

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

CFDA # 84.016A

PR/Award # P016A090005

Grants.gov Tracking#: GRANT10282724

OMB No. 1840-0796, Expiration Date: 08/31/2010

Closing Date: APR 30, 2009

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e12
7. Dept of Education Supplemental Information for SF-424	e13

Narratives

1. Project Narrative - (Abstract Narrative...)	e14
Attachment - 1	e15
2. Project Narrative - (Project Narrative...)	e16
Attachment - 1	e17
3. Project Narrative - (Other Narrative...)	e59
Attachment - 1	e60
Attachment - 2	e61
Attachment - 3	e99
Attachment - 4	e100
Attachment - 5	e101
4. Budget Narrative - (Budget Narrative...)	e115
Attachment - 1	e116

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Bd of Regents of the University ...

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 24,667	\$ 35,051	\$ 0	\$ 0	\$ 0	\$ 59,718
2. Fringe Benefits	\$ 6,221	\$ 10,569	\$ 0	\$ 0	\$ 0	\$ 16,790
3. Travel	\$ 13,100	\$ 7,500	\$ 0	\$ 0	\$ 0	\$ 20,600
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 11,500	\$ 500	\$ 0	\$ 0	\$ 0	\$ 12,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 27,660	\$ 29,660	\$ 0	\$ 0	\$ 0	\$ 57,320
9. Total Direct Costs (lines 1-8)	\$ 83,148	\$ 83,280	\$ 0	\$ 0	\$ 0	\$ 166,428
10. Indirect Costs*	\$ 6,652	\$ 6,662	\$ 0	\$ 0	\$ 0	\$ 13,314
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,800	\$ 89,942	\$ 0	\$ 0	\$ 0	\$ 179,742

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2009 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS
 (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Bd of Regents of the University ...

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 30,964	\$ 31,991	\$ 0	\$ 0	\$ 0	\$ 62,955
2. Fringe Benefits	\$ 11,921	\$ 12,637	\$ 0	\$ 0	\$ 0	\$ 24,558
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 42,885	\$ 44,628	\$ 0	\$ 0	\$ 0	\$ 87,513
10. Indirect Costs	\$ 3,431	\$ 3,570	\$ 0	\$ 0	\$ 0	\$ 7,001
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 46,316	\$ 48,198	\$ 0	\$ 0	\$ 0	\$ 94,514

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Microsoft Word - Abstract.pdf**



A Comprehensive Approach to Strengthening Undergraduate Middle East & North African Language and Area Studies

The University of Wisconsin-Milwaukee (UWM) will measurably strengthen its Arabic language and Middle East and North African (MENA) studies programs through integrally-related, mutually-sustaining activities designed to improve and expand curricular options and enhance student recruitment and retention. A UISFL grant will enable UWM to fully realize the benefit of its own recent investments in new faculty lines for these programs, providing the necessary seed funding to achieve its programmatic improvement and expansion objectives.

This proposal's central goals are to improve student enrollment and retention to advanced levels in Arabic courses, demonstrate student learning outcomes through proficiency assessment, and double the number of students enrolled in the Middle Eastern and North African Studies certificate program. To achieve these goals, the project incorporates curriculum assessment, planning and course development, expansion of learning opportunities beyond the classroom, K-12 outreach, teaching materials development and library acquisitions as essential components of its program strengthening plan. The project builds on existing UWM program and staff resources as well as external partnerships for cost-effective and sustainable outcomes within the context of a curriculum that has an array of international studies yet fewer area-specific courses. It emphasizes an expansion of curricular options in order to provide more pathways to the study of the region. As such, it reflects a programmatic strategy that will markedly improve UWM's curriculum while serving the interests of its students and expanding the resources for teachers.

With this initiative, UWM will realize:

- A new Arabic minor and associated courses to encourage Arabic language study, including *Arabic for French and Spanish Speakers* and *The Geography of Arabic*;
- Three new area studies courses appealing to students with diverse disciplinary interests: *Picturing the Maghreb*; *Health and Environment in the Middle East/North Africa*; and *Thinking Across the Divide: Palestinian and Israeli Literature and Film*;
- A *MENA studies portfolio program* that enables students to earn credits toward their certificate with coursework completed in non-area studies courses;
- A diverse array of both short- and long-term study abroad opportunities in the Middle East and North Africa region, providing students with valuable language and area studies immersion opportunities;
- A variety of co-curricular activities (an *Arabic Language Roundtable*; a *MENA Speaker Series*; *Distinguished Lectures*; and a *MENA Film Festival*) to enhance student learning, recruitment and retention;
- A cadre of Wisconsin high school language and social studies teachers who have received formal training and personalized assistance in incorporating teaching about the MENA region through the *Global Studies Summer Institute* and a *Weekend Workshop on Francophone North Africa for K-12 French Teachers*; and
- A collection of on-line curricular guides and multimedia learning objects that support high school and undergraduate MENA studies instruction at UWM and beyond.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1242-UISFL 2009 Narrative.pdf**



**A Comprehensive Approach to Strengthening
Undergraduate Arabic Language and Middle East/North African Studies**

Submitted to:

**Title VI(a) Undergraduate International Studies
& Foreign Language Program
International Education Programs Service
US Department of Education**

Principal Investigator:

**Dr. Caroline Seymour-Jorn
Department of French, Italian and Comparative Literature
University of Wisconsin-Milwaukee
PO Box 413
Milwaukee, WI 53201
csjorn@uwm.edu
ph. 414-229-5058**

Table of Contents

1. <u>Plan of Operation</u>	1
<i>Project Management</i>	1
<i>Project Design</i>	2
<i>Table 1: UISFL Project Objectives</i>	2
<i>Plan of Operation</i>	3
<i>Proposed Activities</i>	6
1. <i>Curricular strengthening</i>	6
2. <i>Study abroad development</i>	7
3. <i>Co-curricular programs</i>	9
4. <i>K-12 Outreach</i>	10
<i>Equal Access</i>	11
<i>Table 2: UWM Diversity Relative to State, UW System</i>	11
2. <u>Quality of Key Personnel</u>	13
<i>Core Faculty</i>	13
<i>Staff Support</i>	16
<i>Non-Discriminatory Employment Practices</i>	18
3. <u>Budget and Cost Effectiveness</u>	19
4. <u>Adequacy of Resources</u>	22
5. <u>Plan of Evaluation</u>	24
<i>Table 3: Evaluation Plan and Timeline</i>	26
6. <u>Commitment to International Studies</u>	28
<i>Current Strengths</i>	28
<i>Faculty Involvement</i>	20
<i>Commitment to the Programs</i>	30
<i>Financial Support</i>	32
<i>Table 4: FY 2008/09 Financial Support for MENA Studies</i>	32
7. <u>Elements of the Proposed International Studies Program</u>	33
<i>Arabic Language Program</i>	33
<i>MENA Studies Program</i>	35
<i>Building Demand through Pre-college Learning</i>	36
<i>Interdisciplinarity</i>	37
8. <u>Need for and Prospective Results of the Program</u>	37
9. <u>Competitive Program Priorities</u>	40

1. Plan of Operation: The University of Wisconsin - Milwaukee (UWM) seeks to offer fully-integrated instructional, co-curricular, study abroad, and community outreach programs in Middle Eastern and North African language and area studies for UWM students and the southeast Wisconsin region. The timing for this project is excellent, with recent institutional commitments to new tenure track faculty lines, the addition of international programs staff with expertise in the region, the rapid expansion of student enrollments in related majors, as well as growing enrollments in Arabic language courses. With strategic investments in program expansion supported by a UISFL grant, UWM will capitalize on growing student interest and solidify its recent efforts to create and sustain a dynamic undergraduate language and area studies program focusing on the Middle East.

Project Management: UWM will draw on the strength of its faculty and international programs staff in this plan to expand enrollments, retention and public impact of UWM's Middle Eastern language and area studies programs. The initiative will center on the concurrent and complementary development of a new Arabic minor along with significant strengthening and expansion of an existing Middle Eastern and North African (MENA) Studies certificate program. The faculty who direct these programs have worked together with UWM's international program staff to conceptualize a series of integrally-related activities which form the comprehensive approach to program development represented in this proposal. These **core faculty** are Caroline Seymour-Jorn (principal investigator) and Ellen Amster, co-directors of the Middle Eastern and North African Studies certificate program, Hamid Ouali, director of the Arabic program, and Anita Alkhas, Associate Professor of French engaged in strengthening the study of Francophone North Africa (the Maghreb). As the primary faculty responsible for planning and carrying out activities, they will be guided by the contributions of an **advisory committee** of language and

area studies faculty and assisted by **staff** in the Center for International Education (CIE), which will serve as the project’s administrative home. CIE coordinates a full range of functions, including academic program advising, study abroad, K-12 teacher education and community outreach. CIE will provide comprehensive support for management of the UISFL grant.

Project Design: This grant proposal has **four broad goals** that are directly related to the purpose of the UISFL program: (i) to increase the number of undergraduate students studying Arabic language to advanced levels; (ii) to deepen undergraduate students’ knowledge of the Middle East and North Africa; (iii) to build demand for language and area studies among incoming freshmen; and (iv) to expand and sustain language and area studies opportunities at UWM for years to come. The extent to which the project has met these goals will be determined based on its success in achieving its **measurable objectives**, described in **Table 1**. Meeting these

goals and objectives will be an undeniable indicator that the UISFL grant has achieved its purpose of strengthening undergraduate international and language studies at UWM.

Table 1: UISFL Project Objectives	
1.	First-year Arabic enrollments increase by 25%
2.	50% of 4 th semester Arabic students enroll in 5 th semester
3.	Arabic students achieve ACTFL OPI ratings of “3” by the end of the 6 th semester
4.	Students enrolled in the MENA studies certificate double by the end of the grant
5.	Students studying abroad in the region double by the end of the grant
6.	50 high school teachers teach curricular units focusing on the MENA region
7.	Newly-developed courses and study abroad options are offered at least once every two years

The relationship between the goals and objectives, the activities which support them and how they will be assessed is portrayed in **Table 3** in **section 5. Plan of Evaluation**.

Four integrally-related and mutually-sustaining **strategies** will be used to achieve the proposal’s goals and objectives: (a) development of a new Arabic minor and associated advanced language study opportunities; (b) expansion of courses available within the Middle East and North African Studies certificate program; (c) expansion of overseas language and area studies options in the Mid East/North Africa region; and (d) development of related co-curricular,

public, and teacher training programs. Taken together, these strategies represent a comprehensive approach to building awareness, opportunities, student demand, and a sustainable infrastructure supporting Middle East and North African language and area studies.

Plan of Operation: The proposed activities embody the guiding principles of expanding accessible curricular options to provide more pathways for more students to incorporate language and area studies into their academic programs; building an integrated learning environment including opportunities to learn beyond the classroom; and creating synergies with existing programs and with partners. These principles will ensure the activities' efficient administration and maximize their cost-effectiveness as well as the likelihood of the project's success.

The project design represents efforts to take optimal advantage of UWM resources and personnel, using in-house expertise and working through existing infrastructures to maximize program outcomes. The core faculty have proven track records in Middle East and North African studies teaching, research, and academic administration and, given their programmatic responsibilities, are uniquely qualified to carry out the new course development, study abroad program assessment and development, and co-curricular program planning associated with this project. The advisory committee consists of faculty from a variety of fields, scholarly and administrative backgrounds and a shared commitment to Middle East studies, UWM and its students. CIE staff are well qualified to support the core faculty's academic program activities and coordinate the public and K-12 outreach and evaluation plan associated with this project. Together, this project team brings the benefit of diverse disciplines, experiences and perspectives to the table in planning and implementing the proposed activities, ensuring that programs encompass a wide range of views and generate debate on critical issues pertaining to the region.

To better understand the context in which the project will be undertaken, it may be helpful to

know that, while UWM students benefit from a range of international options, the only area studies major at UWM is in Latin American, US Latino and Caribbean Studies. That program builds on longstanding strength funded by the Title VI National Resource Center program. The two primary interdisciplinary international majors have broad thematic focuses: International Studies, with tracks in International Relations and Development, and the newer Global Studies, a pre-professional, joint BA degree with tracks in Global Management, Communications, Security, Cities and Classrooms. Language and area studies certificate programs support these as well as discipline-based majors and provide flexible options for students to focus their linguistic and cultural specialization. Currently nearly half (11/24) of MENA studies certificate students are Global Studies or International Studies majors. Strengthening and expanding Arabic and MENA studies is a goal well suited to the specific needs of UWM students.

To maximize synergies with existing programs, this project will take advantage of CIE staff members' access to a broad range of students with international academic interests in disseminating information and actively recruiting for the Arabic and MENA studies programs. By targeting International Studies and Global Studies majors (among other undergraduates), the initiative will reach students who are already engaged in foreign language studies and planning for study abroad. With several activities focused on the Maghreb, the project will directly reach out to students of French in an effort to encourage multilingualism in area studies.

International and Global Studies majors, with a combined enrollment of 389 in Spring 2009, are prime candidates for participation in these programs. Both majors carry language requirements (8 semesters for Global Studies; 4 for International Studies); Global Studies majors are required to complete a full semester studying abroad, while most International Studies students choose to do so. Both Global and International Studies students may focus their studies

in thematic topics such as security, foreign policy, and international development, which frequently engage students in learning about the Middle East. Many of these majors are already working toward completion of the Peace Studies & Conflict Resolution Certificate, and the MENA studies certificate would complement their work. Moreover, while most of their core courses do not focus on a single world region, Global and International Studies majors will often complete research assignments and engage in case studies focusing on the Middle East.

To further maximize impacts by using available resources, the project design involves collaborating with the professional K-12 and public outreach program staff of CIE's Institute of World Affairs. Rather than developing stand-alone outreach programs, the project team will work closely with the Institute, utilizing its professional development programs for high school teachers, publicizing co-curricular and teacher training programs through its broad information dissemination networks, and enlisting the expertise of professional outreach staff in developing and disseminating accessible multimedia materials supporting teaching about the MENA region.

The project will also utilize external partnerships. The project includes a plan to markedly expand Middle East and North African study abroad options for students through a partnership with AMIDEAST (America-Mideast Educational and Training Services, Inc.), a non-profit educational organization that strengthens mutual understanding and cooperation between Americans and the peoples of the Middle East and North Africa. With field offices throughout the region, AMIDEAST has the capacity to meet a broad range of students' needs. This project engages the core faculty in assessing AMIDEAST offerings and services in conjunction with UWM's curricular needs, to expand student access to appropriate overseas study options.

The goals of this project support existing curricular needs; its design incorporates a comprehensive approach to program building; and its implementation plan takes advantage of

existing academic and outreach programs and personnel, thus enabling the project team to maximize the use of funds for direct expenditures on new programs.

Proposed Activities: 1. Curricular strengthening: Activities that will strengthen and expand the Arabic and MENA studies curriculum form the core of this proposal. With support from CIE academic programs staff, Dr. Ouali will undertake the development and passage through campus approval processes of the **Arabic minor curriculum** during Year 1 of the grant. To further strengthen Arabic teaching, UISFL funds will be used to support a four-day on-campus **ACTFL workshop in Arabic oral proficiency testing** for Arabic language instructional staff at UWM; Arabic instructors from colleges across the region will be invited to participate in this workshop in order to foster professional networks and share the benefit of UISFL funding more broadly.

The core faculty will develop five courses to expand offerings. Drs. Ouali, Seymour-Jorn and Alkhas will work with colleagues in French and Spanish to develop ***Arabic for French and Spanish Speakers***, a course and accompanying instructional materials intended to promote Arabic study among students of the more commonly taught languages. They will undertake a pilot project in June 2009, in which French and Spanish language faculty will attend an introductory Arabic course, from which this course-development project will proceed. Dr. Ouali will develop ***the Geography of Arabic*** to serve as a feeder course for the Arabic language program, introducing students to linguistic variation, dialects, and minority language issues across the Arabic speaking world. This new course will offer students a broad understanding of diglossia in the Arab world, empowering them to make informed choices on study abroad and regional specialization. Dr. Alkhas' ***French and Francophone Cultures: Picturing the Maghreb*** will encourage more students of French to engage in Arabic language and MENA studies with its interdisciplinary approach utilizing film, literature, and historical narratives to

understand the confluence of cultural influences represented in the region. Dr. Amster's *Health and Environment in the Middle East/North Africa* focuses on themes which are central to a number of UWM majors, including the Global Studies/Global Security curriculum from which many MENA studies students are expected to be recruited. This course will focus on maternal and infant health, female circumcision and Islam, AIDS and sexuality, tuberculosis, the welfare state as a tool of nation-building and radical Islamic groups, the impact of war on health, and the role of natural resources in conflicts. Dr. Seymour-Jorn will develop *Thinking across the Divide: Palestinian and Israeli Literature and Film*, in response to student interest in the various national, linguistic and religious communities of the Middle East, with particular attention to Israeli-Palestinian conflict. The course will be genuinely comparative in that it will not only explore creative production from the two cultural and political perspectives, but will also examine the diversity of this expression in three different artistic genres.

UWM's strength in globally-focused programs means that area studies readings, case studies and research is often conducted in classes with a multi-, trans-national, or thematic (rather than area-specific) focus; a new **MENA studies portfolio program** will give students the opportunity to earn up to 3 credits toward the certificate by demonstrating attainment of area studies learning with coursework completed in non-area studies courses. Planning for the new program will commence in Fall 2009, and the program will be fully implemented by the end of the grant period. **Library materials** will also be purchased to support expanded instruction in Arabic and Middle Eastern and North African studies. Acquisitions will occur during Year 1 following an assessment of needs; they will be used in the classroom during and beyond the grant period.

2. Study abroad development: Accessible, affordable, and flexible study abroad programs are essential for both the Arabic minor and MENA studies certificate programs

because they provide opportunities for students to engage in language and area studies in an immersion environment, expand the availability of advanced language study opportunities, and increase course offerings with which students can complete their curricular requirements. The relatively high cost of administering stand-alone programs in the region has hindered UWM from being able to meet a wide range of students' needs for study abroad options. Now **AMIDEAST** has recently announced an initiative to coordinate several study abroad programs on behalf of US colleges and universities, providing a unique partnership opportunity on which UWM will capitalize. The core faculty will lead this effort, with support from CIE's overseas program staff. Dr. Seymour-Jorn will conduct a site visit of AMIDEAST programs in **Jordan** to explore possibilities for study in the Levantine region. Dr. Ouali will conduct a similar site visit in **Egypt**. Consistent with the project's efforts to encourage more students of French to focus on the region, Dr. Anita Alkhas will give particular attention to AMIDEAST's offerings supporting Francophone studies and will conduct a site visit of **Muhammad V University** in Rabat, to assess course offerings and services and enable her to serve as faculty advisor to UWM's French language students wishing to study in North Africa. Dr. Ellen Amster will develop and lead a unique **summer study program in Morocco** that provides an opportunity to study Moroccan colloquial dialect while learning about Moroccan history, Islamic religion and culture through the architecture of the Islamic city. In developing this program, Dr. Amster will draw on her Ph.D. research conducted in Morocco, the 8 years she spent at the Arabic Language Institute in Fes (ALIF), and her connections to Dhar Mehrez University in Fes, Muhammad V University, and the Fulbright Commission (MACECE). For the program's language instruction, Dr. Amster will partner with ALIF, which is equipped to serve language learners at all levels of Arabic – including those with no prior language training. Pre-colonial Morocco's historic capital, Fes, will

serve as the program's home base and an appropriate setting for the study of Moroccan history from the beginnings of the Islamic state to the contemporary issues of modern Morocco: unemployment, radical Islam, shantytowns, and feminism. The interdisciplinary focus will attract students from a number of undergraduate majors including Architecture, Urban Planning, History, Global Studies/Global Cities, Political Science, and Women's Studies.

