Heisler, "The Association between Perceived Post-9/11 Abuse and Discrimination and Psychological Distress, Level of Happiness and Health Status in Detroit-Area Arab Americans," *Amer J Public Health* 100:284-91 (2009).

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

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

Academic Experience: Professor, University of Chicago, July 1999-present; Assistant Professor, Dartmouth College, 1994-1999; Assistant Professor, Air University, 1991-1994; Visiting Professor, University of Michigan, 1990

Languages: German -4

Overseas Experience:

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

Percentage of time dedicated to Middle East Studies: 50%

Selected Courses: Strategy; Workshop: International Security Policy; International Relations Theory

Theses Directed (last five years): 5 PhD, 3 MA

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

Recent Publications: Dying to Win: The Strategic Logic of Suicide Terrorism, (Random House, 2005); "Soft Balancing against the United States," International Security (2005); "The Strategic Logic of Suicide Terrorism," American Political Science Review (2003)

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

Education: Ph.D., University of Chicago, 1974

Academic Experience: Department of Near Eastern Languages and Civilizations, University of Chicago, 1972-present

Languages: Hebrew -5, Aramaic -5, French -5

Overseas Experience: France, Syria, Israel

Research/Teaching Specialization: Northwest Semitic Languages, Ugaritic/Hebrew Poetics and Ritual

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Reading Course: Aramaic; Ugaritic; Intermediate Classical Hebrew

Theses Directed (past five years):

Distinctions:

Recent Publications: Les Textes Para-Mythologiques De La 24e Campagne (Ras Shamra Ougarit IV; Paris: Editions Recherche sur les Civilisations, 1988); "Ugaritic Bibliography," Archiv fur Orientforschung 34 (1987) 366-471.

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

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

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

Languages: Arabic -5, Urdu -5, Gujarati -5, Hindi -5, Persian-3

Overseas Experience: Syria Egypt India

Research/Teaching Specialization: Modern Arabic Literature Literary Translations, Medieval Islamic History, Medieval Islamic Literature, Islamic Law

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Classical Arabic Poetics; Sufi Literature; Advanced Arabic Syntax, Introduction to Arabic Poetry, Islamic Thought and Literature I (c. 600-950 C.E., college core)

Theses Directed (past five years): 18 PhD, 9 MA

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

Recent Publications: A Treasury of Virtues: Sayings, Sermons, and Teachings of 'Ali, facing page edition and translation of the Dustūr ma'ālim al-hikam wa-ma'thūr makārim al-shiyam compiled by al-Qādī al-Qudā'ī, with the Mi'at kalimah (One Hundred Proverbs attributed to al-Jāhiz, and an extended introduction, (New York: New York University Press, 2013), in the series Library of Arabic Literature, ed. Philip Kennedy et al., 2013; "Khoṭba," Encyclopaedia Iranica, Ehsan Yarshater, ed., online edition, 2013, available at <http://www.iranicaonline.org/articles/kotba-sermon>; "Bohras," in Encyclopaedia of Islam, 3rd edition, Kate Fleet, Gudrun Krämer, Denis Matringe, John Nawas and Everett Rowson, eds., E.J. Brill Online, 2013.

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ROBINSON, James. Associate Professor of the History of Judaism, Divinity School. Tenured.

Education: M. Phil, Oxford University; M.A. and Ph.D., Harvard University

Academic Experience: Associate Professor of the History of Judaism, The University of Chicago, The Divinity School, 2010-present; Assistant Professor of the History of Judaism, The University of Chicago, The Divinity School, 2003-2010; Visiting Research Fellow, The Institute for Advanced Studies, The Hebrew University of Jerusalem, Summer 2007; Dorot Junior Faculty Fellow, New York University, Skirball Department of Hebrew and Judaic Studies, 2000-2003

Languages: Biblical, Rabbinic, and Medieval Hebrew -4; Biblical and Talmudic Aramaic -4; Philosophical Arabic and Judaeo-Arabic -4; French -3, German -3

Overseas Experience: Israel

Research/Teaching Specialization: Medieval Jewish Intellectual History, Philosophy, Biblical Exegesis in the Islamic World and Christian Europe

Percentage of time dedicated to Middle East Studies: 50%

Selected Courses: Jerusalem in Middle Eastern Civilizations, Brauer Seminar: The Buddha in Barcelona, The Jews in Medieval Spain

Theses Directed (last five years): 2 PhD, 5 MA

Recent Publications: Sefer Nefesh ha-Adam: Perush Qohelet le-Rabbi Shemuel b. Yehudah Ibn Tibbon. Critical edition of the Hebrew text with introduction, notes, apparatus, and indices. Jerusalem: World Union of Jewish Studies, The David and Amalia Rosen Foundation, Sources for the Study of Jewish Culture. (Forthcoming, 2014); Asceticism, Eschatology, Opposition to Philosophy: The Arabic Translation and Commentary of Salmon b. Yeroham on Qohelet (Ecclesiastes). Critical edition of the Judaeo-Arabic text with annotated English translation and introduction. (Leiden and Boston: E.J. Brill, Karaite Texts and Studies, 2012); Samuel Ibn Tibbon's Commentary on Ecclesiastes, The Book of the Soul of Man. Texts and Studies in Medieval and Early Modern Judaism 20. (Tübingen: Mohr Siebeck, 2007).

ROKEM, Na'ama. Assistant Professor of Modern Hebrew Literature, Department of Near Eastern Languages and Civilizations. Tenure Track.

Education: PhD, Stanford University, 2006

Academic Experience: Assistant Professor of Modern Hebrew Literature, Department of Near Eastern Languages and Civilizations, 2009-present; Faculty Fellow at the Frankel Institute for Advanced Judaic Studies, University of Michigan, 2010-2011

Languages: Hebrew -5, German -5, Yiddish -4

Field Research or Experience: Israel

Research/Teaching Specialization: Modern Hebrew Literature, Cultural and Intellectual History of Zionism

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Jewish Thought and Literature 3; Israeli Poetry; Readings in World Literature

Theses Directed (past five years): 7 MA, 8 BA

Distinctions: Gray Center for Arts and Inquiry Grant for developing and co-teaching "Bilingualism Laboratory," 2014-2015; Faculty Fellow at the Franke Institute of Humanities, University of Chicago, 2013-2014; Center for Disciplinary Innovation Grant, for co-teaching a course on Bilingualism, 2011-2012; Faculty Fellow at the Frankel Institute for Advanced Judaic Studies, University of Michigan, 2010-2011

Recent Publications: Prosaic Conditions: Heinrich Heine and the Spaces of Zionist Literature, (Evanston, IL: Northwestern University Press, 2013); "German Hebrew Encounters in the Poetry and Correspondence of Yehuda Amichai and Paul Celan," Prooftexts, 30 (2010), 97-127; "Heinrich Heine, Theodor Herzl and the Poetics of Space," Journal of Modern Jewish Studies, 8:1 (2009), 65-82; "Zionism before the Law: The Politics of Representation in Herzl and Kafka," Germanic Review, 83:4 (2008), 321-342.

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

Appendix B: University of Chicago CMES Faculty and Staff Biographies

ROTH, Martha. Professor of Assyriology, Department of Near Eastern Languages and Civilizations. Tenured. Dean, Division of the Humanities.

Education: Ph.D., University of Pennsylvania, 1979

Academic Experience: Professor, Assyriology, University of Chicago, 1979-present

Languages: Assyrian -4, Sumerian -4, Hebrew -4, French -4, German -4

Field Research or Experience:

Research/Teaching Specialization: Mesopotamian Languages and Literatures, Social-Legal History

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Mesopotamian Literature in Translation; Introduction to Islamic Civilization; Reading Course: Near Eastern Civilization; Ob Alalakh and Mari

Theses Directed (past five years): 5 PhD

Distinctions: 1999-2000, Fellowship, Franke Institute for the Humanities; 1993, NEH Summer Stipend; 1986, American Council of Learned Societies, travel grant; 1984, NEH Summer Stipend; 1984, American Council of Learned Societies, Grant-in-Aid

Recent Publications: "Reading Mesopotamian Law Cases — PBS 5 100: A Question of Filiation," Journal of the Economic and Social History of the Orient, 44 (2001), 244–92. "Law and Gender: A Case Study from Mesopotamia," Gender and Law in the Hebrew Bible and the Ancient Near East, V. Matthews et al., eds. (Sheffield, UK: Sheffield Press, 1998), 178-184; Law Collections from Mesopotamia (Atlanta: Scholars Press, 1995, 1997 2nd edition).

SALEH, Marlis. Bibliographer for Middle Eastern Studies, Regenstein Library.

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

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

Languages: Arabic -5, Persian -4, French -3, German -3

Field Research or Experience: Egypt, Oman, Syria, Yemen, Morocco, Lebanon

Research/Teaching Specialization: Mamluk Studies, Medieval Middle Eastern History

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: none

Theses Directed (past five years): none

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

Recent Publications: Editor, Middle East Librarians Association MELA Notes (the official journal of the Middle East Librarians Association), 2008-present; Review of "The Middle East Online: Series 1: Arab-Israeli Relations, 1917–1970," The Charleston Advisor 13, no. 4 (April 2012); "Church Building, Repair, and Destruction in Fatimid Egypt," Ismaili and Fatimid Studies in Honor of Paul E. Walker, Bruce D. Craig, ed., Chicago Studies on the Middle East, no. 7, (Chicago: Middle East Documentation Center, 2010); "Al-Āḍid li-Dīn Allāh." The Encyclopaedia of Islam, 3rd edition (Leiden: E. J. Brill, 2007-present).

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SELLS, Michael. John Henry Barrows Professor of the History and Literature of Islam, Divinity School. Tenured.

Education: A.B. Gonzaga University, 1971; M.A. University of Chicago, 1977; Ph.D. University of Chicago, 1982

Academic Experience: John Henry Barrow Professor of the History and Literature of Islam, Divinity School, University of Chicago, 2005-present; Professor of Comparative Literature, University of Chicago, 2009-present; Professor of Religion and Emily Judson Baugh and John Marshall Gest Professor of Comparative Religion, Haverford College, 1995-2005

Languages: Arabic -5, Persian -3, French -3, German -3

Overseas Experience: Egypt, Morocco

Research/Teaching Specialization: Islamic Poetry, Construction of Muslim Enemy in the West, Qur'anic Language and Recitation, Arabic literature

Percentage of Time Devoted to Middle East Studies: 100%.

Selected courses: Islamic Love Poetry.

Theses Directed (last five years): 2 MA

Distinctions: Choice Academic Book of the Year Award (2004); Andrew Mellon New Directions Fellowship (2003)

Recent Publications: "Armageddon in Christian, Sunni, and Shia traditions," Oxford Handbook of Religion and Violence (Oxford University Press, 2012); "Finhas of Medina: Islam, 'the Jews', and the Construction of Militancy," in Religion, Violence, and the Interpretation of Sacred Texts, ed. John Renard, (University of California Press, 2012); "Day Falls Night" a translation of poem #39 from Ibn al-'Arabi's Turjuman al-Ashwāq, OccasionalReligion.Com, 29 November 2011.

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

Education: B.A., Vassar College, 1983; M.A., UCLA, 1989; Ph.D., UCLA, 1995

Academic Experience: Assistant and Associate Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1999-present; Assistant Professor, Indiana University of Pennsylvania, 1995-1999; Director, Center for Middle Eastern Studies, University of Chicago, 2007-2009

Languages: Turkish -4, Azerbaijani -2

Overseas Experience: Turkey, Greece, Spain

Research/Teaching Specialization: Ottoman History, History of the Early Turkish Republic, Nationalism, Intellectual History, The Woman Question in Ottoman Thought, 1870-1919

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: 1905: Constitutional Revolutions in the Middle East and Russia, Ottoman Empire/Coming Nationalism 1, 2, Introduction to the Ottoman Press, Women/Family in the Late Ottoman Empire, Modernization in the Ottoman Empire

Theses Directed (last five years): 5 PhD, 20 MA

Distinctions: Franke Institute Faculty Fellowship, U Chicago (2002-03).

