

I. Plan of Operation

The Middle East has been at the center of US foreign policy concerns for over 50 years. Yet, for most of our students it remains shrouded in stereotypes and reductionist images that only compound their cultural and intellectual distance from the region. To them, the region appears peculiarly distinct because they only see it as a place made up of violent and repressive political systems, illiberal and “traditional” human values and religious beliefs, and crumbling economic structures that only survive because of an accidental abundance of natural resources. As such, the Middle East is understood mainly as a looming and threatening antagonist in perpetual opposition to, and struggle with, the West.

To counteract these persistently monolithic and short-sighted views, North Carolina State University is applying for Title VIa UISFL funding to develop a Middle East Studies undergraduate major. The guiding principle behind this project is to offer students at NCSU the opportunity to cultivate more systematically an intimate knowledge of the languages, histories, cultures and religions of the Middle East. Our current Middle East Studies minor (established in 2004 through a previous UISFL grant) has proven highly successful in beginning this process with over 500 Arabic language students (in total) and 36 students who completed the minor in the past three. In combination with the 150 students who now enroll annually in our Arabic program, the ME Studies minor has demonstrated a strong demand for a more expanded program that can accommodate a larger number of students, as well as provide more extensive training in the field of Middle East Studies. Pedagogically we aim to establish a program that stands outside the insular paradigm which dominated the study of the Middle East in the past. In particular, the major in Middle East studies will be developed to help students understand and explore the region not as an isolated and peculiar place, but rather as a critical hub in a global network of

people, ideas and commodities. For that purpose, and in addition to courses focused on the region itself, the major will integrate few courses and programs that draw links to South Asian, East Asian as well as European and American studies. Our purpose is to encourage students to understand how global processes manifested themselves locally through interactions with the realities of the Middle East, and how those processes in turn altered the existing cultural and religious values, socio-economic structures, and politics. To accomplish this goal, our project will have six areas of emphases:

- A. Develop an inter-disciplinary B.A. program in Middle East Studies at the College of Humanities and Social Sciences. This major will require students to complete the equivalent of 3 years in post-secondary education in one of the languages of the Middle East, in addition to courses in history, politics, religious studies and literature. The major will be developed in 2010-2011 and implemented by Fall 2011.
- B. Increase the number of course offerings in Middle East and Islamic Studies.
- C. Expand the Arabic program from 3 to 4 credit hours per course, and add a 4th year of Advanced Arabic Language Instruction. In addition
- D. Establish a *Center for Arabic Language and Culture Study* in Cairo, Egypt in consortium with Northeastern University. This center will open in January 2011, it will house ME Studies majors from NCSU (among others) who will complete their 3rd year of Arabic language instruction in Egypt.
- E. Establish an internship program for NC State Middle East Studies majors to be based in Dubai and Cairo. The internships will be with *Al-Arabiyya TV-Station* and *Nakheel Development Corporation* both of which are located in Dubai, UAE and with Cairo-based

work with NGO's (*Alashanak ya Baladi, St. Andrews Refugee Services, Resala, Refuge Egypt*).

- F. Enhance the NCSU library collections relating to the Middle East with a particular focus on expanding our collection of scholarly literature focusing on energy and environment in the Middle East, as well as our M.E. language and literature collection.
- G. Establish K-12 outreach programs about the Middle East. This program will focus on establishing year-long contact between NCSU faculty and high school students and teachers in Southeast Raleigh High School and Clayton High School with the aim of encouraging minority students (defined along ethnic and socio-economic lines) to study the region. In addition, we aim to train a group of 10 Master Teachers who—with the help of an educational toolkit we will develop—will then conduct their own workshops across the state.

A. Establish a B.A. in Middle East Studies

NCSU intends to establish a Bachelors of Art program in Middle East Studies which will be a part of the *Interdisciplinary Studies* program (IDS) located in the College of Humanities and Social Sciences (CHASS). Students undertaking this major will be required to take 3 years of post-secondary education in one of the languages of the region either those currently taught at NCSU (Arabic, Farsi), or other languages taught at nearby institutions (Hebrew, Turkish). After their sophomore year students will be required to enroll in either a summer or semester study abroad program in the Middle East. Students travelling on either of these two programs will be eligible for study abroad scholarships available through recurring funding already procured from local community groups like the *Egyptian American Club* and the *Triangle Lebanese Association*. Additionally, this year we have obtained financial support from the government of

the United Arab Emirates to fund students enrolled in the Summer study abroad program, and we will continue this partnership in the foreseeable future.

Students who matriculate in this major will take a total of 36 credit hours in the history, politics, religion, language and culture of the Middle East. As is to be expected from such an inter-disciplinary program, there will be two core courses (History of the Modern Middle East, Introduction to Islam) required of all students, in addition to a number of electives they take from a required range of disciplines. Students focusing on Arabic for their language study will be expected to spend a semester in Egypt during their junior year; the cost of the program will be nearly the same as the cost of a semester of study at NCSU and thus it will not be financially onerous. Those students who are focusing on languages other than Arabic will be guided toward an appropriate study abroad program in the Middle East. In addition, after their junior year of the ME Studies major, students will be encouraged to spend a summer as interns in the Middle East either through programs we aim to establish with companies and NGO's located in the region, through the US State Department internship program, or through another program of their choice. Finally, ME Studies majors will be required to write a senior thesis on a topic arranged with their academic advisor.

Based on our current planning for this major, we expect that we will enroll 15 students in its first year of matriculation (Fall 2011) and increase to a steady-state enrollment of 80 students by Fall 2014. The core faculty who will be overseeing this program, and advising students, are:

- Anna Bigelow (Islamic Studies),
- David Gilmartin (History of Islam, South Asia and Imperialism),
- Akram Khater (History of the Modern Middle East),
- Jodi Stewart Khater (Arabic Language),

- Mandana Limbert (Anthropology of the Middle East),
- Inas Messiha (Arabic Language),
- Nancy Mitchell (History, US-Mideast Relations),
- Robert Moog (Political Science),
- Thomas S. Parker (History, Ancient Middle East),
- Dwight Stephens (Persian Languages, Critical Languages).

In addition to this core faculty, there are other adjunct faculty who will be affiliated with the program. These are:

- Larysa Mykyta (Francophone Literature),
- Julie Mell (Jewish History),
- Ron Sack (Ancient Middle East History),
- Lauren Minsky (Indian Ocean History),
- Owen Kalinga (African History)
- Sandy Freitag (South Asian Visual Culture)

It is important to note the research opportunities many of these faculty members can offer to our undergraduate students. For example, Tom Parker who has an active archaeological dig in ‘Aqaba, Jordan—funded through numerous grants—can provide our students with the opportunity to participate in archaeological explorations and research in the region. Nancy Mitchell, a noted Jimmy Carter scholar, has taken some of our students to conduct research in the Carter Library pertaining to US foreign policy in the Middle East.

Discussions about the major with various departments within CHASS are already well underway, and we have received strong support from the various constituencies for the development and institution of this program. In Fall 2010 the Middle East Studies Committee will submit a formal proposal to the College for establishing the ME Studies major, and the program will officially open to matriculating students in Fall 2011.