3. Co-curricular programs: Campus community and public programs directly tied to course themes will engage students in integrated learning experiences outside the classroom and promote student recruitment and retention in Arabic and the MENA studies program throughout the two-year grant period. Under the direction of Dr. Ouali, a weekly **Arabic Language Roundtable** (a model which has worked successfully for other UWM language programs) will provide regular opportunities for Arabic students to meet, connect with native speakers, and use language in an informal, conversational setting. Once per month, the Roundtable will coincide with the **MENA Speaker Series**, which will draw on the planning team's network of native Arabic speakers from the Chicago/Milwaukee/Madison corridor. The core faculty and advisory committee will develop a monthly series of interactive discussions focusing on a variety of cultural, professional and political topics and designed to engage students and faculty from across the campus community. While the MENA Speaker Series will be conducted in English, guest speakers will also be asked to lead the Arabic Language Roundtable taking place the same day. In Year 2, Dr. Amster and Dr. Seymour-Jorn will coordinate a **MENA Film Festival**, modeled on UWM's successful Latin American and French Film Festivals and using UWM theater facilities and marketing tools. The Festival's dynamic focus on multiple cultures and languages of the region will engage a broad audience from the campus and community; films corresponding to the themes of MENA course offerings will support student recruitment and

retention objectives. With two **Distinguished Lectures** each year, the faculty will partner with the Institute of World Affairs to bring nationally and internationally-recognized scholars to UWM to speak on topics directly connected to current semester course themes.

4. K-12 outreach: Expanding area studies teaching to high schools helps to build student awareness and demand for international education opportunities in college. Because UWM draws the overwhelming majority of its incoming freshmen from within Wisconsin, investments in state teacher training directly benefit UWM and its undergraduate programs. With a focus on imparting ready-to-use information and leading teachers through the development of their own curricular plans, CIE-sponsored teacher workshops directly enhance the internationalization of participating teachers' classrooms. CIE outreach staff will work closely with the core faculty and advisory committee to design and offer two professional development programs for high school teachers. The **Global Studies Summer Institute (GSSI)** is an annual professional development program serving 25-30 teachers. During Year 1 of the UISFL grant, the GSSI will focus on globalization issues with an emphasis on the Middle East and North Africa region. Potential topics include human rights and democracy, war and its impact on children, or oil and water: critical resources and global security. In Year 2, CIE staff will work closely with Dr. Anita Alkhas to design and offer a **Weekend Workshop on Francophone North Africa** for K-12 teachers of French, to support French teachers' efforts to integrate teaching about the region into their course plans. In addition to these events, CIE staff will also draw on UWM faculty expertise, library resources, and digitized segments of outreach programs to develop **multimedia instructional materials**, including curricular plans, guides to resources, and learning objects, to be used in high school social studies and lower level college classes. These materials will be disseminated directly to Wisconsin school teachers through a partnership with the Department of

Public Instruction and also made widely available through their inclusion in the Institute of World Affairs' interactive learning website, Global Commons.

Equal Access: *Access to success* is a central tenet of UWM's mission statement and is understood as providing equal access to quality higher education and incorporating proactive approaches to recruit and retain underrepresented students. As the UW System's urban campus, UWM is by far the most ethnically diverse institution of higher education in the state. **Table 2.** shows UWM's diversity compared to other institutions in the state and the total state population.

Table 2. UWM diversity relative to State, UW System			
	Total Minority	African-American	Hispanic
UW-Milwaukee Fall 2008 Undergraduate Enrollment	17.9%	6.8%	4.3%
State of Wisconsin Population (2000 Census)	11.6%	5.6%	3.6%
UW-Madison Fall 2008 Undergraduate Enrollment	12.9%	2.8%	3.6%
UW-Green Bay Fall 2008 Undergraduate Enrollment	7.1%	0.7%	1.9%

The student population is also largely non-traditional, with older and returning students, many of whom maintain jobs and families while enrolled. UWM offers a variety of support services to meet the needs of its students, including a campus childcare center, specialized advising services for students of different ethnic backgrounds, a Student Accessibility Center which supports the learning of students with various physical challenges, and an Office of Adult and Returning Student services. Through the Academic Opportunity Center (AOC) at UWM, students with insufficient high school academic preparation are guided through foundational coursework and transitioned into the regular college curriculum. This program enables promising students from struggling and underfunded school systems to obtain a college education.

The Center for International Education takes very seriously its role in fostering *access to success*, and benefits directly from these support units. Many of the undergraduates enrolled in the majors and certificate programs CIE coordinates came into the university as AOC or adult returning students. CIE staff work hard to strengthen the connections with the advising offices

serving UWM's underrepresented students. For example, working with support service offices, CIE advisors have helped several students with disabilities to succeed after struggling early on in college. Consequently, students enrolled in UWM's international programs, both on campus and overseas, represent the full range of diversity reflected in the undergraduate student body.

Two CIE initiatives supporting *access to success* merit special mention. CIE's Access Task Force, working to increase minority student participation in study abroad, has had a positive impact, as annual *Open Doors* reports attest that UWM overseas programs enroll above average percentages of underrepresented students. Starting in Fall 2009 CIE will offer 50 incoming freshmen per year the opportunity to be part of the *Beyond Borders: International Living & Learning Community* (LLC) in the dorms. The goal of this program is to establish a multicultural cohort of freshmen engaged in an array of international learning activities, from core courses to co-curricular programs. The International LLC will provide a strong recruiting opportunity for the Arabic and MENA studies programs.

UWM's regular Arabic courses currently enroll a very diverse group of students, with 36% of current students from racial and ethnic minority groups. The proposed Arabic language courses and activities will also be open to the primarily older adults who study Arabic through UWM's School of Continuing Education.

The MENA studies certificate program includes a post-baccalaureate option for students not currently enrolled in a degree program – a feature which makes it possible for adult learners to enroll and which enables the program to be used to fulfill teacher recertification requirements in the State of Wisconsin. Out of 24 total students now in the program, 3 are enrolled in the post-baccalaureate option. Proactive attempts to attract diverse students to all of the grant-funded programs, through outreach to student organizations and advising staff, will continue.

2. Quality of Key Personnel: Core Faculty: As **principal investigator** of this grant, Caroline Seymour-Jorn is ideally suited to maximize the synergy of both the Arabic and the MENA Studies programs. As former director of Arabic Studies at UWM, and current co-director of the MENA studies program, Dr. Seymour-Jorn commits 100% of her professional service to MENA studies and will continue to do so as she oversees the implementation and coordination of grant activities. Through the development of new courses, study abroad and co-curricular activities, she will contribute to both the Arabic and the MENA studies programs. Dr. Seymour-Jorn earned her Ph.D. in Anthropology from the University of Chicago. Her research focuses on Middle Eastern women's literature, intellectuals in the Middle East, and Arab-American culture. She boasts an impressive and diverse range of publications on these topics, including: "Arabic Language Learning among Arab Immigrants in Milwaukee, Wisconsin: A Study of Attitudes and Motivations". *Journal of Muslim Affairs*, Vol. 24, No. 1, April 2004; "View from the Margin: Writer Ni'mat al-Bihiri on Gender Issues in Egypt". *Critique*, Spring 2004, 13(1); and "A New Language; Salwa Bakr on Depicting Egyptian Women's Worlds." *Critique* 11(2). Fall, 2002. She has developed and taught a wide array of language and area courses such as Arabic 164: Cultures and Civilizations of the Muslim Middle East; Comp Lit 231: The Qur'an as Literature; Comp Lit 533: Journeys, Migrations and Exiles: The Novel Around the Arab World, and others. Directly responsible for developing a course on *Palestinian and Israeli Literature and Film*, the *Arabic for French and Spanish Speakers* course and the MENA Film Festival, and assessing and expanding study abroad opportunities in Jordan, Dr. Seymour-Jorn will chair the advisory committee, represent the project at UISFL Project Director meetings, and work closely with the core faculty and CIE staff in planning and implementing all grant activities.

Dr. Hamid Ouali received his Ph.D. in linguistics from the University of Michigan. His

research examines Semitic Languages, particularly Standard Arabic and Arabic dialects, along with Berber Languages, including Tamazight, Tarifit, Tashelhit, Taqbaylit, Touareg and Siwa. Since arriving at UWM in 2006, Dr. Ouali has spearheaded an expansion of the Arabic language instructional program. Course offerings, enrollments, and staff have grown markedly. Dr. Ouali's commitment to Arabic instruction will ensure the effective use of grant resources to implement the Arabic minor at UWM. With a full-time commitment to Arabic language teaching and research, 100% of Dr. Ouali's time is spent on activities that are related to the purpose of this grant. Dr. Ouali's recent publications include: Negative Expressions in Moroccan Arabic and Standard Arabic: NPI's or NCI's?. *Perspectives on Arabic Linguistics*. John Benjamins (forthcoming); 2008. 'On C-to-T Phi-Feature Transfer: the nature of Agreement and Anti-Agreement in Berber'. *Agreement Restrictions*, edited by Roberta D'Alessandro, Gunnar Hrafn Hrafnbjargarson and Susann Fischer. Publisher: Mouton de Gruyter; 2007. 'The Syntax of Complex Tense in Moroccan Arabic' with Catherine Fortin. In: *Perspectives on Arabic Linguistics XIV*, Elabbas Benmamoun ed. John Benjamins Publishers, pp. 175-190; and 2006. 'Agreement Suppression Effects and Unification via Agree'. *Proceedings of the West Coast Conference on Formal Linguistics 25 (WCCFL 25)*. Cascadilla Press. For this project, Dr. Ouali will design the minor curriculum, develop and offer the *Geography of Arabic* and *Arabic for French and Spanish Speakers* feeder courses, and assess and expand study abroad opportunities in Egypt. He will oversee the Arabic Language Roundtable and play an active role in designing and securing speakers for the MENA Speaker Series and Distinguished Lectures.

The MENA studies certificate program benefits from Dr. Ellen Amster's interdisciplinary expertise. With a Ph.D. in History from the University of Pennsylvania and close to a decade of field experience in Morocco, she is a cornerstone of the university's MENA Studies teaching and

research capacity and dedicates 100% of her time to area studies. She is author of *Medicine and the Saints: Science, Islam and the Colonial Encounter in Morocco, 1877-1956*, (Austin: University of Texas Press, 2011), and many journal articles including “‘The Harem Revealed’ and the Islamic-French Family: Aline de Lens and a Frenchwoman’s Orient in Lyautey’s Morocco,” *French Historical Studies*, Spring 2009 (32:2), and “Saints and the Islamic City: Looking for Sacred Space in Fes, Morocco,” *The Urban History Newsletter*, October 2006, Number 36. As co-director of the certificate, Dr. Amster teaches the program’s core courses, including: Islamic Civilization: The Formative Period, ca 500-1258; Islamic Civilization: The Middle Period, ca 1200-1805; and The Modern Middle East in the Nineteenth and Twentieth Centuries. Dr. Amster’s research interests include the history of Islamic medicine, French colonialism and medicine, women's history and midwifery, magic, sainthood and healing in Morocco, and French sociology of Islam. For this proposal, Dr. Amster will develop and teach a new course on *Health and Environment in the Middle East/North Africa* as well as a unique study abroad program focusing on Arabic language and the history of Islam and Moroccan culture through the architecture of Fes. She will co-coordinate the MENA Film Festival and collaborate with other core and advisory committee faculty in developing the other co-curricular programs that will enrich student learning and public awareness.

Dr. Anita Alkhas, Associate Professor of French, received her PhD in French language and literature from Michigan State University. Her breadth of experience demonstrates her ongoing interest in innovative approaches to language teaching as well as her engagement with K-12 language education. A heritage speaker of Persian, Dr. Alkhas has a personal as well as professional interest in the Middle East and North Africa, and has both published and presented on issues of language and culture in the region. In 2000 she presented “The Rap and Rai

Revolution: Teaching Francophone Culture through Music” at the South Central Modern Language Association Conference and in 2001 she gave an invited, four-hour workshop on “Le Maghreb: L’Islam, les femmes et la situation linguistique” at the Colorado Department of Public Instruction In-Service Workshop for Teachers. More recent presentations have focused on issues in K-16 language pedagogy, including standards-based communicative language teaching and immersion language experiences. Her most relevant publications include “La Tolérance est une langue en soi,” Fréquences francophones: Bulletin trimestriel de l'Association des professeurs de français en Bulgarie, January, 2005, pp. 8-10; and Ben Jelloun, “Bergère Berbère,” Breaking Barriers Conference Proceedings. Ed. Michel Christophe. Princess Anne, MD: UMES, 1998. Dr. Alkhas is engaged with Dr. Ouali and Dr. Seymour-Jorn in an ambitious initiative among language faculty to advance multilingualism. This initiative incorporates a plan to develop innovative courses to encourage cross-over language studies, including an *Arabic for Speakers of French and Spanish* course in conjunction with this grant. Dr. Alkhas will focus her efforts on strengthening curricular opportunities and K-12 teaching on Francophone North Africa and reaching out to French students to encourage their involvement in the Arabic and MENA programs. She will develop the course, *French and Francophone Cultures: Picturing the Maghreb*, evaluate and expand North African study abroad opportunities for French speakers, and develop the Weekend Workshop for French Teachers.

Staff Support: CIE’s Research Coordinator, Thomas Maguire, has extensive academic and professional experience in the Middle East. His Ph.D. research in media studies at the University of Texas at Austin examines Islamic satellite television (anticipated completion date of May, 2009). Having spent two years in Egypt, the first as a Fulbright scholar, and the second conducting fieldwork at Egypt’s Media Production City, Mr. Maguire is an important resource

for on-campus and community programs, and he frequently advises students who plan to study abroad in the region. At CIE, his regional expertise has benefited classroom instruction—through teaching in the Global Studies program—and outreach efforts—through his leadership of a 2007 Fulbright-Hays Group Projects Abroad-funded teacher training program to Morocco. In conjunction with this project, Mr. Maguire will coordinate project evaluation and grant reporting activities as well as the development of the MENA portfolio program; he will also assist with planning and implementation of the proposed co-curricular programs.

Doug Savage, Assistant Director of the Institute of World Affairs, holds a Master's degree in Middle Eastern Studies from the University of Chicago and teaches area studies courses through the Global Studies program. He serves on a State Task Force on International Education Standards for the Department of Public Instruction and also oversees a wide range of public programs, including several seasonal lecture series and a weekly Milwaukee Public Television program on international affairs. In conjunction with this proposal, he will coordinate the development of multimedia learning objects, curricular and teaching materials and also expand public access to co-curricular programs through the Institute's television program, radio broadcasts, webcasting, advertising, video production and web development. His leadership of the outreach and co-curricular components of this project will be invaluable.

CIE's K-12 Program Coordinator, Nicole Palasz, will manage the Global Studies Summer Institute, Weekend Workshop for French Teachers, and associated follow-up curriculum development and implementation activities with participating teachers, working closely with Doug Savage on the development of multimedia teaching resources. With dual Masters degrees in international affairs and public policy from the Fletcher School of Law and Diplomacy at Tufts University and the University of Minnesota, and over five years of outreach experience,

Ms. Palasz is well qualified to coordinate this aspect of the project. She is also currently involved in a national initiative to create a K-8 social studies curriculum that integrates global education, social responsibility and human rights. Ms. Palasz collaborates regularly with faculty members with both pedagogical and subject area expertise in order to develop meaningful teacher training workshops supported by ready-to-use instructional resources and will employ the same approach to developing the two institutes focused on the MENA region.

David Engberg, CIE's Director of Overseas Programs and Partnerships, will advise the project's core faculty as they undertake activities relating to the assessment and development of study abroad options. He received his PhD in International Education from Boston College and has a national-level perspective on best practices gained while working at the American Council on Education early in his career. Dr. Engberg oversees UWM's inter-institutional agreements as well as its overseas study, research and internship programs. He will advise the core faculty on institutional policy and administrative concerns pertaining to study abroad programs.

Qualifications of project personnel are further substantiated in the **CV appendix**.

Non-Discriminatory Employment Practices: Faculty and staff at UWM are recruited and hired in accordance with established, non-discriminatory professional standards, and in all cases special effort is made to encourage applications from traditionally underrepresented groups. UWM and its constituent units involved in this proposal practice recruitment strategies designed to increase diversity among applicant pools, utilizing electronic bulletin boards, news groups, national and international registries, listservs, journal ads, newsletters geared toward women and minority readers, personal contacts with known female and minority professionals, department minority recruitment committees charged with the goals of search and screen, and letters, e-mail and advertisements sent to professional organizations geared to women and minorities. Efforts to

successfully hire have included offers with competitive salaries, course load reductions, moving expenses, travel funds, reduced and alternative work schedules, and support for research. Core faculty associated with global, international and area studies programs demonstrate UWM's commitment to diversity. For example, of CIE's 26 academic programs advisory committee members, two are African, one is African-American, two are Native American, three are East Asian, one is South Asian, two are Asian-American, and eleven are women. CIE employs 28 professional staff, of whom three are African-American, one is Latino, one is Muslim, one is Lebanese-Druze, one is European, and 20 are women. The advisory committee for this grant also illustrates the gender, ethnic, and religious diversity that is so valued at UWM.

3. Budget and Cost Effectiveness: The guiding principles underlying this project have enabled the project team to develop a plan of operation that ensures that costs are reasonable in relation to the anticipated outcomes. The project has been designed as an integrally-related and mutually-sustaining series of activities which, together, will enable UWM to recruit and retain more students in Arabic language and MENA studies. Funds are used to develop new courses and study abroad programs which will expand course options through which students may complete requirements of the minor or the certificate; these courses will henceforth be part of the curriculum. Associated co-curricular and K-12 outreach programs help to broaden awareness of and interest in the region while enhancing student recruitment to and retention in the Arabic and MENA studies programs. The project is not only cost-effective but inherently sustainable because it utilizes existing personnel and administrative structures to maximum impact.

A **detailed budget** demonstrating how funds will be used is attached to this application. All expenditures are for activities that are not otherwise funded by the university; no funds will supplant non-Federal funds. Sixty-three percent of the requested funding will be used for course

and study abroad development, including faculty summer salary, that will yield immediate and sustainable results. Library materials purchases will support grant activities such as course development and the film series while providing long-term resources for instruction on campus. Co-curricular and K-12 outreach programs constitute the remaining 37% of the budget, and will strengthen student demand for and retention in language and area studies programs. Moreover, plans to use public programs as the basis for developing web-accessible digitized teaching materials ensure the project's broader outreach impact well beyond the life of the grant.

