

NATIONAL RESOURCE CENTERS (NRC) PROGRAM
AND
FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIP PROGRAM

CFDA 84.015A & 84.015B

ABSTRACTS



**AFRICA
AND
MIDDLE EAST**

FY 03-05

INTERNATIONAL EDUCATION PROGRAMS SERVICE
US DEPARTMENT OF EDUCATION
WASHINGTON DC 20006-8521

The following abstracts reflect a variety of area and international studies projects, language training, and outreach activities to be conducted by NRC and/or FLAS grantee institutions during the FY 03-05 project period. The abstracts were included in the grant applications submitted in November 2002 and subsequently recommended for FLAS grant awards announced in March 2003 and NRC grant awards announced in May 2003.

To learn more about grantees' activities, please contact the grantees directly.

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International Education Programs Service (IEPS) at:
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National Resource Centers and
Foreign Language and Area Studies Fellowships

AFRICA

FY 03-05

Abstracts
International Education Programs Service
US Department of Education

African Studies Center, Boston University

www.bu.edu/africa

In 2003 the African Studies Center (ASC) celebrates its 50th anniversary as a program of multi-disciplinary study of Africa. Over those five decades the ASC has achieved international recognition for its commitment to teaching, research, outreach, and publication on Africa. In recent years the ASC has received institutional research grants from the Ford Foundation, the U.S. Dept. of Education, the United States Information Agency, the National Endowment for the Humanities, the Social Science Research Council, and the World Bank and is currently recognized as a program for Foreign Language and Area Studies Fellowships by the U.S. Department of Education. Applicants interested in Foreign Language and Area Studies Fellowships should contact:

Fellowships Secretary

African Studies Center/Boston University

270 Bay State Road, Boston, MA 02215

buasc@bu.edu

African Language Program

Boston University students study African languages through the Dept. of Modern Foreign Languages and Literatures. Courses in at least four African languages are offered each semester, depending on student needs and enrollments. Students learn from African instructors in a comfortable environment with emphasis on spoken proficiency. Languages offered in recent years include Hausa, Mandinka/Bambara, Sesotho/Setswana, Swahili, Yoruba, Twi, and Zulu; each of these is offered through a third-year level.

Intensive instruction and fellowship support for a wide range of African languages is available to students each summer in cooperation with other African studies programs and the SCALI program. Overseas study of the major languages of Africa in the intensive summer format is also possible through Boston University and its consortium partners.

Africa Course Offerings

The ASC curriculum includes faculty and course offerings in 10 departments of the College of Arts and Sciences as well as in 5 professional schools (communications, Education, Law, Management, Public Health, and Theology). Each year undergraduates from Boston University and other universities study in the Niger Internship Program. In addition, the African Studies Center serves as the U.S. base for the West African Research Association (WARA), which has its base in Dakar, Senegal.

Cross registration agreements in the Boston area allow graduate and undergraduate students to cross-register for classes at Harvard, Brandeis, Boston College, Tufts, MIT, and Northeastern.

African Studies Library

The African Studies Library has been collecting Africa research materials for half a century as a department of Mugar Memorial Library. The ASL supports research at the university but also serves as an important resource for the local and national African studies community. It is the most widely used Africa collection in the Northeast. The collection of \$155,000 volumes, serials, and documents is interdisciplinary with major strengths in the social sciences and broad representation in the humanities, language, and the natural sciences. In its reading room, study carrels, and stacks it occupies the entire 6th floor of Mugar Memorial Library. Its full-time staff of two librarians, a bibliographer and student support provide reference and research service as well as access to current periodicals, African newspapers, map government documents, and books in African studies. Additional materials are located in the libraries of the schools of Education, Law, Theology, Medicine, and Science.

Outreach

The Outreach Program seeks to increase awareness of Africa to the general public, media, and educational community by providing information, materials, and services to schools, libraries, museums, the media and community groups in New England and beyond. Outreach resources include 200+ curriculum guides and lesson plans; 100+ videos for all ages; 700+ children's books; handouts; maps and mounted posters on key topics; background guides for teachers; speaker referrals, and kits on the lives of children in African countries. Boston University supports a full-time Outreach Director and graduate student staff.

Publications Program

The African Studies Center publishes a wide range of materials dealing with African studies, including a major historical journal, research monographs, edited collections, and annotated original source material and the nations most active collection of working papers on Africa. The International Journal of Africa Historical Studies is the major historical journal of African history published in the United States.

The African Studies Program (ASP) at Indiana University in Bloomington (IU)

ABSTRACT

The African Studies Program (ASP) at Indiana University in Bloomington (IU) requests Department of Education funding to serve as a comprehensive National Resource Center (NRC) and to award Foreign Language and Area Studies (FLAS) fellowships. The ASP is situated in the institutional framework of Indiana's system of public higher education, which provides instruction in many of the applied sciences (agricultural economics and engineering, for example) exclusively at Purdue University whereas IU has been the locus for a large and nationally-recognized faculty in the College of Arts and Sciences and several highly-ranked professional schools. The ASP draws on these strengths to organize an African Studies program focusing on interdisciplinary research and teaching in the arts, humanities, social sciences, and the professional schools. When seen as interdisciplinary clusters rather than merely as faculty in departments, the ASP has great capacity in thematic areas such as expressive culture, political economy, and transnationalism, as well in IU's program in African languages and linguistics, in IU's outstanding collections of African materials in the Main Library, the Art Museum, and Archives of Traditional Music, and in other units.

Among new activities for 2003-06 are projects that 1) build on our current leadership in African language instruction and materials development with new collaborative activities and the production of multi-media language materials for advanced students; 2) enhance our current faculty strengths in expressive culture, political economy, and transnationalism by providing greater focus to area studies instruction and research on Islamic Africa through the seeding of three new positions and support for a new faculty-student group on Islamic Africa; 3) make our unique library resources on Liberia and Somalia more readily accessible to users nationally in collaboration with IU's innovative Digital Library Program; and 4) expand our teacher training to include more one-day and week-long workshops as well as cooperate in the production of a new web-based resource, Access Islamic World, with other IU area studies centers.

Our proposal demonstrates: the strong and increasing IU commitment to African Studies; the national reputations of our faculty and staff and their leadership in producing innovative work drawing on new information technologies; the quality of our curriculum design (including the development of an Africa concentration in the College's new International Studies Major); the excellence of instruction in African languages, where we have significant enrollments and propose to expand our offerings; the quality of instruction in area studies (where we have added numerous new area studies courses over the past three years and propose several new initiatives); the strength of our library collections (which have expanded consistently for over 40 years); and our vibrant outreach program, which serves various constituencies through teacher training institutes, interactive video sessions, and other activities. We have responded to Department of Education invitational priorities: roughly a third of the NRC cost is for projects that address these priorities. We also have an excellent record in two FLAS invitational priorities: providing FLAS awards to students at the M.A. level and those who are taking advanced African languages. The ASP is poised to make a substantial contribution to the university, community, region, and the nation as an Africa NRC and FLAS awards administrator.

The MSU African Studies Center
- Strategic Language Capacity, Advanced African
Scholarship, Teaching Excellence, and Outreach -

MSU will use its Title VI funding to build on the Center's 42 years of scholarly productivity, training, and service as a National Resource Center in African language and area studies. Through its elected Advisory Committee, the Center pursues its strategic plan with eight major foci:



1. **Continuing excellence in graduate education in African language and area studies** with more than 156 MSU Africanist faculty training MA & PhD students, more than any other North American university 1988-2000, including 193 dissertations on Sub-Saharan Africa. This is advanced in 2002-03 with a new MA and PhD *Program in African American and African Studies* adding to long-standing BA, MA, and PhD Certificates in African Studies for disciplinary and professional majors.
2. **Enhancing an already rich undergraduate African studies curriculum** with new courses for the BA African Studies Specialization, especially in the professional schools, social sciences, and African languages. In 2003-04 two new faculty positions will be created to add to the curriculum in 14 colleges and 57 departments across the university.
3. **Increasing advanced research by faculty** in democratization, environment and development (urban and rural), micro-enterprise, food security, agriculture, natural sciences, medicine and health of tropical disease, literature and cinema, communications, educational planning, comparative African history, sociology and anthropology, resource management, linguistics, and the pedagogy of African languages.
4. **Offering 29 African languages in performance-based instruction with six faculty plus first-language tutors** to meet the needs of advanced researchers across the country; organizing the 2002 *Summer Cooperative African Language Institute* with 14 language levels for 60 students; giving national leadership in language pedagogy and materials development through the *eLCTL Project*.
5. **Increasing study abroad in Africa**, now offering 19 programs in 10 African countries with 13 academic courses and collaborating with other Title VI Centers through the MSU-created and -funded *National Consortium for Study in Africa*. NCSA maintains a web database of all U.S. programs in Africa and disseminates two videos on study in Africa to attract students from across the U.S.
6. **Extending Africa knowledge** by providing 145 presentations to 9,000 people in 2001-02, art for 56,000 museum visitors, and service to hundreds of K-12 teachers, four-year colleges, 29 community colleges, business, and the media, with two FTE Outreach staff. In 2003-04, the ASC will offer the online *African Media Program* database of 10,000 films & videos for university and K-12 educators and online *African e-Journals Project* accessing African scholarship in social sciences and humanities.
7. **Enlarging the nationally-unique MSU African Library**, one of the three largest in the U.S., with two full-time PhD Africana Librarians plus support Librarians, more than 237,000 volumes, an annual acquisitions budget of \$180,000+, and several new online digital library projects on Africa.
8. **Enlarging Africanist language and area programs in 2003-06** with: a) *Languages*: Creating and disseminating scholarly studies, language manuals, a resource database, and strategies for national dissemination; b) *Library*: collaborating with other centers in digitizing, microfilming, and obtaining African materials, including through the *African eJournals Project*; c) *Area Studies*: publication of African journals and monographs, offering minority fellowships; extend links in Africa, and build interdisciplinary collaboration in the Global and Area Thematic Initiative; and d) *Outreach*: *Exploring Africa* web curriculum, teacher education modules, and collaboration with circa 100 colleges.