B. Develop New Courses in Middle East and Islamic Studies

In order to establish a broad interdisciplinary program in Middle East Studies, NCSU aims to increase the number of courses that are completely or partially related to this area of study. This will be accomplished through four strategies:

1. *Faculty Additions*. Hire new faculty who work directly in this area:
 - a. Lecturer in Arabic Language and Literature in the Department of Foreign Languages and Literature.
 - b. Tenure Track Assistant Professor in Judaic Studies in the Department of Religion.
 - c. Tenure Track Assistant Professor Energy and Environment in the Middle East.
2. *Course Development*. Encourage existing NCSU faculty members to develop new courses on the Middle East and Islamic studies, or to expand their coverage of these subjects in courses they already teach, through funds designated for course release as well as through faculty seminars.
3. *Thematic Seminars*. Create an intellectual dialogue about Middle East studies from a comparative perspective through a series of thematic seminars that will engage both nationally recognized Middle East scholars and NCSU faculty working on similar themes but in different regions, and in particular South and East Asia.
4. *Professional Development*. Provide travel grants to NCSU faculty to conduct research related to Middle East Studies, and pertinent to their teaching. Establish, in addition, four annual seminars each of which will introduce the larger CHASS faculty to the scholarly work of one Middle East scholar and that will aim to develop new comparative research agendas.

New Faculty Lines

NCSU has committed to three new faculty lines that deal directly with Middle East Studies. The first one is for a Lecturer in Arabic Language and Literature. The successful candidate will join the faculty in the Department of Foreign Languages and Literatures. NCSU is asking for full funding of this position during the life of the grant, after which NCSU will assume full responsibility for funding the position. The hire will come in the first year the grant (FY 2010-2011). The search for this candidate will take place also in Spring 2010 with an anticipated hire date of July 2010. This person will be expected to assist other Arabic language faculty in teaching first and second year courses. This will free the other Arabic language faculty members to design and teach a 4th year sequence of Arabic language courses, as well as specialized courses in modern Arabic literature.

Secondly, NCSU will hire a tenure-track assistant professor in Judaic Studies within the Department of Religion. The search for this faculty member will commence in Fall 2010 or Fall 2011 with an appointment expected to start either July of 2011 or 2012. This faculty member will be fully integrated into the Middle East studies program at every level: teaching, research, outreach, and scholarly workshops. We regard this position as critical to the intellectual project of moving our students away from an essentialist view of the Middle East that sees the region as monolithically Muslim in its social, cultural and religious orientation. In addition, to new proposed courses on Christianity and Ethnicity in the Middle East, the courses on Judaism, Jewish history, and contemporary Middle Eastern Jewish communities will allow our students a more nuanced view of the religions, history and sociology of the Middle East.

Finally, NCSU will hire a tenure-track assistant professor whose scholarship focuses on Energy and Environment in the Middle East, and who will teach within the International Studies curriculum. Since the successful candidate will teach under two separate rubrics (ME specialized courses, IS survey courses) the search for the position will be an open one within the College of Humanities and Social Sciences (History, Political Science, Sociology, Psychology). This will invite applications from a broad spectrum of scholars from amongst whom we will select the candidate who can best fulfill all the requirements. From the perspective of the Middle East Studies major, this position will not only add new courses but also allow the program to build links with other programs on campus. Amongst these would be the Nuclear Engineering program that has recently launched a program in Energy Security in collaboration with the Triangle Institute for Security Studies. Moreover, this position will provide us with further leverage to raise funds from private sources involved in the energy field in the Middle East.

Course Development

To ensure that we can provide students with a broad and interdisciplinary selection of courses on the Middle East and Islamic studies, we propose to offer release time to faculty to encourage new course development and/or revision of existing courses. This effort is partially intended to provide some new courses focused on comparative studies of the Middle East and South Asia, while others will look at encounters and interactions across the Mediterranean, and still others will be transnational explorations of themes that shaped the Middle East, and that carried Middle Eastern influences beyond the region's geographical boundaries. We will strive to support both the core faculty of Middle East/Islamic studies specialists, as well as non-specialists who have a significant interest in the area (e.g., History of Science, Archaeology, Art & Architecture, and Literature). Selection will be determined by a committee (Anna Bigelow –

Religious Studies, Robert Moog - Political Science, Inas Messiha – Foreign Languages and Literatures) based on a call for proposals sent out to all CHASS faculty. The selection process will strongly encourage the integration of non-specialist NCSU faculty into the Middle East studies program by allocating at least 33% of the course development resources to that category of faculty. Moreover, we will particularly encourage the development of comparative courses that integrate thematic elements of Middle East studies. Those who are selected will be required to participate in course development workshops that will meet twice (3 hours each time) during the course of the semester, administered by the *Faculty Teaching and Learning Center* at NCSU. The workshops will be designed to help faculty discuss common issues pertaining to the development of new content as well as pedagogical topics such as delivery of course material over the web.

At this point we envision adding the courses listed below to our already existing curriculum, and teaching them in multi-year cycles. However, these are only examples and we will be soliciting applications from faculty members outside Middle East studies to help them develop comparative courses which include a significant module (between 15% and 50% of course time) pertaining to the Middle East. Some of the courses listed below will be funded by the Title VIa grant, but others will be undertaken with the assistance of internal CHASS course initiatives:

1. *Advanced Arabic ~ 4th Year Sequence*: These are two courses (FLA 401 and 402) which will complete and complement our language offering in Arabic.
2. *Civil wars*: A senior seminar history/sociology course that focuses on a comparative study of the causes, processes and repercussions of civil wars with particular attention to the Partition of India/Pakistan, the U.S and Lebanon.

3. *History of Egypt*: This course looks at the history of modern Egypt (1805 – present). The general framework will be a political history that traces events from the foundation of the modern state. An additional focus will be on how an historical understanding of the creation of modern Egypt can be derived by looking at examples of various social or cultural currents.
4. *History of Iran*: This course traces the history of Iran from the Safavid period to the present. It explores the changing dynamics of religious and secular authority, political and social organization, foreign intervention, oil and “modernization.”
5. *History of the Gunpowder Empires*: a senior seminar that focuses on a comparative study of the last three Islamic empires (Mughal, Ottoman and Safavid) and which highlights the exchange of people, ideas and commodities between them.
6. *History of the Jewish People*: This course surveys the major developments in Jewish history from the ancient Land of Israel to the contemporary State of Israel, tracing that history across a wide swath of geographical territories.
7. *Islamic Political Movements*: The purpose of this course is to explore the diversity of movements, organizations, and political parties that fall within the concept of political Islam. The primary focus of the course will be on those groups operating in South Asia and the Middle East, although the students will be introduced to the broader range of political Islam.
8. *Mediterranean World*: This course explores the cultural, religious, political, and economic encounters of Christians, Muslims, and Jews in the geopolitical sphere of the Mediterranean from 600-1600 CE.