Recent publications: "Womanhood Is Not for Sale: Sabiha Zekiriya Sertel Against Prostitution and for Women's Employment," The Journal of Middle East Women's Studies, Vol. 4, No. 3, Fall 2008; "If You Ask Me: Sabiha Sertel's Advice Column, Gender Equity, and Social Engineering in the Early Turkish Republic," The Journal of Middle East Women's Studies, Vol. 3, No. 2, Spring 2007; "Beauty is Nothing to Be Ashamed Of: Beauty Contests as tools of Women's Liberation in Early Republican Turkey," Comparative Studies in South Asia, Africa, and the Middle East: Special Issue on Sex, Gender and Family Structure, vol. 24, no. 1, Guest Editor of this volume.

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SHAWAMREH, Cynthia. Lecturer in Law, The University of Chicago Law School.

Education: J.D., The University of Chicago Law School, BA, Grinnell College

Research/Teaching Specialization: Sustainable and ethical development in the global economy, Islamic finance

Percentage of Time Devoted to Middle East Studies:

Selected Courses: Islamic Law and Finance; Introduction to Islamic Law; and Law, Politics, Economics and the Making of the Modern Middle East

Distinctions: Senior counsel for the City of Chicago Department of Law, Finance and Economic Development Division

Recent Publications: "The Legal Framework of Islamic Finance," in Contemporary Islamic Finance: Innovations, Applications and Best Practices, edited by Karen Hunt-Ahmed, John Wiley & Sons, Inc (2013); "Islamic Legal Theory and the Context of Islamist Movements" *Notre Dame Journal of International & Comparative Law* (2012).

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

Education: Ph.D. in Anthropology, University of Pennsylvania, 1988

Academic Experience: Northwestern University Anthropology Department - Full Professor, 2001-2002; Northwestern University Anthropology Department - Associate Professor, 1996-2001; Northwestern University Anthropology Department - Assistant Professor, 1990-1996; New York University Anthropology Department - Visiting Assistant Professor, 1989-1990; Smithsonian Institution, Postdoctoral Fellow, 1988-1989.

Overseas Experience: Turkey

Research/Teaching Specialization: Evolution of complex societies, political economy of early states, urbanism, Near Eastern archaeology

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses:

Distinctions: 2001 Fulbright Research Fellowship – Turkey (declined for family health reasons); 2000 School of American Research (Santa Fe, NM) - Advanced Seminar Organizer; 1998 American Anthropological Association- Distinguished Lecture in Archaeology

Recent Publications: Gil J. Stein and Rana Ozbal, "A tale of Two *Oikumenai*: Variation in the Expansionary Dynamics of 'Ubaid and Uruk Mesopotamia'". Pp 356-370 in: Elizabeth C. Stone, ed. Settlement and Society: Ecology, urbanism, trade and technology in Mesopotamia and Beyond (Robert McC. Adams Festschrift). Los Angeles, Cotsen Institute of Archaeology (2006); "Invisible' Social Sectors in Early Mesopotamian State Societies". Pp 121-148 In V. Scarborough (ed.) A Catalyst for ideas: Anthropological Archaeology and the Legacy of Douglas W. Schwartz. Santa Fe, SAR Press

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STERN, Josef. Professor of Philosophy, Department of Philosophy. Tenured. Director, Chicago Center for Jewish Studies.

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

Academic Experience: Professor, Department of Philosophy, University of Chicago, 1998-present; Associate Professor, University of Chicago, 1988-98; Assistant Professor, University of Chicago, 1981-88; William Rainey Harper Fellow in the College, 1979-81

Languages: Hebrew -4, Arabic -1, French -3, German -2

Overseas Experience: Israel

Research/Teaching Specialization: Philosophy of Language and Linguistics, Jewish Philosophy

Percentage of Time Devoted to Middle East Studies: 30%

Selected Courses: Medieval Philosophy; Recent Topics: Philosophy of Language; Judaic Civilization

Theses Directed (past five years): 14 PhD

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

Recent Publications: "Metaphor and Minimalism," Philosophical Studies (February 2011); Adaptations and Innovations: Studies on the Interaction between Jewish and Islamic Thought and Literature from the Early Middle Ages to the Late Twentieth Century, Dedicated to Professor Joel L. Kraemer, Ed. with Y. T. Langermann, (Paris-Louven: Peeters, 2007).

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

Education: B.A., Harvard College, 1965; M.A., University of Michigan, 1967; Ph.D., University of Michigan, 1974

Academic Experience: Professor, Department of Near Eastern Languages and Civilizations, University of Chicago, 1987-present; Associate Professor, University of Chicago, 1980-86, Associate Professor, Near Eastern Studies, University of Michigan, 1979-80; Assistant Professor, University of Michigan, 1975-79

Languages: Akkadian -4, Elate -4, Old Persian -3, Sumerian -1, Hebrew -1, Ugaritic -1, Persian -1, German -2

Overseas Experience: Iran, Libya

Research/Teaching Specialization: Late Babylonian Legal Texts, History of Ancient Iran

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Elementary Akkadian, Akkadian Historical Texts, Akkadian and Achaemenid Period, Reading Course: Near Eastern Languages, Reading Course: Ancient Mediterranean World

Theses Directed (past five years): 3 PhD

Distinctions: 1995, Provost's Program for Academic Technology Innovation;

Recent Publications: "How Many Fortification Tablets Are There?" Les archives des Fortifications de Persépolis dans le monde achéménide, (Actes du colloque international sur les Archives de Persépolis, Collège de France, Paris, November, 2006), ed. Pierre Briant et al. Persika 11 Paris: de Boccard, 2009, 27-50; With Charles E. Jones, "Iranica in Post-Achaemenid Babylonian Texts," in La transition entre l'empire achéménide et les royaumes hellénistique (verse 350-300 av. J.C.). Actes du colloque international, Paris, Collège de France (22-23 November 2004), ed. P. Briant and F. Joannès Persika, (Paris: de Boccard, 2007) 223-260; "Kasr Texts: Excavated, but not in Berlin" in Studies Presented to Robert D. Biggs, ed. Martha T. Roth et al., from the Workshop of the Assyrian Dictionary, 2, (Chicago: Oriental Institute, 2007) 243-283.

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WASSERSTEIN, Bernard. Harriet & Ulrich E. Meyer Professor Emeritus of Modern European Jewish History, Department of History.

Education: B.A., Oxford University, 1969; M.A., Oxford University, 1972; D.Phil., Oxford University, 1974; D.Litt., Oxford University, 2001

Academic Experience: Professor, University of Glasgow, 2000-2003; President, Oxford Centre for Hebrew and Jewish Studies and Fellow of St. Cross College, 1996-2000; Professor, Brandeis University, 1982-96; Associate Professor, Brandeis, 1980-82; Visiting Lecturer, Hebrew University, 1979-80; Lecturer, Sheffield University, 1976-79

Languages: German -5, Polish -4, Arabic -3, Hebrew -3

Field Research or Experience: Israel

Research/Teaching Specialization: Jewish and Middle Eastern History, Politics and Diplomacy of Twentieth Century Europe

Percentage of Time Devoted to Middle East Studies: 75%

Selected Courses: Genocide of European Jews 1933-1945, Seminar: Palestine-Arabs/Jews

Theses Directed (past five years):

Distinctions: 2008, Visiting Fellowship, Sackler Institute of Advanced Studies, Tel Aviv University; 2007-08, John Simon Guggenheim Foundation Fellowship;

Recent Publications: On the Eve: the Jews of Europe Before the Second World War, (New York: Simon and Schuster, 2012); Barbarism and Civilization: Europe in Our Time, (Oxford: Oxford University Press, 2007); Israelis and Palestinians: Why Do They Fight? Can They Stop?, (New Haven: Yale University Press, 2003); Vanishing Diaspora: The Jews in Europe since 1945, (Cambridge: Harvard University Press, 1996).

WEDEEN, Lisa. Mary R. Morton Professor of Political Science, Department of Political Science. Tenured. Co-Director of the Chicago Center for Contemporary Theory.

Education: B.A., University of California – Berkeley; 1986, M.A., University of California – Berkeley, 1987; Ph.D., University of California – Berkeley, 1995

Academic Experience: Mary R. Morton Professor of Political Science, University of Chicago, 2012-present; Professor of Political Science, University of Chicago, 2010-2012; Associate Professor of Political Science, University of Chicago, 2005-2010; Assistant Professor of Political Science, University of Chicago, 1997-2005; Assistant Professor, Government, Wesleyan University, 1996-97; Visiting Faculty Appointment, Political Science, University of Chicago, 1995-96

Languages: Arabic -4, French -4

Overseas Experience: Syria, Yemen, Egypt, France

Research/Teaching Specialization: Comparative Politics, Political Theory, Feminist Theory

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Self, Culture and Society; Authoritarianism/Change: Middle East; Special Topics in the Middle East: Contemporary Theory

Theses Directed (past five years): 3 PhD, 5 MA

Distinctions: 1996, Malcolm H. Kerr Dissertation Award, Middle East Studies Association (honorable mention)

Recent Publications: "Ideology and Humor in Dark Times: Notes from Syria," Critical Inquiry 39 (2013); Peripheral Visions: Publics, Power, and Performance in Yemen (Chicago: University of Chicago Press, 2008).

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WHITCOMB, Donald. Professor of Islamic Archaeology, NELC. Tenured.

Education: Ph.D., University of Chicago, 1979

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

Languages: Persian -2, Arabic -1

Field Research or Experience: Egypt, Jordan, Syria, Iran, Oman

Research/Teaching Specialization: Archaeology

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Art/Archaeology of the Near East, Egypt after the Pharaohs, Reading Course: Near Eastern Archaeology

Theses Directed (past five years): 5 PhD

Distinctions: 1995 and 1993, van Berchem Society, subvention for Aqaba excavations; 1992-93 and 1987-89, USAID Aqaba excavations

Recent Publications: "Archaeological evidence of the early mosque in Arabia" in Religious texts and material contexts, J. Neusner and J. F. Strange, eds., (Lanham, MD: 2001) 185-97; "Umayyad and Abbasid periods" in The Archaeology of Jordan, B. MacDonald et al., eds., (Sheffield, UK: 2001) 503-513; "Islamic Settlement and Chronology in Fars: An Archaeological Perspective," Iranica Antiqua 34 (1999) 309-324; "Out of Arabia: Early Islamic Aqaba in its Regional Context" in Colloque International D'Archeologie Islamique R-P. Gayraud, ed. (Cairo: IFAO, 1998)

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

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

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

Languages: Persian -5, Arabic -4, Turkish -3, French -4, Spanish -4, Italian -3, German -2, Portuguese -2, Russian -2, Modern Greek -2

Overseas Experience: Iraq, Lebanon, Egypt, Iran, Uzbekistan, Tajikistan, Turkey, Israel/Palestine, Syria

Research/Teaching Specialization: Political and Social History of Turkey, Iran, Central Asia (13th-18th Century)

Percentage of Time Devoted to Middle East Studies: 100%

Selected Courses: Islamic Middle East: 1000-1700; The Age of Timur; The Mongol World Empire; Introduction to the Study of Islamic History; Iran under the Safavids; Persian Paleography and Diplomats

Theses Directed (past five years): 9 PhD, 17 MA

Distinctions: 2014, Llewellyn John and Harriet Manchester Quantrell Award for Excellence in Undergraduate Teaching, University of Chicago; 2008, Farabi International Award in the Humanities and Islamic Studies presented by the Iranian Ministry of Science, Research, and Technology and UNESCO; 2001, US Academic Director, Chinggis Khan Geo-Historical Expedition; Director, Center for Middle Eastern Studies, 1985-1991, 1996-2004.