*“Leadership in African Studies:
Towards the Health of Our Field and its Disciplines”*

Ohio University

Abstract

This proposal emerges from the 38-year history of African Studies at Ohio University. We are a comprehensive state university offering the BA and MA in African Studies, thorough Africanist coverage in the social sciences, arts and humanities, and supporting Africa-related doctoral study in a variety of professional fields. African Studies’ particular focus at Ohio is the Institute for the African Child (IAC). The IAC is the applied arm of African Studies providing research, teaching, and service about the most marginalized of world population groups, the children of Africa. The IAC integrates faculty from Arts and Sciences, Communication, Education, Health and Human Services and Osteopathic medicine to present an intellectual agenda around humanitarian themes. Our annual conferences represent our interests: “health and education” (’99), “child soldiers and children at risk” (’00), “the girl child” (’01), and “HIV/AIDS and the African child” (’02). In ’03 our theme is “the child in Islamic Africa.” Every summer the IAC sponsors heavily enrolled courses on related themes, reaching out to both our students and the professional community.

Our Center is an important one for African language instruction and materials development. We offer Swahili, Siswati, Gikuyu, and Somali, and have developed web-based instruction for all of these languages and Twi, Bamanakan, Baari, and Luo. This proposal provides resources for languages of Islamic Africa in particular, Somali and Sudanese Arabic. Our Africanist faculty number 40 and represent 19 departments, most of them pursuing an active Africa research agenda.

Teacher education features prominently in our program with 4 faculty in the College of Education with Africa specialties, teach-in-Africa programs, and in-services programs for teachers.

The extensive Africa collections in the University’s Alden Library are managed by a full time Africana bibliographer and features official depositories for Botswana and Swaziland and materials that support the full range of undergraduate study of Africa and specialized studies at Master’s and advanced levels.

Africa Outreach is managed through our Ohio Valley International Council and features a well-organized program of K-12 presentations and appropriate training, public and community events around the African arts and service to Africa, and media programs that are widely disseminated. We also provide assistance to the higher education community through professional development and the OU Press’ extensive Africa catalog.

The main features of this proposal are the strengthening of our IAC-African health focus with three new tenure stream positions in health-related fields, the development of new language materials that focus on Islamic Africa, and new courses with web-formats on Health and Healing in Africa, African sports, the Horn of Africa, Africa’s Agriculture, and African Public Administration. We will also develop a library collection dedicated to HIV/AIDS in Africa and continue to disseminate African child knowledge through conferences and workshops. We will have a new series of publications of African literature from French and develop certificate-credit programs for teachers. Institutional cooperation is an important theme of the proposal.

University of California Berkeley & Stanford University Abstract

For nearly a quarter century, the Joint Berkeley-Stanford Center for African Studies has been the core institution for Africa-related activities not only on our respective campuses but also for the entire Northwest Pacific region. Our activities have four interrelated dimensions:

1) **Undergraduate instruction and graduate training:** Our objectives are to a) promote Africa-related course offerings throughout the curricula; b) train the next generation of African specialists and African Studies educators; c) prepare, facilitate, and support field research in sub-Saharan Africa; c) develop and maintain depth and flexibility in language instruction through innovative teaching and attention to pedagogy; and d) develop African language instruction resources.

2) **Stimulating interest and collaboration:** To stimulate a vibrant intellectual life and to encourage collaborate research, we support several interdisciplinary research focus groups. These are organized around shared intellectual interests and bring faculty and graduate students from departments and professional schools together in a variety of forums to discuss new literature and present work in progress.

3) **Outreach:** To encourage the study of Africa, we make our resources accessible to the entire Northwest community through K-14 curriculum development, specific outreach to faculty from junior and regional colleges, workshops, a speakers' bureau, heavily used Internet sites, focused workshops and an annual conference open to the general public.

4) **Service to the national community of Africanists:** To promote interest in and knowledge about Africa nationally, we participate in cooperative summer language programs, and organize colloquia and workshops for faculty and advanced graduate students from across the nation. Karen Fung's *Africa South of the Sahara* is among the nation's most widely used electronic aid for resources on Africa.

The combined resources of Berkeley and Stanford in the Joint Center have generated an environment that attracts scholars and students from around the globe. Berkeley and Stanford have both made significant investments in African Studies over the past several years. Faculty with strong Africanist interests have been appointed at Berkeley in African American Studies, Demography, Economics, Italian Studies and Political Science; at Stanford, in Anthropology, Africa Art and Political Science. As part of an initiative to support international and area studies, a search for an Africanist in the Humanities will be undertaken in 2003-4. JCAS research focus has also embraced North Africa more closely working with scholars at both campuses to bridge what has been a questionable and artificial divide. Overall, JCAS scholars and students bring strong disciplinary backgrounds in the humanities, social sciences, and biosciences to bridge boundaries and forge new approaches to current issues with a concern for both scholarship and practical outcomes. With 2 other NRCs at Stanford and 7 others at Berkeley, cross-regional dialogue is constant in our work.

For 2003 through 2006, the Title VI component of our Joint Center activities will consist of our Foreign Language and Area Studies Fellowship programs. With academic and summer fellowships, we will assist in the training of area specialists in language and area studies. We aim to provide high quality, performance based language training in Arabic, Afrikaans, Bamana, Chichewa, Swahili and Wolof. Other languages will be added as appropriate. We will encourage our summer fellows to participate in the Summer Cooperative African Language Institute, and our instructors to participate in pedagogical training and language teaching professional development through ALTA, NALRC, campus and other venues.

African Studies at UCLA—Historic Strengths and New Excellence

ABSTRACT

Since its establishment in 1959 as a Title VI National Resource Center, UCLA's African Studies Center (ASC) has been a leader in innovative teaching; language materials development; arts scholarship, exhibitions, publications, and outreach; teacher training and K-14 programs; community involvement, business collaboration, and research in and about Africa. 74 core and associated faculty teach 352 courses with African content in 19 disciplines and 6 professional schools, and strive to help meet national needs for Africanist specialists in academic, government, and private sectors. Students receive mentoring, enhancement activities (e.g. symposia, contact with visiting scholars), and many opportunities to study in Africa. ASC fosters student and faculty commitment to the great ideas and fearsome problems of our age, from democracy to AIDS, artistic creativity to environmental degradation, Swahili poetry to religious intolerance.

ASC offers an undergrad minor and grad concentrations, but its centerpiece is an MA in African Studies, taken alone or in articulation with a professional degree (e.g. MPH). PhD students concentrate on Africa in departments and professional schools across campus. Several Africanist grad programs (History, Linguistics, Poli Sci) have long been celebrated; with new hires, French, Social Welfare, and World Arts & Cultures are on the rise. Since 1959, UCLA has awarded ±700 advanced degrees on African topics. Hausa, Swahili, Wolof, and Zulu are regularly offered, as are Arabic, Afrikaans, and "literature languages" like French; specialized tutoring, on-demand, and distance-learning (DL) language opportunities abound. UCLA's Africana collections are the Southwest's largest, with ±200K bound volumes, 62 African print newspapers and 20 electronic news sources; in '02-3, UCLA libraries budgeted ±\$160K to acquire African materials. ASC collaborates with African, Islamic/NEC, Afro-Am, Latin American, and other area studies centers at UCLA and sister institutions in southern California, the US, and around the world. K-14 and community outreach are ASC priorities, often pursued with UCLA's famed Fowler Museum of Cultural History (FMCH). Teacher-training is an explicit focus thru academic-year and summer workshops; outreach is extended to businesses, political groups, and heritage communities.

ASC sponsors ±40 lectures and symposia a year on vital issues from conflict resolution to a multi-constituency Town Hall on Africa. Highlights from '00-3 include ASC's Uongozi Institute bringing together US and east African policy students; interlocking activities on art and AIDS in southern Africa; a middle/high school teachers' workshop on contemporary Islam in Africa; an Africa Week organized with 2 US Congresswomen, World Bank and business reps, and the African American activist Constituency for Africa; and FMCH's seven brilliant African exhibitions.

We request DOE funding to continue such exciting programs and to launch engaging initiatives described throughout this proposal. Most innovative are: (a) expanded articulation of ASC's MA with professional degrees in Education, Environmental Studies, Social Welfare, Transcultural Nursing, and Business, to match our Liberal Arts breadth with honed professional skills and to provide useful programs into which to bring US and African students (the latter thru corporate scholarships ASC is seeking); (b) UCLA's new Cooperative Distance Learning Initiative (launched '02-3) and new intensive summer courses in Amharic and Yoruba for local heritage communities; (c) creation of a Saharan Crossroads Initiative with WARC (West African Research Center), the North African AORC, and U-Florida's NRC; (d) support for language materials development complementing WARC's ALMA project; (e) seed money to broaden UCLA's new Tropical Research Ctr to include social science teaching, and to create a Cameroon "research node" about human pressure on rainforest biodiversity; (f) intensified collaboration with local community colleges to Africanize CC classes and bring CC students into UCLA African language and area courses; and (g) an archival project in Ghana complementing CAMP efforts.