9. *Middle East Diasporas*: This course will focus attention on the Middle East not as a static geography but rather as a cartography defined by the movements of people across its boundaries. By studying select cases of movements into the region and out of it the course will elucidate a Middle East that is historically and contemporaneously trans-regional.
10. *Popular Culture in the Middle East*: This course looks at Middle Eastern societies through various forms of national and transnational mass mediated popular culture. In this material tradition is conditioned, or even created, by its interaction with social forms that transcend the local.
11. *Youth in the Middle East*: A historical survey of the development of the category of youth, how they were viewed and tapped by community and state, how they experienced the events of the 20th century, and how they shaped those events. The course will look at political movements, educational experiences, cultural trends, and economic realities across the breadth of the 20th century.

Thematic Workshops and Seminars

NCSU proposes to hold over the two-year period of the grant two workshops germane to the study and teaching of the Middle East. Both workshops will be held in the middle of the spring semester. The first will focus on *Energy and Environment in the Middle East*, while the topic of the second conference will be *Minorities in the Middle East*. For each conference we will invite two outside scholars specializing in these subjects, and we will also invite a third scholar who works on these themes but within a different geographical milieu.

[1] Workshop 2011: *Minorities in the Middle East*. This workshop will explore understudied populations in the Middle East—Muslim and non-Muslim minority groups—from a comparative perspective. Often overshadowed by the Muslim majorities with whom they live, these groups are nonetheless important contributors to the histories, economies, politics, and cultures of the region. At one level then, the aim of this workshop is to advance our knowledge of Middle Eastern history and culture beyond the dominant paradigm of Sunni Islam and to expand awareness of the particular contributions and challenges of these important communities. But more importantly, we intend to do so within a comparative perspective that seeks to raise conceptual questions about the idea of minorities in the Middle East. By incorporating scholars who have worked on the subject of minorities in the US we will create a conversation about the emergence and definition of the term and the limitations and opportunities inherent in its transplantation to the Middle East. And by inviting presentations on ethnic and religious minorities in Europe and South Asia we will open new venues for comparative inquiry into the subject that will transcend parochial and introverted studies and encourage a broader conversation between M.E. scholars and other academics.

[2] Workshop 2012: *Diasporas & the Making of the Middle East: Trade, Ideas and People Across the Indian Ocean*. This workshop will focus on the Indian Ocean as the link drawing East Africa, the Middle East and South Asia together historically and in contemporary time. Trade, people and ideas flowed across these territories creating a thicket of connections inextricably tying the histories of the regions in fundamental ways. Starting from that premise, the workshop will look at communities of Indian merchants all up and down the Red Sea, as well as look at traders from the Middle East relocating to South Asia. It will examine Sufi networks and Christian missionaries among others by way of tracing the transmission and transformation of

religious ideologies. Modern labor migrations from Bangladesh and Sri Lanka to the Gulf and other parts of the Middle East, as well as Yemeni labor migration to Indonesia will provide another set of connections, and another means of understanding how this trans-regional flow shaped local history, society and culture. As with the previous workshop, the invited presentations will be selected to foster a cross-fertilization of ideas between scholars working in different area studies, thus enriching our understanding and teaching of the Middle East. For this purpose, we will work with the Triangle Center for South Asian Studies, as well as with the Asian Studies faculty at NCSU to organize this workshop.

The objective of these workshops is to foster an intellectual dialogue within the community of scholars at NCSU, to provide new ways of thinking about Middle East studies, and to help develop new resources for teaching these subjects which will be shared with local community colleges and high schools. While we fully expect each workshop to develop its own form, we anticipate that the morning sessions will be dedicated to lectures provided by the three participants and to discussion of the papers they present. The afternoon session will function more as a workshop to integrate the theme of the seminar into practical teachable units within the disciplines represented by the faculty in attendance. The dialogues in these seminars are certain to be enhanced by the rich resources we have in the Triangle with over 70 faculty members at NCSU, Duke and UNC Chapel Hill some of whom are specialists in the Middle East and Islam, while others have worked on the themes of the workshops.

Professional Development

As a natural complement to the workshops and course development grants, we propose to fund travel for research purposes through competitive travel awards. The director of the program

(Akram Khater) will be responsible for organizing the selection process by advertising the availability and purpose of travel funds, and by convening a committee to evaluate the grant proposals according to standard College practice. These grants are intended to send specialists and non-specialists in Middle East Studies to conduct research on topics related completely or substantially to this field of scholarship. The intent is not simply to advance the individual work of the selected faculty members. Rather, the main purpose is to use this funded research to enhance segments of their courses that deal with the Middle East and Islam. These grants can also be used to help cover the cost of attending teaching workshops related to the Middle East, where new pedagogical approaches and new content are the main focus.

Aside from these travel grants we plan to initiate, with the help of the UISFL grant, a monthly series of seminars titled *Middle East Sojourns*. We will hold a total of four (4) of these seminars annually. We will invite all CHASS faculty to attend the seminars, but will limit attendance to 20 individuals who will be selected on first-come first-serve basis. The seminar will focus on the research of one faculty member involved in Middle East studies. The informal lunch session will allow for greater personal interaction between the presenter and attendees and will help build links across CHASS between specialists in Middle East studies and non-specialists. It is expected that such interactions will help bring elements of Middle East studies into the courses of non-specialists, while encouraging Middle East scholars at NCSU to explore larger questions. Most critically, we anticipate that such encounters will produce new comparative research agendas and courses that allow for collaboration between Middle East scholars and non-specialists in CHASS.

C. Expand Arabic Program

Language instruction is the cornerstone for the study of any region. Without a *working* knowledge of at least one of the languages of the Middle East, students will not be able to understand the culture and history of the societies and peoples of the region. Because of this fact, which became much more painfully apparent in the wake of September 11th events, North Carolina State University made the decision in Fall 2002 to fund for the first time one course in *Elementary Modern Standard Arabic*. The overwhelmingly strong demand for this Arabic language course subsequently led the university (in Fall 2003) to expand its offerings in the language by hiring a full-time lecturer. Partially with the help of the UISFL grant, the program grew between 2003 and 2008 to offer three years of Arabic language instruction, and to enroll over 150 students annually. To alleviate the ever increasing demand the university hired a second Arabic lecturer in 2008. In addition, the Arabic language coordinator and the Head of the Foreign Languages and Literatures department undertook a review of the program to determine its strengths and weakness, to assess the level and nature of demand for expansion of the program, and to chart on the basis of that review a plan for its future course.

Based on the recommendations of that review, and with the anticipated support of the UISFL grant, we propose to expand the program in two ways:

1. Increase days of instruction from 3 to 4 days per week
2. Offer 4th year Arabic language and literature courses

Because of the limited staffing situation and the high demand on the lower level courses, Arabic language instruction at NCSU is currently carried out three (3) days per week. This limitation puts our students at a disadvantage when they seek to pursue further studies either in intensive summer programs (like that run by Middlebury College), in graduate programs (like

CASA, the National Flagship Language Program at the University of Maryland). While we still have a solid record of placement in these various programs we are convinced that we need to extend the number of instructional days in order to better situate our students vis à vis intensive and graduate studies. The second area of need identified by the review process is the addition of a 4th year of Arabic language and literature courses. The addition of these courses will better prepare our students to enter graduate programs in Arabic, as well as make them more competitive candidates for jobs within government agencies and other institutions where Arabic is a critical tool. It will enable our students to test at the High-Intermediate to Low-Advanced on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT).¹ Finally, the proposed increase in our Arabic language courses will also enhance the number of Middle Eastern courses available not only to our majors but also to those enrolled in the International Studies major. It is for these reasons that we are asking for Department of Education funding for an additional Arabic lecturer position which the university will subsequently fund after the conclusion of the grant. This lecturer will be responsible for providing first and second year instruction in Modern Standard Arabic at NCSU.