Specific budgetary strategies help to maintain overall cost-effectiveness; for instance, rather than offering a limited number of students study abroad awards, this project applies grant funds directly to the instructional costs involved in offering the Morocco study abroad program during its start-up year. By covering instructional expenses, all participating students benefit directly because a fixed cost normally divided among participants will be deducted from the overall program cost. CIE has used this strategy previously to initiate new programs, with great success. This strategy significantly reduces student fees, therefore attracting more student participants and maximizing the probability that the program will be offered in the first year – the critical year for developing student “word of mouth” which will sustain the program in subsequent years.

The project's synergistic qualities contribute to its efficiency. For example: the expansion of overseas study options seeks to take advantage of growing student interest in study abroad and more specifically in non-western program sites, as well as the curricular requirements of Global Studies majors, who *must* study abroad and enroll in advanced language courses. The expansion of study abroad options – and with them, language immersion opportunities – is an important strategy for strengthening enrollments in both Arabic and the MENA studies certificate.

The design of specific activities also reflects the extensive thought that has gone into

maximizing use of the grant funds. Partnerships, in particular, will be used to strengthen the scope and impact of activities. For instance, UWM will expand study abroad opportunities in the Middle East and North Africa by becoming a sponsoring partner of AMIDEAST's collaborative initiative to establish a range of overseas study options for postsecondary students. The core faculty will assess the extent to which AMIDEAST's programs provide an appropriate fit with UWM's curriculum and will further engage AMIDEAST staff in discussions about service options for customized short-term study programs, to establish an array of program options that differ in length, design, and curricular focus so as to meet the varied needs and interests of UWM students. Attention is paid to ensuring that there are appropriate study abroad opportunities in the region for students of French, so that those students will also be encouraged to expand their focus to include Arabic and MENA studies. Collaborating with the School of Continuing Education in sharing information with all UWM Arabic language students about co-curricular programs such as the Arabic Language Roundtable and MENA Speaker Series will expand audiences for these activities. Moreover, by collaborating on K-12 and public outreach with the Institute of World Affairs, the project will benefit from a partnership with long-time outreach professionals who can maximize public awareness of the activities through their extensive distribution lists, media coverage of programs, and networks with Wisconsin teachers.

Those activities for which funding is *not* requested illustrate the university's commitment to make the most of the UISFL funding opportunity. The budget reflects extensive cost sharing of the salaries associated with the faculty and a portion of the staff time dedicated to this UISFL project. Because it is limited to the federal cost-share requirement, it only reflects a small part of the actual faculty and staff time that UWM will devote to supporting the project and does not include e.g. salaries associated with study abroad, financial services, or senior administrative

staff. The only salaries budgeted are summer salary for the four core faculty members to enable them to continue their work on grant activities during the summer months, and funds for a student assistant; during Year 1, requested summer salaries are reduced for three of the four core faculty because CIE has committed to providing \$3000 for each language faculty member in conjunction with the *Arabic for French and Spanish Speakers* collaborative project. By contributing the faculty members' time during the academic year as well as all time devoted by CIE's professional staff, UWM is able to use grant funds to support a truly comprehensive approach to building a sustainable language and area studies program.

4. Adequacy of Resources: UWM boasts a wide range of unique on-campus and shared UW System resources that will support this program. Of central importance to the Arabic program is the university's Language Resource Center (LRC), directed by Dr. Mingyu Sun, who holds a Ph.D. in Linguistics and MS degree in Computer Science from Michigan State University. The LRC fulfills a variety of needs for UWM students and faculty of languages. With state-of-the-art learning facilities and technology, the LRC serves as a proactive, multi-media language lab, characterized by a blended learning environment based on second language acquisition theory and instructional technology. The LRC provides faculty and students easy access to language learning materials through its library and media archive; supports faculty members' professional development with assistance in improving language curricula through integration of pedagogy and technology; encourages and assists faculty to develop new language learning and teaching materials; and fosters the intellectual growth of faculty by supporting research that involves new technology. Through its recent acquisition of Wimba Voice Tools software, the LRC is actively integrating multimedia content and capacities into the foreign language instruction at UWM.

As part of the UW System, UWM students have access to one of the nation's largest library

collections, which includes over seven million printed volumes, over 55,000 serial titles, and millions of resources in other formats. The UWM Libraries itself holds over 5.2 million catalogued items, including extensive materials on Islamic history, culture and religion, and subscriptions to 20 electronic databases of area-related information, such as the Index Islamicus and Index to Jewish Periodicals. The core faculty seek to rectify gaps in the collection by using grant funds for acquisitions supporting undergraduate teaching. Also unique to the UWM campus is the American Geographical Society Library (AGSL), one of the premier collections of its kind in the world. AGSL contains over 1.2 million items, including maps, atlases, books and periodicals, photographic images and digital data files. AGSL resources include several singular collections supporting studies of the Middle East/North Africa region, such as: 150 rare maps of the “Holy Land” dating from the 15th century; the Description de l’Egypte in 23 volumes recording the scientific results of Napoleon’s invasion of Egypt; a rare 5 folio set of Youssouf Kamal’s Monumenta cartographica Africae et Aegypti; and an Arabic edition of cartographer Al-Idrisi’s Universal Geography printed in Rome in 1592. These and other unique holdings offer valuable support to educational programming and the development of teaching materials.

UWM offers extensive facilities to conduct the co-curricular and K-12 outreach components of this grant. The UWM Union features a fully-equipped movie theater, meeting and event space, and provides publicity and marketing support for associated activities. UWM also dedicates a theater in Sandburg Hall, the primary campus dorms, to regular film screenings. CIE hosts multiple classes and public events in its conference room, which is equipped with state-of-the-art multimedia technologies. In 2008, CIE hosted a videoconference between Wisconsin K-12 teachers and two professors in Rabat, Morocco in support of CIE’s outreach efforts. The Department of Foreign Languages and Linguistics also has a dedicated lecture hall that supports

the simultaneous translation of multiple languages, with individual listening stations at each seat. UWM is committed not only to effective use of physical space, but also the strategic use of new technologies to enhance the learning experience.

5. Plan of Evaluation: The offices participating in this project conduct extensive assessment and evaluation of their academic programs. Within CIE, evaluation activities are coordinated by Research Coordinator Thomas Maguire, who has attended and presented at major national assessment conferences, such as the 2009 NC State Undergraduate Assessment Symposium. Assessment activities involve the participation of CIE program staff and associated faculty. CIE administers two majors and five certificate programs, which together enroll over 500 students and have established learning goals against which they are evaluated. Regular assessments of these programs include course evaluations, student and alumni surveys, in-class assessment instruments including tests and essays, and periodic external reviews. CIE's advising staff is engaged in ongoing qualitative program assessment, obtaining regular feedback in face-to-face meetings and student exit interviews. CIE is currently developing a student e-portfolio as a mechanism for measuring students' comprehensive international learning. The e-portfolio is designed to provide clear measures of progress toward program goals through course-embedded instruments and other tools that will empower students in their academic and professional careers. This experience will be brought to bear on the assessment of the UISFL project through integrated measurement, analysis, revision, and implementation.

UWM's Arabic program, administered through the Foreign Languages & Linguistics Department, uses regularized proficiency testing to measure student language acquisition. In addition to common departmental tools such as course evaluations and teacher observation and mentoring, the Arabic program employs a proficiency test modeled on the ACTFL OPI

guidelines. This test is administered by instructors at the end of each semester to try to assess student progress and make students aware of their proficiency level. The instructors are not formally certified to administer ACTFL OPI testing yet are aware of the guidelines, which they combine with other factors that take into consideration the diglossic reality of Arabic. ACTFL guidelines, originally designed for more commonly taught languages, have been argued to be less effective for Arabic given its diglossic reality, and many programs (including UWM's) have worked to adapt the ACTFL guidelines to make them more relevant to their instruction.

The evaluation plan for this grant will draw from these existing practices to improve and enhance assessment in a manner that addresses each component of the program while keeping the comprehensive whole in mind. This balanced approach to assessment will ensure that learning outcomes, assessment design, and measurement instruments are mutually supportive and integrated. The plan includes: formalized proficiency testing through ACTFL training; course retention surveys and focus groups for Arabic students; formative and summative surveys of MENA studies certificate students; and longitudinal surveys of outreach program participants to track long-term impact **Table 3** (below). illustrates the project's overarching goals, its measurable objectives, and the activities and measures that will be used to achieve them.

The project's overall success will be evaluated based on the extent to which it has achieved the measurable objectives noted above within two years following the end of the UISFL grant period. The evaluation plan will yield rich program data beyond that necessary to evaluate attainment of project goals but essential for keeping the project on course and gaining insights into the strategies employed. A combination of assessment measures will be used to gather both qualitative and quantitative data. UWM's current data infrastructure allows for the easy tracking of student enrollments, and as the hub for student advising in Middle Eastern Studies, CIE staff

are able to maintain accurate data on student enrollments and retention. Thus, there are effective mechanisms in place to ensure the accurate tracking of the quantitative data outlined above.

Table 3: Evaluation Plan and Timeline				
Goals	Objectives	Activities	Measures	Frequency
Increase the number of undergraduates studying Arabic to advanced levels	Increase total first-year Arabic enrollments by 25%	-Market Arabic minor -Develop new <i>Geography of Arabic</i> feeder course -Develop <i>Arabic for French and Spanish Speakers</i> course	-Enrollment data -Course surveys to measure intentions of further study -Tracking student retention	-Each semester (start fall 09) -Each semester after first offering
	Increase Arabic retention from 20% to 50% between fourth and fifth semesters	- MENA Speaker Series and Film Festival -Student co-curricular activities -Arabic minor -Study abroad options	-Event evaluation surveys -Surveys, focus groups -Enroll./retention data -Enrollment; pre-departure, onsite, post-return student surveys	-Every major event -End of each semester (start fall 09) -As needed
	Students achieve ACTFL rating of “3” by end 6th sem.	-ACTFL-based proficiency testing	-Test scores of all students in fourth and sixth semester Arabic	-Each year (start 09/10)
Deepen undergraduate students’ knowledge of the Middle East and North Africa	Increase MENA certificate program enrollments by 100%	-New area studies courses -Market program to eligible students	-Course enrollments -Survey of student interests	-Each semester (start fall 09)
	Increase number of undergraduate students studying abroad in MENA region by 100%	-Study abroad options -Recruit for study abroad -Market MENA certificate to study abroad students	-Numbers, majors, minors of students studying in region -Post-program student evaluations	-Each year (start 09/10) -Each semester (start fall 09)
Expose more Wisconsin high school students to regional issues	50 high school teachers incorporate curricular units focusing on the MENA region	-Global Studies Summer Institute -Weekend Workshop for French Teachers -Develop and disseminate curricula, teaching materials	-Surveys and interviews immediately after Institute/Workshop -Nine-month follow-up surveys on program impact -Program blogs to share information and report activities	-Assessment cycle begins following each program
Expand and sustain MENA language and area studies opportunities at UWM for years to come	New courses and study abroad options offered at least once every two years	-Develop new courses -Develop study abroad array	-Course scheduling and enrollment data -Student evaluations	-Each year following grant end
	Integrate co-curricular activities into regular offerings of departments	-Arabic Language Roundtable -MENA Speaker Series -MENA Film Festival -Distinguished Lectures	-Frequency of occurrence, student participation levels, participant evaluations of events	-Each year following grant end
Assess and integrate evaluation activities	Ensure comprehensive assessment design for diverse goals	-External evaluation at beginning and end of grant period	-Evaluators’ verbal feedback and formal reports	-August 09 and June 11

The quantitative data cannot be fully understood without the ongoing collection of rich, qualitative data to document student experiences, interests, and difficulties. This aspect of the evaluation plan will allow faculty and program staff an important degree of flexibility to identify and address barriers to the overall program goals. The qualitative evaluation tools and associated data will be designed to measure student experiences and intentions for future study. Student focus groups and open response sections of otherwise numerically-formatted student surveys will provide insight into students' tangible concerns and enable corrective action over the course of the grant to improve the overall learning experience. Given that retention is a significant challenge for Arabic instruction nationwide, data will be collected with the intent to distribute findings for the benefit of other universities' programs.

As described in Table 3, the project goals are all clearly objective and quantifiable. By using a range of data sources over an extended time, this evaluation plan will achieve a triangulation of rich data for both formative and summative evaluation. For instance, detailed qualitative data will complement periodic surveys of outreach program participants. This allows for the measurement of broad trends among participants along with rich anecdotal and narrative evidence. Likewise, surveys and focus groups will be used to measure the impact of co-curricular programs on student retention and interest. CIE has used this multi-method approach before. For instance, the 2007 Fulbright-Hays Group Project to Morocco employed surveys at various stages of the program along with online forums and a group blog to track the program's impact among an international cohort of American and Moroccan teachers. These tools continue to yield data and provide a means for the ongoing facilitation of program impacts.

This grant will fund two primary assessment activities. A four-day on-site Oral Proficiency Interview workshop in Arabic will be conducted by the American Council on the Teaching of

Foreign Languages. This will provide all Arabic instructors and teaching assistants with essential training in the fundamental principles underlying the UWM Arabic program's own approach to proficiency testing. Additionally, to provide invaluable guidance and feedback on project planning, implementation, and sustainment, a team of external reviewers will conduct site visits at UWM at both the start and end of the grant period. **Kristen E. Brustad**, Associate Professor of Arabic at the University of Texas and a national leader in Arabic pedagogy, and **Ahmad M. Sultan**, Assistant Professor of Education at the University of Wisconsin – Stevens Point and an expert in international education assessment, have agreed to serve as evaluators. Their credentials are described in the attached **CV appendix**, pp. 35-38. With expertise in fields directly related to this proposal and experience serving as professional evaluators, Dr. Brustad and Dr. Sultan are well qualified to provide strategic advice to the project based on their assessment of program data provided by CIE and the core faculty as well as information gathered in meetings with the advisory committee, students, program administrators, and the College of Letters & Science Dean's Office.

6. Commitment to International Studies: Current Strengths: UWM offers internationally-focused courses across a wide range of humanities, social sciences and professional disciplines. Many of these courses are interdisciplinary and multi-regional in focus, since two of UWM's large and growing undergraduate programs are International Studies (with 149 majors in Spring 2009) and the recently-developed BA in Global Studies (with 240). To illustrate the growth in student demand for internationally-focused courses: in fall semester 2008, 17 "Global" courses were offered, with a total enrollment of 437 students. This is an increase from 10 courses, with a total enrollment of 220 in fall 2006. UWM's study abroad enrollments have grown, as well, having doubled (from under 300 to over 600 students) in the past 10 years. The course list

attached to this proposal provides a snapshot of UWM's existing international studies strength, including both "Middle East/North African Area Content Courses" and "Advanced Courses with Transnational Content" – i.e. upper-division courses through which students may be able to gain MENA Studies credit for area-focused coursework through the proposed portfolio program.

UWM hopes to capitalize on this burgeoning student interest in the international realm with its UISFL plans. The Middle East/North African Area Content Courses list illustrates the subset of existing courses focusing on the region, some of which were last offered four years ago and therefore do not cite enrollments for the three year period of 06/07-08/09. It also reflects new courses that have been developed but not yet offered, such as Fifth and Sixth Semester Arabic (to be offered in 2009/10) and courses in Classical Arabic, which will be offered when the Arabic minor is approved. Regularly-offered courses in Comparative Literature, Geography, History, Hebrew Studies and Jewish Studies as well as International and Global Studies courses on regional topics form the core of students' MENA studies options. Development of the five additional courses proposed here (*Palestinian and Israeli Literature and Film; Picturing the Maghreb; Health and Environment in the Middle East and North Africa; Language Variation in the Arab World; and Arabic for French and Spanish Speakers*), as well as an array of study abroad options in the region, the establishment of a 3-credit portfolio program for the certificate, and a series of co-curricular learning opportunities will provide students with more ways to complete the MENA studies certificate and a strong inducement to study Arabic.

UWM's School of Continuing Education regularly offers non-credit courses on the languages of the region, including Arabic and Persian. These courses provide a vital public service, making the directed study of Middle East language and culture accessible to a broad range of people, ranging from high school students and professionals to retirees. Continuing Education Arabic

language courses, alone, have enrolled 63 students since 2006. Invitations to participate in the proposed co-curricular programs will also be shared with Continuing Education students, thereby creating additional community impacts and meeting the university's access mission.

Faculty Involvement: This grant proposal is overseen by the faculty who direct UWM's Middle East and North African Studies and Arabic Language programs: Drs. Ellen Amster, Hamid Ouali, and Caroline Seymour-Jorn. They are joined in their efforts by Dr. Anita Alkhas, who will coordinate activities strengthening Maghreb studies and serves as an important link to the French program and its students. The proposed project is the result of these core faculty members' joint planning and vision, assisted by the study abroad, academic program, and outreach staff in CIE. A diverse group of faculty will serve as the advisory committee for the grant and will be involved in ongoing collaboration with regard to achieving the project's objectives. This group includes: Mesut Akdere (Education); Anne Banda (Cultural Diversity and Global Health); Rachel Baum (Jewish Studies/Hebrew Studies); Shale Horowitz (Political Science); Ahmed Kraima (UWM Libraries); Anna Mansson McGinty (Geography/ Women's Studies); Ghada Masri (Global Studies); Yair Mazor (Hebrew); Stacey Olikier (Jewish Studies); Tasha Oren (English/Film Studies); Lisa Silverman (History/ Jewish Studies); and Marc Tasman (Journalism & Mass Communication/ Digital Arts & Culture) (see **CV appendix**). Their experiences and oversight will ensure high quality as well as the representation of diverse perspectives through every phase of program implementation.

Commitment to the Programs: Student enrollments and interest in Arabic and MENA Studies has risen remarkably in recent years. To support further growth in these programs, UWM has dedicated significant funds to personnel and campus resources of immediate relevance to these areas. Drs. Seymour-Jorn, Amster and Ouali were all hired on tenure track faculty lines as

part of the College of Letters & Science's concerted effort to strengthen the study of Middle East languages and cultures. Drs. Seymour-Jorn and Amster have revised the MENA studies certificate curriculum and have seen enrollments in that program increase fourfold, from 6 to 24, under their oversight, with much more potential yet to be realized. Dr. Ouali has been charged with overseeing the development and expansion of the Arabic language program, with support from two dedicated teaching assistants and an Arabic instructor. With enrollments in first and third semester Arabic having doubled in the past two years, UWM has now added fifth and sixth semester Arabic as regular course offerings. The College of Letters & Science's investment in the Language Resource Center also supports Arabic language instruction. The College and CIE demonstrated their interest in expanding the Arabic program's national profile by jointly sponsoring the 2009 Arabic Linguistics Symposium, a national meeting of Arabic faculty and instructors organized by Dr. Ouali with assistance from CIE. Moreover, CIE is providing \$19,500 in summer 2009 to support a collaboration of faculty from French, Spanish and Arabic to develop *Arabic for French and Spanish Speakers*, a program and corresponding instructional materials promoting the study of Arabic language among students of Romance languages.