University of Florida

Abstract

In a May 2000 external evaluation report, D. Crummey, former director of the University of Illinois' African Studies program, noted: "Florida's Center for African Studies has an excellent faculty; serious, sustained institutional support; dedicated, high quality leadership; first-rate library resources, and recruits bright and lively graduate students at the national and international levels." This proposal seeks to document these strengths—which have long made the Center an important national resource in African studies—and to describe our plans for further expanding interdisciplinary training and research on Africa and on African languages, responding to the demands of a rapidly changing world. We seek funds from the NRC and FLAS fellowship programs of the United States Department of Education (USDE) for the 2003-2006 cycle in support of these goals.

Of the specific recommendations made in the Crummey report, a majority has already been adopted, including the hiring of three of the four core faculty positions recommended. We anticipate meeting, and indeed moving well beyond, all of the remaining recommendations early in the 2003-06 cycle. With strong university commitment, under a new director, and with the addition of an exceptional group of new core faculty, we seek to significantly expand our research and training programs on Africa, and create new opportunities for faculty development and teacher training at all levels.

Searches for core faculty with full UF support are currently underway in History, Anthropology, and Swahili. With modest seed funds from Title VI, we have a university commitment to add a faculty line in African Environmental Studies, a full-time Lecturer in African Performing Arts, and a faculty specialist in African languages who will also oversee further development of our African languages program. With these lines, as well as additional promised hires in the next three years, we propose to significantly strengthen our minor program in African Studies, expand interdisciplinary courses and add African content to other programs, and contribute to the creation of a new degree program in African Languages and Literature.

Specifically, we propose to add a capstone interdisciplinary seminar to our offerings for each of four specialized tracks of the minor, as a means of enhancing the relevance of the minor to existing degree programs. In conjunction with the Center for Womens' Studies and Gender Research, we propose to contribute to the development of new African content courses to be included as part of a new undergraduate major, as well as in a new summer study abroad program in Tanzania. Collaborating with the West African Research Center, we plan to send faculty to their Summer Institutes on Islam with the goal of increasing Islamic content in African studies courses. In support of the Department of African and Asian Languages and Literature, we will help in the establishment of a BA degree in African Languages and Literature. We will also significantly expand and institutionalize an individualized instructional program for a number of least-commonly taught African languages.

We propose to continue a dynamic outreach program to schools, business, media and the public, and to expand it with the addition of such new initiatives as the "Seeding Future Africanists" summer institute for high school students, intended to spark interest in the study of African languages and cultures. Other proposals aim to maintain and complement UF's outstanding African library resources.

Taken together, our proposed programs directly address the absolute priority of teacher training, as well as all of the relevant USDE announced invitational priorities, including increased knowledge of Islamic societies, expanded training in least-commonly taught languages, collaboration with other NRCs, CIBERs, and WARA, the only sub-Saharan AORC.

University of Illinois at Urbana-Champaign (UIUC)

ABSTRACT

Established in 1970, the Center for African Studies at the University of Illinois at Urbana-Champaign (UIUC) continues to be one of the largest and most dynamic African studies program in the nation. In 2001-02 we taught 159 courses to 6,218 undergraduate and 508 graduate students. The Center seeks to provide innovative African studies programs in teaching, research, and public service as part of the university's mission of promoting excellence in international education for students, faculty, and the public.

The Center's curriculum supports several degree programs, which include, for undergraduates, an interdisciplinary minor, a concentration, a major in international studies, individual plan of study, and study abroad. Graduate students have access to an interdisciplinary MA in African studies, a joint degree program with professional schools, a minor, and discipline-based research degrees focusing on African topics.

Our language program, one of the nation's largest, regularly offers 6 languages spanning all regions of Africa: Arabic, Bamana, Lingala, Swahili, Wolof, and Zulu. All these languages are taught through the second year and some through the third, fourth, and fifth years as demanded. In recent years we have also offered tutorials in such languages as Amharic, Shona, and North African dialects of Arabic. As for the non-language program, we regularly offer 179 courses with a minimum of 25% African content, more than a quarter of which are 100% African content. Twenty-six of these courses are in the professional schools of agriculture, commerce, communications, education, law and library and information sciences.

Our talented and diverse faculty of 67 members – 70 percent of whom are tenured -- teach in 29 departments in 9 colleges. In 1999-02 alone they collectively produced 73 books, 411 book chapters, attended 561 national or international conferences, and raised \$12,610,260 in research funds. UIUC has an impressive array of programs for faculty development, which include generous support for research and travel, fellowships for release time or study in a second discipline, mentoring programs for junior faculty, and specialized seminars and workshops. The Center itself supports a wide range of activities from weekly and monthly seminars, to colloquia and symposia. Quite remarkably our annual spring symposium are organized jointly with major African institutions and sometimes co-hosted in Champaign and at an African site linked via video conferencing.

Our outreach program is exceptionally active. For elementary and secondary schools the program includes visitations, teacher training workshops, curriculum development, the use of traveling and virtual learning modules, film and video series, the dissemination of a newsletter called *Update* and other publications, and group projects abroad, while for postsecondary institutions we sponsor workshops, conferences and seminars, and fellowships. Business outreach includes our renowned business workshop organized in Chicago jointly with major Illinois and national business associations and for media outreach we host radio and television programs and an annual media workshop which was inaugurated in 2002.

We request continued support for many of our current activities and for new areas. Specifically, we seek to establish 4 new interdisciplinary courses during the next three years – a joint centers' course whose theme will change, a joint course on the Islamic World with two other centers, a course on African societies to be offered jointly with an African university, and a course on the African diaspora to be offered jointly with two other programs. We also seek to increase online courses and offerings in professional schools through hirings of 2 new faculty in law and education and release time for course development. To further strengthen our outreach program we plan to organize a joint centers' workshop on "Doing Business After 9/11", regularize the media workshop and reach out to new constituencies from the state legislature to African immigrants.

**UNDERGRADUATE NATIONAL RESOURCE CENTER IN AFRICAN STUDIES BY
THE UNIVERSITY OF PENNSYLVANIA AND
BRYN MAWR, HAVERFORD AND SWARTHMORE COLLEGES
AND
FLAS FELLOWSHIP FUNDING BY THE UNIVERSITY OF PENNSYLVANIA**

This application is submitted by the African Studies Consortium (ASC) of the University of Pennsylvania (Penn) and Bryn Mawr (BM), Haverford, and Swarthmore Colleges for funding as an undergraduate National Resource Center (NRC), and by Penn for FLAS Fellowships. Consortium schools cooperate in planning, teaching, and accrediting courses; coordinating overseas linkages; managing library collections; organizing annual workshops and visiting scholar programs; and implementing outreach activities in the greater Philadelphia area. Currently we have 64 Africanist faculty, offer instruction in ten African languages and between 60-70 non-language courses each semester, and administer five undergraduate exchange programs with universities in east, west and southern Africa.

Six programmatic initiatives consistent with the priorities of the Consortium partners and with those of the DOE will be the special focus of ASC activities for the period 2003-06:

- Develop multi-level instructional materials for five LCT African languages;
- Expand advanced language, research, and internship opportunities for undergraduates;
- Activate new consortial clusters in Language and Popular Culture, and African Film Studies;
- Add a new concentration in North and Islamic African studies;
- Extend outreach initiatives to two- and four-year colleges in our region; and
- Inaugurate Inter-area lectures, conferences, and career days.

Each of these initiatives will be described in greater detail in subsequent sections of the proposal.

University of Wisconsin-Madison
African Studies Program

A National Resource Center for African Languages and Area Studies

Since its founding in 1849, the University of Wisconsin has been at the forefront of publicly supported higher education, research, and outreach in the United States. The *Wisconsin Idea* of melding high-quality research and teaching with public service to the state and nation has guided the university for 150 years. Working in this tradition, the African Studies Program led the nation in carving out a prominent place for Africa in the teaching, research, and outreach missions of American universities. With strong campus support, and National Resource Center funding, the African Studies Program will extend its national leadership position from 2003-06 through forward-looking activities designed to maintain and build capacity in research, training, and outreach. Major initiatives include:

- Support of faculty recruitment efforts in **African history** and **development economics**;
- New flexibility in academic-year African language offerings, allowing us to offer **Xhosa** and **Twi** every year, as well as existing courses in Arabic, Hausa, Swahili, and Yoruba;
- A new program of **summer intensive Arabic**, including 2nd- through 4th-year courses, helping the nation build capacity in this strategic language;
- Continued support of the **Summer Cooperative African Language Institute**, where eight to ten African languages are taught intensively every summer;
- Direct support for **five new Africa courses on campus**, including an interdisciplinary African studies seminar, an economics course with an optional field practicum in Ghana, and three courses in professional schools: education, business, and medicine;
- Small grants to faculty to develop **additional new, core African Studies courses**
- Small recruitment grants to faculty on the Wisconsin campus to **encourage those who are not now Africanists to develop Africa expertise**;
- **Four teacher workshops annually**, to bring Africa knowledge on specific themes to in-service teachers;
- A special, **week-long teacher's workshop on *African Expressions of Islam***, to give Midwest teachers an in-depth understanding of the varieties and practice of Islam in Africa
- Support for the development of **Medical School internships sites** in East Africa;
- Collaboration with the National African Language Resource Center to develop (a) **materials for African language instruction in new technologies**, and (b) **a medical glossary in East African languages** for use by Wisconsin medical students interning in East Africa;
- Collaboration with several other Africa NRCs and the West African Research Association to develop the **African Language Materials Archive**;
- Creation of the ***High School Arabic Institute***, a week-long workshop for high school students to introduce them to Arabic and encourage study of the language in college;
- Support with other Wisconsin NRCs of **World Languages Day**, a program to interest 600 select Wisconsin high school seniors in less commonly taught languages; and
- Collaboration with the other Wisconsin NRCs to host a national conference on ***Heritage Speakers and the Language Classroom***.