It is important to note here that in addition to Arabic, students enrolling in the Middle East Studies major will have the option of taking Persian—a language already firmly established at NCSU with the generous help of a Title VI grant given to the North Carolina Center for South Asia Studies (an educational consortium of NCSU, Duke, University of North Carolina at Chapel Hill, and North Carolina Central University). Currently, NCSU offers 2 years of Farsi language courses, but we are working internally to expand that to three years.

¹ More on this in the Plan of Evaluation section

D. Establish a *Center for Arabic Language and Culture Study (CALCS)* in Cairo, Egypt

In addition to our highly successful Egypt Summer Study Abroad program (<http://ids.chass.ncsu.edu/mestudies/studyabroad/>) we would like to establish a semester-long program in Cairo. The program is being developed in collaboration with Northeastern University, and we expect to open the program in January 2011. As designed the program will take 30 – 40 3rd Year Arabic language students (primarily from NCSU and Northeastern University) to spend a total of five months in Cairo. The students will be housed in apartments, and they will take two required courses at CALCS; one will be an intensive Arabic program that covers the 3rd year of Arabic MSA, and the second will be a cultural studies course focusing on Egypt and the Middle East. In addition to providing a theoretical framework for understanding the forces which have shaped culture in the Middle East, the latter course content will be correlated to use the Arabic skills being developed in the first course by exposing students to a variety of cultural events, media encounters, debates with Egyptian students, and a host of other activities. Additionally, the students will be required to enroll in a service learning course where we will arrange for them volunteer opportunities with local Egyptian NGO's.

E. Develop Internship Program in Dubai and Egypt.

We regard internships as another critical element in the educational career of our M.E. Studies majors. While language instruction and course work at NCSU will provide a solid academic basis, an internship will provide each of our participating students with a real-life experience in the working culture of the Middle East. Whether they work for a large development company like *Nakheel Development Corporation* which is charting the course of urbanization and real estate development in the Middle East or volunteer their time with *Refuge*

Egypt working with Iraqi refugees, our students will be exposed to experiences and encounters that are impossible to duplicate in the classroom. In preparation for such an experience, we will hold training seminars for the students before they embark on their summer internships. These day-long seminars will provide them with information about what to expect in terms of housing, working culture, inter-personal relations, appropriate linguistic requirements, expenses, etc. Our Project Director in tandem with the Internship Coordinator (who is housed in the International Studies program) will monitor the students progress during their overseas stays, and will provide them with support they may need in case of difficulties.

We have already begun preliminary discussions with various organizations in Cairo and Dubai and will continue developing these collaborative programs in June 2010. With the help of UISFL grant we expect to finalize the internship program by Spring 2012 in preparation for sending our first group of students in Summer 2013.

F. Library Development.

In order to provide our students with greater access to academic material about Middle East Studies, NCSU proposes to develop its collection of Middle Eastern literature in English specifically to respond to the increased undergraduate research needs of NCSU students. We have begun to work with the library collection development staff (for the humanities and social sciences, Darby Orcutt and Debbie Currie) to identify areas of need for development of our collection in a manner that facilitates undergraduate teaching and research commensurate to our program goals. At this point we have identified contemporary Middle Eastern literature both in the original language and in translation, as well as material on energy and environment in the Middle East as the two main areas requiring development. Moreover, we would like to enhance

our video library with instructional films, both features and documentaries. The library has committed a significant budget (\$4,000/year) to begin to fill the broader general needs of teaching the Middle East. We propose to use the grant monies in the amount of \$4,000 per year for the first year and \$4,000 for the second year to augment the library's commitment in the areas of special need noted above. Moreover, we will leverage this grant to raise further funds from private community donors in North Carolina to establish a special collection on Minorities in the Middle East.

G. Outreach Activities.

We have been vigorously engaged in outreach activities since we received our first UISFL grant. In general, these activities have fallen into two main categories: K-12, and public outreach. Over the past 5 years we have conducted nine daylong workshops with over 300 teachers from across the state. In addition, outreach program like our ME Film Festival has grown in attendance from 200 in total for five films, to over 2000 students over five films. This spring we will host our 6th annual film festival. We also hosted the first American trip for the Umm Kulthoum Classical Orchestra, and it was attended by over 600 people from NCSU. In short, our first UISFL grant has allowed us to enrich the students' cultural experiences at NCSU and to provide a far broader perspective on what constitutes the Middle East.

In reviewing our K-12 outreach program through questionnaires collected, and follow-up with teachers who attended our workshops we have decided to focus our future efforts on two projects. It is our aim to undertake two different sets of outreach programs that we believe will have a deeper impact on K-12 education, better prepare and attract high school students to ME Studies, and reach previously under-served communities who have little if any chance to learn

about the region. With the help of the UISFL grant (as well as a supplementary grant from ARAMCO) we plan two initiatives:

1. Four teacher workshops annually
2. Two year partnership with two high schools from under-served areas.

[1] *Teacher Workshops* Using lists compiled by the National Humanities Center we will invite 25 high school teachers each year to participate in a series 4 one-day workshops at NCSU which will focus on integrating Middle East studies in high school curricula. Using the North Carolina world history textbook (developed at NCSU) as our starting point we will concentrate each year on providing the teachers with cultural and historical material that they can use effectively in the classroom. For the first year we will emphasize the multiple and complex relationships between religion, society and culture in the Middle East. In the second year we will highlight the emergence of non-traditional types of politics in the region which deal with the environment, health care, education, and women's and minority rights. The idea behind this series of workshops is to move teachers beyond the notion that the only politics in the region are those of authoritarian states, and to allow them to explore the various ways individuals and groups contest the power of even the most repressive of states. In both series of workshops we will include exposure to music, film, art, and primary historical documents and discuss their pedagogical use in the classroom to help students better comprehend the region. We will develop a packet of information for each workshop that will include reading material for the teachers. Workshops will include morning lectures from specialists, and afternoon break-out sessions to start developing lesson plans around the theme of the workshop. Finally, we will work with the College of Education, the NCSU World Literature program and the International Studies

program to develop a website dedicated to providing middle and high school teachers with on-line resources for the teaching of the Middle East. This project will be publicized through direct e-mail and the Department of Public Instruction in North Carolina.

[2] *Two year partnership.* We have identified two under-served high schools with which we intend to work to launch a 2-year project for the enhancement of Middle East Studies. The purpose behind such a project is to attract students who normally get little exposure to the Middle East, and to better prepare them for admission and study at NCSU. The project (which will not require funding from UISFL) will entail workshops for the teachers, presentations in the classroom by NCSU faculty, and most importantly linking the students from these schools directly with students in the Middle East. This linkage will take place through various social networks on the internet, but it will also include exchanges of short documentaries conceived, filmed and produced by students both here and the Middle East. The videos will focus on topics of interest and concern to youth (music, sexuality, art, religion, etc.). We have already secured a firm promise for funding from ARAMCO contingent upon receipt of the UISFL grant.