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

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

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ZONIS, Marvin. Professor Emeritus of Business, Booth School of Business.

Education: B.A., Yale University, 1958; M.B.A., Harvard School of Business, 1959; Ph.D., M.I.T., 1968

Academic Experience: Professor, Booth School Business, University of Chicago, 1989-present; Professor, Psychology, University of Chicago, 1989-91; Associate Professor, Behavioral Sciences, University of Chicago, 1973-89; Assistant Professor, Social Sciences, University of Chicago, 1966-73; Director, Center for Middle Eastern Studies, University of Chicago, 1976-1979

Languages: Persian -3, French -3

Overseas Experience: Iran, Israel, France, Italy, Russia, China

Research/Teaching Specialization: Iranian Politics, Politics and Economics of the Middle East, Oil and Energy

Percentage of Time Devoted to Middle East Studies: 20%

Selected Courses: Business in the Electronic Economy, Politics/Economic Development, Theories of Leadership, Readings: Social Sciences

Theses Directed (past five years): 4 PhD, 6 MA

Distinctions: 1980-83, National Science Foundation grant; 1980-81, Joint Committee on Near and Middle East, Social Science Research Council and American Council of Learned Societies Research Award

Recent Publications: The Kimchi Matters: Global Business and Local Politics in a Crisis-Driven World, (Chicago: Agate, 2003); "The New Oil Shock: Political Instability is Next," Petroleum Intelligence Weekly, February 1, 1999; "Middle East Forecast Grim," Chicago Sun Times, March 21, 1999.

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Course Code	Section Number	Course Title	Instructor	% ME Content	Cross-listed	2012-2013 Enrollments			2013-2014	2014-2015
						Term	UG	G		
Division of Humanities										
Art History										
ARTH 16709	1	Islamic Art & Architecture, 1100-1500	Berlekamp Persis	100%	NEHC 16709	Spring			X	
ARTH 16809	1	Islamic Art & Architecture 1500-1900	Berlekamp Persis	100%		Spring	25	0	25	X
ARTH 17205	1	Islamic Gardens in Landscape and Image	Berlekamp Persis	100%	NEHC 17205	Winter			X	
ARTH 18700	1	The Arts of Arabic and Persian Manuscripts	Berlekamp Persis	100%	NEAA 18700	Winter	14	0	14	
ARTH 23400	1	Art, Architecture, and Identity in the Ottoman Empire	Berlekamp Persis	100%	ARTH 33400 NEAA 20801 NEAA 30801	Winter	6	7	15	X
ARTH 28002	1	Islamic Art & Architecture of the Medieval Perso-Turkic Courts	Berlekamp Persis	100%		Winter			X	
ARTH 42009	1	Art, Science, & Magic in the Pre-Modern	Berlekamp Persis	100%	NEHC 40723	Spring	0	8	8	
ARTH 42106	1	Arts of the Book in the Islamic World	Berlekamp Persis	100%	NEHC 30685	Autumn			X	
ARTH 49800	1	Independent Research: Art	Berlekamp Persis	100%		Autumn			X	X
Humanities										
HUMA 12100	1	Greek Thought And Literature-2	Wild Christopher	25%		Winter	16	0	16	X
Music										
MUSI 10200	2	Introduction To World Music	Faber William	25%		Winter	17	0	17	
MUSI 43613	1	Music and Global Nationalisms	Bohman Philip	50%		Autumn				X
Near Eastern Languages and Civilizations										
Ancient Anatolian Languages										
AANL 10101	1	Elementary Hittite-1	van den Hout Theo	100%	LGLN 24600 LGLN 34600	Autumn	2	1	3	X
AANL 10102	1	Elementary Hittite-2	van den Hout Theo	100%	LGLN 24700 LGLN 34700	Winter	2	1	3	X
AANL 10103	1	Elementary Hittite-3	Goedegebuure Petra	100%	LGLN 24800 LGLN 34800	Spring	2	1	3	X
AANL 20125	1	Advanced Readings: Hittite	van den Hout Theo	100%		Autumn	3	1	4	X
AANL 30701	1	Linguistic Methods in Extinct Languages	Goedegebuure Petra	100%	LING 31410	Spring	1	5	7	X
AANL 30701	1	Elementary Akkadian								
AKKD 10101	1	Elementary Akkadian-1	Farber Walter T	100%		Autumn	4	6	11	X
AKKD 10102	1	Elementary Akkadian-2	Farber Walter T	100%		Winter	3	5	8	X
AKKD 10103	1	Elementary Akkadian-3	Gauthier Paul	100%		Spring	3	5	8	X

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

Courses in "2014-2015" column marked with "*" will be supported with Title VI funds

Course Code	Section Number	Course Title	Instructor	% ME Content	Cross-listed	2012-2013 Enrollments				2013-2014	2014-2015
						Term	UG	G	Tot.		
Arabic											
ARAB 10100	94	Elementary Modern Arabic for CPS Students	Mabra Joshua	100%		Summer	0	0	17		X
ARAB 10101	1	Elementary Arabic-1	Forster Noha	100%		Autumn	11	3	14	X	X
ARAB 10101	2	Elementary Arabic-1	abu-Eledam Osama	100%		Autumn	9	3	12	X	X
ARAB 10101	3	Elementary Arabic-1	Eissa Muhammad	100%		Autumn	11	3	14	X	X
ARAB 10101	4	Elementary Arabic-1	Heikkinen Kay	100%		Autumn	9	7	16	X	X
ARAB 10101	5	Elementary Arabic-1	Mabra Joshua	100%		Autumn	7	0	7	X	X
ARAB 10101	91	Elementary Arabic-1	Bronson Catherine	100%		Summer	0	3	11	X	X
ARAB 10102	1	Elementary Arabic-2	Forster Noha	100%		Winter	10	4	14	X	X
ARAB 10102	2	Elementary Arabic-2	abu-Eledam Osama	100%		Winter	13	2	15	X	X
ARAB 10102	3	Elementary Arabic-2	Mabra Joshua	100%		Winter	10	4	14	X	X
ARAB 10102	4	Elementary Arabic-2	Heikkinen Kay	100%		Winter	11	6	18	X	X
ARAB 10102	91	Elementary Arabic-2	Bronson Catherine	100%		Summer	1	3	10	X	X
ARAB 10103	1	Elementary Arabic-3	Forster Noha	100%		Spring	10	6	16	X	X
ARAB 10103	2	Elementary Arabic-3	abu-Eledam Osama	100%		Spring	11	3	14	X	X
ARAB 10103	3	Elementary Arabic-3	Mabra Joshua	100%		Spring	7	3	10	X	X
ARAB 10103	4	Elementary Arabic-3	Heikkinen Kay	100%		Spring	13	4	17	X	X
ARAB 10103	91	Elementary Arabic-3	Bronson Catherine	100%		Summer	1	3	7	X	X
ARAB 10250	1	Colloquial Levantine Arabic	abu-Eledam Osama	100%		Spring	7	9	16	X	X
ARAB 10251	1	Colloquial Egyptian Arabic-1	Abdel Mobdy Hala	100%		Autumn				X	
ARAB 15013	99	Elementary Arabic in Rabat	Staff	100%		Winter					X
ARAB 15015	99	Intermediate Arabic in Rabat	Staff	100%		Winter					X
ARAB 15017	99	Advanced Arabic in Rabat	Staff	100%		Winter					X
ARAB 15000	99	Arabic in Cairo	Staff	100%		Winter	23	0	23		X
ARAB 15001	99	Arabic in Jerusalem	Abroad Staff	100%		Spring	14	0	14	X	X
ARAB 20100	94	Intermediate Modern Arabic for CPS Students	Forster Noha	100%		Summer	0	0	13	X	X
ARAB 20101	1	Intermediate Arabic-1	Forster Noha	100%		Autumn	8	8	16	X	X
ARAB 20101	2	Intermediate Arabic-1	abu-Eledam Osama	100%		Autumn	6	0	6	X	X
ARAB 20101	3	Intermediate Arabic-1	Heikkinen Kay	100%		Autumn	10	1	11	X	X
ARAB 20101	91	Intermediate Arabic-1	abu-Eledam Osama	100%		Summer	1	6	8	X	X
ARAB 20102	1	Intermediate Arabic-2	Forster Noha	100%		Winter	6	7	13	X	X
ARAB 20102	2	Intermediate Arabic-2	abu-Eledam Osama	100%		Winter	7	1	8	X	X
ARAB 20102	3	Intermediate Arabic-2	Heikkinen Kay	100%		Winter	10	1	11	X	X
ARAB 20102	91	Intermediate Arabic-2	abu-Eledam Osama	100%		Summer	1	5	6	X	X
ARAB 20103	1	Intermediate Arabic-3	Forster Noha	100%		Spring	8	7	15	X	X
ARAB 20103	2	Intermediate Arabic-3	abu-Eledam Osama	100%		Spring	4	1	5	X	X
ARAB 20103	3	Intermediate Arabic-3	Heikkinen Kay	100%		Spring	11	1	12	X	X
ARAB 20103	91	Intermediate Arabic-3	abu-Eledam Osama	100%		Summer	1	4	5	X	X

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Course Code	Section Number	Course Title	Instructor	% ME Content	Cross-listed	2012-2013 Enrollments			2013-2014	2014-2015	
						Term	UG	G			
ARAB 30201	1	High Intermediate Modern Standard Arabic-1	Mustafa Farouk	100%		Autumn	16	8	24	X	X
ARAB 30202	1	High Intermediate Modern Standard Arabic-2	Mustafa Farouk	100%		Winter	13	8	21	X	X
ARAB 30203	1	High Intermediate Modern Standard Arabic-3	Miller Nathaniel	100%		Spring	10	8	18	X	X
ARAB 30301	1	High Intermediate Classical Arabic-1	Eissa Muhammad	100%		Autumn	0	8	8	X	X
ARAB 30302	1	High Intermediate Classical Arabic-2	Hassan Soloman	100%		Winter	0	8	8	X	X
ARAB 30303	1	High Intermediate Classical Arabic-3	Hassan Soloman	100%		Spring	0	7	7	X	X
ARAB 30352	1	Arabic Through Maghribi Literature	Choudar Lakhdar	100%		Winter				X	X
ARAB 30390	1	Arabic in its Social Context	Forster Noha	100%		Autumn	3	3	6	X	X
ARAB 30551	1	History and Modern Arabic Literature	Bashkin Ori	100%		Spring	1	10	12		
ARAB 30588	1	Media Arabic	Abdel Mobby Hala	100%		Spring				X	X
ARAB 30698	1	Studies in the Qur'an	Neuwirth Angelika	100%	NEHC 20698	Autumn	0	6	6		
ARAB 30699	1	Reading the Qur'an as a Late Antique Text	Neuwirth Angelika	100%	NEHC 30699	Autumn	1	15	17		
ARAB 40101	1	Advanced Arabic Syntax	Qutbuddin Tahera	100%	NEHC 30699	Winter				X	
ARAB 40102	1	Advanced Arabic Syntax-2	Qutbuddin Tahera	100%		Spring				X	
ARAB 40300	1	Arabic Sufi Poetry	Sells Michael	100%	ISLM 50300	Autumn	0	5	6		
ARAB 40355	1	Rdgs: Modern Arabic Lit-1	Mustafa Farouk	100%	RLIT 50300	Autumn	0	2	3		
ARAB 40356	1	Rdgs in Modern Arabic Literature-2	Mustafa Farouk	100%		Winter	1	4	6		
ARAB 40383	1	Seminar: Poetry (Al-Mutanabbi)	Qutbuddin Tahera	100%		Spring				X	
ARAB 40384	1	Pre-Islamic Poetry: Mu'allaqat, Sa'alik, Ritha'	Qutbuddin Tahera	100%		Spring					X
ARAB 40386	1	Abbasid Prose: Ibn al-Muqaffa', Jahiz, Tawhidi, Badi' al-Zaman.	Qutbuddin Tahera	100%		Winter					X
ARAB 40388	1	Readings in Early Islamic Apocalyptic Literature	Donner Fred M	100%		Spring	0	12	12		
ARAB 40415	1	Arabic Palaeography and Epigraphy	Donner Fred M	100%		Spring				X	
ARAB 40900	1	Readings in Al-Mizan, Allama Tabatabai's Quranic Exegesis	Doostdar Alireza	100%		Winter				X	
ARAB 40911	1	The Contemporary Egyptian Novel & Classical Arabic Heritage	Al-Ghitany Gamal	100%		Autumn				X	
ARAB 40925	1	Readings in Islamic Law	El Shamsy Ahmed	100%	NEHC 40925	Autumn	1	14	15		
ARAB 49000	48	Thesis Research	Forster Noha	100%		Winter	0	1	1		
ARAB 49900	5	Reading Course: Arab/I	Donner Fred M	100%		Spring				X	
ARAB 49900	41	Reading Course: Arab/I	Sells Michael	100%		Autumn	0	1	1	X	X
ARAB 49900	41	Reading Course: Arab/I	Heikkinen Kay	100%		Spring	0	1	1	X	X
ARAB 49900	41	Reading Course: Arab/I	Heikkinen Kay	100%		Autumn	0	1	1	X	X
ARAB 49900	41	Reading Course: Arab/I	Heikkinen Kay	100%		Spring	0	1	1	X	X
ARAB 49900	41	Reading Course: Arab/I	Heikkinen Kay	100%		Winter	0	1	1	X	X
ARAB 49900	47	Reading Course: Arab/I	Eissa Muhammad	100%		Autumn	0	1	1		