UWM's commitment to strengthening MENA studies extends beyond the hiring of Professors Amster and Seymour-Jorn. The Center of International Education has coordinated several activities supporting the area studies program during the past two years. In summer 2007 CIE coordinated a month-long Morocco for Teachers seminar, building on UWM's relationships in the region to provide a meaningful professional development experience for 20 teachers. In summer 2008, CIE hosted a seminar for college students from the MENA region, providing an opportunity for focused learning about the US while fostering a meaningful intercultural learning opportunity for the UWM campus community. CIE has also been keen to use its visiting faculty

and staff members' expertise in the region in order to strengthen area studies teaching. In 2008 CIE hired Dr. Ghada Masri on a three-year Visiting Assistant Professor of Global Studies appointment in order to further strengthen the program's ability to offer courses on the Middle East. Now in her first year at UWM, Dr. Masri has already offered area-focused courses on Gender & Globalization, the Global Food Crisis, and Militarism, Warfare & Women. Moreover, as noted previously, IWA Assistant Director Douglas Savage and CIE Research Coordinator Thomas Maguire both have extensive professional and scholarly experience in the MENA region and have taught multiple Global Studies courses in this area. Their expertise has also contributed significantly to K-12 and community outreach programs with a MENA regional focus.

Financial Support: UWM has made a significant institutional commitment to the expansion of the Arabic language and MENA studies programs as demonstrated through its effort to build a critical mass of faculty strength and staff expertise in these programs. The administrative support structures for both the Arabic minor and the MENA studies certificate program are already in place. The Arabic program is administered through the Department of Foreign Languages & Linguistics (FLL), its faculty and staff; and two CIE academic advisors share advising responsibilities for MENA studies as well as the other majors and certificate programs CIE supports. FLL and CIE cover basic supplies and expenditures expenses associated with the day-to-day administration of

the programs –
informational materials
development and
dissemination, advising
documents, office

Table 4: FY 2008/09 Financial Support for Middle East/North African Studies	
Activity	Support
Arabic instructional salaries	\$114,800
Hebrew instructional salaries	\$223,733
Staff support for language programs (est.)	\$23,000
CIE MENA studies associated staff salaries (pro-rated)	\$45,185
CIE MENA-related programs supplies & expenses	\$15,530
MENA studies non-language faculty salaries (est.)	\$831,365
Arabic Linguistics Symposium supplies & expenses	\$6,000
Arabic for French/Spanish Speakers project	\$19,500
TOTAL	\$1,280,113

equipment, phone and fax bills, etc.

UWM's ability to sustain these academic programs is a foregone conclusion, given UWM's commitment to providing the administrative and academic resources necessary to operate the program as part of the supporting departments' annual base budgets. With a university-funded team of CIE staff and faculty members from a variety of disciplines committed to the project, UWM has demonstrated its unwavering commitment to ensuring the future of its Middle East language and area studies programs. The core faculty and staff members' specific time commitments to the proposed activities are indicated in the budget; yet these figures do not fully represent the time that the many participating faculty will devote to planning and implementing project activities. Table 4 (above) illustrates the current institutional commitment to supporting key facets of the language and area studies program.

7. Elements of the Proposed International Studies Program: With UISFL funding, UWM will establish an Arabic minor, strengthen the MENA certificate, and expand outreach programs in support of integrated student learning experiences. The activities comprising this proposal will ensure that students have four full years of Arabic instruction available to them during the course of their undergraduate career. Expanded language and area studies offerings, along with innovations in the curriculum and co-curricular programs, will ensure greater flexibility and access for students interested in the MENA certificate, with the goal of increasing enrollments in the program. Outreach activities serving Wisconsin high school teachers will foster awareness and understanding of the region among incoming freshmen, helping to create greater demand for language and area studies training among tomorrow's college students.

Arabic program: In 2006 UWM initiated an effort to improve and expand its Arabic offerings. Under Dr. Ouali's leadership, the program has quickly moved to adopt best practices

in Arabic instruction, initiating a regular schedule of oral proficiency testing and using the Kitab fi Ta'allum al 'Arabiyya textbook series, widely accepted as the new standard of Arabic instruction. To ensure quality instruction, Arabic teaching assistants enroll in a foreign language methods course that engages them in current language pedagogies. Enrollments in introductory Arabic classes have nearly doubled, from 35 students in two sections in 2006 to 66 students in three sections in 2008. Starting in fall 2009, a third year of instruction has been added to the curriculum. Between fall 2006 and fall 2008, enrollments in third semester Arabic increased from 11 to 20 students.

Student retention has been an ongoing challenge for the Arabic program at UWM and nationwide. Over the years, student retention from first to second-year Arabic has remained in the range of 30-35%. This proposal specifically targets retention as well as recruitment and offers options that make Arabic study rich and accessible by: offering a minor as a curricular incentive to continue Arabic studies beyond the College of Letters & Science's two-year language requirement; creating a new lower division "feeder" course which will introduce students to linguistic and cultural variation in the Arabic-speaking world; creating another introductory course designed to encourage students of French and Spanish to study Arabic; expanding courses in which students can deepen their knowledge of the region; and offering co-curricular opportunities to use Arabic outside the classroom while learning about the region's history, politics, culture and contemporary issues that enrich the language learning experience. It will also establish overseas study options that offer Arabic language and cultural immersion, an introduction to colloquial Arabic, and the opportunity to study Arabic beyond the 6th semester.

While providing an integrated plan for encouraging more students to study Arabic and to remain in the Arabic program to advanced levels, this project also seeks to improve the quality of

Arabic instruction. For instance, all UWM Arabic instructional staff will receive training in administering the ACTFL oral proficiency interview. To expand the benefit of this activity beyond the UWM campus, Arabic instructors from colleges in Wisconsin and northern Illinois will be invited to attend this training, as well.

With retention challenges and third year Arabic only now being introduced, UWM does not propose to offer a fourth year on campus at this time. Instead, study abroad options will be expanded in order to provide advanced Arabic students with fourth year options in immersion environments, options which promote quality language learning by providing access to the study of Arabic dialects and colloquial language. Further exposure to variety in Arabic language will be provided through co-curricular programs such as the MENA Film Festival and the Arabic Language Roundtable which, when offered in conjunction with the monthly MENA Speaker Series, will feature native speakers discussing issues relating to a variety of topics and provide an additional opportunity for exposure to the use of language across the curriculum.

MENA studies program: Because language study is a central component of the Middle Eastern and North African studies program, the proposed Arabic minor will help to increase student enrollments in the certificate. With 24 students currently enrolled, the program has grown but has not yet reached its full potential, given the strength of complementary international majors and increase in study abroad participation at the university.

At UWM, certificate programs function as interdisciplinary minors which also allow for a post-baccalaureate enrollment option, creating study opportunities for the wider community. The Arabic minor and MENA studies certificate will be mutually supportive in terms of enrollments. The MENA certificate mandates 23 total credits, with 8 credits in either Arabic or Hebrew (equivalent to the first year), 3 credits of Middle Eastern and North African history, and 12

credits from an approved list of courses (including higher-level Arabic and Hebrew courses) offered across the humanities and social sciences, at least nine of which must be taken at the advanced 300-level or above. The certificate's language requirement is somewhat misleading, since College of Letters & Science students are required to take 14 credits of foreign language as well as nine credits in "international" courses, for which advanced language courses may be counted. Consequently most certificate students study language to at least the intermediate level and will benefit from the expansion of Arabic course offerings.

With growing student interest in this area (as indicated by increasing Arabic and MENA certificate enrollments), it is now essential to develop a wider range of courses and study abroad options. This proposal focuses on expanding the ways in which students can complete the certificate by: adding new courses that may be counted toward the certificate's requirements; creating a portfolio program that increases students' flexibility in counting coursework completed in courses that do not appear in the curriculum; establishing an array of study abroad options through which students may complete their language and area studies; and offering integrated co-curricular learning opportunities to deepen students' understanding of the region. With more pathways to completion, the MENA certificate program will grow and thrive.

Building demand through pre-college learning: The success of college language and area studies programs is in part a factor of the extent to which students arrive at college with an awareness of the international realm. For languages that are infrequently taught at the K-12 level, such as Arabic, this is particularly true. Living in the information age, learners of all ages are bombarded with media reports of events in the Middle East; yet how this information is interpreted and understood is directly affected by the extent to which the recipients have engaged in meaningful educational experiences that enable them to think critically. This project proposes

to better equip teachers with the tools to assist their students in processing the information they receive, to raise awareness of the rich diversity of the region, and in so doing, to improve the likelihood that more students will engage in MENA language and area studies in college. The K-12 outreach activities proposed – a Global Studies Summer Institute reaching 25-30 teachers, a Weekend Workshop on Francophone North Africa for French Teachers, and the development and dissemination of readily usable multimedia instructional materials – support this objective.

Interdisciplinarity: The proposed activities are inherently interdisciplinary in an effort to both deepen learners’ understanding of the Middle East and North Africa region and attract more students with diverse disciplinary interests. For this project, interdisciplinarity is not only intellectually meaningful, it is also administratively sound. For example, new courses on *Palestinian and Israeli Literature and Film* and *Health and Environment in the Middle East/North Africa* and Dr. Amster’s Morocco study abroad program focusing on culture and history through architecture of the Islamic city will appeal to students in a variety of UWM majors, including Film, Film Studies, Comparative Literature, Jewish Studies, Hebrew Studies, Nursing, Health Sciences, Biological Sciences, Comparative Religious Studies, Urban Planning, History, Political Science, International Studies, Global Studies, and Women’s Studies – to name those with obvious intersections. Co-curricular programs are similarly interdisciplinary in focus and will help to draw broader audiences into the Arabic language and MENA studies programs.

8. Need for and Prospective Results of the Proposed Program: The 2006 report of the Iraq Study Group noted that of the 1,000 Americans serving at the US embassy in Baghdad, just six were fluent in Arabic. The demand for qualified speakers by US government agencies has been a significant factor driving increased Arabic enrollments. Students pursuing these careers are highly motivated to continue their language acquisition to an advanced level of proficiency.

There is, however, a potentially larger group of students whose needs the proposed activities would meet. US involvement in the Middle East and the growing presence of immigrants from the region have fueled wider interest. Students who don't necessarily anticipate a career with the federal government are actively seeking Middle East-related information, including Arabic language instruction. To sustain their interest beyond the introductory level, it is critical for UWM to build a real-world context for language learning. By combining Arabic instruction with a wealth of co-curricular programs and study abroad options, the proposed activities provide students with the opportunity to engage with the region in a deeper and more holistic way. These broader experiences will encourage retention, promoting cultural as well as linguistic fluency. As the number of families from MENA countries continues to grow in the Chicago-Milwaukee-Madison corridor, these skills will be in increasing demand in fields like healthcare, public education, and local government.

According to the Modern Language Association, 208 undergraduates were enrolled in Arabic classes at seven Wisconsin colleges and universities in 2006. Fifty students, nearly 25% of the state total, were at UWM. Since then, UWM's Arabic language enrollments have almost doubled, reaching 98 students in fall 2008. While the 2006 MLA survey has not been updated, anecdotal evidence suggests that UWM is now training a larger proportion – possibly as much as one-half -- of all undergraduates studying Arabic in the state of Wisconsin.

Reflective of UWM's role as the UW System's only urban institution, its Arabic students tend to come from more diverse backgrounds than is typical elsewhere in the state. Thirty-six percent of the current cohort self-identify as members of a racial or ethnic minority group. Given the university's access mission and its multicultural context, the Arabic program represents a promising opportunity to bring more diversity into MENA-related disciplines.

Dr. Ouali's achievement in growing the program has been impressive, and has positioned UWM to set even higher goals for future development. Two important metrics will be student enrollments and retention rates, areas directly targeted by this grant proposal. The establishment of an Arabic minor will encourage more students to continue through to advanced levels by enabling them to earn a formal credential in recognition of their work.

Likewise, the MENA studies certificate program has experienced dramatic growth over the past few years. The revision of the program curriculum undertaken by Drs. Seymour-Jorn and Amster combined with proactive recruitment efforts have led to a 400% enrollment increase. To maintain this momentum, it is essential for the university to respond with enhanced course offerings, co-curricular programs, and more accessible study abroad options. Taken together, these activities will open more pathways enabling more students to complete the MENA studies certificate while undergraduates or as post-baccalaureate returning students.

Growth in interest and enrollment is clearly evident for both the Arabic and MENA studies programs at UWM. The funds requested in this proposal will leverage the broad expertise, experience, and professional capacity of core project faculty and staff, enabling them to further develop existing institutional connections between various program activities into a high-quality, integrated student experience. As UWM's central information and coordination point for federally-funded scholarship programs in related areas (e.g. Boren Scholarships, Gilman International Scholarships, Fulbright programs), CIE will advise all students engaged in MENA and Arabic studies about post-graduation options to continue developing their language and area studies proficiency. Through CIE's career forums, guest lectures and advising, students will gain meaningful insights into and be encouraged to consider careers in areas of national need.

As an institution, UWM fosters a culture of collaboration. Nowhere is this more evident than

in its interdisciplinary international programs. The funding requested in this proposal would be deployed in an environment likely to produce maximum long-term impact on international studies and foreign language at the university. It is a “shovel-ready” project to produce a pathway to cultural and linguistic proficiency.

10. Competitive Program Priorities: This proposal addresses the competitive preference priority announced for the UISFL grant competition. As a public university serving the largest number of minority and non-traditional students of any campus in Wisconsin, UWM does not have a foreign language *entrance* requirement. Language requirements vary by school, but the College of Letters & Science (the largest unit at UWM and the school in which the Arabic and MENA Studies programs are housed) requires that all students complete a minimum of four semesters of foreign language coursework. Additionally, the College maintains a six-credit “international” course requirement, which many students complete by enrolling in further advanced language study.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Program Profile.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-CV Appendix.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-AMIDEAST Letter.apr09-1.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1240-DPI Letter.pdf**

Attachment 5:

Title: Pages: Uploaded File: **1241-Course List Appendix.pdf**

CORE FACULTY

Caroline Seymour-Jorn (Principal Investigator), Assistant Professor* of Arabic and Comparative Literature and Co-Director, Middle Eastern and North African Studies Certificate Program
Department of French, Italian and Comparative Literature

Education

University of Chicago, Ph.D., 1995, Anthropology, Dissertation: “She has a Pen: The Social Discourse of Contemporary Female Fiction Writers in Cairo.”
University of Chicago, MA, 1990, Anthropology, Thesis: “History and the Spirits: The *Zaar* Cult in Egypt and the Northern Sudan.”
Ohio State University, BA, 1987, Arabic and Modern Greek

Experience

Positions

2006-Present Assistant Professor of Comparative Literature, Department of French, Italian and Comparative Literature, University of Wisconsin-Milwaukee.
2004 –2006 Assistant Professor of Arabic, Department of Foreign Languages and Linguistics, University of Wisconsin-Milwaukee.
2002-2003 Adjunct Assistant Professor, Department of Foreign Languages and Linguistics, University of Wisconsin-Milwaukee.
1995 - 2002 Adjunct Assistant Professor, Department of Anthropology, Lecturer, Department of Foreign Languages and Linguistics, University of Wisconsin-Milwaukee
1994 - 1995 Starr Lecturer, Department of Anthropology, Lecturer, Gender Studies Program, Teaching Fellow, Social Sciences Core Program, University of Chicago
2006 External Examiner, M.A. Program, Institute of Islamic Studies, McGill University, Canada.
2005-2006 Associate Editor of the Association for Middle East Women’s Studies online newsletter.
1994 Director of the Summer Intensive Arabic Program, University of Chicago
1990 - 1991 Assistant to the Arabic Bibliographer, Regenstein Library, University of Chicago

Publications

Articles in peer-reviewed journals

- *Teaching Arab Women’s Literature: Radwa Ashour’s Gharnata*. Forthcoming in *Al-Arabiyya: Journal of the American Association of Teachers of Arabic*, 2007-2008 double edition.
- *Etidal Osman: Egyptian Women’s Writing and Creativity*. In *The Journal of Middle East Women’s Studies*. Winter 2006, Vol. 2, No. 1.
- *A View from the Margin: Writer Ni’mat al-Bihiri on Gender Issues in Egypt*. In *Critique: Critical Middle Eastern Studies*, Spring 2004, Vol. 13, No. 1.
- *Arabic Language Learning among Arab Immigrants in Milwaukee, Wisconsin: A Study of Attitudes and Motivations* In *The Journal of Muslim Minority Affairs*. April 2004, Vol. 24, No. 1.
- *A New Language: Salwa Bakr on Depicting Egyptian Women’s Worlds*. In *Critique: Critical Middle Eastern Studies*, 11(2) Fall 2002.

* *expected to receive tenure fall 2009*

Chapter in edited volume

- *The Arab Apocalypse as a Critique of Global Imperialism in Etel Adnan: Critical Essays on the Arab-American Writer and Artist*, Amal Amireh and Lisa Suhair Majaj (editors). Jefferson, NC: McFarland, 2002.

Other published essays

- *Ibtihal Salem: Writing Survival*. Association of Middle East Women's Studies online newsletter, posted November 13, 2007, www.amews.org/newsletter.html.
- "Salwa Bakr", "Hesna Makdashi", "Abd al-Rahman Munif", "Nawal al-Saadawi", "Alifa Rifaat" entries for the *Macmillan International Encyclopedia of the Modern Middle East*, 2nd edition. Detroit: Thomson/Gale Publishers. 2004.
- *Fiction Writers as Intellectuals: An Anthropological Approach to the Study of Women Writers in the Middle East* published in the Occasional Papers series of the Center for International Studies at the University of Wisconsin-Milwaukee and Marquette University. (September 1996).

Literary translation

- "Al-bahr laysa bi-ghaddar" [The Sea is not Treacherous]. A short story by Etidal Osman, translated from Arabic and published in *Al-Jadid: A Review and Record of Arab Culture and Arts*. Vol. 11, Nos. 50-51. Winter 2005.

Presentations

- November 2007, "Journeys into Memory and Experience: Ibtihal Salem's *A Small Box in the Heart*". 41st Annual Meeting of the Middle East Studies Association, Montreal, Canada.
- April 2003, "Arabic Language-Learning in Milwaukee". University of Utah Center for Middle East Studies Conference on the Muslim Diaspora, Salt Lake City, Utah.
- April 2003, "A View from the Margin: Writer Ni'mat al-Bihiri on Gender Issues in Egypt". The Twelfth Annual *Critique* Conference on Life and Politics in the Middle East, Hamline University, Saint Paul, MN.

Research Projects

- 2003-2007 Project on Arabic and identity in Milwaukee, WI.
- 2001-2003 Project on the cultural significance of Arabic language learning in Milwaukee at the Salaam Arabic school and at the University of Wisconsin at Milwaukee.
- 1993 - 2007 Continued research on the "1970s generation" of women writers in Cairo, Egypt.
- 1991 - 1992 Ph.D. research, Egypt. The creative production and literary activities of women fiction writers in Cairo, Egypt.
- 1987 - 1988 Research on traditional faith healers and participants in the *zaar* ritual in Cairo, Egypt.