The Yale University Council on African Studies

Abstract

The Yale University Council on African Studies proposes to serve as a National Resource Center. Our goals are to strengthen African studies at Yale and nationwide and to prepare African Studies teachers at all levels. To realize these objectives we propose the following:

1. We will strengthen the African area studies curriculum at Yale by offering 8 new courses. These courses will be initiated at a time of planned expansion of Yale's area and international offerings. We expect that these courses will become permanent in the curriculum. We will also offer an interdisciplinary student and faculty seminar on key issues in African studies.

2. We will strengthen the African language curriculum by offering two new advanced level courses at the 4th year level. We will contribute to African language instruction nationally by developing advanced level materials that will be available to all. Our language faculty will work with colleagues regionally and nationally to develop performance-based instruction at all levels.

3. We will strengthen our Outreach training and programming by expanding our summer institute offerings, by offering new on-line courses, and by increasing participation in Council on African Studies activities.

4. We will improve access to and strengthen African studies library resources at Yale and nationwide. Collections will be developed and preserved by national collaborative efforts and increased support for libraries and archives in Africa.

5. We will strengthen our linkages with the National Museums of Kenya to preserve their archival resources and to provide international access to these resources.

6. We will increase expertise in African studies by training sixteen students each year with FLAS fellowships. We will support eight students at Yale annually with academic year FLAS fellowships and will hold national competitions to select students who will be supported with summer FLAS fellowships.

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US Department of Education

COLUMBIA UNIVERSITY -- MIDDLE EAST INSTITUTE

Whether in careful scholarship on languages and cultures, or engagement with a professional public on policies and politics, Columbia University has been an exceptionally strong presence in the production and dissemination of knowledge about the Middle East. Founded in 1954, the Middle East Institute (MEI) is currently housed in the School of International and Public Affairs. MEI coordinates the teaching across the university, develops creative ways to relate knowledge from the academy to the workings of the world, and enhances exchange between U.S. academy and the professional, academic, and cultural spheres of Middle Eastern countries.

Over the past 6 years CU has made significant efforts to revitalize Middle East Studies, recruiting dynamic, highly visible senior and junior faculty in at least 5 departments, endowing 2 new chairs in ME studies (\$2.5m), and offering substantial new funding for graduate study. The ME is well represented in undergraduate, graduate, and professional school programs with 150 courses distributed across 18 departments, interdisciplinary programs, and schools, and taught by 27 full-time faculty and 13 adjuncts. Undergraduates major in ME Studies or, like their graduate student and professional counterparts, concentrate in the region through social science and humanities discipline and interdisciplinary programs. Currently 75 Ph.D. students are working on ME topics in academic departments.

Language instruction at Columbia is flourishing, using innovative approaches to teaching language through culture. Columbia has developed the largest Arabic program in the country, its rapid growth predating 9/11. Coverage of modern languages extends to Hebrew, Persian, Armenian, and Turkish (to be reinstated to complement new strengths in Ottoman and Turkish studies). The smartly renovated, state-of-the-art Language Resource Center flexibly enables coverage of less commonly taught languages.

Our distinguished libraries house ME collections exceeding 400,000 titles, growing at more than 12,000 books per year with an acquisitions budget that has doubled in 10 years. Library resources extend to film, video, and on-line research tools. The inauguration of the new Islamic Studies Reading Room will create a hub for interdisciplinary intellectual work on the region.

The MEI and ME faculty are committed to creating an informed public and regularly mount programs of teacher training, University Seminars for NY area post-secondary faculty and professionals, public lectures and media events (often in collaboration with cultural institutions), and web-based teaching and resources that reach multiple constituencies.

Four institutional goals will guide MEI's efforts over the next three years: (1) coordination and development of radically expanded faculty and graduate student resources, (2) curricular development in key areas, from language and culture to gender and human rights, (3) internationalization of Middle East studies, and (4) enhanced outreach to local teachers, especially through the arts, and formalized links to trainers of teachers. Three thematic concentrations, Islam between State and Community; Culture and Criticism; and Policy, Politics, and Modern History, will provide a compelling intellectual framework for new programs, courses, conferences, lectures, outreach/teacher training, and arts festivals.

GEORGETOWN UNIVERSITY -- NATIONAL RESOURCE CENTER ON THE MIDDLE EAST

The National Resource Center (NRC) on the Middle East at Georgetown University (GU), based in the School of Foreign Service (SFS) and the College of Arts and Sciences (CAS), has since 1997 linked more than 60 full time faculty, visiting scholars and professionals with students from CAS, SFS, and the Schools of Business and Law at Georgetown University. The NRC offers 7 academic year and 2 summer FLAS fellowships for study of Arabic, Hebrew, or Turkish.

The Center for Contemporary Arab Studies (CCAS) in SFS, the nucleus of the NRC, offers an interdisciplinary MA, regional certificates at the undergraduate and graduate levels, and the joint MA/PhD with the Arabic, Government, and History departments (joint MA/JD is nearly final). Through its publications, public affairs, and K-12 outreach programs, CCAS sponsors a variety of public activities, enabling it to reach a wide audience beyond the University. The Center for Muslim-Christian Understanding, also in SFS, which offers a certificate for undergraduates and a master's degree in Islam and Muslim-Christian Relations, as well as a full complement of public events and publications, is a prime resource on Islam for GU and the broader community.

Other NRC components include, in CAS, the Department of Arabic Language, Literature, and Linguistics, with a full program of instruction in Arabic at all levels (BS/MS/PhD); and the Division of Eastern Mediterranean Languages, offering Hebrew and Turkish, the latter undergoing expansion and improvement within the NRC. Turkish studies and a Jewish Studies Initiative, offering a variety of courses, events, and study abroad opportunities, also participate.

All are supported by a strong and growing library collection with regionally trained staff. All components of the NRC will be strengthened through proposed funding in 2003-06, with an emphasis on outreach and teacher training, curriculum and materials development, and cooperative initiatives. Additional FLAS support is also critical.

GEORGIA STATE UNIVERSITY/EMORY UNIVERSITY -- GEORGIA MIDDLE EAST STUDIES CONSORTIUM

The Georgia Middle East Studies Consortium (GMESC) will bring together the diverse strengths of existing Middle East Centers at Georgia State and Emory Universities to serve Georgia and the southeast region. The GMESC will dramatically increase the range and extent of Middle East studies academic programs, K-12 outreach, teacher training resources, and intellectual and cultural opportunities to the wider community. Over the last two years, the Middle East Center (MEC) at Georgia State University and the Center for Middle East Studies at Emory University (MESE) have collaborated on a wide range of projects including cultural events, academic conferences, and outreach activities. A number of factors will facilitate operation of this consortium: collegiality between faculty and administrators at the MEC and MESE, the Atlanta Regional Consortium of Higher Education system of cross-registration, geographic proximity, and complementary academic programs.

Goals of the GMESC Consortium, the GMESC will:

- Increase teacher preparation in Middle East area studies at the undergraduate and graduate phases of their education,
- Expand access to Middle East area studies resources for educators already working in the K-12 system,
- Expand the scope and depth of Middle East area studies and language instruction at GSU and Emory,
- Provide training to Middle Eastern Language instructors in the Southeastern US,
- Create professional development opportunities for university faculty without Middle East area studies specializations to increase their knowledge of the region, and
- Provide graduate students in social science and humanities disciplines with Middle East area specializations and language competency through the FLAS program.

HARVARD UNIVERSITY -- CENTER FOR MIDDLE EASTERN STUDIES

The Center for Middle Eastern Studies (CMES) was founded in 1954 to serve as the umbrella for Middle East Studies at Harvard University. With an annual budget of more than \$1.3 million, CMES is a powerful voice for Middle East Studies within the Harvard community. It is active within the university seeking faculty appointments and chairs, in recruiting motivated students for its degree programs, in building and undergraduate and graduate curricula of the highest quality, and in promoting excellence in Middle East Studies at the University, in New England, and throughout the nation.

From modest beginnings, CMES has grown to include over sixty faculty members, more than one hundred graduate students in Middle East-related fields, visiting faculty and research scholars, and faculty affiliates from colleges and universities around the New England area. CMES is also home to more than 100 graduate students in Middle East-related fields. The Center's mission is to coordinate, maintain, and expand educational resources and academic programs covering the vast region from Morocco and North Africa to Turkey and Iran. Middle Eastern studies flourish here in large part because of the superb Middle Eastern and Islamic collections in the Harvard University Library and the University Art Museums.

The Center itself offers a rich and varied annual program of lectures and seminars; houses several research projects (notably Moroccan Studies and the Iranian Oral History Program). Our faculty lecture widely and often, both in academic and public settings, in an ongoing effort to deepen our scholarly understanding of the Middle Eastern and Islamic worlds and to educate better our own citizens about them.