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Course Code	Section Number	Course Title	Instructor	% ME Content	Cross-listed	2012-2013 Enrollments				2013-2014	2014-2015
						Term	UG	G	Tot.		
ARAB 49900	48	Reading Course: Arab/I	Forster Noha	100%		Winter	0	1	1	X	X
ARAB 49900	49	Reading Course: Arab/I	abu-Eledam Osama	100%		Spring	0	1	1	X	X
ARAB 49900	49	Reading Course: Arab/I	abu-Eledam Osama	100%		Winter	0	1	1		X
ARAB 49900	54	Reading Course: Arab/I	El Shamsy Ahmed	100%		Autumn				X	
Aramaic											
ARAM 10101	1	Biblical Aramaic	Creason Stuart	100%	JWSC 11000	Autumn	0	8	8		
ARAM 10102	1	Old Aramaic Inscriptions	Creason Stuart	100%	JWSC 11100	Spring	0	5	5		
ARAM 10103	1	Imperial Aramaic	Creason Stuart	100%	JWSC 11200	Winter	0	7	7		
ARAM 20404	1	Advanced Syriac-1	Creason Stuart	100%		Winter	0	2	2	X	X
ARAM 20405	1	Advanced Syriac-2	Creason Stuart	100%		Spring	0	2	2	X	X
Armenian											
ARME 10101	1	Elementary Modern Armenian-1	Haroutunian Hripsime	100%	LGLN 10101	Autumn	1	1	2	X	X*
					EEUR 21200						
					EEUR 31200						
ARME 10102	1	Elementary Modern Armenian-2	Haroutunian Hripsime	100%		Winter	1	2	3	X	X*
ARME 10103	1	Elementary Modern Armenian-3	Haroutunian Hripsime	100%		Spring	1	2	3	X	X*
ARME 20101	1	Intermediate Modern Armenian-1	Haroutunian Hripsime	100%	LGLN 10103	Autumn	0	1	1	X	X*
ARME 20102	1	Intermediate Modern Armenian-2	Haroutunian Hripsime	100%	LGLN 20101	Winter	0	1	1	X	X*
ARME 20103	1	Intermediate Modern Armenian-3	Haroutunian Hripsime	100%		Spring	0	1	1	X	X*
Egyptian											
EGPT 10101	1	Intro Mid Egypt Hieroglyphs-1	Johnson Janet H	100%		Autumn	7	2	9	X	X
EGPT 10102	1	Intro to Middle Egyptian Hieroglyphs-2	Johnson Janet H	100%		Winter	3	2	5	X	X
EGPT 10103	1	Middle Egyptian Texts-1	Johnson Janet H	100%	ANCM 30502	Spring	3	2	5	X	X
EGPT 10201	1	Introduction To Coptic	Mulhs Brian	100%	HCHR 30601	Autumn	1	3	4	X	X
EGPT 10202	1	Coptic Texts	Ritner Robert	100%		Winter	0	1	1	X	X
EGPT 20101	1	Middle Egyptian Texts-2	Ritner Robert	100%		Autumn	0	3	3	X	X
EGPT 20102	1	Introduction to Hieratic	Lockhart Kate	100%		Winter	0	2	2	X	X
EGPT 20110	1	Introduction to Old Egyptian	Mulhs Brian	100%		Spring	0	3	3	X	X
EGPT 20210	1	Introduction to Late Egyptian	Winnerman Jonathan	100%		Spring	0	3	3	X	X
EGPT 20211	1	Late Egyptian Texts	Johnson Janet H	100%	ANCM 34200	Autumn	0	1	1	X	X
EGPT 49900	12	Rdg/Rsch: Egyptology	Johnson Janet H	100%		Winter	0	1	1	X	X
EGPT 49900	19	Rdg/Rsch: Egyptology	Ritner Robert	100%		Winter	0	1	1	X	X
Hebrew											
HEBR 10101	1	Elementary Classical Hebrew-1	Creason Stuart	100%	JWSC 22000	Autumn	1	2	3	X	X
HEBR 10102	1	Elementary Classical Hebrew-2	Song Min Won	100%	JWSC 22100	Winter	1	2	3	X	X
HEBR 10103	1	Elementary Classical Hebrew-3	Song Min Won	100%	JWSC 22200	Spring	0	2	2	X	X
HEBR 10501	1	Introductory Modern Hebrew-1	Finkelstein Ariela	100%	JWSC 25000	Autumn	10	2	12	X	X*
HEBR 10502	1	Introductory Modern Hebrew-2	Finkelstein Ariela	100%	JWSC 25100	Winter	10	1	11	X	X*
HEBR 10503	1	Introductory Modern Hebrew-3	Finkelstein Ariela	100%	JWSC 25200	Spring	8	1	9	X	X*
HEBR 15001	99	Hebrew in Jerusalem	Abroad Staff	100%		Spring	8	0	8	X	X

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						Term	UG	G	Tot.		
HEBR 20104	1	Intermed Classical Hebrew-1	Pardee Dennis G	100%	JWSC 22300	Autumn	0	7	7	X	X
HEBR 20105	1	Intermed Classical Hebrew-2	Pardee Dennis G	100%	JWSC 22400	Winter	0	5	5	X	X
HEBR 20106	1	Intermed Classical Hebrew-3	Pardee Dennis G	100%	JWSC 22500	Spring	0	5	5	X	X
HEBR 20301	1	Tannaitic Hebrew Texts-1	Golb Norman	100%	JWSC 22302	Autumn	0	1	1	X	X
HEBR 20302	1	Tannaitic Hebrew Texts-2	Golb Norman	100%	JWSC 22302	Winter	0	1	1	X	X
HEBR 20501	1	Intermediate Modern Hebrew-1	Finkelstein Ariela	100%	JWSC 25300	Autumn	7	1	8	X	X*
HEBR 20502	1	Intermediate Modern Hebrew-2	Finkelstein Ariela	100%	JWSC 25400	Winter	6	1	7	X	X*
HEBR 20503	1	Intermediate Modern Hebrew-3	Finkelstein Ariela	100%	JWSC 25500	Spring	4	1	5	X	X*
HEBR 30501	1	Advanced Modern Hebrew-1	Finkelstein Ariela	100%	JWSC 25600	Autumn	11	2	13	X	X*
HEBR 30502	1	Advanced Modern Hebrew-2	Finkelstein Ariela	100%	JWSC 25700	Winter	7	1	8	X	X*
HEBR 30503	1	Advanced Modern Hebrew-3	Finkelstein Ariela	100%	JWSC 25800	Spring	5	1	6	X	X*
HEBR 30601	1	Advanced Readings in Modern Hebrew-1	Rokem Na'ama	100%	JWSC 25601	Spring	1	2	3		X
HEBR 40410	1	Modern Hebrew Language in Israeli Media-4	Staff	100%		Autumn					X
HEBR 49900	35	Reading Course:Hebrew	Finkelstein Ariela	100%		Autumn	0	1	1	X	X*
HEBR 49900	35	Reading Course:Hebrew	Finkelstein Ariela	100%		Summer	0	1	1	X	X*
HEBR 49900	35	Reading Course:Hebrew	Finkelstein Ariela	100%		Winter	0	1	1	X	X*
Kazakh											
KAZK 10102	1	Elementary Kazakh-2	Arik Kagan	100%		Spring				X	
KAZK 49900	0	Reading and Research	Arik Kagan	100%		Autumn					X*
		Near Eastern Art & Archaeology									
NEAA 20001	1	Archaeology of the Ancient Near East-1; Mesopotamia	Gibson McGuire	100%	NEAA 30001	Autumn	3	7	10	X	X
NEAA 20002	1	Archaeology of the Ancient Near East-2; Anatolia	Yener Aslihan K	100%	NEAA 30002	Winter	3	1	4	X	X
NEAA 20005	1	Archaeology of the Ancient Near East-5: Islamic Period	Whitcomb Donald S	100%	NEAA 30005	Spring	1	3	4	X	X
NEAA 20045	1	Economic Organization of Ancient Complex Societies	Stein Gil J	100%	NEAA 30005	Spring					
NEAA 20051	1	Method/Theory in Near Eastern Archaeology	Rowan Yorke	100%	NEAA 30051	Winter	0	2	2	X	X
NEAA 20061	1	Ancient Landscape-1: Near East	Branting Scott	100%	NEAA 30062	Autumn	14	9	23	X	X
NEAA 20062	1	Ancient Landscapes-2	Branting Scott	100%	NEAA 30062	Winter					
NEAA 20533	1	Problems Islamic Archaeology	Whitcomb Donald S	100%	NEAA 30533	Autumn				X	X