Languages

Modern Standard Arabic
Egyptian Colloquial Arabic
Modern Greek
French (reading)

Anita Alkhas, Associate Professor
Department of French, Italian, Comparative Literature

Education

Michigan State University, PhD, 1999, French Language and Literature
Michigan State University, MA, 1992, French Literature
University of Pennsylvania, BA, 1989, French with Minors in Spanish and Russian

Experience

Positions

2007-Present Associate Professor, Department of French, Italian and Comparative Literature, University of Wisconsin-Milwaukee
2000-2006 Assistant Professor, Department of French, Italian and Comparative Literature, University of Wisconsin-Milwaukee
1999-2000 Visiting Assistant Professor, Department of French, Italian and Comparative Literature, University of Wisconsin-Milwaukee
1998-1999 Instructor, Department of French, Italian and Comparative Literature, University of Wisconsin-Milwaukee
1996-1998 Visiting Lecturer and Course Coordinator, Department of French and Italian, Indiana University – Bloomington
1991-1996 Graduate Teaching Assistant, Department of Romance and Classical Languages, Michigan State University
1991-1999 Instructor of English as a Second Language for summer programs, English Language Center, Michigan State University
1991 Instructor of English as a Second Language, School of Foreign Languages of the Moscow Association of Joint Ventures, Moscow, Russia

Publications & Presentations

- “World Language Assessment: Get in the Mode,” Wisconsin Public Television series, 2008, editorial board member and interviewer.
- “DVD for Dummies: Lessons in Technology from *Le Dîner de cons*” *The French Review*, May 2006, pp. 1252-1264.
- “Updating How We Teach (French) Literary Movements” *Academic Exchange Quarterly*, Spring 2006, Vol. 1, Issue 10, pp. 147-150.
- “Unabashed: Defending French Studies Without Defensiveness” *AATF National Bulletin*, Vol. 31, No. 3, January 2006, pp. 29-30.
- “La Tolérance est une langue en soi,” @ *Fréquences francophones: Bulletin trimestriel de l'Association des professeurs de français en Bulgarie*, January, 2005, pp. 8-10.
- A Ben Jelloun=s Bergère Berbère, @ *Breaking Barriers Conference Proceedings*. Ed. Michel Christophe. Princess Anne, MD: UMES, 1998, pp. 3-6.
- WAFLT/Wisconsin Department of Public Instruction Summer Leadership Institute for World Languages, Madison, WI, August 2007 “The Joy of Planning (with the Standards),” (3-hour workshop with Jody Schneider)
- UW-Parkside, Department of Foreign Languages, WI, May 2007, “Standards-Based Communicative Language Teaching,” (6-hour workshop for foreign language faculty)
- American Council on the Teaching of Foreign Languages ACTFL, Nashville, TN, November 2006, “Sink or Swim: Planning an Immersion Weekend”

- American Association of Teachers of French Conference AATF, Milwaukee, WI, July 2006, “Flash Forward: Putting Assessments in Focus First” (co-presenter of a 3-hour workshop)
- Colorado Department of Public Instruction In-Service Workshop for Teachers, Denver, CO, January, 2001, “Le Maghreb: L’Islam, les femmes et la situation linguistique” (invited, 4-hour workshop with Mary Vogl and Mohammed Hirchi)
- South Central Modern Language Association Conference, San Antonio, TX, November 2000, “The Rap and Rai Revolution: Teaching Francophone Culture through Music”

Languages

French (near-native)

Spanish (advanced)

Russian (intermediate)

Persian (heritage speaker)

Ellen J. Amster, Assistant Professor* of History and Co-Director, Middle Eastern and North African Studies Certificate Program
Department of History

Education

University of Pennsylvania, PhD, 2003, History, Thesis: "Medicine and Sainthood: Islamic Science, French Colonialism and the Politics of Healing in Morocco, 1877-1935."
University of Chicago, BA, 1992, Political Science
Arabic Language Institute of Fes (Morocco), Arabic Language Training, 1995, 2003-2005
University of Pennsylvania, Arabic Language Training, 1994, 1996-1998
Middlebury College, Arabic Language Training, 19996

Experience

Positions

2007-2008 Visiting Faculty, Middle East Center, University of Chicago
2003-Present Assistant Professor, Department of History, University of Wisconsin-Milwaukee
2004-Present Co-coordinator, Middle East and North African Studies Program, University of Wisconsin-Milwaukee
2002-2003 Program Coordinator, Middle East Health Group, University of Pennsylvania
1999 Arabic-English Translator, ORBIS Ocular Surgery Mission in Fes, Morocco
1997 Arabic-English Translator, Human Rights Asylum Cases in Philadelphia, PA

Teaching Experience

- "Modern Middle East History, 1500-1979," Department of History, University of Wisconsin-Milwaukee
- "A History of Islamic Civilization, 500-1258 A.D.," Department of History, University of Wisconsin-Milwaukee
- "Women in Islamic History," Department of History, University of Wisconsin-Milwaukee
- "Political Islam to Zionism: Middle East Intellectual History, 1789-1980," Department of History, University of Wisconsin-Milwaukee
- "Islam and History: Graduate Seminar in Research Methods," Department of History, University of Wisconsin-Milwaukee

Publications

Books and Articles

- Forthcoming, *Medicine and the Saints: Science, Islam and the Colonial Encounter in Morocco, 1877-1956*, (Austin: University of Texas Press, 2011).
- 2009 "'The Harem Revealed' and the Islamic-French Family: Aline de Lens and a Frenchwoman's Orient in Lyautey's Morocco," *French Historical Studies*, Spring 2009 (32:2).
- 2006 "Saints and the Islamic City: Looking for Sacred Space in Fes, Morocco," *The Urban History Newsletter*, October 2006, Number 36.
- 2004 "The Many Deaths of Dr. Emile Mauchamp: Medicine, Technology, and Popular Politics in Pre-Protectorate Morocco, 1877-1912," *International Journal of Middle East Studies*, 36 (2004): 409-428.
- 2001 "The Attacks Were a Bid for Power in the Arab World," *International Herald Tribune*, September 18, 2001.

* *expected to receive tenure fall 2010*

- 1999 “*Tarikh al-maghrib al-mu’asir fi al-arshiv al-amriki*,” (“Modern Moroccan History in the archives of the United States”). Article in proceedings from Conference on Moroccan History, March 19-21, 1999 in Sefrou, Morocco.

Book and Article Manuscripts in Progress

- *Book manuscript*, “*Perfume of the Souls: The Kitab salwat al-anfas wa muhadathat al-akiyas bi-man uqbira min al-ulama wa al-sulaha bi Fas of Muhammad ibn Ja’far al-Kattani*,” a translation to English from the original Arabic with a gazetteer of photographs documenting the shrines in Fes, Morocco.
- Article, “Kabbalists, Sufis and Solomon’s Magic Ring: Magic as a History of Judeo-Islamic Exchange in Morocco and Islamic Spain
- Article, “Ottoman and Mediterranean Medicine of the Sixteenth Century: A Translation of Dawwud al-Antaki’s physiology chapters from the *Tadhkirat ala al-albab wa al-jamia’ al-ajab*.”
- Article, “Moroccan Midwifery: The ‘Epistle in the Sciences of Women and That Which Prevents Them From Conception’
- Article, “The Syphilitic Arab? French and Islamic Conceptions of Civilization in Syphilis Etiology, Prostitution and Physiology”

Presentations

- 11/18/08 “Saints in the Islamic City: Traditional Healing as History, Sacred Geography, and Sovereignty in Morocco,” Invited lecture, Institute for Research in the Humanities, University of Wisconsin-Madison, Madison, WI.
- 11/06/08 “Islam 101,” Invited lecture, Union for Reform Judaism Great Lakes Region, Biennial Convention, November 6-9, Milwaukee, WI.
- 6/15/08 “Harem Medicine and the Sleeping Child: Moroccan Midwives, French Doctors and Medical Authority in French Protectorate Morocco, 1912-1935,” Berkshire Women’s History Conference, June 12-15, Minneapolis, MN.
- 11/20/07 “Saints in the Islamic City: Geographies of the Sacred in Fes, Morocco, 1500-1880,” Middle East Studies Association Meeting, November 17-20, Montreal, Canada.
- 6/24/07 “Saints, Sultans and Saffron: The History and Culture of North African Jews,” Keynote address, annual meeting of Wisconsin Society for Jewish Learning, Milwaukee, WI.
- 2/16/07 “A History of Radical Islam and Politics,” Invited presentation to STAC, Anti-Terrorism Task Force of SE Wisconsin (FBI, Police, Fire).
- 6/30/06 “Magic of the Moors: Judeo-Islamic Exchange and Medical Practice in Morocco,” Society for the Social History of Medicine Conference, June 28-July 1, 2006, in Warwick, Great Britain.
- 4/30/05, “The Moor’s Magic: Science, Religion and Judeo-Islamic Exchange in Morocco,” International Conference on Islam, April 30, 2005 in Madison, WI.
- 4/2/05, “The Mahdi (Messiah) in the Islamic Historical Tradition,” Invited Lecture, Conference on the Messiah, University of Wisconsin-Milwaukee.

Languages

Modern Standard Arabic (MSA)

Moroccan dialectical Arabic

French

German

Hamid Ouali, Assistant Professor and Director, Arabic Language Program
Department of Foreign Languages & Linguistics

Education

University of Michigan -Ann Arbor Ph.D., 2006, Linguistics
University of Tromsø (Norway), MPhil, 1999, Linguistics
Ibn Tofail University (Morocco), BA, 1995, English language and literature

Experience

2006-Present Assistant Professor of Arabic and Linguistics. Department of Foreign Languages and Linguistics, University of Wisconsin – Milwaukee
2006-Present Coordinator of the Arabic program, University of Wisconsin-Milwaukee
Summer 2007 Director of Fulbright-Hays Group Project-Morocco
2002-2005 Graduate Student Instructor (GSI)/Teaching Assistant, Linguistics, Department, University of Michigan
Fall 2002 Lecturer, English department, Eastern Michigan University

Publications

Books

- *Formulaic Language Volume 1: Structure, Distribution and Historical Change*, with Roberta Corrigan, Edith Moravcsik, and Kathleen Wheatley. John Benjamins.
- *Formulaic Language Volume 2: Acquisition, Loss, Psychological Reality and Functional Explanations*, with Roberta Corrigan, Edith Moravcsik, and Kathleen Wheatley. John Benjamins.

Book Chapters

- 2008, 'On C-to-T Phi-Feature Transfer: the nature of Agreement and Anti-Agreement in Berber'. *Agreement Restrictions*, edited by Roberta D'Alessandro, Gunnar Hrafn Hrafnbjargarson and Susann Fischer, pp. 159-180. Mouton de Gruyter.

Articles

- Negative Expressions in Moroccan Arabic and Standard Arabic: NPI's or NCI's? *Perspectives on Arabic Linguistics*. John Benjamins.
- 'Computation Efficiency and Feature Inheritance in Crash Proof Syntax'.
- 2007. 'The Syntax of Complex Tense in Moroccan Arabic' with Catherine Fortin. In: *Perspectives on Arabic Linguistics XIV*, Elabbas Benmamoun ed, pp. 175-190. John Benjamins Publishers.
- 2006. 'Agreement Suppression Effects and Unification via Agree'. *Proceedings of the West Coast Conference on Formal Linguistics 25 (WCCFL 25)*. Cascadilla Press.
- 2005. 'Negation and negative polarity items in Berber'. In Marc Ettliger, Nicholas Fleisher, and Mischa Park-Doob (eds.), *Proceedings of the Thirtieth Annual Meeting of the Berkeley Linguistics Society*, pp. 330-340. Berkeley, CA: Berkeley Linguistics Society.
- 2005. 'Complex tenses, Agreement and Wh-Extraction'. With Acrisio Pires. In R. T. Cover and Y. Kim (eds.), *Proceedings of the 31st Annual Meeting of the Berkeley Linguistics Society*, pp. 249-260. Berkeley, CA: Berkeley Linguistics Society.
- 2003 'Sentential Negation in Berber: A Comparative Study' in *Linguistic Description: Typology and representation of African languages*. In John Mugany (ed.) *Trends in African linguistics* Vol. 8, pp. 243-256. Africa World Press, Trenton, New Jersey.

Presentations

- 2009 ‘MSA or Dialects? Arguments for instruction in both’ University of Maryland at College Park, February 12th, 2009.
- 2007 ‘On Feature Inheritance: The Nature of Agreement and Anti-Agreement’ Cambridge University, January 16th, 2007. Cambridge, England.
- 2006 ‘The syntax of Tense in Arabic’, Department of Foreign Languages and Linguistics, University of Wisconsin-Milwaukee
- April 2006. ‘Agreement Suppression Effects and Unification via Agree’ presented at the Graduate Linguists at Michigan Colloquia series.
- March 2006. ‘Syllabification in Berber and Moroccan Arabic’. Oakland University, February 21st, 2006.

Languages

Arabic: Native

Tamazight Berber: Native

French: near native/fluent

English: near native/fluent

Norwegian: intermediate

ADVISORY COMMITTEE MEMBERS

Mesut Akdere, Assistant Professor
School of Education

Education

University of Minnesota –Twin Cities, Ph.D., 2005, Human Resource Development
University of Minnesota –Twin Cities, Graduate Certificate, 2003, Preparing Future Faculty
Ferris State University (Michigan), M.S., 2000, Human Resource Development
Istanbul University (Turkey), BA, 1996, English Language and Literature

Experience

Positions

- 2005-Present Assistant Professor, Human Resource Development, School of Education, University of Wisconsin-Milwaukee
- 2005-Present Program Reviewer, The Higher Learning Commission, North Central Association of College
- 2004-2005 Instructor, Human Resource Development, College of Education & Human Development, University of Minnesota University of Minnesota
- 2003-2005 Teaching Assistant, Human Resources and Industrial Relations, Carlson School of Management, University of Minnesota

Teaching Experience

- “International Experience in Human Resource Development,” School of Education, University of Wisconsin-Milwaukee
- “Leadership in Multicultural Organizations,” School of Education, University of Wisconsin-Milwaukee
- “Organizational Change and Team Leadership,” School of Education, University of Wisconsin-Milwaukee
- “Seminar: Fieldwork in Schools, Agencies, and Institutions,” School of Education, University of Wisconsin-Milwaukee
- “Systems of Conflict and Dispute Resolution,” Carlson School of Management, University of Minnesota

Publications

Journal Articles

- Akdere, M. (In Print). A multi-level examination of quality-focused human resource practices and firm performance: Evidence from the healthcare industry. *The International Journal of Human Resource Management*.
- Azevedo, R. E., & Akdere, M. (In Print). A comparative analysis of training expenditures in the U.S.: Implications for training and development. *International Journal of Technology Management*.
- Azevedo, R. E., & Akdere, M. (2008). The economics of utility, agency theory, and human resource development. *Advances in Developing Human Resources*, 10(6), 817-833.
- Altman, B. A., & Akdere, M. (2008). Towards a theoretical model of performance inhibiting workplace dynamics. *Human Resource Development Review*, 7(4), 408-423.

- Akdere, M., & Roberts, P. (2008). Economics of social capital: Implications for organizational performance. *Advances in Developing Human Resources*, 10(6), 802-816.
- Azevedo, R. E., Akdere, M., & Daley, B. J. (2008). Healthcare training expenditures in the US between 1982 and 1997: What do they mean for today's organisations? *International Journal of Healthcare Technology and Management*, 9(2), 198-209.
- Akdere, M. (2007). A multi-level examination of leadership practices in quality management: Implications for organizational performance in healthcare. *International Journal of Learning and Change*, 2(3), 325-341.
- Akdere, M., & Schmidt, S. W. (2007). Measuring the effects of employee orientation training on employee perceptions of organizational culture: Implications for organization development. *The Business Review, Cambridge*, 8(1), 234-239.
- Foster, R. D., & Akdere, M. (2007). Effective organizational vision: Implications for human resource development. *Journal of European Industrial Training*, 31(2), 100-111. (Emerald Literati Network, Highly Commended Award)
- Akdere, M., & Schmidt, S. W. (2007). Measuring the effects of employee orientation training on employee perceptions of organizational learning: Implications for training & development. *The Business Review, Cambridge*, 8(1), 172-177.
- Akdere, M. (2007). Identifying graduate students' perspectives on research competency building: Implications for higher education administration and academia. *Pravartak, The Journal of Insurance and Management*, 2(2), 171-177.
- Akdere, M., & Schmidt, S. W. (2007). Measuring the effects of employee orientation training on employee perceptions of quality management: Implications for human resources. *The Business Review, Cambridge*, 7(2), 336-341.
- Schmidt, S. W., & Akdere, M. (2007). Measuring the effects of employee orientation training on employee perceptions of vision and leadership: Implications for human resources. *The Business Review, Cambridge*, 7(1), 322-327.
- Akdere, M. (2006). Improving quality of work-life: Implications for human resources. *The Business Review, Cambridge*, 6(1), 173-177.
- Akdere, M., & Azevedo, R. (2006). Agency theory implications for efficient contracts in organization development. *Organization Development Journal*, 24(2), 43-54.
- Akdere, M. (2006). Quality management through human resources: An integrated approach to performance improvement. *The Business Review, Cambridge*, 5(2), 233-238.
- Akdere, M., & Yilmaz, T. (2006). Team performance based compensation plans: Implications for human resources and quality improvement from agency theory perspective. *International Journal of Human Resource Development and Management*, 6(1), 77-91.
- Akdere, M., Russ-Eft, D., & Eft, N. (2006). The Islamic worldview of adult learning in the workplace: Surrendering to God. *Advances in Human Resource Development*, 8(3), 355-363.

Books and Chapters

- Akdere, M., & Azevedo, R. E. (2008). A comparative analysis of training expenditures in the US: A knowledge management perspective. In *Bilgi, Ekonomi, ve Yonetim* (I. G. Yumusak ed.), pp. 727-737. Knowledge Society Publishing.
- Akdere, M. (2008). Gender in the workplace: Improving quality of work-life through human resources. In *Kadin Calisma ve Toplum* (Fatma Fidan and Tuncay Yilmaz, eds.). pp-99-108. Sakarya, Turkey: Sakarya Yayıncılık.

Anne E. Banda, Director, Center for Cultural Diversity and Global Health
College of Nursing

Education

University of Michigan, Post Graduate, 2009, Public Health
University of Wisconsin-Milwaukee, PhD, 2006, Urban Studies
University of Michigan, Post Graduate, 2002, Political and Social Research.
University of Wisconsin-Milwaukee, MLIS, 1992, Library and Information Science.
University of Wisconsin-Milwaukee, MA, 1992, English.
University of Wisconsin-Madison, BA, 1987, Comparative Literature.

Experience

2005-Present . Director, Center for Cultural Diversity and Global Health, College of Nursing,
University of Wisconsin-Milwaukee.
2000-04 Director, Academic and Outreach Programs, Center for International Education,
University of Wisconsin-Milwaukee.
2000-04 Instructor, International Studies, University of Wisconsin-Milwaukee.
1998-99 Senior Administrative Program Specialist, School of Nursing, University of
Wisconsin-Milwaukee.
1993-98 Assistant Director, Center for International Studies, University of Wisconsin-
Milwaukee.

Publications, Presentations & Other Projects.