H. Equal Access

Certification of Compliance with Section 427 (ref. 427 OMB Control No. 1801-0004, esp. 8/31/2001). All public activities of the College of Humanities and Social Sciences are made available to students, faculty, staff and when appropriate, the general public without consideration of gender, race, national origin, color, disability or age. Because of the nature of much of our proposed programming we anticipate that a substantial portion of the participants will be of international or heritage communities. All competitions (e.g. applications for workshop participation, selection of TA, etc.) are blind to the prescribed barriers noted in Section

427, while hold all public events in venues that are accessible to everyone. The university's regular facilities for aiding students with learning disabilities will be consulted for help.

II. QUALITY OF KEY PERSONNEL

Akram Khater – Project Director. The Director of the grant will be Akram Khater, Associate Professor of History at North Carolina State University. Khater received his Ph.D. in history from the University of California, Berkeley in 1993. His research has focused on social and cultural history of the Middle East in which he has published extensively. He was selected as “University Outstanding Teacher,” and “Outstanding Junior Faculty,” and the “University Outstanding Faculty Engaged in Extension.” He has held research fellowships from the National Humanities Center, CAORC Fulbright, the National Endowment for the Humanities, and the American Philosophical Society. Administratively, he is currently serving as the director of the Middle East Studies program in the College of Humanities and Social Sciences, and he was the PI on the first UISFL grant. He has served as a member of the Program Committee for the Middle East Studies Association, and Member of the Board for the Women and Gender Studies program. Currently, he serves on the editorial board of various journals and book series including the *International Journal of Middle East Studies*. In addition, he has served on numerous NCSU administrative committees.

Anna Bigelow – Project Co-Director Anna Bigelow is instructor in the Department of Philosophy and Religion at NCSU. She is completing her PhD from the University of California at Santa Barbara (2003) on shared sacred sites and inter-religious relations in India. Her MA in Religious Studies was completed at Columbia University in 1995. She specializes in South Asian Islam, Religious Conflict, and Comparative Religions. She has received fellowships from the Carnegie Corporation of New York, the Social Science Research Council, the American

Institute of Indian Studies, FLAS, and UCSB. She has presented at numerous professional meetings including the American Academy of Religion, the Triangle South Asia Consortium, the Annual South Asian Studies Conference at Madison, WI, and others. She has published articles, book reviews, and encyclopedia entries in numerous venues. In addition she teaches Islam, South Asian Religions, and Religious Conflict.

David Gilmartin. David Gilmartin is Professor of History at NCSU. He received his Ph.D. from the University of California, Berkeley (1979), where he specialized in the relation of Islam to the creation of Pakistan. Gilmartin has been awarded numerous grants and fellowships for his research from such institutions as the Woodrow Wilson Center in Washington, D.C., the National Endowment for the Humanities, Senior Fulbright, American Institute of Indian Studies, American Institute of Pakistan Studies, and the Fulbright-Hays Doctoral Dissertation Research Abroad program. In addition to dozens of specialized articles in academic journals, Gilmartin is the author of *Empire and Islam: Punjab and the Making of Pakistan* (California, 1988).

Jodi Stewart Khater. Jodi Stewart Khater has a MA in Arabic language from the American University in Cairo. She received her BA in Near Eastern Studies with emphasis on Arabic language and literature from Brigham Young University. She has received several fellowships pertaining to the study of Arabic, including two Fulbright grants to study in Egypt, one in 1982 and one in 2002. She has taught Arabic (at the Beginning, Intermediate and Advanced levels) at NCSU, Duke University and Meredith College for the past ten years. and before that she was the VP of Marketing for the Middle East and North Africa for an American corporation. She has lived and traveled extensively in the Middle East and North Africa. She developed and expanded the Arabic language program at NCSU since 2002, she currently serves as the Arabic Language Coordinator as well as the Advisor for the Middle East Studies minor, and she is the co-Director

of the Egypt Summer Study Abroad program. She serves on the Advisory Board for Arabic Language Online Courses, The NC Department of Public Instruction in collaboration with LEARN NC, UNC School of Education, The University of North Carolina at Chapel Hill.

Mandana E. Limbert. Mandan Limbert is Associate Professor of History at NCSU. She received her PhD in Anthropology and Near Eastern Studies from the University of Michigan (2002). Her work explores religion, gender, oil, and notions of Arabness in the Gulf and Indian Ocean. She has received grants and fellowships from the Mellon foundation, Ford foundation, Fulbright, Fulbright-Hays, and the American Council of Learned Societies. In addition to numerous articles and book chapters, Limbert is co-editor of *Timely Assets: the politics of resources and their temporalities*, SAR Press (2008). Her manuscript, *In the Time of Oil: piety, memory and social life in an Omani Town* is in production with Stanford University Press.

Ines Messiha – Ines Messiha is a Teaching Assistant Professor in the Department of Foreign Languages and Literatures at NCSU. She received her Ph.D. in Modern Foreign Languages from the University of Tennessee (Knoxville) in 1996. Before coming to NCSU in 2008, Dr. Messiha was the Academic Director for the Penn State University (University Park) Summer Intensive Language Institute, as well as the Arabic Language Coordinator there from 2005 to 2008. She has taught Arabic since 2003 at the Beginning, Intermediate and Advanced levels. She has given numerous presentations and published several articles on topics relating to language instruction and literature.

Nancy Mitchell. Nancy Mitchell is Associate Professor of History at NCSU. She received her Ph.D. from the Johns Hopkins University (1993), where she specialized in the history of US foreign relations. She also has an MA in theology and studied at the American University,

Cairo. Mitchell's current interest is US foreign policy in the late 1970s; she contributed the chapter about Jimmy Carter to the Cambridge History of the Cold War, and she is completing a book about Jimmy Carter and Africa and the Middle East. In addition to specialized articles in academic journals, Mitchell is the author of *The Danger of Dreams: German and American Imperialism in Latin America, 1895-1914* (Chapel Hill, 1999). She was the director of the Graduate Studies program at NCSU and has extensive administrative experience.

Robert Moog. Robert S. Moog is professor in the Department of Political Science and Public Administration at NCSU. With a Ph.D. from the University of Chicago (1989) combined with his J.D. degree at Boston University Law School (1974), Moog specializes in comparative Judiciary. He has received awards and fellowships from the American Institute of Indian Studies, FLAS, Fulbright-Hays, and NCSU. He has authored several articles comparing Middle Eastern and Indian judicial systems in judicial and area-studies journals. In addition to extensive professional experience in the practice of law, In addition to experience in the practice of law, Moog has acted as a consultant on justice system reform projects in Afghanistan, Nepal, and India. He teaches regular courses on the politics of South Asia and the Middle East.