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						Term	UG	G	Tot.		
NEAA 20541	1	Islamic Pottery	Whitcomb Donald S	100%	NEAA 30541	Autumn	1	1	2		
					ANTH 26715						
					ANTH 36715						
NEAA 30030	1	Rise Of The State In Near East	Stein Gil J	100%	NEAA 20030	Winter	7	4	11		X
NEAA 30130	1	Digging Mudbrick Architecture	Gibson McGuire	100%		Autumn					X
NEAA 30091	1	Field Archaeology	Moeller Nadine	100%		Autumn	0	2	2		X
		Near Eastern History & Civ									
NEHC 10101	1	Intro To The Middle East	Donner Fred M	100%	HIST 15801	Spring	39	0	39	X	
NEHC 10200	94	Anc Egypt Lang/Culture/History	Bailteul-Lesuer Rozenn	100%		Summer	0	0	15		
		Ancient Near Eastern Thought & Literature-1:									
NEHC 20004	1	Mesopotamian Lit	Woods Christopher	100%	NEHC 30004	Autumn	19	3	22	X	X
NEHC 20011	1	Ancient Empires-1	Haroutunian Hripsime	100%	HIST 15602	Autumn	50	0	50	X	X
NEHC 20012	1	Ancient Empires-2	Karateke Hakan	100%	HIST 15603	Winter	45	0	45	X	X
NEHC 20013	1	Ancient Empires-3	Moeller Nadine	100%	CLCV 25800	Spring	58	0	58	X	X
					HIST 15604						
					CLCV 25900						
					CREC 20002						
					HIST 22406						
NEHC 20402	1	Jewish History and Society II	Bashkin Orit	100%	JWSC 20002	Winter				X	X
NEHC 20403	1	Jewish History and Society III	Bashkin Orit	100%	NEHC 30402	Spring	17	3	20	X	X
					NEHC 30403						
					NEHC 30501						
		Islamic History & Society-1: The Rise of Islam & the Caliphate			HIST 25704						
					HIST 35704						
NEHC 20501	1	Islamic History & Society-3:The Modern Middle East	Donner Fred M	100%	ISLM 30500	Autumn	53	38	92	X	X
NEHC 20503	0	Mughal India: Tradition & Transition	Shissler Ada Holly	100%	NEHC 30503	Spring	24	20	45	X	X
NEHC 20570	1	Islamic Thought & Literature-1	Alam Muzaffer	100%	HIST 35904	Winter	2	6	8		X
NEHC 20601	1	Islamic Thought & Literature-2	Qutbuddin Tahera	100%	NEHC 30570	Autumn	36	7	43	X	X
NEHC 20602	1	Islamic Thought & Literature-3	Lewis Franklin	100%	NEHC 30601	Winter	23	5	28	X	X
NEHC 20603	0	Introduction to Islamic Philosophy	El Shamsy Ahmed	100%	SOSC 22000	Spring	21	21	42	X	X
NEHC 20630	1	History of the Fatimid Caliphate	Walker Paul	100%	NEHC 30602						
					ISLM 30630						
					NEHC 30630						
					ISLM 30630						
					NEHC 30645						
NEHC 20645	1	History of the Fatimid Caliphate	Walker Paul	100%	HIST 24401	Spring	3	7	10		
					HIST 34401						

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						Term	UG	G		
NEHC 20750	1	Rumi's Masnavi and the Persian Sufi Tradition	Lewis Franklin	100%	NEHC 30750 ISLM 30750	Autumn	2	5	9	
					NEHC 30765 EUR 23400 EUR 33400 MUSI 23503 MUSI 33503 ANTH 25905					
NEHC 20765	1	Introduction to the Musical Folklore of Central Asia	Arik Kagan	100%	NEHC 30834	Spring	10	2	12	X*
NEHC 20834	1	The Social and Economic History of the Late Ottoman Empire	Corra Yasar	100%	HIST 24113	Autumn	4	2	6	
NEHC 20884	1	Brighter Side of Balkans: Humor & Satire in Literature & Film	Ilieva Angelina	100%	NEHC 30884	Spring	3	0	3	
NEHC 20885	1	Returning the Gaze: The Balkans and Western Europe	Ilieva Angelina	100%	NEHC 30885	Autumn	2	1	3	
NEHC 20906	1	The Arab-Israeli Conflict in Literature and Film	Bashkin Orit	100%	NEHC 30906 JWSC 25903 HIST 26004 HIST 36004	Autumn	30	3	33	
NEHC 20945	1	Narrating the Middle East	Lewis Franklin ; Rokem Na'ama	100%	NEHC 30945	Spring	7	0	7	
NEHC 23613	1	Popular Culture in the Middle East and North Africa	Silverstein Shayna	100%		Winter	6	0	6	
NEHC 24450	1	Armenians, Ottomans & the Making of the Modern Middle East	Semerdjian Vivian Elyse	100%	NEHC 34450	Spring	3	3	6	
NEHC 26903	1	History and Literature of Pakistan: Postcolonial Representations	Perkins C. Ryan	100%		Autumn	4	0	4	
NEHC 27001	1	Introduction to the History of Central Asia	Bechtel Michael	100%		Autumn				X
NEHC 27212	1	Jews and Christians in Egypt	Torallas-Tovar Sofia	100%	NEHC 37212	Spring	0	7	7	
NEHC 29603	1	Central Asia From the Age of Alexander to Al Qaeda	Zanca Russell	100%	ANTH 23615	Spring	20	0	21	
NEHC 29800	1	B.A. Paper Seminar	Staff Staff	100%		Autumn	9	0	9	X
NEHC 30010	1	Social Theory/Near East Studies	Schloen David	100%		Spring	0	4	4	
NEHC 30020	1	Pedagogy Seminar	van den Hout Theo	100%		Winter	0	7	7	X
NEHC 30502	1	Islamic History & Society-2: The Middle Period	Woods John E	100%	NEHC 30502 HIST 25804 HIST 25804 HIST 35804 HIST 35804	Winter	51	36	88	X
NEHC 30636	1	Survey: Classical Arabic Literature in Translation	Qutbuddin Tahera	100%	NEHC 20636	Autumn				X
NEHC 30641	1	Islamic Origins	Donner Fred M	100%	ISLM 30641	Autumn	0	12	12	
NEHC 30643	1	Topics: Med Islam Social Hist	Donner Fred M	100%		Autumn				X

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NEHC 30652	1	Translation History & Practice: Lit. of the Islamic World.	Lewis Franklin	100%	NEHC 20652	Autumn				X
NEHC 30766	1	Shamans/Epic Poets: Centr Asia	Arik Kagan	100%	ANTH 25906	Spring			X	X*
NEHC 30800	1	Sciences of the Qur'an	El Shamsy Ahmed	100%	EEUR 20766	Spring	0	15	15	
NEHC 30822	1	Topics in Ottoman Cultural History.	Karateke Hakan	100%	ISLM 30800	Autumn				X
NEHC 30832	1	Late Ottoman History-1	Shissler Ada Holly	100%		Spring				X
NEHC 30852	1	Sem: Ottoman World/Suleyman-1	Fleischer Cornell H	100%	HIST 78201	Autumn	0	1	2	X
NEHC 30853	1	Sem: Ottoman World/Suleyman-2	Fleischer Cornell H	100%	HIST 78202	Winter	0	1	2	X
NEHC 30893	1	Sem: WWI in the Ottoman Empire-1	Shissler Ada Holly	100%		Winter	0	7	8	
NEHC 30894	1	Sem: WWI in the Ottoman Empire-2	Shissler Ada Holly	100%	HIST 59302	Spring	0	3	3	
NEHC 39850	1	Islamic Classics and the Printing Press	El Shamsy Ahmed	100%		Autumn				X
NEHC 40002	1	Reason and Revelation in Islamic Thought	El Shamsy Ahmed	100%	ISLM 39860	Winter				X
NEHC 40583	1	Ottoman Diplomats/Paleography	Fleischer Cornell H	100%	HIST 58300	Autumn				X
NEHC 40601	1	Readings in the Text of the Qur'an	Sells Michael	100%		Winter	0	12	12	
NEHC 40955	1	Nationalism and Post-Colonialism in Middle Eastern Studies	Bashkin Orit	100%	HIST 45902 CMES 40955 NEHC 40955	Autumn	1	15	16	X
NEHC 48601	1	Readings in Indo-Persian Literature-2	Alam Muzaffer ; D'Hubert Thibaut	100%		Autumn	0	5	5	
NEHC 49000	4	Thesis Research: Nehc	Donner Fred M	100%		Winter	0	1	1	X
NEHC 49000	22	Thesis Research: Nehc	Shissler Ada Holly	100%		Winter	0	1	1	X
NEHC 49000	29	Thesis Research: Nehc	Woods John E	100%		Winter				X
NEHC 49000	34	Thesis Research: Nehc	Bashkin Orit	100%		Winter	0	3	3	X
NEHC 49000	37	Thesis Research: Nehc	Arik Kagan	100%		Winter				X*
NEHC 49000	40	Thesis Research: Nehc	Lewis Franklin	100%		Winter	0	2	2	X
NEHC 49000	48	Thesis Research: Nehc	Forster Noha	100%		Winter	0	1	1	X
NEHC 49000	53	Thesis Research: Nehc	Walker Paul	100%		Winter				X
NEHC 49000	54	Thesis Research: Nehc	El Shamsy Ahmed	100%		Winter	0	2	2	X
NEHC 49900	4	Reading Course: NEHC	Donner Fred M	100%		Winter	0	2	2	X
NEHC 49900	22	Reading Course: NEHC	Shissler Ada Holly	100%		Autumn	0	1	1	X
NEHC 49900	22	Reading Course: NEHC	Shissler Ada Holly	100%		Winter	0	1	1	X
NEHC 49900	29	Reading Course: NEHC	Woods John E	100%		Winter	0	1	1	X
NEHC 49900	34	Reading Course: NEHC	Bashkin Orit	100%		Autumn	0	1	1	X
NEHC 49900	34	Reading Course: NEHC	Bashkin Orit	100%		Winter	0	2	2	X
NEHC 49900	40	Reading Course: NEHC	Lewis Franklin	100%		Winter				X
NEHC 49900	42	Reading Course: NEHC	Haroutunian Hripsime	100%		Autumn	0	1	1	X
NEHC 49900	50	Reading Course: NEHC	Karateke Hakan	100%		Winter				X*
NEHC 49900	53	Reading Course: NEHC	Walker Paul	100%		Winter				X
NEHC 49900	54	Reading Course: NEHC	El Shamsy Ahmed	100%		Summer	0	1	1	X
NEHC 49900	57	Reading Course: NEHC	Anetshofer Helga	100%		Autumn				X*

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						Term	UG	G		
Near Eastern Languages										
NELG 30305	1	Ancient North Arabian	Hasselbach-Andee, Rebecca	100%		Spring			X	
NELG 20301	1	Intro To Comparative Semitics	Hasselbach-Andee, Rebecca	100%	NELG 30301 LGLN 37900	Autumn			X	
NELG 30325	1	Intro: Old South Arabian	Hasselbach-Andee, Rebecca	100%		Autumn			X	
Persian										
PERS 10101	1	Elementary Persian-1	Ghahremani Saeed	100%		Autumn	7	6	13	X*
PERS 10101	2	Elementary Persian-1	Beers Theodore	100%		Autumn	1	5	6	X
PERS 10102	1	Elementary Persian-2	Ghahremani Saeed	100%		Winter	6	7	13	X*
PERS 10103	1	Elementary Persian-3	Ghahremani Saeed	100%		Spring	7	7	14	X*
PERS 20101	1	Intermediate Persian-1	Ghahremani Saeed	100%		Autumn	4	3	9	X*
PERS 20102	1	Intermediate Persian-2	Ghahremani Saeed	100%		Winter	2	2	5	X*
PERS 20103	1	Intermediate Persian-3	Ghahremani Saeed	100%		Spring	1	2	3	X*
PERS 30320	1	Persian Poetry: Shahnameh of Ferdowsi	Lewis Franklin	100%		Autumn				X
PERS 30321	1	Persian Poetry: Shahnameh II	Lewis Franklin	100%		Winter				X
PERS 30324	1	Persian Poetry: Masnavi of Rumi-1	Lewis Franklin	100%		Winter				
PERS 30325	1	Mathnavi of Rumi-2	Lewis Franklin	100%	ISLM 30325	Spring	0	8	8	
PERS 30327	1	Persian Poetry of Sa'di	Lewis Franklin	100%		Spring	0	6	6	
PERS 30351	1	Persian Poetry: Bidel	Lewis Franklin	100%		Winter	0	2	2	
PERS 30921	1	Satire against Tyranny: 20th c. Iran in Satirical Works	Ghahremani Saeed	100%		Autumn				X
PERS 49900	40	Reading/Research Crs: PERS	Lewis Franklin	100%		Spring	0	1	1	X
Sumerian										
SUMR 10101	1	Elementary Sumerian-1	Woods Christopher	100%		Winter	3	1	4	X
SUMR 10102	1	Elementary Sumerian-2	Woods Christopher	100%		Spring	3	1	4	X
Turkish										
TURK 10101	1	Elementary Turkish-1	Arik Kagan	100%		Autumn	3	11	14	X*
TURK 10102	1	Elementary Turkish-2	Arik Kagan	100%		Winter	3	13	16	X*
TURK 10103	1	Elementary Turkish-3	Arik Kagan	100%		Spring	3	13	16	X*
TURK 10105	1	Introduction to Old Turkic	Arik Kagan	100%		Autumn	2	1	3	X
TURK 10106	1	Introduction to Old Turkic 2	Arik Kagan	100%		Winter	2	1	3	X
TURK 10107	1	Introduction to Old Turkic-3	Arik Kagan	100%		Spring	4	3	7	X
TURK 15000	99	Turkish in Istanbul	Abroad Staff	100%		Spring	15	0	15	X
TURK 20101	1	Intermediate Turkish-1	Topcuoglu Oya	100%		Autumn	6	2	8	X
TURK 20102	1	Intermediate Turkish-2	Topcuoglu Oya	100%		Winter	4	1	5	X
TURK 20103	1	Intermediate Turkish-3	Topcuoglu Oya	100%		Spring	3	1	4	X
TURK 30001	1	Contemporary Turkish Media Language	Karateke Hakan	100%		Autumn				X
TURK 30101	91	Advanced Turkish 1	Ateci Muhammet	100%	NELG 30101	Summer	0	6	7	X*
TURK 30102	91	Advanced Turkish 2	Sen Ahmet Tunc	100%	NELG 30102	Summer	0	6	7	X*
TURK 30103	91	Advanced Turkish 3	Sen Ahmet Tunc	100%	NELG 30103	Summer	0	6	7	X*
TURK 30111	1	Readings in Advanced Turkish-2	Arik Kagan	100%		Winter				X