Banda, A.E. (2009). *Public library development in Milwaukee and Montreal*. VDM/Verlag.
Germany.
Anderko, L.A. & Banda, A.E. (2008). Climate change and human health: Global policy
perspectives.” Paper presentation, *Climate Change and Sustainable Development*.
Milwaukee. April.
Banda, A.E. (2006). “Sustainable Cycling: A Comparative Analysis of Transportation Policies
and Outcomes.” Poster presentation, *EcoHealth ONE* conference. Madison, WI. May.
Banda, A.E. (2005). “A Tale of Two Cities: Public Library Development in Montreal and
Milwaukee,” Paper presentation, *Third International Conference of the Book*. Oxford, UK.
September.
Banda, A.E. (2004). “Constructing an Urban Cultural Institution: The New bibliothèque national
du Québec à Montréal”. Paper presentation, *Hegemony and its Discontents: Power,
Ideology and Knowledge in the Study and Practice of International Relations* International
Studies Association conference. Montreal. March.
Tessler, M., Nachtwey, J., & Banda, A. (2001). The area studies controversy. In P. O’Meara,
H.D. Mehlinger, & R.M. Newman (Eds.), *Changing perspectives on international
education*. Bloomington: Indiana University Press.
Tessler, M., Nachtwey, J., & Banda, A. (Eds). (1999). *Area studies and social science: Strategies
for understanding Middle East politics*. Bloomington: Indiana University Press.
Tessler, M., Nachtwey, J., & Banda, A. (1999). Introduction: The area studies controversy. In M.
Tessler, J. Nachtwey, & A. Banda (Eds), *Area studies and social science: Strategies for
understanding middle east politics*. Bloomington: Indiana University Press.

Rachel N. Baum, Lecturer in Jewish Studies and Coordinator, Hebrew Studies Program
Department of Foreign Languages & Linguistics

Education

University of Wisconsin-Milwaukee, Ph.D., 1997, English, Modern Studies, Dissertation: Ethics in the Face of Auschwitz: The Emotional and Pedagogical Responsibility of Holocaust Remembrance.

University of Wisconsin-Milwaukee, MA, 1992, Modern Studies

Brown University (Rhode Island), BA, 1990, Semiotics

Experience

Positions

- 2007-Present Coordinator, Jewish Studies major, University of Wisconsin-Milwaukee
- 2007-Present Senior Lecturer, Jewish Studies & Foreign Languages & Linguistics (Hebrew Studies), University of Wisconsin-Milwaukee
- 2005-Present Coordinator, Hebrew Studies Program, University of Wisconsin-Milwaukee
- 2005-Present Senior Lecturer, Department of Foreign Languages and Linguistics (Hebrew Studies), University of Wisconsin-Milwaukee
- 2000-2005 Lecturer, Department of Foreign Languages and Linguistics (Hebrew Studies), University of Wisconsin-Milwaukee
- 2000-2002 Lecturer, Department of English, University of Wisconsin-Milwaukee
- 1999-2000 Director, Edison Initiative, College of Letters & Science, University of Wisconsin-Milwaukee
- 1997-1999 Assistant to the Director, Edison Initiative, College of Letters & Science, University of Wisconsin-Milwaukee

Teaching Experience

- “Topic: Jewish-American Literature from the Holocaust to the 21st Century,” Department of English, University of Wisconsin-Milwaukee
- “Jewish Culture in America: History, Literature, Film,” Jewish Studies, University of Wisconsin-Milwaukee
- “Good & Evil in Judaism, Christianity, Islam,” Hebrew Studies, University of Wisconsin-Milwaukee
- “Representing the Holocaust in Words & Images,” Hebrew Studies, University of Wisconsin-Milwaukee
- “Jewish & Christian Responses to the Holocaust,” Hebrew Studies, University of Wisconsin-Milwaukee
- “Jewish Identity in Contemporary America,” Hebrew Studies, University of Wisconsin-Milwaukee
- “Seminar in Modern Jewish Thought,” Jewish Studies, University of Wisconsin-Milwaukee
- “Freshman Seminar: Looking for God,” Hebrew Studies, University of Wisconsin-Milwaukee
- “Freshman Seminar: The Devil Made Me Do It: Evil, Human Nature, and Moral Choice,” Department of English, University of Wisconsin-Milwaukee

Publications

- “Loving the Stranger: Intimacy between Jews and Non-Jews” in *Embracing the Stranger: A Jewish, Christian, Muslim Triologue*. Ed. John K. Roth and Leonard Grob. University of Washington Press, 2009. Forthcoming.
- “After the Peace: The Moral Responsibility of Survival” in *Anguished Hope: Holocaust Scholars Confront the Palestinian-Israeli Conflict*. Ed. John K Roth and Leonard Grob. Eerdmans Publishing, 2008. 221 – 234.
- “The Post-Holocaust Jewish Heart” in *After-Words: Post-Holocaust Struggles with Forgiveness, Reconciliation, Justice*. Ed. John K Roth and David Patterson. University of Washington Press, 2004. 224 – 248.
- “Carl Friedman,” “Nightfather,” “The Shovel and the Loom.” *Reference Guide to Holocaust Literature*. Ed. Thomas Riggs. St James, 2002. 97-98, 527-528, 575-576.
- “Never to Forget: Pedagogical Memory and Second-Generation Witness” in *Between Hope and Despair: Pedagogy and the Remembrance of Historical Trauma*. Ed Roger Simon et al. Lanham: Rowman and Littlefield, 2000. 91-115.
- “‘What I Learned to Feel’: The Pedagogical Emotions of Holocaust Education.” *College Literature* 23.3 (Oct. 1996): 42-55.

Presentations:

- Stephen Weinstein Holocaust Symposium (was Pastora Goldner Holocaust Symposium). Wroxton College, England. (This is an international, interdisciplinary biennial meeting of thirty-six Holocaust scholars.) 1996-present. Founding member and member of advisory committee.
- “Embracing the Stranger: A Jewish, Christian, Muslim Triologue.” Invited guest of United States Holocaust Memorial Museum’s Center for Advanced Holocaust Studies. Working group for book project of same title; presentation to USHMM staff. October 28 – 31, 2007.
- 37th Annual Scholars’ Conference on the Holocaust and the Churches. “After the Peace: The Moral Responsibility of Survival.” (Panel on Holocaust Scholars Confront the Palestinian-Israeli Conflict). Cleveland, OH. March 11-13, 2007.
- Center for Jewish Studies, UWM. Lunch & Learn. “Emotions and Ethics after the Holocaust.” February 23, 2007.
- Lessons & Legacies IX Conference. “Historicizing the Emotions of Holocaust Study.” Claremont McKenna College. Nov 2 – 5, 2006.
- Lessons & Legacies IX Conference. Workshop: “Where Was God? Religious Challenges in the Holocaust Classroom” (with John K. Roth). Claremont McKenna College. Nov 2 – 5, 2006.
- “Religion and Spirituality in the Classroom.” Difficult Dialogues Faculty Workshop (with Mary Louise Buley-Meissner). University of Wisconsin-Milwaukee. August 22 – 23, 2006.
- Hillel Summit on the University and the Jewish Community. May 21-23, 2006. Washington, D.C. Summit Scholar.

Shale A. Horowitz, Professor
Department of Political Science

Education

University of California –Los Angeles, Ph.D., 1996, Political Science
University of California –Los Angeles, MA, 1991, Economics
University of California –Berkeley, BA, 1986

Experience

Positions

2003-Present Associate Professor, Department of Political Science, University of Wisconsin-Milwaukee
1997-2003 Assistant Professor, Department of Political Science, University of Wisconsin-Milwaukee
1996-1997 Visiting Assistant Professor, Central European University (Hungary)

Teaching Experience

“International Relations,” Department of Political Science, University of Wisconsin-Milwaukee
“Nationalism and Ethnic Conflict,” Department of Political Science, University of Wisconsin-Milwaukee
“International Political Economy,” Department of Political Science, University of Wisconsin-Milwaukee
“International Organizations,” Department of Political Science, University of Wisconsin-Milwaukee

Publications

Books and Edited Volumes

- Horowitz, Shale and Albrecht Schnabel, editors. 2004. *Human Rights and Societies in Transition: Causes, Consequences, Responses*. New York: United Nations University Press. Indian edition published in 2005 by Bookwell (Delhi).
- Horowitz, Shale and Uk Heo, editors. 2001. *The Political Economy of International Financial Crisis: Interest Groups, Ideologies, and Institutions*. Lanham, MD: Rowman and Littlefield. East Asia and Oceania edition co-published in 2001 by Institute of Southeast Asian Studies (Singapore).

Journal Articles

- Horowitz, Shale and Deepti Sharma. 2008. “Democracies Fighting Ethnic Insurgencies: Evidence from India.” *Studies in Conflict and Terrorism* 31, 8 (August), 749-73.
- Horowitz, Shale. 2008. “Mapping Pathways of Ethnic Conflict Onset: Preferences and Enabling Conditions.” *Ethnopolitics* 7, 2-3 (June-September), 307-20.
- Horowitz, Shale. 2008. “Refining Research on Ethno-Territorial War Onset: A Reply to van Houten, Mabry, James and Kaufman.” *Ethnopolitics* 7, 2-3 (June-September), 337-40.
- Horowitz, Shale. 2007. “Islam and Ethnic Conflict: Hypotheses and Post-Communist Illustrations.” *Nationalities Papers* 35, 5 (November), 913-32.
- Horowitz, Shale. 2006. “Democracy for Peace, or Peace for Democracy? The Post-Communist Experience.” *Journal of Peace Research* 43, 1 (January), 91-7.
- Horowitz, Shale. 2004. “Restarting Globalization after World War II: Structure, Coalitions, and the Cold War.” *Comparative Political Studies* 37, 2 (March), 127-51. Reprinted in

Michael Cox, ed., 2007. *Twentieth Century International Relations*. Thousand Oaks, CA: Sage. Also reprinted in Paul James, ed., 2007. *Globalization and Economy*. Thousand Oaks, CA: Sage.

- Horowitz, Shale. 2001. "The Balance of Power: Formal Perfection and Practical Flaws." *Journal of Peace Research* 38, 6 (November), 705-22.
- Horowitz, Shale and Dana Evan Kaplan. 2001. "The Jewish Exodus from the New South Africa." *International Migration* 39, 3, 3-32.
- Book Chapters
- Horowitz, Shale and Buddhika Jayamaha. 2007. "Sri Lanka: The Sinhalese-Tamil Ethnic Conflict." In Karl DeRouen and Uk Heo, eds., *Civil Wars of the World*, 715-34. Santa Barbara, CA: ABC-CLIO.
- Horowitz, Shale and Albrecht Schnabel. 2004. "Human Rights and Societies in Transition: International Context and Sources of Variation." In Shale Horowitz and Albrecht Schnabel, eds., *Human Rights and Societies in Transition: Causes, Consequences, Responses*, 3-25. New York: United Nations University Press.
- Schnabel, Albrecht and Shale Horowitz. 2004. "The Global View: National and Regional Variations and Policy Recommendations." In Shale Horowitz and Albrecht Schnabel, eds., *Human Rights and Societies in Transition: Causes, Consequences, Responses*, 415-29. New York: United Nations University Press.

Presentations

- Association for the Study of Nationalities Annual Meeting, 2007, New York, NY: "Islam and Ethnic Conflict: Hypotheses and Post-Communist Illustrations."
- Global International Studies Conference, 2005, Istanbul, Turkey: "Political Alternation as a Restraint on Corruption: Evidence from Transition Countries" (with Karla Hoff and Branko Milanović).
- University of Wisconsin-Milwaukee, Center for Jewish Studies, March 30, 2007: Talk on "The Arab-Israeli Conflict: Back to the Future?"
- Baylor University, Centers for Asian and Slavic Studies, March 29, 2006: Talk on "Religion, National Identity, and Human Rights: Direct and Indirect Effects."
- University of Wisconsin-Milwaukee, Center for Jewish Studies, October 15, 2004: Talk on "The War on Terrorism and the Arab-Israeli Conflict."
- World Bank, Macroeconomics and Growth Seminar, July 21, 2004: Talk on "Equilibrium Political Alternation as a Deterrent to Investing in Influence: Evidence from Transition Countries" (with Karla Hoff and Branko Milanović).
- University of Wisconsin-Milwaukee, Institute of World Affairs, October 22, 2002: Speaker in Forum on "International Security Issues: Unilateral vs. Multilateral Approaches."
- University of Wisconsin-Milwaukee, Institute of World Affairs, September 11, 2002: Speaker in Forum on "9/11 Revisited: The World in the Wake of Terror."
- University of Wisconsin-Milwaukee, Institute of World Affairs, September 21, 2001: Speaker in Forum on "America Attacked."

Ahmed A. Kraima, Reference Librarian
UWM Libraries

Education

University of Wisconsin-Milwaukee, Post Graduate work in Education, Sociology, and Library Science

University of Wisconsin-Milwaukee, MLIS, Library and Information Science

University of Wisconsin-Milwaukee, BA, Linguistics

Experience

1996-Present Reference Librarian/Outreach Coordinator, University of Wisconsin-Milwaukee

2008-Present Interim Multicultural Services Librarian, University of Wisconsin-Milwaukee

2005-2006 Arabic Lecturer (Adjunct), Department of Foreign Languages and Linguistics-
University of Wisconsin-Milwaukee

2002 Arabic Language Instructor, School of Continuing Education- University of
Wisconsin-Milwaukee

1997-1999 Arabic Language Instructor, School of Continuing Education- University of
Wisconsin-Milwaukee

1995-1999 Arabic Lecturer (Adjunct), Department of Foreign Languages and Linguistics-
University of Wisconsin-Milwaukee

1996-1998 International Studies Bibliographer, University of Wisconsin-Milwaukee

Anna Mansson McGinty, Assistant Professor
Department of Geography / Center for Women's Studies

Education

Lund University (Sweden), Ph.D., 2002
Lund University (Sweden), MA, 1996
Lund University (Sweden), BA, 1994

Experience

Positions

2006-Present Assistant Professor of Geography and Women's Studies, University of Wisconsin-Milwaukee

Teaching Experience

- "Geography of Islam," Department of Geography, University of Wisconsin –Milwaukee
- "Gendered Geographies," Department of Geography, University of Wisconsin –Milwaukee
- "Gender and Spirituality: Women and Gender in Islam," Department of Women's Studies, University of Wisconsin –Milwaukee
- "Global Feminisms," Department of Women's Studies, University of Wisconsin –Milwaukee
- "Advanced Social Science Seminar in Women's Studies: Gender and Culture," Department of Women's Studies, University of Wisconsin –Milwaukee
- "Gender and Culture," Department of Women's Studies, University of Wisconsin –Milwaukee
- "Muslim Women in the West: Representations, Gender, and Identity," Department of Women's Studies, University of Wisconsin –Milwaukee
- "Introduction to Cultural Anthropology," Department of Anthropology, University of Wisconsin-Milwaukee
- "Culture Encounters and Cultural Pattern," Department of Ethnic Studies, Lund University
- "Immigration and Culture Encounters," Department of Ethnic Studies, Lund University

Publications

Books

- 2006 *Becoming Muslim: Western Women's Conversions to Islam*. New York: Palgrave Macmillan. (Paperback edition 2009)

Journal articles

- 2007 Formation of alternative femininities through Islam: Feminist approaches among Muslim converts in Sweden. *Women's Studies International Forum*, Vol. 30/6, pp 474-485.
- 2003 Muslim efter noggrant val. *Invandrare och Minoriteter* nr 1.
- 1997 Att vara svensk och muslim: Reflektioner kring svenska kvinnors konversion till islam. *Kulturella Perspektiv* 1997:4.

Articles in progress

- Breaking down "otherness" in the classroom. Teaching about Islam as a non-Muslim in a secular context. (To be submitted to *Professional Geographer*)
- Combating Islamophobia by Empowering Women. The political activism of a Muslim Women's Organization. (To be submitted to *Gender, Place and Culture. A Journal of Feminist Geography*).

- The *Hijab*. A Gendered Space and Alternative Versions of Femininity among Young Muslim Women.

Presentations

- 2008 Breaking down “otherness” in the classroom. Paper presented (by the session organizer) at AAG, April 16
- 2007 Globalizing Islamic feminism and the formation of new gendered selves. Paper for American Anthropological Association (AAA), Washington D.C., November 28
- 2007 Orientalism then and now. Visual Representations of Muslim Women. Introduction Talk, Combating Islamophobia: A Seminar on the Role of the Media. The Islamic Society of Milwaukee, October 20.
- 2007 Everyday implementations of Islamic feminism. Feminist Approaches among Muslim Converts in Sweden. . Paper for National Women’s Studies Association Conference (NWSA), St. Charles, IL, July 1.
- 2007 Islamic Feminism – Gender Equality and Empowerment of Women, Broad Vocabulary, June 14, 2007.
- 2007 Formation of Alternative Femininities through Islam: Feminist Approaches among Muslim Converts in Sweden. San Francisco, Association of American Geographers (AAG), April 20.
- 2007 Becoming Muslim. Western Women’s Conversions to Islam. Panel – Meet the SPA Book Series Authors. Society for Psychological Anthropology Biennial Meeting (SPA), Los Angeles, March 10.
- 2005 Becoming Muslim. Feminist views and gendered identity in Islam. Presentation and reading at the Feminist Theory Research Workshop, UWM. March 16.
- 2004 Western Women’s Conversion to Islam: Crossing “Borders” and Negotiating New Identities and Versions of Femininity. Paper for National Women’s Studies Association Conference (NWSA), Milwaukee, WI, June 19.
- 2003 Becoming Muslim. Western Women’s Conversion to Islam. Colloquium at the Department of Cultural Anthropology, UWM, February 21.
- 2001 The Transformation and Shifting of Self: Meanings of Conversion to Islam. Society for Psychological Anthropology Biennial Meeting, Decatur, GA., October 19.

Fieldwork

- Current research project, *Gender Identity and Activism among Muslim Women in the Midwest*. Fieldwork (in-depth interviews and participant observations) on Muslim Women’s Organizations in the Midwest. The study focuses on the identity formation and construction of gender identity of American Muslim women and their activism in and through organizations to contribute to social and political change.
- Between the fall of 1997 and spring 2000, I did in-depth ethnographic interviews in Sweden and in the U.S. with female Muslim converts. Fieldwork on identity-making, change and continuity, cognitive models and transcultural encounters with family, friends, and others.

Languages

Swedish (native speaker)

English (speaking, reading, writing)

German (some speaking, reading and writing ability)

Ghada Adel Masri, Visiting Assistant Professor of Global Studies
Center for International Education

Education

University of California -Davis, Ph.D., 2007, Geography, Dissertation: Wounds in the City, Scars in the Nation: Making sense of Identity, Modernity, and Reconstructed Urban Space in Post-Civil War Beirut.