S. Thomas Parker. Thomas Parker is professor in the Department of History at NCSU. With a Ph.D. in history from UCLA (1979) Parker specializes in both the history and archaeology of the Roman Middle East. He has written extensively on this subject with a monograph titled *Romans and Saracens: A History of the Arabian Frontier*, and over 100 articles published in scholarly and popular journals. Moreover, every other summer he leads NCSU students to 'Aqaba, Jordan where he is conducting archaeological fieldwork on the Roman presence in the ancient port of Aila along the Red Sea in Southern Jordan. Professor Parker has been the recipient of various external grants and fellowships that include National Endowment for the Humanities Grants for

Interpretive Research, National Geographic Society Research Grants, Dumbarton Oaks Center for Byzantine Studies Research Grants, Samuel H. Kress Foundation Research Grants, and Joukowsky Family Foundation Research Grants. He is a member of the Board of the American Center of Oriental Research in Amman, Jordan and its past Vice President.

Dwight Stephens. Dwight Stephens received his doctorate in Indo-European Historical and Comparative Linguistics. His special interests are the neural and psychic bases of consciousness, cognition, and language acquisition. He is on the faculty of the NCSU Department of Foreign Languages, has recently written a successful critical languages grant for the university, and is currently creating an online multimedia course in Persian. He is the Director of the NCSU Critical Languages Summer Program which is funded by a Department of Defense grant.

III. BUDGET AND COST EFFECTIVENESS

2010-2009: Year One

1. Personnel

- a. Prof. Khater, Project Director, two course releases (equivalent to 33% time commitment) split between Federal request of \$9,000, and NCSU match, \$16,121.
- b. Prof. Bigelow, Project Co-Director, 10% time commitment, NCSU match, \$6,200.
- c. NCSU Faculty effort with 10 faculty members at 7.5% of their time, NCSU match \$39,000
- d. Tenure-Track Assistant Professor, Energy and Environment in the Middle East, 50% time commitment to ME Studies; search conducted fall 2010.
- e. Arabic Language Instructor NTT to help expand Arabic language instruction for 3 to 4 days, and add 4th year of Arabic, Federal request of \$40,000.

- f. Fulbright Language TA Coordinator, to maintain FLTA grants and coordinate the work of FLTA fellows in the Arabic and Persian programs, Federal request of \$2,000.
- g. Graduate Student Assistant, 150 hours at \$12, Federal request of \$1,800.
- h. Summer stipends for curriculum development of 6 courses at \$1,000 for each course, Federal request of \$6,000.

2. Fringe Benefits are based on prevailing NCSU rate of 27% for faculty and 9.15% for Teaching Assistant.

3. Travel:

- a. Professional Development Travel consisting of six \$550 individual grants with Federal request of \$800 and \$2500 in NCSU matching funds.
- b. Federal request of mandated \$1,644 for Project Director.
- c. Federal request of \$2,300 for air fare two faculty member to travel to Egypt to plan *Center for Arabic Language and Cultural Studies* Program, with \$2500 in NCSU match.

4. Equipment, NA

5. Supplies:

- a. Federal request of \$4,000 for Library Acquisitions of monographs and journals, with \$4,000 matching funds from NCSU
- b. Instructional material for Arabic and Persian language study (DVD, CD Rom, Software) and expendable supplies. Federal request of \$600.

6. Contractual: NA

7. Construction: NA

8. Other Direct Costs:

- a. Federal request for funds for outside evaluator (\$1,610).

- b. Federal request of funds for honoraria for four workshop speakers for Teacher Education Workshop. (\$2,000)
- c. Federal request to fund speakers at colloquium, with airfare for six at \$500 each, per diem at \$130 for two days each (\$4,560), with \$1000 matching fund.
- d. Federal request to cover costs of duplication and postage of program brochures and posters. (\$700).

9. Indirect Costs are requested at the Federal approved rate of 8 %.

2010-2011: Year Two

1. Personnel

- a. Prof. Khater, Project Director, two course releases split between Federal request of \$9,000, and NCSU match, \$16,875 (equivalent to 33% time commitment).
- b. Prof. Bigelow, Project Co-Director, 10% time commitment, NCSU match, \$6,200.
- c. NCSU Faculty effort with 10 faculty members at 7.5% of their time, NCSU match \$39,000.
- d. Tenure-Track Assistant Professor, Energy and Environment in the Middle East, 50% time commitment to ME Studies; NCSU match of \$27,500.
- e. Arabic Language Instructor NTT to help expand Arabic language instruction for 3 to 4 days, and add 4th year of Arabic, Federal request of \$40,400.
- f. Fulbright Language TA Coordinator, to maintain FLTA grants and coordinate the work of FLTA fellows in the Arabic and Persian programs, Federal request of \$2,000.
- g. Graduate Student Assistant, 150 hours at \$12, Federal request of \$1,800.
- h. Teaching Assistant for Core Course on Islam to allow for expanded enrollment, Federal request of \$2,000.

- i. Summer stipends for curriculum development of 5 courses at \$1,000 for each course for Federal request of \$5,000.
2. Fringe Benefits are based on prevailing NCSU rate of 27% for faculty, and 9.15% for Teaching Assistant.
3. Travel:
 - a. Professional Development Travel consisting of six \$550 individual grants with Federal request of \$800 and \$2500 in NCSU matching funds.
 - b. Federal request of mandated \$1,644 for Project Director.
 - c. Internship planning trip Fall 2011, NCSU match of \$2500.
4. Equipment, NA
5. Supplies:
 - a. Federal request of \$4,000 for Library Acquisitions of monographs and journals, with \$4,000 matching funds from NCSU
 - b. Instructional material for Arabic and Persian language study (DVD, CD Rom, Software) and expendable supplies. Federal request of \$1000.
6. Contractual: NA
7. Construction: NA
8. Other Direct Costs:
 - a. Federal request for funds for outside evaluator (\$1,610).
 - b. Federal request of funds for honoraria for four workshop speakers for Teacher Education Workshop. (\$2,000)
 - c. Federal request to fund speakers at colloquium, with airfare for six at \$500 each, per diem at \$130 for two days each (\$4,560)

d. Federal request to cover costs of duplication and postage of program brochures and posters. (\$800).

9. Indirect Costs are requested at the Federal approved rate of 8 %.

B. Cost Effectiveness in Relation to the Objectives of the Project

The objective of the project is to broaden the study of the Middle East at NCSU, including Arabic and Persian language study, in response to a greater demand and need for expertise in this area. The project makes maximum use of NCSU strengths and requests federal funds to address weaknesses. The following is a summary of costs involved:

1. Program Development: The costs of implementing Middle Eastern Studies at NCSU involves two course release for the project director, ten percent time commitment on the part of the project co-director, 7.% time commitment from Middle East Studies faculty, partial salary of the FLTA coordinator; the salary of the graduate assistant to develop brochures for the programs and assist in coordinating events as well as the evaluation of program and events. In the second year of the grant NCSU will cover the salary of the Tenure-Track faculty in Energy and Environment in the Middle East Once the major is approved, NCUS will cover the costs of the program. Given the size of NCSU, the development of the major in Middle East Studies has the potential to reach a large number of students.

2. Curriculum Development: The costs of developing approved new courses involve summer stipends for faculty to develop eleven new courses.

3. Language Development: The costs of expanding the Arabic consist of salary for the instructor; and the tuition remission for two FLTA fellows. After the grant, NCSU will pick up the salary

of the Arabic Language instructor. The costs in establishing the semester study abroad program in Cairo are for funding airfare and per-diem for a planning trip.