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Course Code	Section Number	Course Title	Instructor	% ME Content	Cross-listed	2012-2013 Enrollments			2013-2014	2014-2015
						Term	UG	G		
TURK 30112	1	Readings in Advanced Turkish-3	Arik Kagan	100%		Spring			X	X*
TURK 30501	1	Ottoman Turkish-1	Sen Ahmet Tunc	100%		Autumn	0	4	X	X
TURK 30502	1	Ottoman Turkish-2	Sen Ahmet Tunc	100%		Winter	0	4	X	X
TURK 30503	1	Ottoman Turkish-3	Sen Ahmet Tunc	100%		Spring	0	5	X	X
TURK 40586	1	Advanced Ottoman Reading I	Karateke Hakan	100%		Winter	0	4	X	X
TURK 40589	1	Advanced Ottoman Historical Texts	Fleischer Cornell H	100%	HIST 58301	Autumn	0	3	4	X
TURK 49900	22	TURK Reading/Research	Shiessler Ada Holly	100%		Spring			X	X
TURK 49900	37	TURK Reading/Research	Arik Kagan	100%		Autumn	1	0	1	X
TURK 49900	37	TURK Reading/Research	Arik Kagan	100%		Spring	1	0	1	X
TURK 49900	57	TURK Reading/Research	Anetshofer Helga	100%		Winter				X*
Ugaritic										
UGAR 20101	1	Ugaritic-1	Pardee Dennis G	100%		Autumn	0	7	7	X
UGAR 20102	1	Ugaritic-2	Pardee Dennis G	100%		Winter	0	3	3	X
UGAR 20103	1	Ugaritic-3	Pardee Dennis G	100%		Spring	0	3	3	X
Uzbek										
UZBK 30101	1	Advanced Uzbek-1	Arik Kagan	100%	TURK 30001	Autumn	0	2	2	
UZBK 30102	1	Third Year Uzbek-2	Arik Kagan	100%		Winter	0	3	3	
UZBK 30103	1	Advanced Uzbek-3	Arik Kagan	100%		Spring	0	3	3	
UZBK 49900	37	Reading and Research Course: UZBK	Arik Kagan	100%		Spring			X	X*
South Asian Languages and Civilizations										
SALC 20100	1	Intro To South Asian Civ-1 (Includes transregional content)	Alam, Muzaffar	25%	ANTH 24101 HIST 10800		16	0	16	X
SALC 46902	1	South Asia From the Peripheries: Afghanistan, Pakistan and the Transnational	Perkins C. Ryan	50%	NEHC 46902	Autumn	1	8	9	
Slavic Languages and Literatures-South Slavic										
SOSL 26800	1	Balkan Folklore	Ilieva Angelina	25%	CMLT 33301 NEHC 20568 NEHC 30568 CMLT 23301 SOSL 36800 ANTH 25908/35908 SOSL 27300 CMLT 23401 CMLT 33401 HIST 24005, HIST 34005,NEHC 20573	Winter	20	2	23	
SOSL 37300	1	The Burden of History: A Nation and Its Lost Paradise	Ilieva Angelina	50%		Winter				X

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Course Code	Section Number	Course Title	Instructor	% MIE Content	Cross-listed	2012-2013 Enrollments				2013-2014	2014-2015
						Term	UG	G	Tot.		
Division of Social Sciences											
Anthropology											
ANTH 24001	1	Colonizations-1	Richard Francois	25%	HIST 18301 SOSC 24001	Autumn	18	0	18	X	X
ANTH 24001	1	Colonizations-1	Ramsey Jason	25%	HIST 18301 SOSC 24001	Winter	10	0	10	X	X
ANTH 24001	2	Colonizations-1	Jean-Baptiste Rachel	25%	HIST 18301 SOSC 24001	Autumn	17	0	17	X	X
ANTH 24001	3	Colonizations-1	Saville Julie	25%	HIST 18301 SOSC 24001	Autumn	19	0	19	X	X
ANTH 24002	1	Colonizations -2	Hevia James	25%	HIST 18302 SOSC 24002	Winter	22	0	22	X	X
ANTH 24002	2	Colonizations -2	Pomeranz Kenneth	25%	HIST 18302 SOSC 24002	Winter	20	0	21	X	X
ANTH 25148	1	ISRAEL IN FILM and ETHNOGRAPHY	Fred Morris	100%	ANTH 35148 ENST 28210	Spring	5	3	8		
ANTH 28210	1	Colonial Ecologies	Morrison Kathleen D	25%	ANTH 48210	Spring				X	
ANTH 34101	1	Intro Develop Soc/Cult Theory-1	Mazzarella William	25%		Autumn	0	18	18	X	X
ANTH 34102	1	Intro Develop Soc/Cult Theory-2	Mazzarella William	25%		Autumn	0	18	18	X	X
ANTH 55020	1	Anthropological Readings on Contemporary Islam	Agrama Hussein	100%		Winter				X	
ANTH 55515	1	Thinking Beyond Sovereignty	Agrama Hussein	50%		Winter				X	
ANTH 55700	1	Tradition, Temporality & Authority	Agrama Hussein	50%		Winter	0	14	14		
ANTH 55720	1	Provocations of an Anthropology of Ethics	Agrama Hussein	50%		Winter	0	11	11	X	
ANTH 62800	1	Reading/Research: Anthropology	Agrama Hussein	50%		Autumn				X	X
ANTH 62800	1	Reading/Research: Anthropology	Kelly John	25%		Autumn	0	1	1	X	X
ANTH 62800	1	Reading/Research: Anthropology	Kelly John	25%		Spring	0	1	1	X	X
ANTH 62800	1	Reading/Research: Anthropology	Kelly John	25%		Winter	0	1	1	X	X
ANTH 63100	1	Reading/Research: Anthropology	Morrison Kathleen D	25%		Autumn	0	1	1	X	X
ANTH 63100	1	Reading/Research: Anthropology	Morrison Kathleen D	25%		Spring	0	1	1	X	X
ANTH 63100	1	Reading/Research: Anthropology	Morrison Kathleen D	25%		Winter	0	1	1	X	X
Economics											
ECON 60800	1	Working Group: International Economics	Cosar Kerem ; Ossa Ralph	25%		Winter	0	11	11	X	X
Geographical Studies											
GEOG 20000	1	Geography Orientation Seminar	Mikesell Marvin W	25%		Autumn	15	0	15	X	X
GEOG 20100	1	Cultural Geography	Mikesell Marvin W	25%	GEOG 30100 ENST 25900	Winter	38	0	39	X	X
GEOG 25300	1	Sem: Probs Human Geog/Mid East	Mikesell Marvin W	100%	GEOG 35300	Spring	15	1	16	X	X

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						Term	UG	G	Tot.		
History											
HIST 10101	1	Intro To African Civ 1	Osborn Emily	25%	AFAM 20701 CRES 20701 ANTH 20701 AFAM 20702	Autumn	75	0	75	X	X
HIST 10102	1	Intro To African Civ-2	Cole Jennifer	25%	CRES 20802 CHDV 21401 ANTH 20702	Winter	70	0	70	X	X
HIST 16900	1	Anc Mediterr World-3	Leidholm Nathan	75%	CLCV 20900	Spring	29	0	29	X	
HIST 20101	1	Colonial Autobiography	Austen Ralph A	50%	HIST 30101	Spring	7	4	11		
HIST 21303	1	Byzantine Historians	Kaegi Walter E	100%	CRES 20101 HIST 31303	Spring				X	
HIST 21701	1	Byzantine Empire: 330-610	Kaegi Walter E	100%	CLAS 34306 HIST 31701 CLCV 24306	Autumn	8	10	18		X
HIST 21702	1	Byzantine Empire: 610-1025	Kaegi Walter E	100%	HIST 31702 CLCV 24307	Winter				X	
HIST 21703	1	Byzantine Empire: 1025-1453	Kaegi Walter E	100%	ANCM 36700 HIST 31703	Autumn				X	
HIST 22002	1	Byzantine Military History	Kaegi Walter E	100%	HIST 32002 ANCM 34606 NEHC 20510	Autumn				X	
HIST 23312	1	Jews in the Diaspora since 1945	Wasserstein Bernard	25%	JWSC 23312 HIST 33312	Autumn				X	
HIST 25701	1	North Africa: Late Antiq-Islam	Kaegi Walter E	100%	CLAS 30200 NEHC 20634 NEHC 30634 CRES 25701 CLCV 20200 HIST 35701	Autumn	1	5	6		X
HIST 25902	1	Hist Of Israel-Arab Conflict	Wasserstein Bernard	100%	NEHC 30996 JWSC 25902 NEHC 20996 HIST 35902 INST 25902 INRE 36000	Spring	66	5	72	X	X
HIST 20605	1	Colloq: Sources for the Study of Islamic History	Woods John E	100%	NEHC 30605 HIST 30605	Spring				X	
HIST 33403	1	Introduction to Modern Jewish History	Wasserstein Bernard	50%		Spring	12	2	14		
HIST 59000	1	Coll: Persian Historical Texts	Woods John E	100%	NEHC 30687	Autumn	0	4	4	X	X
HIST 78601	1	Sem: Iran and Central Asia 1	Woods John E	100%	NEHC 40701	Autumn	0	11	11		X
HIST 78602	1	Sem: Iran and Central Asia 2	Woods John E	100%	NEHC 40702	Winter	0	7	7		X