University of California -Davis, MA, 1997, Cultural Anthropology –Women’s and Gender Studies

University of California -Irvine, BA, 1994, Cultural Anthropology

Experience

Positions

2008-Present Visiting Assistant Professor, Global Studies, University of Wisconsin-Milwaukee
2008 Instructor, Department of Landscape Architecture, University of California -Davis
2008 Visiting Instructor, Department of Women’s & Gender Studies, Sonoma State University
2007-2008 Visiting Professor, Department of Geography & Global Studies, Sonoma State University
2007 Instructor, Department of African & African American Studies, University of California –Davis
2002-2006 Instructor, Department of Women’s Studies, California State University
1997 Instructor, Department of Anthropology, University of California –Davis

Teaching Experience

- “Introduction to Global Studies: People and Politics,” Global Studies, University of Wisconsin-Milwaukee
- “Globalization & Technology,” Global Studies, University of Wisconsin-Milwaukee
- “Globalization & Gender,” Global Studies, University of Wisconsin-Milwaukee
- “Global Food Crisis,” Global Studies, University of Wisconsin-Milwaukee
- “Globalization, Militarism & Warfare,” Global Studies, University of Wisconsin-Milwaukee
- “Place, Culture, and Community,” Department of Landscape Architecture, University of California –Davis
- “Gender and Globalization,” Department of Women’s & Gender Studies, Sonoma State University
- “World Regional Geography,” Department of Geography & Global Studies, Sonoma State University
- “Cultural Geography,” Department of Geography & Global Studies, Sonoma State University
- “Geography of the Middle East & North Africa,” Department of Geography & Global Studies, Sonoma State University
- “Islam in Africa & the Americas,” Department of African & African American Studies, University of California –Davis
- “Transnational Feminisms,” Department of Women’s Studies, California State University
- “Women in the Middle East,” Department of Women’s Studies, California State University
- “Women and Work,” Department of Women’s Studies, California State University
- “Peoples and Cultures of the Middle East,” Department of Anthropology, University of California –Davis

Publications

- Peace Building through Urban Redevelopment? Beirut Case Study. *Digest of Middle East Studies (DOMES)*. University of Wisconsin-Milwaukee. **Forthcoming**
- “She did what?” Gossip, Reputation, and the Spatial Regulation of Women in Contemporary Beirut. *Gender, Place, & Culture*. Routledge. **Forthcoming**
- Bodies of Tourism: Notes on Sex Tourism in Beirut. *Global-e*. **Forthcoming**
- *Resurrecting Phoenicia: Tourist Landscapes and National Identity in the Heart of the Lebanese Capital*. In, *City Tourism: National Capital Perspectives*. B. Ritchie and R. Maitland (eds.). CABI Publishing. Oxford: UK. **In Press**
- Sectarian Narratives and Lebanon’s National Museum. *Global Currents*, 5(1): 2-4.

Presentations

- Association of American Geographers (AAG) Meeting, San Francisco, April 2007, Paper title – “*Myths of Beirut: The Politics of History and the Seeds of Memory*”
- “War, Women and Violence: Perspectives on Recent Events in the Middle East,” Women’s Resource Center Conference, California State University, Sacramento. October 2006, Paper title – “*Women, Place, and Power: From Kabul to Gaza*”
- National Women’s Studies Association (NWSA) Meeting, San Francisco, June 2006, Paper title – “*Geographies of War: Palestinian Women under Israeli Occupation*”
- Middle East Studies Association (MESA) Meeting, San Francisco, Nov. 1997. Paper title – “*Cyber Nation: Gendered Discourses on Nationhood and Belonging*”
- Arab American University Graduates (AAUG) Conference, Anaheim, California. October 1997, Paper title – “*Voices from Cyber-Lebanon: Women's Voices and National Identity*”
- American Anthropological Association (AAA) Meeting, San Francisco, Nov. 1996. Paper title – “*Cyber-space, Gender, and Communities Unbound*”
- *Urban Redevelopment through Peace Building: A Beirut Case Study*. School of Architecture and Urban Planning (SARUP), University of Wisconsin – Milwaukee. January 30, 2009
- *Re-narrating the City: Tourism, Identity and Sectarian Conflict in Beirut*, Department of Geography Colloquium Series, University of Wisconsin – Milwaukee. October 10, 2008.
- *Body, City, Nation: The gendered politics of place in Beirut’s rebuilt Central District*. Geography Department Colloquium, Sonoma State University. October 27, 2007.
- *Geographies of Terror: Orientalist Visions and Women in the Middle East*. Women’s Studies Department Annual Research Colloquium, California State University, Sacramento. November 29, 2006.

Languages

English – fluent

Arabic – verbal fluency/ elementary reading & writing

French – elementary reading & verbal skills

Yair Mazor, Professor of Hebrew Literature
Department of Foreign Languages & Linguistics

Education

Tel Aviv University (Israel), Ph.D., 1983, Hebrew Literature, Dissertation: Aspects and Trends in the Compositional Poetics of the Hebrew Realistic Enlightenment (Haskalah) Narrative.

Tel Aviv University (Israel), MA, 1978, Hebrew Literature, Thesis: Compositional and Thematic Dynamics in S.Y. Agnon's Works.

Tel Aviv University (Israel), BA, 1974, Theory of Literature, Comparative Literature, Drama and Theater

Experience

Positions

1995-Present Professor, Department of Classics and Hebrew Studies (now the Department of Foreign Languages and Linguistics), University of Wisconsin – Milwaukee.

1994-95 Visiting Associate Professor, Department of Classics and Hebrew Studies, University of Wisconsin – Milwaukee.

1994-95 Tenured Associate Professor, Department of Middle Eastern Languages and Cultures, University of Texas at Austin.

1990-93 Assistant Professor, Department of Oriental and African Languages and Literatures, University of Texas at Austin.

1989-90 Visiting Assistant Professor, Department of Hebrew and Semitic Studies, University of Wisconsin – Madison.

1988-89 Faculty, Department of Hebrew Literature, Tel Aviv University.

1987-88 Assistant Professor, Department of Hebrew and Semitic Studies, University of Wisconsin – Madison.

1986-87 Visiting Faculty, Departments of Hebrew Literature and Theater, Tel Aviv University.

1984-86 Assistant Professor, Department of Hebrew and Semitic Studies, University of Wisconsin – Madison.

1982-84 Visiting Assistant Professor, Department of Hebrew and Semitic Studies, University of Wisconsin – Madison.

1981-84 Visiting Fellow, Department of Scandinavian Studies, University of Wisconsin – Madison.

1977-81 Lecturer, Hebrew Literature Department, Tel Aviv University.

1979-80 Lecturer, Hebrew Literature Department, Ben Gurion University.

1977-78 Teaching, Theory of Literature and Modern Hebrew Literature, Training of Senior Teachers' Academy, Jerusalem, Teaching Assistant, French and English Literature Department, Ben Gurion University, Beer Sheva.

1976-78 Teaching, Modern Hebrew Literature and Poetics, Teaching Training College, "Seminar hakibbutzim," Tel Aviv.

Teaching Experience

- "Hebrew and Biblical Literature in the Context of Socio-Cultural Milieu," Hebrew Studies, University of WI-Milwaukee
- "Contemporary Israeli Literature of the Holocaust," Hebrew Studies, University of WI-Milwaukee
- "Contemporary Israeli Film," Hebrew Studies, University of WI-Milwaukee

- “Poetics and Politics: Modern Hebrew and Biblical Literature,” Hebrew Studies, University of WI-Milwaukee
- “Israeli Culture,” Hebrew Studies, University of WI-Milwaukee
- “Jewish Culture,” Hebrew Studies, University of WI-Milwaukee
- “First semester of Hebrew,” Hebrew Studies, University of WI-Milwaukee
- “Second semester of Hebrew,” Hebrew Studies, University of WI-Milwaukee
- “Third semester of Hebrew,” Hebrew Studies, University of WI-Milwaukee
- “Fourth semester of Hebrew,” Hebrew Studies, University of WI-Milwaukee

Publications

Books

- 2000, *Pain, Pining and Pine trees: Contemporary Hebrew Poetry* (in format of art book with works of art by Nachum Guttman, one of Israel’s most nationally celebrated painters). Papyrus Press of Tel Aviv University, Tel Aviv.
- 2003, *Asher Reich: Portrait of a Hebrew Poet* (in art book format). University of Wisconsin Press.
- 2005, *Love in the Back Seat: Hebrew Poetry in the Sixties* (in art book format with paintings and drawings by Michael Kovner). Zmora-Bitan, Tel Aviv.
- 2008, A revised version of *Poetic Acrobat: The Poetry of Ronny Someck*. Goblin Fern Press, Madison.
- 2009, *Who Wrought the Bible? Decrypting the Bible’s Aesthetic Secrets* (in art book format). University of Wisconsin Press, Madison
- 2009, *Israeli Poetry of the Holocaust*. Fairleigh Dickinson University Press, New York.

Presentations

- Invited series of lectures on Structuralist theories of Literature and their applications to Modern Hebrew literature. University of Venice, Italy, March 2000.
- Invited paper on Hebrew Children’s Literature in the University of Venice, Italy, March 2000.
- Invited series of lectures of contemporary Israeli poetry. Ben-Gurion University, Israel, May 2000.
- Invited paper in Stockholm Academic Institute for Jewish Studies: *Contemporary Israeli Poetry: The Case for Yehuda Amichai*. June 2004.
- Invited paper in Trondheim, Norway: *Leading Trends in Modern Hebrew Poetry*. June 2004.
- Invited paper in Toledo University, Spain: *Contemporary Israeli Poetry*. May 2005.

Stacey J. Oliker, Associate Professor of Sociology and Director
Center for Jewish Studies

Education

University of California, Berkeley, Ph.D, 1985, Sociology, Doctoral dissertation: "Women's Friendships and Marriage"

Experience

Positions

2008-Present Director, Center for Jewish Studies, University of Wisconsin-Milwaukee
2006-Present Coordinator, Undergraduate Program, Department of Sociology,
University of Wisconsin-Milwaukee
1995-Present Associate Professor, Department of Sociology, University of Wisconsin-Milwaukee

Publications

Books

- Francesca M. Cancian and Stacey J. Oliker, *Caring and Gender*. Rowman and Littlefield, 2000.
- Stacey J. Oliker, *Best Friends and Marriage: Exchange among Women*, University of California Press, 1989. Honorable Mention, American Sociological Association Jessie Bernard Award.

Articles

- Stacey Oliker, "Gender and Caregiving," *Encyclopedia of Gender and Society*, ed. Eve Shapiro, Sage, 2008.
- Stacey J. Oliker, "Gender and Friendship," *Blackwell Encyclopedia of Sociology*, ed. George Ritzer, Wiley-Blackwell, 2007.
- Stacey J. Oliker, "Challenges for Studying Care after AFDC," reprinted in *Families at Work: Expanding the Bounds*, ed. Naomi Gerstel, Dan Clawson, and Robert Zussman, Vanderbilt University Press, 2002.
- Stacey J. Oliker, "Gender and Friendship," in *Gender Mosaics*, ed. Dana Vannoy. Oxford University Press, 2001.
- Stacey J. Oliker, "Challenges for Studying Care after AFDC," *Qualitative Sociology*, (23) 2000.
- Stacey J. Oliker, "Examining Care at Welfare's End," in *Care Work: Gender, Labor and the Welfare State*, ed. Madonna Harrington Meyer. New York and London: Routledge, 2000.
- Stacey J. Oliker, "Family Care after Welfare Ends," *National Forum* 80, 2000.

Presentations

- Stacey Oliker, Utacas Lecture, University of Tampere, Tampere, Finland: "Just-in-Time Care: Reorganizing Nursing Home Care Work in the U.S." June 23, 2006.
- Stacey Oliker, invited commentator, "The Politics of Recruitment," Academy of Finland Research Project. Tampere, Finland, June 24, 2006
- Stacey J. Oliker, presenter, "The Gender Gap in Caregiving for Adults," coauthored with Nancy Mathiowetz, at the Bureau of Labor Statistics American Time Use Study Early Results Conference, Washington, D.C. December 2005.
- Stacey J. Oliker, discussant for panel on "Care Work," annual meeting of the American

Sociological Association, Philadelphia, 2005.

- Stacey J. Oliker, panelist, “Scholarship and Welfare Reform Policy,” annual meeting of Sociologists for Women in Society, Atlanta, 2003.
- Stacey J. Oliker, discussant for panel, “Welfare Reform and Mother Work,” Care Network Annual Conference, Chicago, July 2002.
- Stacey J. Oliker, organizer and discussant for panel, “Welfare Reform,” annual meeting of the American Sociological Association, Washington D.C., August 2000.
- Stacey J. Oliker, “Social Networks and Caregiving at Welfare’s End,” conference on “Work and Family: Expanding the Horizons,” University of California, Berkeley, March 2000.

Tasha Oren, Associate Professor of Film Studies
Department of English

Education

University of Wisconsin-Madison, Ph.D., 2000, Dept. of Communication Arts
University of Michigan-Ann Arbor, MA, 1995, Dept. of Communication Studies
New York University, BFA, 1990, Film and Television, Tisch School of the Arts

Experience

Positions

2008-Present Director of Graduate Studies, Department of English, University of Wisconsin-Milwaukee
2007 The Carl Chair, Visiting Professor for Television Studies, Department of English/Cinema Studies, University of Pennsylvania
2004-Present Director of Film Studies, Film Studies Program, University of Wisconsin-Milwaukee
2005-Present Associate Professor, Department of English/Film Studies, University of Wisconsin-Milwaukee
2003-2005 Assistant Professor, Department of English, University of Wisconsin-Milwaukee
2000-2003 Assistant Professor, Department of Journalism and Mass Communication, University of Wisconsin-Milwaukee
1999 Lecturer, Media in Transition Program/Literature, Massachusetts Institute of Technology (MIT)

Publications

Books

- *Global Television Formats - Forms and Formulas across Borders* (Routledge, 2008, forthcoming). Edited collection with Sharon Shahaf.
- *Demon in the Box: Jews, Arabs, Politics and Culture in the Making of Israeli Television* (Rutgers University Press, New Brunswick, 2004).
- *East Main Street: Asian American Popular Culture* (New York University Press, New York, 2005). Co-edited with Shilpa Dave and Leilani Nishime.
- *Global Currents: Media and Technology Now* (Rutgers University Press, New Brunswick, 2004). Co-edited with Patrice Petro.

Book Chapters and Articles

- “Inventing America: Ethnic Identity and American Popular Culture” *Journal of American Ethnic History*, (winter 2008 Vol. 27, #2).
- “The Format System: How Television is Global” Editors’ introduction to *Global Television Formats - Forms and Formulas across Borders* (Routledge, 2008, forthcoming), co-authored with Sharon Shahaf.
- “De-Westernizing Television Studies” Position paper *Flow* www.flowtv.org (University of Texas-Austin, September 2006).
- “Gobbled Up and Gone: Cultural Preservation and the Global City Marketplace” in *Global Cities: Cultures, Urbanism, Globalization* L. Krause and P. Petro eds. (Rutgers University Press, New Brunswick, 2004, 77-107).

- “The Belly Dancer Strategy: Israeli Educational Television and its Alternatives” *Media, Culture & Society* 25:2 (2003): 167-186.
- “Living Room Levantine: Immigration, Ethnicity and the Border in Early Israeli Television” *The Velvet Light Trap*, Texas University Press, #43, (Fall 1999): 20-30.
- “Israeli Nationalism: Menachem Begin; David Ben-Gurion; Moshe Dayan; Theodor Herzl; Golda Meir; Benjamin Netanyahu; and Yitzhak Shamir” in *The Encyclopedia of Nationalism* The Academic Press-Harcourt Brace & Company, San Diego CA, 2000.

Presentations

- “Global Media, Politics, and visibility: How Popular Culture Matters” Invited lecture, University of California--Santa Cruz. October, 2009.
- “Pinch of Local Flavor: Looking Beyond “Cultural Blend” in the Global Television Format,” Society for Cinema and Media Studies Annual Conference Chicago, IL (March 2007).
- “De-Westernizing Television Studies,” invited panel member, Flow Television Conference, University of Texas at Austin, (October, 2006).
- “Television and Citizenship,” invited lecture and campus visit, Gaucher College, Baltimore, MD, April 2006.
- “Mad Love: Simone Bitton’s Mur on the Israel/ Palestinian Wall,” Society for Cinema and Media Studies Annual Conference, Vancouver, BC (March, 2006).
- “The Hirbat Hizaa Affair: Culture War and the Airing of National Guilt in Israel,” invited talk, UWM Center for International Education, Global Studies series (November 2003).
- “Emergency! How the Six-Day War Invented Israeli Television,” invited lecture, Center for 21 Century Studies, UWM (September 2002).
- “A Lie Would Serve Us Better: Airing National Guilt and the Hirbat Hizaa Affair,” Society for Cinema Studies annual conference, Denver (May 2002).
- “Gobbled up and Gone: Local Culture and Protectionism in the Third Globalization Age,” invited talk, Global Cities conference, UWM (April 2001).
- “Globalization, Culture, and Media Policy,” Society for Cinema Studies annual conference, Washington, D.C., May 2001.
- “International Media Pedagogy,” Society for Cinema Studies annual conference, Washington, D.C., (May 2001).
- “Globalization and Cultural Diversity,” invited lecture (public lecture and debate with Louise Beaudoin, Minister of International Relations, Government of Quebec). UW-Milwaukee Center for Canadian American Policy Studies (September 2000).
- “The Making of a Culture Machine: The Would-Be History of Israeli Television,” International Communication Association (Philosophy of Communication division), Acapulco, Mexico (June 2000).
- “The Temptation Strategy: Education and Gender Anxiety in ‘60s Israeli Television,” Console-ing Passions (Annual Feminist Media Conference), South Bend, IN (May 2000).
- “Contemporary Transnational Norms and Networks” (panel chair), Between the Global and the Local: Making Human Rights Claims in the 21 Century (Center for International Studies conference), Milwaukee, WI (April 2000).
- “Operation Belly Dancer: Television and the Arab/Israeli Border,” Society of Cinema Studies, Chicago, IL (March 2000).

Lisa Silverman, Assistant Professor of History and Jewish Studies
Department of History

Education

Yale University, Ph.D., 2004, German Studies
The Fletcher School of Law and Diplomacy, Tufts University, MA, 1997, Law and Diplomacy
Yale University, BA, 1991, Political Science

Experience

Positions

2006-Present Assistant Professor of History and Jewish Studies, Department of History,
University of Wisconsin-Milwaukee
2005-2006 Visiting Assistant Professor of German and Religious Studies, Whitman College

Teaching Experience

- “Introduction to Jewish History,” Department of History, University of Wisconsin-Milwaukee.
- “Germans, Jews, and Turks,” Department of Foreign Languages and Literatures, Whitman College. [in German]
- Representing the Holocaust in Literature and Film, World Languages, Whitman College
- “Modern European Jewish Literature,” Co-Instructor with Professor Sander L. Gilman, Graduate Seminar, University of Sussex.

Awards

- University of Wisconsin-Milwaukee Faculty Arts and Humanities Travel Award, 2008.
- University of Wisconsin-Milwaukee Graduate School Research Committee Award, 2007.
- Association for Jewish Studies – Women’s Caucus Travel Grant, December, 2002.
- Association for Jewish Studies – Dorot Travel Award, December, 2002.
- John F. Enders Fellowship for Summer Dissertation Research, Yale University, 2001.
- Bildner Jewish Studies Travel Fellowship, Yale University, 2001.
- Yale University Fellowship, 1997-2003.
- Hermann J. Weigand Prize Fellowship, Yale University, 1997.