4. Faculty Development: The costs of the faculty development seminar series, lectures and workshops consist of honoraria, meeting expenses, and travel as well as the time of the Project Director, Co-Director, and Coordinator. Some of the speakers will be recruited locally, which is in line with utilizing Triangle resources, and is cost effective.

5. Outreach: Costs related to teacher education include honoraria as well as the time of the Project Coordinator and Co-Director; costs related to school partnership project include time of the Project Coordinator and Co-Director.

Mandated costs include: external evaluators, who will come from Utah and North Carolina (the latter will reduce travel and lodging costs); faculty development travel to conduct research and attend pedagogical workshops, and travel expenses for the project Director to attend the annual project directors' meeting for UISFL grants.

IV. ADEQUACY OF RESOURCES

The grant will be managed by Akram Khater (PI) and Anna Bigelow (co-PI). The College of Humanities and Social Sciences has committed to fund 27% of Khater's annual effort in conjunction with the Title VIa funds providing the other 6% of his time in order to manage this grant. In addition, the Title VIa funds will provide Anna Bigelow with release time equivalent to 16.5% of her time. This release time will allow Khater and Bigelow to undertake the management of the grant and their responsibilities will include the following:

- a. Akram Khater: Work with the NCSU Administration to develop and implement the Middle East Studies major; develop and co-direct the *Center for Arabic Language and Cultural*

Studies in Cairo; administer the B.A. in Middle East Studies in collaboration with the Middle East Studies Committee; coordinate 2-year partnerships with 2 high schools in North Carolina; coordinate the logistics of events (travel, lodging, reimbursement processing, etc.); fund-raising for the Middle East Studies program.

- a. Anna Bigelow: Organize the *Middle East Sojourns* series; organize the Middle East Film Festival; chair a committee for selecting candidates for course development grants.

On the other hand, Mandana Limbert will be responsible for organizing the thematic workshops that will be held each spring semester, with the support of a sub-committee selected from the larger Middle East Studies committee. Inas Messiha and David Gilmartin will be responsible for organizing the high school teachers workshops. The accounting for the grant will be done by Susan Book, the administrative assistant within the history department.

Facilities Needed to Execute this Project. The language labs at NCSU are very well developed, with NCSU recently opening a state-of-the-art Language Technologies Center, which will be heavily used for Arabic instruction. The library is developing its core Middle East and Islamic Studies collection by targeting two particular areas: energy and environment in the Middle East, and Arabic language and literature. Augmenting our local library collection is the Triangle Research Library Network which electronically links the libraries of Duke University, UNC Chapel Hill and NCSU and that guarantees delivery of any book within 48 hours to the home institution of the student. In total, the D.H. Hill Library at NCSU owns more than 25,000 monographs directly related to the Middle East, about 200 journals, and close to 100 audio-visual resources. Moreover, the constituent libraries of the TRLN provide our students with access to an additional 140,000 monographs, 300 journals and nearly 1000 audio-visual items relating to the Middle East.

V. PLAN OF EVALUATION

Language Evaluation. Kirk Belnap (Near Eastern Languages, Brigham Young University) has agreed to be the language evaluator for our program. Belnap is an Associate Professor of Arabic at Brigham Young University and the director of the National Middle East Language Resource Center, a Title VI LRC that brings together language experts from more than twenty universities. He is also co-P.I. with Robert Blake (U.C.-Davis) on the award-winning website Arabic without Walls and director of BYU's STARTALK summer Arabic high school camps. He will visit in the Fall of 2011 to evaluate the quality of our Arabic language instruction. He will be given full access to the students and the instructors for that purpose, and he will provide recommendations for improving the quality of instruction.

In addition to Professor Belnap's external review, we will institute a series of assessment tools within the Arabic program with the aim of ascertaining that our graduates are attaining a High-Intermediate to Low-Advanced score on the on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). To supplement this testing we will design and implement a reading/listening test. All three tests will be given to our students upon their return from their semester study abroad at the *Center for Arabic Language and Cultural Studies* in Cairo, Egypt. Finally, we will require all graduating students to present a portfolio of their written work during the final semester at NCSU to be evaluated and assessed by the Arabic Language faculty. The purpose behind these tests is to assess the effectiveness of our program, to identify any shortcomings in our pedagogy and institute the necessary changes, and to provide our students with independent assessments that will allow to better compete for admission to graduate schools and/or the job market.

Teacher Workshop Evaluation. Every teacher workshop will include on-site questionnaires for the participants. This questionnaire will not only be an assessment tool for the workshop, but a systematic way for improving the workshops for subsequent years, and more importantly for identifying the areas where high school teachers feel they need help in teaching their students about the Middle East. In addition, in the second year of the grant we will follow-up with the participants of the first year's workshops through classroom visits and interviews to determine to what extent they were successful in incorporating the material from the workshops. Based on this we will identify the best teaching practices as they relate to the Middle East, and seek to incorporate them in the teacher workshops which will be held during the second year. Assessing the success of our partnership initiative will be carried out by tracking those juniors and seniors who participated in our various activities in the partner high schools. Specifically we will want to evaluate their rate of application to NCSU, and whether they will pursue a degree in Middle East Studies upon enrolling at our university. This assessment will be undertaken in collaboration with the College of Education at NCSU.

Program Evaluation. Beth Baron from the Graduate Center at the City University of New York has agreed to act as the evaluator of the NCSU program in Middle East Studies. Baron is Professor of Modern Middle East studies at CUNY, and is the co-director of Middle East and Middle Eastern American Center (MEMEAC). She was the PI on a previous UISFL grant to develop M.E. Studies at CUNY, and is currently the Director of the MA program in ME Studies at the Graduate Center. She has also served in numerous administrative capacities on the constituent committees and board of directors of the *Middle East Studies Association*, and is currently the Editor of the *International Journal of Middle East Studies*. Thus she is eminently qualified to assess our program and its progress in fulfilling the needs of our students, as well as

the expectations outlined in this grant proposal. Professor Baron will visit the campus in the Spring of 2012 to assess the newly established M.E. Studies major.

Aside from Professors Baron and Belnap, we will institute a systematic evaluation of the student experience by providing all students entering into the program with a questionnaire that asks them specifically about their own expectations with regard to the program. Upon completion of the Middle East Studies major an exit interview will be conducted with each student to assess their measure of accomplishment of their aforementioned goals. We will ask each of these graduating students about the positive and negative aspects of their experience in the program and collect that into a preliminary report by Spring of 2012. We will incorporate the most significant findings of this report into a re-designed program to better satisfy the educational needs of our students. We will also work with the College of Management to evaluate the program through focus groups selected from among the majors in the program.

VI. COMMITMENT TO INTERNATIONAL STUDIES

NCSU has always considered International Studies as a key element in the university. Recently, and as part of the *UNC Tomorrow* initiative, NCSU has renewed and expanded this commitment under the rubric of Global Readiness. As stated in the May 2008 NCSU's response to the *UNC Tomorrow* report: "As one of two doctoral, research-intensive universities within the UNC system, NC State's role is to discover new knowledge while infusing that knowledge into our undergraduate and graduate teaching programs. We will expand their opportunities to develop an international perspective and improve their leadership and communication skills through a network of out-of-classroom activities."