NEW YORK UNIVERSITY -- THE HAGOP KEVORKIAN CENTER

Description and Mission: The Hagop Kevorkian Center at NYU acts as a focal point on campus and in the New York region for degree programs, classroom resources, media information, teacher training, and public events concerning the area from North Africa to Central Asia, and as a nationally recognized center for innovative scholarship and training on the region.

Degree Programs: The Department of Middle Eastern Studies offers B.A., M.A. and Ph.D. degrees, and a Joint Ph.D. with the History Department. The Center offers an M.A. in Near Eastern Studies as a stand-alone degree or as preparation for a higher degree. Doctoral programs specializing in the Middle East are available in the Departments of Anthropology, Fine Arts, Hebrew and Judaic Studies, History, and Politics. The Center's joint M.A. programs integrate study of the Middle East with training in Journalism, Museum Studies, and Business.

Languages: The Center offers courses in six major languages of the region -- Arabic, Hebrew, Persian, Turkish, Hindi, and Urdu. Instructors use proficiency-based methods and are leaders in the development of computer and web-based curricular materials.

Faculty: Fifty-nine faculty in 14 departments and five schools form a multi-disciplinary community offering an integrated study of the Middle East, focused on the modern period.

Research Activities: We are committed to interdisciplinary and comparative methods. We organize long-term working groups whose regular conferences, symposia, and workshops bring together faculty and students from the tri-state area and around the world to discuss work-in-progress. Current projects include work on the economies of the Middle East, on Islamic law, and on religious and cultural networks in the region.

Outreach: The Center organizes three outreach initiatives for high school teachers, for post-secondary education, and for the media. Our high school project uses web-based curricular units with topics drawn from the New York State Global Studies Curriculum. They are designed alongside teacher workshops that help to devise teaching strategies and to incorporate the needs of teachers into the web units. Workshops and conferences foster regional and national networks of post-secondary Middle East faculty. A media project prepares web-based press briefings that provide information and access to expertise on the Middle East. For university audiences and the general public we offer more than fifty lectures, film screenings, and other events each year.

Library: NYU's main research library holds more than 3.5 million volumes, with over 250,000 volumes on the Middle East. It coordinates collection building with the New York Public Library and Columbia to ensure coverage in strategic areas. The Center library houses a reference collection and film and videotape collection, available to college and K-12 teachers. The Digital Afghan Library project will catalog and digitize books printed in Afghanistan between 1971 and 1930.

Overview of Title VI projects: NYU will strengthen its language programs by adding new instructors in Arabic and Urdu, and supporting curricular projects in Hindi, Pashto, and Persian. We will sponsor new courses on Islamic societies, including a course developed in the School of Education. Six teacher training workshops will be offered annually and we will host a summer teacher institute in 2006. An Islamic Law and Cultures project, incorporating a teaching and textbook writing project with the Law School, will complement a new Islamic Studies concentration. A series of workshops with U.S. and international scholars will continue the Center's innovative project on understanding and teaching the contemporary economics of the Middle East, in collaboration with the Ford Foundation and the SSRC.

OHIO STATE UNIVERSITY -- MIDDLE EAST STUDIES CENTER

This application requests funds for the establishment of an Undergraduate Title VI National Resource Center in Middle East Studies and stipends for Foreign Language and Area Studies Fellowships. Funds requested in the proposal will be used in compliance with federal guidelines to meet the USDE priorities as authorized under Title VI of the Higher Education Act of 1965 as amended. Since its founding in 1981 as an NRC (authorized in 1988, 1991, 1994, 1997, 2000), the Undergraduate Middle East Studies Center (MESOC) has developed into an integral and dynamic component of The Ohio State University's preeminent international programs. On the University's main campus, 52 faculty members (41 tenure; 11 tenure-line) are engaged in teaching, research, and outreach activities relevant to the Middle East and greater Islamic World.

The Middle East instructional program has particular strengths in the following subjects: Anthropology, Ancient Semitic Languages; Arabic, Hebrew, Persian, and Turkish languages, literatures and culture; Arabic and Hebrew linguistics; Comparative literature; Architecture; Middle Eastern Folklore; and Jewish and Islamic Philosophy. Course instruction in these different topics is offered in 154 language and literature courses and 158 area studies courses. In total, 312 courses are offered in 29 disciplinary rubrics. Bachelors, Masters and Ph.D.s are awarded through a number of departments. These educational and research programs are supported by the Middle East Studies Library (175,000 volumes and 791 journals and newspapers), and by the well-qualified staff of the Middle East Studies Center. The Center also sponsors a number of exemplary outreach activities that include an annual summer interactive two-week teacher training workshop on the Middle East, the Eastern Summer Consortium in Persian and Turkish and interactive instructional courseware on the Middle East in addition to an active public lecture and seminar series.

Since its founding in 1981, the MESOC has played a major role in the University's international programs at all levels, especially in undergraduate instruction and activities. Through various funding initiatives, the Center has assumed a leading position in extending certificate programs in the Middle Eastern track of International Studies, administers the FLAS fellowship selection process, and, in cooperation with other units, supports public lectures, workshops, seminars, symposia, consortia, outreach activities, materials development and exchanges for students and faculty.

The major objectives of this proposal include: support for curricular development; developing teacher training and outreach programs; strengthening language and non-language area studies, including the professional schools; improving performance based Middle Eastern language instruction; increasing library acquisitions; establishing faculty and research collaboration and student exchange programs with Middle Eastern universities; utilizing emerging technologies for enhancing the dissemination of knowledge and learning about the Middle East and using innovative procedures to evaluate the success of the Center's programs.

PRINCETON UNIVERSITY -- NEAR EASTERN STUDIES

Princeton University has been a leader in teaching and research in Near Eastern Studies (hereafter NES) since 1927. Its Program in NES, is in its fifty-eighth year. The Program is closely affiliated with the Department of Near Eastern Studies, which is the first area studies department in the United States, focusing on the history, cultures, literatures, and languages in the Near East. Despite this close affiliation, the Program is interdisciplinary in nature and draws on faculty in social sciences and humanities in many departments of the university. The mission of the Program, besides teaching and research, includes vital interaction with the world-wide scholarly community, and the broad advancement of knowledge about the Middle East through outreach to secondary school and college teachers as well as the general public.

Throughout its history, Princeton's NES-related faculty has maintained a high international reputation. Our graduates are today to be found in the forefront of all the major NES programs in this country and abroad (e.g. the current directors of three important NES centers at the University of Chicago, NYU, and the University of Michigan are Princeton PhD's.) During the last grant cycle, major government agencies and departments such as the Central Intelligence Agency and the State Department hired graduates of our own Program, and all our military graduates were appointed to high-level military positions related to the Near East. Currently, Princeton faculty includes 41 members and 5 Visiting Fellows with teaching and research interests in the Near East. Annually, they offer 100 courses covering all aspects of Near Eastern anthropology, art history, languages, literatures, history, religion, sociology and politics. A full course of instruction is offered in Arabic, Hebrew, Persian and Turkish. In addition, Princeton offers ancient languages of the area, such as Armenian and Syriac in order to provide our students with tools to understand roots of modern-day developments. Princeton offers the B.A., M.A., and Ph.D degrees, and a Certificate in NES (undergraduate), all of which are designed to provide students a firm grounding in an academic discipline together with extensive area and language competence.

Princeton's Near East Library holdings remain preeminent in the nation. With over 341,835 volumes in its Near Eastern languages collection, together with over 300,000 titles relating to the area in western languages, and 15,637 Near Eastern manuscripts, these collections form the core of NES teaching and research at the university. The provision of ready access to its NES related collections is a key element of our policy which is reflected in the large number of scholars who travel from within the U.S. and abroad to avail themselves of this unparalleled resource each year.

NES' activities are closely coordinated with Princeton's Woodrow Wilson School for Public and International Affairs, the Institute for the Transregional Study of the Contemporary Middle East, North Africa, and Central Asia, and other interdisciplinary centers. The NES Program organizes a variety of educational and corporate outreach events each year that bring together the worlds of secondary education, academe, government and business.

UNIVERSITY OF ARIZONA -- CENTER FOR MIDDLE EASTERN STUDIES

The Center for Middle Eastern Studies (CMES) at the University of Arizona (UA) was created in 1975 with federal and University support and has grown to include 81 members, 65 of whom are faculty. The Center supports and promotes Middle East studies-related teaching and research throughout the University, and fosters understanding of the Middle East through an extensive program of outreach to schools and the wider community.

The UA is one of the largest educational institutions in the region with a student body of 36,850 and faculty and staff numbering some 13,900. The UA offers 121 undergraduate degree programs, 114 masters, 82 doctoral, 4 specialist, and 3 professional degrees in 17 colleges and 12 schools. UA officially describes itself as a "student-centered research university," reflecting its commitment to students, particularly undergraduates. UA offers a full complement of courses in Middle Eastern studies, and a Middle Eastern Histories Ph.D. program in the Department of History. Diverse Middle East-related course offerings include those in Architecture, Arid Lands Studies, Hydrology, Public Administration & Policy, and Women's Studies. UA provides instruction in classical, modern standard, and colloquial Arabic; modern and Biblical Hebrew; Persian; and modern and Ottoman Turkish—teaching modern languages using performance-based and computer-assisted methods. The UA Library's Middle East Collection is recognized as one of the top ten major collections in North America, with extensive holdings in Arabic, as well as developing collections in Hebrew, Persian and Turkish. CMES cooperates with other area studies programs at UA and Arizona State University in developing courses with a cross-regional focus.