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						Term	UG	G	Tot.		
HIST 90000	24	Reading And Research: History	Kaegi, Walter E	100%		Summer	0	1	1		
HIST 90000	44	Reading And Research: History	Donner, Fred M	100%		Summer	0	1	1	X	
HIST 90000	56	Reading And Research: History	Shissler, Ada Holly	100%		Spring				X	X
HIST 99700	44	Thesis Preparation: History	Donner, Fred M	100%		Winter				X	
HIST 99700	60	Thesis Preparation: History	Fleischer, Cornell	100%		Autumn				X	X
International Relations											
INRE 43000	1	Core Seminar: International Security	Reese, Michael	25%		Autumn	0	28	28	X	X
INRE 43000	1	Core Seminar: International Security	Reese, Michael	25%		Winter	0	26	26	X	X
INRE 43800	1	Core Seminar: International Political Economy	Holthoefer, Anne	25%		Autumn	0	30	30	X	X
Political Science											
PLSC 21212	1	Armed Actors in the State in the Middle East	Rashed, Dina	100%		Autumn					X
PLSC 24601	1	Islam/Politics/Gender	Hussin, Iza	100%	GNSE 24602	Autumn	16	0	17		
PLSC 24713	99	Politics of the Arab Uprising	Goel, Rohit	100%		Winter	13	0	13		
PLSC 26800	1	Insurgency, Terrorism, and Civil War	Staniland, Paul	50%		Winter	46	1	47	X	X
PLSC 27103	1	Islam Online	Hussin, Iza	100%		Winter				X	
PLSC 27600	1	War And The Nation State	Mearsheimer, John J	25%		Winter	221	26	249		
PLSC 28300	1	Seminar On Realism (Includes Middle East cases)	Mearsheimer, John J	25%		Spring	22	0	23		
PLSC 28500	1	Zionism and Palestne	Mearsheimer, John J	100%		Spring					X
PLSC 29000	1	Intro To International Relations	Lipson, Charles ; Stevenson, John	25%	PLSC 39800	Autumn	170	8	181	X	X
PLSC 29401	1	Arab Uprisings	Wedeen, Lisa	100%	PLSC 39401	Spring				X	
PLSC 29900	8	BA Thesis Supervision	Hussin, Iza	100%		Spring	1	0	1		
PLSC 29900	8	BA Thesis Supervision	Hussin, Iza	100%		Winter	4	0	4		
PLSC 29900	14	BA Thesis Supervision	Mearsheimer, John J	25%		Winter	2	0	2		
PLSC 29900	18	BA Thesis Supervision	Pape, Jr Robert	25%		Spring	1	0	1		
PLSC 29900	18	B/A Thesis Supervision	Pape, Jr Robert	25%		Winter	2	0	2		
PLSC 38616	1	Failed States and International Politics	Tiemessen, A.	25%		Autumn				X	
PLSC 40000	8	Readings: Political Science	Hussin, Iza	50%		Spring				X	X
PLSC 40100	18	Thesis Preparation: Polsci	Pape, Jr Robert	25%		Winter	0	1	1		
PLSC 41500	1	Nationalism in the Age of Globalization	Mearsheimer, John J	25%		Spring	1	19	20	X	X
PLSC 41902	1	The Politics of Development	Paschel, T.	25%		Winter				X	
PLSC 42200	1	Politics and Religion and Law	Hussin, Iza	50%		Spring				X	
PLSC 46700	1	Political Science and Religion in Comparison	Hussin, Iza	50%		Autumn	1	11	12		
PLSC 46701	1	Political World of the Indian Ocean	Hussin, Iza	75%		Winter				X	
PLSC 48400	1	Wkshp: Intl Security Policy	Staniland, Paul	25%		Autumn	0	1	1		
PLSC 48400	1	Wkshp: Intl Security Policy	Staniland, Paul	25%		Winter	0	1	1		
PLSC 51800	1	Ideology	Wedeen, Lisa	25%	ANTH 54505	Spring					X
PLSC 59500	1	Wkshp: International Relations	Lipson, Charles	25%		Autumn	0	2	2		

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						Term	UG	G		
Social Thought										
SCTH 37103	1	Love, Law and Exile: The Philosopher & Society in Medieval Islam	Nirenberg David	100%	NEHC 37103 HIST 45601 HCHR 42203	Spring	5	5	10	
SCTH 37104	1	Kings, Culture, and the Three Religions of Medieval Spain	Nirenberg David	75%	HIST 42203 SCTH 37104 SPAN 37104	Autumn				X
Social Sciences										
SOSC 12200	91	Self, Culture And Society-2	Austen Ralph A			Summer	11	0	13	
SOSC 19046	99	Middle Eastern Civilizations in Paris-1	Moeller Nadine	100%		Winter				X
SOSC 19047	99	Middle Eastern Civilizations in Paris-2	Whitcomb Donald S	100%		Winter				X
SOSC 19048	99	Middle Eastern Civilizations in Paris-3	N/A	100%		Winter				X
SOSC 19049	99	Middle Eastern Civilizations in Morocco-1	Staff	100%		Winter				X
SOSC 19050	99	Middle Eastern Civilizations in Morocco-2	Staff	100%		Winter				X
SOSC 19051	99	Middle Eastern Civilizations in Morocco-3	Staff	100%		Winter				X
SOSC 22551	99	African Civ in Paris-1	Austen Ralph A	25%		Autumn	24	0	24	X
SOSC 22552	99	African Civ in Paris-2	Fromont Cecile	25%		Autumn	24	0	24	X
SOSC 22553	99	African Civ in Paris-3	McHarry Kathryn	25%		Autumn	24	0	24	X
SOSC 28851	99	Jerusalem in Middle Eastern Civ-1	Stern Josef J	100%		Spring	22	0	22	X
SOSC 28852	99	Jerusalem in Middle Eastern Civ-2	Noor Ashraf	100%		Spring	22	0	22	X
SOSC 28853	99	Jerusalem in Middle Eastern Civ-3	Geyer Michael E	100%		Spring	22	0	22	X
SOSC 22354	99	Middle Eastern Civilizations, Cairo-I	Fleischer Cornell H	100%		Winter	23	0	23	X
SOSC 22355	99	Middle Eastern Civilizations, Cairo-II	Shissler Ada Holly	100%		Winter	23	0	23	X
SOSC 22356	99	Middle Eastern Civilizations, Cairo-III	El Shamsy Ahmed	100%		Winter	23	0	23	X
SOSC 23271	99	Middle Eastern Civilizations in Istanbul 1	Mayer Ernest	100%		Spring	15	0	15	X
SOSC 23272	99	Middle Eastern Civilizations in Istanbul 2	Kaegi Walter E	100%		Spring	15	0	15	X
SOSC 23273	99	Middle Eastern Civilizations in Istanbul 3	Fleischer Cornell H	100%		Spring	15	0	15	X

Divinity School

Anthropology and Sociology of Religion

AASR 30501	1	Magic, Science, and Religion	Doostdar Alireza	50%	ANTH 23906 RLST 28900	Winter				X
AASR 43800	1	Modern Enchantments: The Occult, the Paranormal, and the Extraterrestrial	Doostdar Alireza	50%		Winter	1	8	9	

Biblical Studies

BIBL 31000	1	Introduction to the Hebrew Bible: Jewish Thought and Literature	Stackert Jeffrey	25%	JWSC 20004 RLST 11004	Autumn	9	31	41	
BIBL 32500	1	Introduction to the New Testament	Klauck Hans-Josef	25%	RLST 12000	Winter	13	25	40	
BIBL 33900	1	Introductory To Biblical Hebrew-1	Mastnjak Nathan	25%		Autumn	0	1	1	X
BIBL 44900	1	Lecture: Paul's Letter to the Romans	Klauck Hans-Josef	25%		Spring	0	13	14	

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						Term	UG	G		
BIBL 47500	1	The Apostolic Fathers	Martinez David	25%	GREK 25700 GREK 35700	Winter	0	7	7	
Special Courses in Divinity										
DVSC 45100	18	Rdg Crse: Spec Topic Divinity	Lincoln Bruce K	25%		Winter	0	2	2	X
DVSC 45100	40	Rdg Crse: Spec Topic Divinity	Sells Michael	100%		Winter				X
DVSC 45100	55	Rdg Crse: Spec Topic Divinity	Doostdar Alireza	100%		Autumn				X
DVSC 50100	40	Research: Divinity	Sells Michael	100%		Winter				X
DVSC 59900	40	Thesis Work: Divinity	Sells Michael	100%		Winter				X
History of Judaism										
HIJD 45202	1	The Citation in Jewish Religious Culture	Fishbane, Michael	25%		Spring				X
HIJD 50500	1	Jewish Political Theory	Mendes-Flohr, Paul R.	25%	GRMN 37812	Autumn	0	6	6	
History of Religions										
HREL 47001	1	Pahlavi Language and Literature	Lincoln Bruce K	100%		Spring	0	2	2	X
HREL 31710	1	Early Zoroastrianism	Lincoln Bruce K	100%		Winter				X
HREL 31711	1	Medieval Zoroastrianism	Lincoln Bruce K	100%		Spring				X
Islamic Studies										
ISLM 30100	1	Intro. Qur'anic Arabic I	Eido Issam	100%		Autumn				X
ISLM 30200	1	Intro. Qur'anic Arabic II	Eido Issam	100%		Winter				X
ISLM 30300	1	Intro. Qur'anic Arabic III	Eido Issam	100%		Spring				X
ISLM 30450	1	Secularism and the Citizen in the Middle East	Ringer Monica	100%		Winter				S
ISLM 32400	1	Shi'ism: History, Memory, Politics	Doostdar Alireza	100%		Spring	0	10	11	
ISLM 33600	1	The Anthropology of Religion	Doostdar Alireza	75%		Spring	1	17	18	
ISLM 39500	1	Islam in the Digital Age	Khamis Sahar	100%		Spring				X
					NEHC 40600					
					CMLT 40100					
ISLM 40100	1	Islamic Love Poetry	Sells Michael	100%	RLIT 40300	Spring	1	5	6	
ISLM 40500	1	Readings in the Text of the Qur'an	Sells Michael	100%	NEHC 40601	Winter				X
ISLM 41600	1	Blood Libel: Norwich to Riyadh	Sells Michael	100%		Autumn	0	6	7	X
ISLM 41900	1	Islam, Media and Meditation	Doostdar Alireza	100%	AASR 41900 ANTH 41015	Spring				X
ISLM 42802	1	Ethnographies of the Muslim World	Doostdar Alireza	100%	ANTH 55030 AASR 42802	Spring				X
ISLM 43300	1	Comparative Mystical Literature	Sells Michael	100%	CMLT 40200	Winter				
ISLM 45401	1	Aristotle in the Middle Ages	Robinson James	100%	RLIT 43600	Winter	1	11	12	
ISLM 46401	1	Introduction to Judaeo-Arabic Literature and Thought	Robinson James	100%		Winter	1	6	7	
ISLM 47110	1	Ibn Tufayl's Hayy b. Yaqzan	Robinson James	100%		Spring	0	8	8	
ISLM 48610	1	Jewish Sufism	Robinson James	100%		Spring	0	6	6	
ISLM 50200	1	Rdgs: Arabic Religious Texts	Sells Michael	100%	NEHC 40604	Winter				X

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						Term	UG	G		
Interdisciplinary Programs										
Center for Middle Eastern Studies										
CMES 30001	1	Approaches to the Study of the Middle East Shi'im, Messianism and Violence in Islamic History	Walker Paul Gleave Robert	100% 100%	HIST 58001 NEHC 30631	Autumn	0	29	29	X X
Comparative Race and Ethnic Studies										
CRES 24002	1	Colonizations -2	Kelly John	25%	HIST 18302 SOSC 24002 ANTH 24002	Spring	18	0	18	X X
CRES 24003	1	Colonizations -3	Sunder Rajan Kaushik	25%	ANTH 24003 SALC 20702 HIST 18303 SOSC 24003	Spring	18	0	18	X X
CRES 24003	2	Colonizations -3	Brummel Elizabeth	25%	HIST 18303 SOSC 24003 ANTH 24003	Spring	21	0	21	X X
Gender and Sexuality Studies										
GNSE 23305	1	Muslim Communities in International Contexts	Jamal Zahra	75%	GNSE 33305	Spring	17	2	19	
Human Rights										
HMRT 20200	1	Human Rights-2	Sparrow James	25%	HMRT 30200 CRES 29302 HIST 29302/39302 LLSO 27100 JWSC 26602	Winter	39	4	43	X X
HMRT 20300	91	Human Rights-3	Gzesh Susan	25%	INRE 31700 HIST 29303 LLSO 27200	Summer	0	0	7	X X
Jewish Studies										
JWSC 20005	1	Jewish Thought & Lit II	Shallcross Bozema	50%	NEHC 20405 NEHC 30405 CMLT 30401 NEHC 20406 NEHC 30406	Winter	20	0	20	X X
JWSC 20006	1	Jewish Thought and Literature III	Rokem Na'ama	50%	CMLT 20401	Spring	15	2	17	X X