This commitment has been translated to practical applications. For instance, and as of today, over 35% of the faculty on campus is involved in International studies and programs. Within the

College of Humanities and Social Sciences the number of faculty dealing with some aspect of international studies increases to 45%. The number of courses available within CHASS that are of international nature exceeds 230. Currently, we provide our students with over 32 study abroad programs from which to choose, and the University as a whole has over 100 cooperative programs with various foreign academic institutions. Finally, and as an indication of NCSU's commitment to International Studies, an undergraduate major was developed three years ago and in that time it has matriculated over 360 students, and it is the fastest growing major on campus.

Administratively, the College—under the leadership of Dean Jeffrey Braden—has targeted international studies as one area for intensive development within the rubric of our compact plan, which sets the intellectual and structural priorities for the next five years. As a signal of that intent, Dean Braden has wholeheartedly agreed—in these times of constrained financial resources, and very few faculty searches are authorized—to conduct a search for an International Studies Tenure-Track professor with specialization in Energy and Environment in the Middle East. Moreover, CHASS has established the position of the Director of International Programs, in addition to NCSU's Vice Provost for International Affairs. Finally, the university is undertaking a feasibility study to establish a branch campus in South Korea in collaboration with the South Korean government.

VII. ELEMENTS OF THE PROPOSED INTERNATIONAL STUDIES PROGRAM

A. Contribution to International Studies and Foreign Languages: The proposed activities in program, curriculum, language, and faculty development will contribute to the implementation of a fully-approved Middle Eastern Studies major at NCSU by the end of the grant period. The Middle Eastern Studies Program Committee (chaired by Akram Khater) will implement this program by designing the B.A. Intent to Plan, and Request for Authorization to Establish a New

Degree and guiding it through the approval process, by generating a momentum across NCSU, and by developing the necessary courses and programs. NCSU's Middle East Studies web site will also be an important part of the promotion of the new courses and program, but more importantly, the Director of the project will design and oversee a marketing campaign targeting incoming freshman and high school seniors.

Developing new courses that place the Middle East within a comparative rubric of studies will go a long way toward breaking the insular paradigm that has dominated the teaching of—and learning about—the region. Moreover, it will enable our faculty members to establish new intellectual links with those working on other regions like South Asia and the Mediterranean. Arabic and Persian language study will be central to the creation of Middle East Studies majors and minors. This is why the addition of new Arabic courses will give our students the ability to better prepare for graduate schools as well as professional employment.

The Faculty Development component of workshops and a seminar series will contribute to the implementation of the Middle East Studies programs by creating working teams and common themes as well as providing content and guidance in curriculum development.

B. Interdisciplinary Aspects of the Program: The major and minor in Middle Eastern Studies are by definition interdisciplinary. Courses will be offered in Foreign Languages, History, International Studies, Religious Studies and Political Science. By design, the B.A. in Middle East studies will require students to take courses from across these disciplines. In addition, the required study abroad and service learning component that will be embedded into the major, will assure that our students are receiving a well-rounded education.

The Faculty Development workshops and seminar series will be interdisciplinary, mixing anthropologists, historians, language and literature specialists, political scientists, and religious studies scholars. Topics have been chosen that cross disciplinary borders, and the speakers selected will come from a range of disciplines.

C. New and Revised Courses: We are creating eleven new content courses and calling for the integration of material on the Middle East and its diaspora into general courses in response to student interest in the Middle East, and the need to better understand the people and the region. We have identified and will design new courses that shape the curriculum (core courses and capstone seminars) and in areas where there are gaps in the curriculum, which will also contribute to the cohesiveness of the major and minor in the Middle East. While the area of emphasis of new courses targets comparative studies of the Middle East, we will encourage new courses that meet programmatic needs. Faculty Development activities will contribute to the revision of courses, particularly in updating materials and content.

D. Improving and Expanding Language Instruction. With funds from Title VI, we will expand our Arabic Language program from 3 to 4 credit hours per course, and we will add a 4th year of Advanced Arabic language courses. In addition we will build on the resounding success of our Summer Arabic Program which was initiated in Summer 2009, and we anticipate that it will grow to be the center for ROTC Arabic language instruction in the Southeast region. Through the grant we will also establish a new semester-long Study Abroad program will be launched in Egypt in January 2011. This program will be the hallmark of our Arabic Language program in that it will provide the students with an immersion program (linguistically and culturally) as well as include a critical service-learning component.

VIII. NEED FOR AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM

Need for Proposed Program: We have a documented need for the development of a Middle East Studies major, and for the expansion of our Arabic program, along with the various constituent initiatives we propose to undertake through the UISFL grant. The demand for Area Studies and International Studies is the fastest growing at NCSU. In 2005, Akram Khater (the PI on this UISFL grant) developed and implemented an International Studies major. The major began to matriculate students in 2006 and in that brief span of time it has grown to over 350 majors. Of this cohort, over one-third of the students hold declared concentrations focusing on the environment, international relations and the Middle East. Added to these numbers are over 36 students who have completed the Middle East Studies minor. Lastly, the enrollment of over 150 students annually in the Arabic language courses provides another indication of the pressing demand for courses and programs focusing on the Middle East. Given these numbers, the constantly high demand for spots on the Egypt Study Abroad program (over 65 applicants this year alone), as well as the survey we conducted to ascertain the level of interest in a Middle East Studies major, we can safely conclude that the proposed major will enroll 15 students in its first year, and grow consistently thereafter to reach 80 which is the maximum number of students we envision enrolling under our current allocated resources.

Prospective Results: In 2003 NCSU received a UISFL grant to develop a new program in Middle East Studies. During the life of the grant, and after its conclusion, we have established a thriving Arabic language program; established a substantive Middle East Studies minor; implemented a very popular study abroad program in Egypt; instituted an annual film festival (in its 6th annual iteration); organized two successful academic conferences which attracted national and international scholars; more than doubled the number of courses and faculty specializing in

the Middle East; and implemented an extensive outreach program. The presence of such a vibrant program was a major contributing factor in the receipt of a Department of Defense grant to develop a summer program in Arabic language instruction for ROTC cadets, as well as the receipt of an ARAMCO outreach grant.

Based on this track record, and the strong support we have from the College of Humanities and Social Science, we are confident that we will be able to use UISFL funds to accomplish all of our goals for this grant. We will establish, expand and sustain a ME Studies major, we will build an even more successful and extensive Arabic language program, we will increase the number of faculty and courses dealing with the region, we will design and implement an intellectually rich environment of collaboration in research and teaching, and we will better serve our students and their need for greater knowledge of the languages, histories, cultures, religions, politics and societies of the Middle East. Additionally, we will expand and deepen the purview of our outreach programs to better high school students for studying the Middle East at the university level.

X. COMPETITION PROGRAM PRIORITY

Competitive Preference Priority NCSU a land-grant comprehensive university which requires require entering students to have successfully completed at least two years of secondary school foreign language instruction and thus fulfills the UISFL Competitive Preference Priority for FY 2010.

Invitational Priority 2 Funding from the UISFL grant will establish the Middle East Studies major which includes the enhancement and expansion of our Arabic language program.