CMES provides information and support to undergraduate and graduate students regarding UA and other study abroad programs. UA has formal links to universities and programs in Egypt, Israel, Jordan, Morocco, Tunisia, Turkey, the UAE, and Yemen.

Since 1981, UA has served as the permanent Secretariat of the Middle East Studies Association (MESA), the premier organization for scholars of the region. A vital link for scholars worldwide, MESA is a major vehicle for promotion of the field and understanding of the region. UA is also the institutional home of the International Studies Association, the primary organization for study of international relations and foreign affairs; the American Institute for Maghrib Studies; and the NSF-funded Science and Technology Center on Semi-Arid Regions.

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

Requested 03-05 funding will facilitate enhancement of an already strong language program; new positions in Islamic studies and Turkish studies; a new international journalism program with a Middle East focus; increased cooperation with the Colleges of Business and Education; a new curricular initiative in Middle East environmental studies; expansion of the UA Library's Turkish studies collection; and extensive outreach throughout the Southwest to professional and community groups, as well as to K-16 educators.

UNIVERSITY OF CALIFORNIA, BERKELEY -- CENTER IN MIDDLE EASTERN STUDIES

The Center for Middle Eastern Studies at the University of California, Berkeley was founded in 1963 with a mandate to promote excellence in Middle Eastern Studies at the University and beyond. With an affiliated faculty and academic staff of 75 (supplemented by an annual contingent of 12 visiting faculty and 21 graduate student instructors), CMES coordinates Middle East-related language and area studies courses in 26 different departments and seven professional schools while also providing academic advising for an undergraduate major and minor. Enrollment in Middle-East courses at Berkeley is at an unprecedented high: there were 5103 undergraduate and 598 graduate enrollments in Middle East-related courses in 2001-02. Many of these enrollments were by "concentrators," i.e. students who have taken 20 or more Middle East-related course units. In addition to our ongoing efforts to integrate coverage of the Middle East into the University curricula, CMES also organizes a wide variety of extra-curricular Middle East-related activities, including a rich interdisciplinary lecture and film series, faculty-driven colloquia and seminars, and several post-doctoral research programs. Like other National Research Middle East Centers, our program deals with the Arab-Israeli conflict, but we do not let this historical reality dominate the landscape of Middle Eastern Studies at Berkeley. We are equally concerned with such topics as U.S. policy in the Middle East, the rebuilding of Afghanistan, so-called "Islamic fundamentalism," Euro-Islam, etc., all of which are treated, to the extent possible, in a global context.

In recognition of student interest, national needs, and the overall efficacy of the Center's program, institutional commitment to Middle East language and area studies is substantial. The University of California gives direct support to CMES, the Berkeley Language Center, and the International and Area Studies Outreach office. Its support for Middle East faculty includes the hiring of new specialists in the field -- a total of six in the last three years -- and providing funds for course development and faculty enrichment. The University of California's commitment to Middle Eastern Studies is likewise evident in its tremendous support for the UCB Library, thanks to which the latter ranks third among American university libraries, has holdings of more than 9 million volumes, and is housed in a new state-of-the-art facility. Working together, CMES and the University of California have greatly increased the Library's holdings in Middle Eastern languages (estimated at 154,763 monographs and more than 1500 periodicals as of 2002) and improved access through a process of targeted acquisitions, regular evaluations, and the creation of new positions to be filled by highly-qualified individuals.

Outreach is a major part of the overall mission of CMES. The audience for outreach is construed broadly to include California's secondary and post-secondary institutions, faculty from local colleges and universities, the community, and indeed the nation. To meet their different needs, CMES provides written and audio-visual materials, sponsors workshops in pedagogical training on the ME, and makes its area specialists available through a Speakers Bureau. All Center events are free and open to the public. Outreach to K-12 teachers is a particularly high priority, for which the Center acts in concert with the university Outreach unit to provide teacher workshops, innovative curricula, free loan of curriculum materials, and on-line services. Finally, a newsletter, listserv, bulletins, and a popular website all help maintain communication between the Center and its various constituencies.

Ensuring broad coverage of the Middle East while maintaining the highest academic standards has never been more crucial. Correspondingly, CMES is increasingly turning its attention toward the interconnectedness of the Middle East with other world cultures in a post-9/11 context. Under the auspices of endowed programs in Arab and Islamic Studies, CMES plans three annual themes for the upcoming cycle through which to integrate regular and visiting faculty, special lectures, and conferences. For 2003-04, the theme is *Arab Culture: Traditions and Transformations*, for 2004-05, it shall be *Transnational Perspectives on the Urban Middle East*, and finally, for 2005-06, *9/11 and the Middle East Five Years Later*. Coinciding with these themes and their attendant programs will be a renewed publication initiative. Our monograph series will continue with *Urban Informality in the Middle East, S. Asia, and the Latin America in an Era of Globalization* and *Cairo in the Nineteenth Century: An "Authentic" City for East and West*. CMES has also agreed to take part in a new series of electronic publications initiated by International and Area Studies. Finally, the entire Outreach program of CMES has been reconceptualized and allotted increased resources to meet the urgent pedagogical needs of California K-12 teachers in the area of Middle Eastern Studies.

UNIVERSITY OF CALIFORNIA, LOS ANGELES – G. E. VON GRUNEBAUM CENTER FOR NEAR EASTERN STUDIES

CNES serves as the nexus of Middle East Studies in Southern California. Established in 1957, the Center is empowered by the University of California to expand and promote knowledge and expertise on the Middle East and the Islamic world, and to meet the national need for trained area specialists in the academic, public and government sectors. CNES' mission is exemplified by the types of endeavors it will be pursuing in FY03-05: to promote in-depth knowledge, high-proficiency language study, scholarly communication, curriculum enhancement, student support, and teacher training carried out on campus, at school sites, online, and overseas. To meet these objectives, CNES combines scholarly content and innovative methods and technologies in the pursuit of excellence in teaching, research and outreach.

66 faculty and 178 graduate students are currently engaged in this enterprise which to date has produced more than 800 graduate alumni of Middle East Studies, including 42 PhDs in Islamic Studies. CNES faculty include three MESA presidents and two recipients of the MESA Mentoring Award. Other measures of impact include the outstanding number of publications by distinguished faculty, the broad participation of students in academic and professional activities, and the dedication of CNES staff to the efficient operations of the Center and the maximum utility and dissemination of its resources.

Degree Programs

- ◆ BA in Middle Eastern and North African Studies, MA and PhD in Islamic Studies, sponsored by CNES
- ◆ Opportunities for undergraduate and graduate specialization in Middle East Studies in 26 degree programs and
- ◆ over 30 majors, minors and concentrations

Languages and Disciplines

- ◆ 17 Middle Eastern languages taught, 5 incorporating high- to superior-level proficiency skills
- ◆ Over 200 Middle East-related courses offered in 22 academic departments and the professional schools

Faculty

- ◆ 19 faculty in the Near Eastern Languages and Cultures Department
- ◆ 47 Middle East faculty in non-language departments and the professional schools
- ◆ Endowed positions in Armenian, Islamic and Jewish and Sephardic Studies

Library

- ◆ Largest holdings on the West Coast dealing comprehensively with the Middle East and the Islamic world
- ◆ Online access through the California Digital Library makes the Middle East collection a national treasure
- ◆ 8 bibliographers and cataloguers and 5 supportive staff attend to the Middle East collection and its users

Enhancement Activities

- ◆ Organized Research Projects include The Portability and Exportability of Muslim Identities, The Arab-Islamic Heritage [*Turath*] and Post-Colonial Historiography, and Rebuilding Devastated Economies: Lebanon, Algeria, Afghanistan, Palestine.
- ◆ Academic Gatherings include the international Levi Della Vida Conference and Award in Islamic Studies, national colloquium on Children in Crisis, regional workshop on Islam in Health and Healing, graduate student conference, and some 40 lectures annually by faculty, visiting scholars and CNES Fellows.
- ◆ Publication Services: 108 works published to date under Center auspices. CNES supports five active publications series and the graduate student journal *Jusur. New Journal of Islamic and Near Eastern Law* launched.
- ◆ New Media: State-of-the-art website draws 20,000 users annually and serves as a model for the National Outreach website. Collaborative web projects with PBS, National Geographic and the Middle East Outreach Council. Development of Distance Learning programs and instructional technologies applied to Middle Eastern languages, e.g., the interactive online *Turkish Tutor*.

Outreach

- ◆ Intensive training programs for precollegiate and community college instructors; school site training in interdisciplinary team teaching; innovative Teachers as Scholars and Scholars in the Schools projects
- ◆ Cooperative educational ventures between Los Angeles students and their Afghan counterparts
- ◆ Special topic seminars and websites tailored to business and media interests
- ◆ Extensive cultural program featuring concerts, dance performances, poetry recitals, film festivals, museum exhibitions and lectures open to the general

UNIVERSITY OF CALIFORNIA, SANTA BARBARA -- CENTER FOR MIDDLE EAST STUDIES

The Center for Middle East Studies (CMES) at the University of California, Santa Barbara (UCSB), is a campus-based institution that emerged from the remarkable expansion of Middle East Studies at UCSB during the past 12 years. Its mission is to enhance public knowledge in the burgeoning Central California region, the state, and the nation about the Middle East (ME) and the Islamic societies, to promote advanced-level study of less commonly taught ME languages, and to encourage interdisciplinary and cross-cultural research relating to the ME and Islamic societies. It utilizes NRC, UCSB, and other resources to fulfill these goals by organizing teacher training workshops, funding university-level instruction of less commonly taught languages, administering Arabic FLAS awards for graduate students, supporting in-depth instruction on ME and Islamic topics, cooperating with community educational and cultural institutions, collaborating with other ME NRCs, and public outreach activities.