Course credits are measured in units, with 100 units for each language and area course.
Courses in "2014-2015" column marked with "*" will be supported with Title VI funds

Course Code	Section Number	Course Title	Instructor	% ME Content	Cross-listed	2012-2013 Enrollments			2013-2014	2014-2015
						Term	UG	G		
New Collegiate Division: Big Problems										
BPRO 29000	1	Energy & Energy Policy	Berry R Stephen ; Tolley George S	50%	ENST 29000 CHSS 37502 ECON 2680 0PBPL 29000 PPHA 39201 PSMS 39000	Autumn	45	4	49	
Professional Schools										
Chicago Booth School of Business										
BUSF 33502	1	International Financial Policy (Oil and energy content)	Neiman Brent	25%		Winter	0	57	57	X
BUSF 33502	2	International Financial Policy (Oil and energy content)	Neiman Brent	25%		Winter	0	60	60	X
BUSF 33650	1	Workshop in Macro and International Economics	Karabarbounis Loukas ; Kroszner Randall	25%		Winter	0	37	37	X
BUSW 33503	85	Managing the Firm in the Global Economy	Cosar Kerem	25%		Winter	0	65	65	X
Chicago Harris School for Public Policy										
PPHA 39810	1	Advance Topics in International Security: Research of the Last Decade	Reese Michael	25%	SOSC 44901	Spring	0	13	13	
PBPL 27780	1	Terrorism, Insurgency, and Civil War	Bueno De Mesquita, Ethan	50%		Spring	25	0	25	X
PBPL 33210	1	Islam and the West	Staff	100%		Spring				X
PBPL 34120	1	Social Change, Civil Society, and Democracy in Israel	Staff	100%		Winter				X
PBPL 42900	1	Foundations of International Political Economy (Oil and energy content)	Staff	25%		Spring				X
Law School										
LAWS 80222	1	Islamic Law and Finance	Shawamreh Cynthia	100%	PLSC 5022 2NEHC.30026	Autumn	3	6	10	X
LAWS 50102	1	Comparative Constitutional Design	Ginsburg, Thomas	25%	PLSC 50102	Autumn	0	28	28	X
LAWS 49901	16	Independent Research	Ginsburg, Thomas	50%		Spring				X
LAWS 96101	1	International Human Rights Law	Ginsburg, Thomas	25%	HMRT 37700 PLSC 56101	Autumn	0	46	46	X
LAWS 72901	1	Public International Law	Ginsburg, Thomas	25%	PLSC 52901	Winter				X
LAWS 63412	1	Workshop: International and Comparative Law	Ginsburg, Thomas	25%		Spring	0	6	6	X

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

Courses in "2014-2015" column marked with "*" will be supported with Title VI funds

1. Project Goal Statement 1: Increase by 10% the number of Middle Eastern studies MA students completing third-year/advanced language courses between years 1 and 4 of the grant period.								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Increase the number of MA students studying intermediate or advanced language in overseas summer programs (10% increase over four years)	A.1 Advise 1 st year MA students on opportunities and process for overseas summer language study A.2 Develop in-house resources to promote overseas language study drawing on current students and alumni A.3 Evaluate proficiency improvement to measure/compare overseas programs							
B) Increase by 1-2/year the number of intensive intermediate/advanced and/or research/reading courses in FLAS approved languages offered in the Summer Language Institute	B.1 Survey MA and Ph.D. students annually to establish interests and demand in target languages B.2 Align and measure SLI offerings/enrollments with demonstrated demand B.3 Evaluate student proficiency improvement in new courses							
C) Increase the number of intermediate/advanced content or language acquisition courses in FLAS approved languages offered during academic year by at least 1/year.	C.1 Promote intermediate/advanced language opportunities with College students who have completed study abroad programs in Jerusalem/Cairo/Istanbul C.2 Support language content course teaching staff C.3 Enhance co-curricular components of new courses							

Appendix D: University of Chicago Center for Middle Eastern Studies (CMES) Performance Measures Forms (PMFs)

1. Project Goal Statement 2: Attain at least 25% improvement in substantive measures (noted below) by end of grant period to support K-12 Arabic language instruction in Chicago Public Schools (CPS)								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Increase formal teacher training resources to current K-12 Arabic teachers (4 workshops/year)	A.1 Work with the CPS World Language Manager to facilitate programming and communication with Arabic teachers A.2 Conduct teacher training workshops through the Center for Arabic Language and Culture at Lindblom Math and Science Academy A.3 Provide performance-based assessment support to K-12 Arabic teachers.							
B) Support training and certification of prospective K-12 Arabic teachers (4 workshops/year)	B.1 Constitute network of prospective language teachers through community partners B.2 Provide workshops to prepare prospective teachers for formal language endorsement testing B.3 Facilitate access for prospective teachers to training resources and activities							
C) Increase the number of CPS high school grads earning the Seal of Biliteracy in Arabic to 50/year.	C.1 Work with CPS World Language Manager and CALC to support development of Seal of Biliteracy standards C.2 Conduct workshops for CPS students seeking Seal of Biliteracy C.3 Provide co-curricular activities for CPS Arabic students through CALC							

Appendix D: University of Chicago Center for Middle Eastern Studies (CMES) Performance Measures Forms (PMFs)

1. Project Goal Statement 3: Internationalize Community Colleges of Chicago (CCC) courses and advising processes to achieve significant and sustained impacts at 100% of 4 MSI campuses and 2 of 3 other campuses by end of grant period.								
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Increase foreign language enrollments in target languages	<p>A.1 Consult student advisors to determine strategies for promoting foreign language study</p> <p>A.2 Develop advising materials that connect foreign language study to specific careers</p> <p>A.3 Support foreign language instructors at CCC campuses (includes performance based assessment training)</p>							
B) Increase the number of existing courses with international content	<p>B.1 Conduct internationalization workshops for CCC faculty and instructors</p> <p>B.2 Constitute syllabi review committee to identify courses with strong internationalization potential</p> <p>B.3 Support CCC classroom instruction and actualize content of revised syllabi.</p>							
C) Increase the number of new courses with international content	<p>C.1 Establish a committee of CCC administrators to identify/oversee internationalization priorities</p> <p>C.2 Conduct course design workshops for CCC faculty and instructors</p> <p>C.3 Support CCC classroom instruction and actualize content of new courses.</p>							



Tyler C. Blackwell
Executive Director
CENTER for ARABIC LANGUAGE and CULTURE
6130 S. Wolcott Avenue | Chicago, IL 60607
calcchicago.org | @CALC_Chicago

U.S. Department of Education
International and Foreign Language Education
National Resource Centers/Foreign Language and Area Studies Fellowships
1990 K Street, NW, Suite 6083
Washington, DC 20006

June 30, 2014

Dear NRC/FLAS Application Reviewers,

I am writing to express my enthusiastic support for the partnership between the University of Chicago's Center for Middle Eastern Studies (CMES) and the Center for Arabic Language and Culture (CALC), housed at Lindblom Math & Science Academy. The Chicago Public Schools' unique commitment to Arabic education provides CALC and CMES an opportunity for collaboration that is unlikely to be matched anywhere in the country. Indeed, CALC aims to develop a position of national leadership in supporting Arabic instruction at the K-12 level.

The CMES–CALC partnership promises to provide exceptional professional development and teacher training programs for current and prospective Arabic instructors in Chicago's K-12 Arabic teaching community. CMES is also committed to helping us realize important and measurable student outcomes, such as the exciting new statewide Seal of Biliteracy program that will certify the language proficiency of graduating CPS seniors. CMES has contributed to CALC's development since its early planning stages and we expect this partnership only to grow. In fact, I am myself a graduate of the CMES MA program in Middle Eastern Studies.

As a former employee of the U.S. Department of State, I am keenly aware of the national need for increased language proficiency in Arabic and other less commonly taught languages. One of the optimal ways to meet this need is by starting at the K-12 level. We have worked with CMES to establish the goals and objectives for its National Resource Center proposal, and we consider them to be insightful and achievable.

Sincerely,



Tyler C. Blackwell



6130 S. Wolcott Avenue
Chicago, IL 60636



9 June 2014

U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, DC 20006

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of the City Colleges of Chicago (CCC) to enthusiastically support the proposals submitted for funding as National Resource Centers for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS); the Center for Middle Eastern Studies (CMES), and the South Asia Language and Area Center (SALAC).

The City Colleges of Chicago represents the largest community college district in Illinois. Included in our district are one Hispanic Serving Institution (Wilbur Wright College) and three Predominantly Black Institutions (Malcolm X, Kennedy-King, and Olive-Harvey Colleges), as recognized by the U.S. Department of Education. Our faculty and staff work with an exceptionally diverse population of students to give them access to resources which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to partnering with the area centers at the University of Chicago to develop a schedule of activities, to take place over the next four years, which will bring international content and cultural understanding to our faculty and students. The collaborative programming, which will be planned and developed with input from our administrators, humanities faculty, and world language instructors, may include professional development activities to assist our faculty in adding international content to their courses; train them in best practices in teaching foreign languages and assessing student proficiency; and provide them with additional cultural and historical knowledge to increase their understanding of the student populations we serve.

The City Colleges of Chicago looks forward to this collaboration and the robust programming and resources that the area centers at The University of Chicago can provide to our faculty and students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jonathan Keiser", is written over a light blue circular graphic element.

Jonathan Keiser, Ph.D.
Executive Director of Academic Development
City Colleges of Chicago



U.S. Department of Education
International and Foreign Language Education
National Resource Centers/Foreign Language and Area Studies Fellowships
1990 K Street, NW, Suite 6083
Washington, DC 20006

June 19, 2014

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of the Chicago Language Center (CLC) at the University of Chicago to enthusiastically support the proposals submitted for funding as National Resource Centers for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS), the Center for Middle Eastern Studies (CMES), and the South Asia Language and Area Center (SALAC).

The Chicago Language Center has been restructured and many of our new initiatives are closely in line with goals of the National Resource Center and FLAS programs. We plan to work closely with the area centers on campus on the following projects, which are already in the strategic plan of the CLC and which will be enhanced by support and cooperation from the area centers:

- Advanced Proficiency Testing for graduate students, leading to a certificate of advanced proficiency and an annotation on the student's transcript;
- A Language Pedagogy Certificate, the curriculum and requirements for which are modeled after the Teaching Certificate awarded by our Center for Teaching;
- Shared Curricula, enabling students on other CLC partner campuses to enroll in some of our Less Commonly Taught Languages (currently being piloted for Georgian and Armenian);
- ACTFL OPI Proficiency Workshops;
- Shared expenses for the new Summer Language Institute; and
- Summer Language Institute Professional Development Workshops for instructors of languages (University of Chicago instructors, graduate students, instructors from other local universities and colleges, and K-12 language teachers).

The CLC looks forward to this collaboration with the area centers at the University of Chicago during the next four years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Catherine C. Baumann'.

Catherine C. Baumann

Senior Lecturer in Germanic Languages and Director, Chicago Language Center