Over 45 highly-qualified UCSB CMES core and affiliated faculty teach and supervise undergraduates and MA/PhD students engaged in ME and Islamic Studies through the nationally ranked departments of History, Religious Studies, and Sociology, and the distinctive faculties of Ethnomusicology, History of Art and Architecture, and Comparative Literature. In addition to the Islamic and Near Eastern Studies (INES) major, there are also undergraduate ME concentrations and courses are in Political Science and the flourishing new Global and International Studies, Law and Society, and Women's Studies programs. UCSB offers language instruction in Arabic, Modern Hebrew, Persian, Turkish, Hindi-Urdu, Punjabi as well as several ancient Near Eastern languages, including Biblical Hebrew and Coptic.

During the 2003-2006 funding cycle, UCSB CMES plans to conduct annual K-12 teacher workshop emphasizing ME languages and Islamic societies in global perspective so as to especially serve California state curriculum needs of Central California. It will recruit more faculty for teaching Arabic, Persian, and Turkish, and develop an Arabic language program at a local community college. It will also undertake collaborations with several ME universities, Western ME Consortium members, UCSB's School of Engineering and Environmental Sciences, and with its South Asian Studies faculty. A growing number of faculty and graduate students are actively involved in the comparative study of both the ME and South Asia.

The UCSB Davidson Library provides easy access to growing campus holdings in ME languages and Western languages on the ME and Islam, and to the extraordinary collection of the entire University of California (UC) system of more than 500,000 volumes in these areas. Moreover, a new ME bibliographer specialist now serves the UCSB collection.

Ongoing outreach activities to be conducted by UCSB CMES will include public conferences, and lectures, ME musical performances and talks at public schools by the UCSB students and faculty, and film showings. NRC funding will also be used to involve members of the local heritage communities in conducting advanced Arabic and Persian tutorials at UCSB.

This proposal seeks to use NRC and FLAS funding to attain high levels of proficiency in Arabic and Persian and to provide UCSB graduate and undergraduate students, California teachers, and the public with more in-depth knowledge about the Middle East and Islamic societies.

THE UNIVERSITY OF CHICAGO -- CENTER FOR MIDDLE EASTERN STUDIES

Since its establishment in 1965, the mandate of the Center for Middle Eastern Studies has been to coordinate, stimulate, and encourage academic, extracurricular, and outreach activities relating to the study of North Africa, Western Asia, Central Asia, and the Islamic World.

In fulfillment of this mission, the Center funds and administers a wide variety of programs and projects. At the undergraduate level, CMES ensures the availability of elementary and intermediate language courses and seeks to enhance their quality. CMES also administers one of the finest summer intensive Arabic language programs in the nation. In addition, CMES has taken the lead in helping to develop new non-language courses in the College. The CMES interdisciplinary MA program has grown steadily over the years and has established formal links with two professional school degree programs. Graduates of the doctoral programs in Middle Eastern studies at Chicago continue to achieve recognition nationally and to find placement in the finest institutions of higher learning in the United States and abroad. The Center coordinates and sponsors a lecture series, several film series, current events forums and the Middle East History and Theory Workshop and Conference—both student-organized and administered—and the Middle East in the Middle West for educators at other institutions in the region. Finally, the ultimate goal 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.

Virtually all the disciplines in the humanities and social sciences are represented in Middle East programs of study. 10 languages of the ancient Middle East are taught and 12 of the classical and modern periods. Most of the distinguished faculty hold appointments in one or more departments or schools. The interdisciplinary, comparative, and innovative approaches to knowledge and learning pioneered at Chicago profoundly inform the language and area studies programs at the University. This feature of the curriculum has been significantly strengthened by the creation of the Foreign Language and Area Studies Council under the aegis of the Center for International Studies. Research in all spheres is powerfully supported by one of the finest library collections in North America.

Long a national model, the CMES public education program is introducing satellite technology and the Internet to provide materials and services to educators, schools, community groups and cultural institutions, healthcare providers, businesses, and the media. To achieve this objective of service to the community most efficiently, we seek partnerships with like-minded organizations whose aims are consistent with our own goals of enhancing Americans' understanding of the nation's global connections and its multicultural society through education and training on the Middle East and the Islamic World.

UNIVERSITY OF MICHIGAN -- CENTER FOR MIDDLE EASTERN AND NORTH AFRICAN STUDIES

The Center for Middle Eastern and North African Studies (CMENAS) at the University of Michigan is now fully prepared for the challenges facing it. Having recently added five critically important new faculty to its roster, CMENAS provides area coverage that is unique in its extent and depth. CMENAS is now extending that coverage into "border" areas shared with other geographical and cultural groupings, especially Central Asia and the Mediterranean.

CMENAS went through an intensive review process in 2001 which led to programmatic recommendations now well on their way toward being implemented. In its wide array of programs, CMENAS keeps a number of priorities in mind. Chief among these are an emphasis on the complexity, variety and richness of the Islamic tradition, not only in religion and law, but also in the exact sciences, the humanities and the fine arts; and also the importance of combining CMENAS's regional expertise with the theoretical and methodological training resources provided by Michigan's leading position in the social sciences. CMENAS also makes a point of maintaining productive links with highly-qualified institutions and individuals in the Middle East and North Africa, through a grant from the US Department of State and in other ways.

CMENAS Outreach works in close partnership with the University of Michigan School of Education in a wide variety of programs. Teacher training is a high priority, with summer and academic-year programs reaching teachers across the country. To accomplish this, CMENAS reaches out quite literally, going to schools to discover what teachers need and how to provide it.

The five Middle Eastern language programs at Michigan (Arabic, Armenian, Hebrew, Persian and Turkish) all have high international reputations. CMENAS seeks to provide its language instructors with access to the very best performance-based methods and techniques, while fostering coordination and strategic allocation of resources among the five language programs.

For undergraduates, CMENAS offers its own concentration and minor. For graduates, CMENAS has an interdisciplinary MA, with a graduate certificate expected within the current year. The Department of Near Eastern Studies also has highly successful undergraduate and graduate degree programs. Students take undergraduate and graduate degrees with Middle East and North African focus in many other disciplines including anthropology, history, political science and sociology, as well as in several professional schools, especially Public Health. Graduates of these programs go on to careers in many fields, in particular government service, non-governmental organizations, business and academia.

UNIVERSITY OF PENNSYLVANIA -- NATIONAL RESOURCE CENTER IN MIDDLE EASTERN STUDIES

The University of Pennsylvania is renowned for its pioneering role in Middle Eastern Studies in the United States. The university created its first Arabic professorship in 1782 and its first professorship in Semitics in 1891. Penn established comprehensive programs in history and philology with the founding of the University Museum and the Department of Semitic Languages, later known as the Department of Oriental Studies and now the Department of Asian and Middle Eastern Studies (AMES). AMES in turn served as the backbone of Penn's efforts in the 1960s to answer this country's need, embodied in the National Defense and Education Act, for building multidisciplinary programs in modern Middle Eastern studies. The Middle East Center, a National Resource Center founded in 1965, was first led by the great Hebrew scholar E.A. Speiser. Today, the Middle East Center (MEC) is again at the forefront of Penn's effort to expand knowledge and expertise about a critical region, to inform the public, and to meet the challenges now facing the country.

Teaching, research, and outreach in Middle Eastern Studies at Penn depend on the continuing operation of a network of resources: the Museum, one of the world's finest, with its 88,000 cataloged objects in its Near East collection; The Penn Language Center, which coordinates the teaching of and applied research in Less Commonly Taught Languages (LCTLs); the Office of International Programs, which houses the Middle East study abroad programs; and a combined library system of over 5 million printed volumes. Of most importance, however, are 29 faculty positions across 11 departments and three schools.

In this proposal we present 36 projects designed to address the FY 2003 Absolute Priority of teacher training and 5 of 7 Invitational Priorities. We emphasize the careful marshaling and leveraging of resources. Twenty-four of these projects involve other Penn Centers and NRCs. Eight are national in scope. Many more will build national capacity. The University of Pennsylvania is uniquely positioned to deliver these critical tools and materials in support of national needs in LCTLs and in advanced Middle Eastern studies. The necessary infrastructure and expertise is in place in one location. We continue an aggressive approach to fundraising and to rigorous and continuous evaluation of projects and objectives. Few other institutions are capable of supporting a program of this scale.

UNIVERSITY OF TEXAS AT AUSTIN -- CENTER FOR MIDDLE EASTERN STUDIES

Founded in 1960, the Center for Middle Eastern Studies at the University of Texas at Austin (UT) coordinates one of the most comprehensive Middle East programs in the U.S., with a stated mission of advancing knowledge and fostering understanding of the Middle East and its peoples by training scholars and professionals. Teaching and research are carried out by several dozen scholars with appointments in over twenty departments.

The Center offers interdisciplinary BA and MA degrees in Middle Eastern Studies as well as joint-degree programs with five professional schools. The program has also developed state-of-the-art instruction in the languages of the region and offers fellowships for their study. The Center is a member of the Western Consortium of Middle East Centers and participates in its programs. It also collaborates with various departments and the other three Title VI National Resource Centers on campus to organize lectures, conferences, and workshops. The Middle East collection ranks among the foremost research libraries in the country. Linkages with many universities in the Middle East have given students a variety of opportunities for study and research abroad.

Through its outreach activities, the Center helps to promote public understanding of the Middle East and its cultures. In 2001-2002, nearly 45,000 people benefited from the Center's public conferences and lectures, teacher workshops, newsletters, speakers bureaus, and cultural events. Ten years after its pioneering launch of the Middle Eastern Network Information Center (MENIC), the service remains the most popular website for Middle Eastern studies. The site was used by over one million individuals in 172 countries and territories around the world in 2001-2002. The Center's publications program is among the most prestigious in the field. It has issued 62 books, including monographs and translations of Middle Eastern literary works not previously available in English.

Funding for FY 2003-06 will allow the Center to enhance the programs already in place, providing for innovative additions to advanced language training, curriculum development in various disciplines, faculty appointments, major conferences, cultural events, and a host of outreach initiatives.

UNIVERSITY OF UTAH -- MIDDLE EAST CENTER

Founded in 1960 with Title VI funding, the University of Utah's Middle East Center is one of the oldest National Resource Centers for Middle East Studies in the country. Throughout its 42 years of existence, it has combined language training with instruction in the history, politics, culture, religion, literature and textual traditions of the Middle East. Its impact on the Salt Lake region, the Intermountain West and the nation as a whole in the wake of September 11 has been greater than ever.

The Center's mission entails three main categories: first, the education of undergraduate and graduate students in the field Middle East studies so as to address the national need for experts on that part of the world; the creation and dissemination of new knowledge resulting from faculty and doctoral student research; and the enhancement of understanding of the Middle East by the general public through outreach programs that include workshops for public school teachers, public lectures, and participation of the MEC faculty in media discussions of Middle Eastern affairs.

Through collaborative arrangements with numerous departments and academic programs, the Middle East Center is able to integrate 123 courses with Middle East content into its programs of study. These courses are taken both by students seeking degrees (B.A., M.A. and Ph.D.) in Middle East Studies and by students in other fields who wish to increase their knowledge of certain aspects of Middle East. The MEC's degree programs are designed to be interdisciplinary while allowing a degree of concentration in one of the following fields: anthropology, history, political science, and literature/textual studies. In this way the programs combine both breadth and depth of treatment of topics relating to the Middle East.

The University of Utah's Aziz S. Atiya Middle East Library is an internationally recognized research facility for the study of the Middle East. It houses a collection of more than 150,000 books and 368 periodicals in European and Middle Eastern languages. It also has a rich collection of rare books and manuscripts, microfilms, papyrus materials from early Islamic Egypt, and several specialized collections

The MEC Outreach Program regularly organizes conferences and lecture series that draw audiences from the larger community and frequently lead to published research. As a service to public education, it also conducts workshops for K-12 teachers, which include, along with academic material, hands-on cultural activities. The Program also maintains its own library of audio-visual and other resource material. Faculty members appear regularly in media venues.

The MEC continually seeks to enhance its teaching, research and outreach profile through such activities as the development of state-of-the art performance-based language teaching technologies and methodologies, the strengthening of ties with Middle East heritage communities of Utah, and the organizing of conferences and research agendas that give prominence to topics of public interest.

UNIVERSITY OF WASHINGTON – MIDDLE EAST CENTER

DESCRIPTION: The University of Washington (UW) is the premier research institution in the Pacific Northwest and has offered Middle East language and culture courses for over ninety years. Since 1974, the UW has maintained a Title VI Middle East National Resource Center (MEC). MEC serves a vast area of the US that has little access to Middle East programming, and in recognition of its work in developing an Arabic distance learning program, won the Institute of International Education's 2002 Heiskell Award. Middle East language instruction at the UW leads the nation in creating technologically advanced proficiency-based curriculum for which it has been awarded the National Foreign Languages Center and the National Security Education Programs' first and only Arabic for Interactive Communication grant to develop strategies to meet national needs.

MISSION: The mission of MEC is to (1) provide educational opportunities for undergraduate and graduate students interested in the Middle East at the UW, and at corresponding institutions linked to the Center by new technologies and to expedite the acquisition of Middle East language mastery and increase the pool of Middle East area specialists (2) to foster an interest in the modern Middle East at the k-12 levels (3) to increase an understanding and appreciation of the Middle East in the nation and (4) to train US citizens from diverse backgrounds of American society as Middle East specialists to serve in the public and private sectors.

DEGREE PROGRAMS: Middle East degree programs draw on a 58-member faculty, are: (1) BA and MA degrees in the Department of Near Eastern Languages and Civilization (2) MA degree in the Jackson School of International Studies (3) Ph.D. degree in the Interdisciplinary Near and Middle East Program, and (4) Middle East-focused MA and Ph.D. degrees in disciplinary departments.

LANGUAGES & DISCIPLINE COVERAGE: The UW is unique in the Pacific Northwest, and rare in the nation, for the array of modern Middle East languages it offers: Arabic, Turkish, Persian, and Hebrew, as well as Tajik, Kirghiz, Kazakh, and Uzbek. Middle East coursework ranges across the departments of Anthropology, Art History, Communication, Comparative Religion, Economics, English, Ethnomusicology, Geography, History, International Studies, Jewish Studies, Linguistics, Music, Near East Languages and Civilization, Political Science, and Women Studies.

UNIQUE ENHANCEMENT ACTIVITIES: MEC is unique in the resources available to develop distance learning technologies and the level of support for creation of sophisticated technology to expedite acquisition of Middle East languages. Paired with a superb faculty, the program is at the leading edge of proficiency language instruction. Innovative Middle East overseas training opportunities for area-studies students further enhance the program.

LIBRARY: The UW library is ranked consistently as one of the top 15 North American research libraries. The library's Near East Section is one of the larger comprehensive collections in Middle East languages in the United States and is a leader in developing computer tools to enable the creation of electronic databases for Middle Eastern language material.

OUTREACH: Outreach through the Center, and in cooperation with other centers at JSIS, provides a wide range of services and events to K-12 and post-secondary, business, media, and the general public. The Center cooperates with the Seattle Public Schools to offer Arabic at the elementary and high school levels and has launched a Middle East curriculum revision project for K-12. Working with local print media, MEC now reaches a wide audience of the American public with educational material on the Middle East.

OVERVIEW OF FY03-05 ACTIVITY: During the FY 03-05 grant period, the Middle East Center will (1) increase the number of students achieving superior level proficiency in target languages—especially Arabic and Persian; (2) deepen the level of sophistication of student and public understanding of the Middle East through a series of interrelated activities at the local and national level based on the Arab Human Development Report (UN, 2002) and extended to non-Arab areas of the Middle East, and (3) move to establish a national consortium of Middle East social sciences.

YALE UNIVERSITY -- COUNCIL ON MIDDLE EAST STUDIES

In becoming a center of modern ME studies, Yale draws upon its traditional strengths in the study of ancient and pre-modern ME to develop its program on the modern Middle East. This effort is built on cross-regional and interdisciplinary research. Faculty on the Council on Middle East Studies (CMES), housed in the Yale Center for International and Area Studies (YCIAS) along with seven other regionally based Councils and the International Affairs Council, have a tradition of cross-regional, collaborative work. Moreover, modern ME studies is bolstered by YCIAS' institutional structures that extends its programmatic and outreach capacities. Thus, Yale is poised to create a Center for the Study of the Middle East that is unique in its ability to examine contemporary problems from historical, cultural and cross-regional approaches and with extensive outreach capacities congruent to Yale's other outreach programs.

Yale's commitment to modern ME studies is reflected in its an expanding curriculum. Yale recently created four new faculty positions in modern ME: one each in History, Near Eastern Languages and Civilizations (NELC), Political Science and Religious Studies. These new faculty appointments join more than 40 members of CMES, of which 26 are tenured faculty. Yale faculty members teach over 190 non-language ME-related courses in 14 departments and four professional schools. In addition, Yale offers 15 ME-related languages, including Arabic, Hebrew, Persian and Turkish; and Arabic, Hebrew and Persian are used in teaching non-language courses in a variety of disciplines. The curriculum thus provides for undergraduate and graduate degree programs in NELC, for modern Middle East graduate degree programs in three other departments, and for Middle East concentrations throughout Yale.

One of the largest research libraries in the world with over 11 million volumes supports Yale's program. Sterling Memorial Library's holds more than 280,000 volumes in ME languages and more than 500,000 volumes on the ME in European languages. The library also houses the OACIS project, in which it is bringing together Near Eastern curators in the US, Europe and the ME to provide unique access to ME sources. Middle East collection is enhanced by large holdings of ME manuscripts and documents at the Sterling Memorial Library, the Bienecke Rare Book and Manuscript Library, and Yale's Government Documents and Information Center.

The major objective of this proposal is to create, for the first time, a Center for ME Studies at Yale that will expand CMES' outreach capabilities, enhance Yale's language curriculum in Persian and Turkish, expand its strengths in the social sciences and professional schools, and promote teacher education. The Center's development from 2003-2006 will include activities based on three themes: Impact of Globalization in the ME, Islam and ME societies, and Environment in the ME. The plan requires the infusion of significant resources and new positions: additional lecturers of Turkish and Arabic, an expansion of the Persian lecturer's position, a new Persian bibliographer, an outreach coordinator, a post-doctoral fellow, and visiting faculty. As demonstrated in the budget, Yale is contributing significantly to funding these programs and it is committed to ensuring that the positions remain permanent after the grant period. In short, the program outlined here aims to utilize Yale's increasing momentum in modern ME studies to create a new, unique and important addition to the Title VI program at Yale.