Publications

Refereed Journal Articles

- “Reconsidering the Margins: Jewishness as an Analytical Framework” *Journal of Modern Jewish Studies*, invited for special issue “Jewish Studies Meets Cultural Studies. New Approaches to the German Jewish Past,” (9:2009) (forthcoming)
- “Zwischenzeit and Zwischenort: Veza Canetti, Else Feldmann, and Jewish Writing in Interwar Vienna,” *Prooftexts: A Journal of Jewish Literary History* 26:1-2 (2006), 29-52.
- “Repossessing the Past? Property, Memory and Austrian Jewish Narrative Histories,” *Austrian Studies*, 11 (2003), 138-53.
- “Der Richtige Riecher: The Reconfiguration of Jewish and Austrian Identities in the Work of Doron Rabinovici,” *German Quarterly* 72:3 (1999), 252-264.

Additional Journal Articles

- “Die Suche nach Erlösung: Max Reinhardt, jüdische Identität und die Salzburger Festspiele,“ *Chilufim: Zeitschrift für Jüdische Kulturgeschichte*, 1:1 (2006), 76-85.
- “Family Business: How Lotte Jacobi's Portrait Photographs Challenge the Limits of Representation,” *Jewish Quarterly*, 195 (Autumn 2004), 35-40.
- “Veza Canetti, Hilde Spiel and Jewish Identity in Interwar Vienna,” *Transversal: Zeitschrift des David-Herzog-Centrums für Jüdische Studien*, 3:2 (2002), 34-52.

Encyclopedia Entries

- Otto Bauer, Beda, Richard Bermann, Julius Braunthal, Adolph Donath, and Karl Kraus, in *Encyclopaedia Judaica*, 22 vol., 2nd edition., Fred Skolnik, ed. Detroit: Macmillan Reference, 2006.
- Photographers Madame D’Ora, Lotte Errell, Trude Fleischmann, and Alice Schalek, *Jewish Women: a Comprehensive Historical Encyclopedia*, Paula Hyman and Dalia Ofer, eds., Jerusalem: Shalvi Publishing, 2006. [CD-ROM]
- Robert Schindel, *Reference Guide to Holocaust Literature*, introduction by James Young, Thomas Riggs, ed., Detroit: St. James Press, 2002.

Presentations

- “Madame d’Ora and Photography after the Holocaust,” Association for Jewish Studies, Toronto, ON 16-18 December 2008 and University College London, United Kingdom, 7 July 2007.
- “Justice and Photography after the Holocaust: Madame d’Ora’s Slaughterhouse Series,” Association for the Study of Law, Culture, and the Humanities, Georgetown University Law School, Washington, DC, 23-24 March 2007.
- “Turning Back Time? Cultural and Legal Implications of Property Restitution Fifty Years after the Holocaust,” Association for the Study of Law, Culture, and the Humanities, Syracuse University, NY, 17-18 March 2006.
- “Beyond Material Claims: Property Restitution and its Significance for Holocaust Memory,” Conference “Beyond Camps and Forced Labour,” Imperial War Museum, London, UK, 11-13 January 2006.
- “Jewish Leaders and Socialist Cultural Policy: David Joseph Bach,” Conference “Die 20-er Jahre- Epochenprofil, Vorüberlegungen,” University of Klagenfurt, Austria, 9-10 December 2004.

Languages

German (fluent)

Yiddish (proficient)

French (proficient)

Hebrew (basic knowledge)

Marc Tasman, Lecturer in Journalism & Mass Communication and Coordinator
Digital Arts and Culture Program

Education

Ohio State University, MFA, 2000, Photography
University of Louisville, BFA, 1995, Studio Art & Photography
Universita Per Stranieri (Italy), Certificate in Italian Language, Art and Art History, 1992

Experience

Positions

2003-Present Lecturer, Department of Journalism and Mass Communication, University of Wisconsin-Milwaukee
2003-Present Program Coordinator, Digital Arts and Culture Certificate Program, University of Wisconsin-Milwaukee
2003 Instructor, Fine Arts, Photography Department, Milwaukee Institute of Art and Design
2001-2003 Associate Lecturer, Department of Visual Art, University of Wisconsin-Milwaukee
2000-2002 Part Time Faculty Member, Academic Computing Department, Columbia College Chicago
2001 Instructor, Photography Department, Richard J. Daley College, City College of Chicago
1998-2000 Graduate Teaching Assistant, Department of Art, Ohio State University
1997 Adjunct Instructor, Department of Fine Arts, Photography, Allen R. Hite Art Institute, University of Louisville

Teaching Experience

- “Internet Culture,” Department of Journalism and Mass Communication, University of Wisconsin-Milwaukee
- “Jewish & Ethnic Narratives & Identities in Media,” Jewish Studies, University of Wisconsin-Milwaukee
- “Photojournalism,” Department of Journalism and Mass Communication, University of Wisconsin-Milwaukee
- “Media Graphics,” Department of Journalism and Mass Communication, University of Wisconsin-Milwaukee

Presentations

- 39th ANNUAL CONFERENCE OF THE ASSOCIATION FOR JEWISH STUDIES, December 15-18, 2007, **Toronto, Canada**. Paper Presented: "Hunting the Jew on YouTube: Performance of Antisemitism as Jewish Activist Art."
- LEGACY OF THE HOLOCAUST, May 24,-26, 2007 **Jagiellonian University, Krakow, Poland**. Paper Presented: "Sacha Baron Cohen's Borat: Performance of Antisemitism as Jewish Activist Art."
- PRACTICING JEWS: ART, IDENTITY, CULTURE. April 23-27, 2007, **University of Wisconsin-Madison**, "Borat's Racism: Performance of Antisemitism as Jewish Activist Art." Published in online conference proceedings: <http://conferences.library.wisc.edu/conney2007>

- CONSOLE-ING PASSIONS, Identity/Politics, May 25-27, 2006, **University of Wisconsin-Milwaukee**. Presenter/Panelist, (Blind Peer Review). Paper Presented, “Who is Stealing My Signs?”
- CODE: HUMAN SYSTEMS / DIGITAL BODIES, Thursday April 6, 2006. **International Digital Media and Art Association Conference, Miami University, Interactive Media Studies**, Presenter and Panelist. Paper Presented, “Who is Stealing My Signs?”
- JEWISH ART: CULTURAL IDENTITY AND ACTIVISM, March 31, 2006. **University of Wisconsin-Milwaukee, Center for Jewish Studies**. Featured Presenter.
- DAC COLLOQUIUM: WHO IS STEALING MY SIGNS, September 25, 2004. **University of Wisconsin-Milwaukee**. Featured Presenter.
- EXPERIMENTAL JEWS: PROJECTING JEWISH IDENTITY IN THE NEW MILLENIUM, Conney Colloquium 2004, March 25. **University of Wisconsin-Madison**. Presenter and Panelist.
- MULTICULTURAL INSTALLATION, 2002 **University of Wisconsin-Milwaukee**, Guest Lecturer: “Actions and Objects: Forming Ideas into Intermedia Performance and Installation Events”
- ART-A-THON, 2001 **University of Wisconsin-Milwaukee**. Workshop: “Impromptu Performance Action: Performance Art and Spectacle in Public Place.”
- DIGITAL CONCEPTS, 2001, **Columbia College Chicago, IL**, Slide Talk and Video Presentation: “Delicate Dialectic: Characters Take Form.”
- HAYES RESEARCH FORUM, 2000, **The Ohio State University, Columbus OH**, Paper: “Performance of Self, Postmodern Narrative, and Jewish Physical Difference.”
- MID-WEST CONFERENCE , 1998, **Society for Photographic Education**, Slide Talk: “Portraits in Mixed Medias.” **Cincinnati, OH**.

STAFF

Dave Engberg, Director of Overseas Programs & Partnerships
Center for International Education

Education

Boston College, Doctor of Philosophy, International Education
University of Nebraska, Lincoln, Master of Arts, Anthropology
University of Nebraska, Lincoln, Bachelor of Arts, Anthropology

Experience

Positions

2008-Present Director, Overseas Programs and Partnerships, Center for International Education,
University of Wisconsin-Milwaukee
Previous Director, Training and Special Programs, Office of International Programs,
Montana State University
Previous International Project Associate/Consultant, Center for International Initiatives,
American Council on Education (ACE), Washington, DC
Previous Editorial/Research Assistant, Center for International Higher Education, Boston
College

Publications

- Barbara Hill and David Engberg. *The ACE/AT&T Award: Technology as a Tool for Internationalization*. Washington, DC: American Council on Education, 2003.
- David Engberg and Madeleine F. Green (Eds.). *Promising Practices: Spotighting Excellence in Comprehensive Internationalization*. Washington, DC: American Council on Education, 2002.
- David Engberg. "Honorary Degrees." In J. Forest and K. Kinser (Eds.) *Encyclopedia of Higher Education in the United States*. Santa Barbara, CA: ABC-CLIO Publishers, 2002.
- David Engberg. "Higher Education." In J.V. Lerner and R.M. Lerner (Eds.) *Adolescence in America: An Encyclopedia*. Santa Barbara, CA: ABC-CLIO Publishers, 2001.
- David Engberg. "Attitudes About International Education." *International Higher Education*, 2001, 22 (Winter), 8–9.
- Philip G. Altbach and David Engberg. *Higher Education: A Worldwide Inventory of Centers and Programs*. Phoenix, AZ: Oryx Press, 2000.

Presentations

- "Internationalization: How are We Doing? How Do We Know?" Plenary presentation, Association of International Education Administrators, Annual Conference, Tampa, FL, 2002.
- "Comprehensive Internationalization: Rhetoric and Reality." Panel presentation, NAFSA: Association of International Educators, Annual Conference, Philadelphia, PA, 2001.
- "Internationalization at U.S. Colleges and Universities: An Overview of Current Practice and Future Opportunity." Panel presentation, American Association for Higher Education, Annual Conference, Washington, DC, 2001.

Thomas E.R. Maguire, Research Coordinator
Center for International Education

Education

University of Texas at Austin, Ph.D. Candidate in Media Studies
University of Washington, Middle Eastern Languages Summer Institute, 2002
Goldsmiths College, University of London, MA, 2000, Media and Communication Studies
Middlebury College, French Summer Language School, 1999
University of Pennsylvania, BA, 1997, Humanistic Philosophy

Experience

Positions

2006-Present Research Coordinator, Center for International Education, University of Wisconsin – Milwaukee
2004 Assistant Instructor, College of Communication, University of Texas at Austin
2002 Lead Teaching Assistant, College of Communication, University of Texas
2001 Teaching Assistant, College of Communication, University of Texas at Austin
1998-1999 Research Assistant, Pelavin Research Center, American Institutes for Research

Teaching Experience

- “Development in the Arab World,” Global Studies, University of Wisconsin-Milwaukee
- “Global Media System,” Journalism and Mass Communication, UW-Milwaukee

Publications

- “The Islamic Internet: Authority, Authenticity, and Reform,” in Thussu, Daya, *Media on the Move: Global Flow and Contra Flow*, London: Routledge, 2007.
- “Web Review: The Islamist Internet,” *Global Media and Communication*, April 2005; Volume 1:1, 139-142.

Presentations

- International Association for Media and Communication Research—Cairo; July 2006
Paper Presentation, “Fundamentalism and Flexibility in Islamic Satellite Television: Huda TV and the Danish Cartoon Controversy”
- International Communication Association—New Orleans; May 2004
Paper Presentation, “Al Jazeera: Hybridity and Development in the Middle East”
Panel: Development Communication as Process

Awards and Honors

- Fulbright-Hayes, Morocco; Grant awarded for K-12 teachers group travel
- Fulbright Grant, Egypt; Dissertation Research on Islamic Media; 2004-2005 Academic Year
- Foreign Language and Area Studies Fellowship—Academic Year Award; Center for Middle Eastern Studies, University of Texas at Austin; 2002—2003
- Foreign Language and Area Studies Fellowship—Summer Award; Center for Middle Eastern Studies, University of Texas at Austin; 2002

Language

Arabic
French

Nicole C. Palasz, K-16 Outreach Coordinator
Institute of World Affairs

Education

University of Minnesota, Humphrey Institute of Public Affairs, MPP, 2008, Concentration: Public and Non-Profit Management

Tufts University, The Fletcher School of Law and Diplomacy, MALD, 2002, Human Rights/Conflict Resolution

Macalester College (Minnesota), BA, 1999, French/International Studies Major

Experience

2006-Present K-16 Outreach Coordinator, Institute of World Affairs, Center for International Education, University of Wisconsin - Milwaukee

2002-2005 Project Associate, New Tactics in Human Rights project, Center for Victims of Torture

2000-2001 Research Assistant, Hubert H. Humphrey Institute of Public Affairs

1999-2000 Research Assistant, Global Development and Environment Institute, Tufts University

1998-1999 Research Technician II; Program Assistant I, Center for Advanced Macroeconomic Policy, University of Wisconsin-Milwaukee

Publications

- Co-author, New Tactics in Human Rights: A Resource for Practitioners, published by The Center for Victims of Torture (2004)
- Fennelly, Katherine and Nicole Palasz. "English Language Proficiency of Immigrants and Refugees in the Twin Cities Metropolitan Area." *International Migration* 41 (2003).

Select K-12 Workshops and Accompanying Teaching Resource Guides Developed

- 2009 World Affairs Seminar: World Food Crisis
- 2008 Global Studies Summer Institute: Faces of Globalization
- 2007 Global Studies Summer Institute: Global Conflict and Peacebuilding
- 2007 International Children's & Young Adult Literature Workshop for educators and librarians
- 2007-2008 Kennan Academy for High School Students/Teachers
- 2006 Global Studies Summer Institute: Global Migration
- 2006-2007 Annual Foreign Language Teacher Workshops on Teaching Writing and Assessment
- 2006-2009 Wisconsin High School Model United Nations Conferences

International Cross-Training Workshops Coordinated

- 2005: New Tactics in Human Rights Asia Regional Training Workshop
- 2004: New Tactics in Human Rights International Symposium, Ankara, Turkey

Select Additional Curricular Development:

- High school activities for understanding the Israeli-Palestinian conflict
- Online resource guide and curricular materials on global sports, West African geography and Islam (Co-developed with Anita Alkhas)
- Case studies for teaching about contemporary genocide
- Teaching resource guide: 60th Anniversary of the Universal Declaration of Human Rights

Languages

French fluency

Douglas B. Savage, Assistant Director
Institute of World Affairs

Education

University of Chicago, MA, 1990, Middle Eastern Studies
Jamiat al-Yarmouk (Jordan), Foreign Language and Area Studies Fellowship, 1989, Arabic
University of Wisconsin-Milwaukee, BA, 1986, Communication

Experience

Positions

2005 – Present	Assistant Director, Institute of World Affairs, University of Wisconsin-Milwaukee
2000 –2005	Associate Director, Institute for Global Studies, UW-System
1998 – 2000	Outreach Specialist, Institute of World Affairs
1994 –1999	International Development Consultant
1991 - 1994	MidAmerica Regional Director, National US-Arab Chamber of Commerce

Teaching Experience

- “Politics of the Middle East & North Africa,” Political Science, University of Wisconsin-Milwaukee
- “The Making of the Modern Middle East,” School of Continuing Education, University of Wisconsin-Milwaukee
- “Origins of Political Islam,” Global Studies, University of Wisconsin-Milwaukee
- “Origins and Aspects of the Israeli/Palestinian Conflict,” Global Studies, University of Wisconsin-Milwaukee
- “Using Global Media,” Global Studies, University of Wisconsin-Milwaukee

Presentations

- 2004: Moderator, *The US-Saudi Relationship* (Metropolitan Milwaukee Association of Commerce)
- 2004: Arab Journalists Delegation (US State Dept. International Visitors Program), *The Political Process in the US and Its Impact on Mid East Policy*
- 2005: *Great Decisions* Lecture Series, St. Norbert’s College, *Violent Islamist Movements and Emerging Political Alternatives*
- 2005: Interview: Todd Feinburg Show (Syndicated National Radio), *Democratic Movements in the Arab World*
- 2006: Milwaukee Press Club Panel, *The Iraq War: A Forum for Journalists*
- 2007: Wauwatosa School District, *A Century of Palestinian/Israeli Conflict*
- 2008: Wisconsin Technical College System Summer Institute for International Education, “*Using Muslim World Media to Compare and Contrast Perspectives on World Affairs*”
- 2009: Wisconsin United Nations Association, “*Finding a Way Forward in Gaza*”

Languages

Arabic - General Professional Proficiency
German - Elementary Proficiency

PROJECT EVALUATORS

Kristen E. Brustad, Associate Professor, Department of Middle Eastern Studies
University of Texas at Austin

Education

Harvard University, Ph.D., 1991, Arabic Language, Dissertation: “The Comparative Syntax of Four Arabic Dialects: An Investigation of Selected Issues”

American University in Cairo, CASA Full-Year Program Fellow, 1980-81

American University in Cairo, CASA Summer Program Fellow, 1979

Georgetown University, B.S., 1980, Languages, Arabic

Experience

Positions

2006-Present Associate Professor, Dept. of Middle Eastern Studies, Univ. of Texas Austin

2000-2006 Associate Professor, Dept. of Middle Eastern Studies, Emory University

1994-1999 Assistant Professor, Dept. of Middle Eastern Studies, Emory University

1991-1996 Project Coordinator, NEH Arabic Materials Development Project

1992-1994 Assistant Professor, College of William and Mary

1991-1992 Assistant Professor of Arabic, Harvard University

1991-1998 Arabic Language Instructor, Middlebury School of Arabic

1990-1991 Instructor in Arabic, Harvard University

1983-1987 Arabic Language Teacher, Middlebury School of Arabic

1982-1983 Arabic Language Instructor, American University in Cairo

Publications

- “Jirmanus Farhat,” in *Dictionary of Literary Biography: Arabic Literary Culture 1350-1830*, ed. Joseph Lowry and Devin Stewart, forthcoming.
- “Drink Your Milks: -aat as Individuation Marker in Levantine Arabic,” in *Classical Arabic Humanities in Their Own Terms: Festschrift for Wolfhart Heinrichs*, ed. Beatrice Gruendler and Michael Cooperson, Brill 2007.
- “Reading Fluently in Arabic,” in *Handbook for Arabic Language Teaching Professionals in the 21st Century*, ed. Kassem Wahba, Lawrence Erlbaum Associates, 2006, pp. 341-352.
- “Jarir,” in *Dictionary of Literary Biography: Arabic Literary Culture 500-950*, ed. M. Cooperson and S. Toorawa, 2005.
- *Al-Kitaab fii Ta^callum al-^cArabiyya, [The Book on Learning Arabic] Part Two*, with Mahmoud Al-Batal and Abbas El-Tonsi, Second Edition with DVDs, Georgetown U. Press, 2006.
- *Al-Kitaab fii Ta^callum al-^cArabiyya, [The Book on Learning Arabic] Part One*, with Mahmoud Al-Batal and Abbas El-Tonsi, Second Edition with DVDs, Georgetown U. Press, 2004.
- *Alif Baa: An Introduction to Arabic Letters and Sounds*, with Mahmoud Al-Batal and Abbas El-Tonsi, Second Edition with DVDs, Georgetown U. Press, 2004.
- *Al-Kitaab fii Ta^callum al-^cArabiyya, [The Book on Learning Arabic] Part Three*, with Mahmoud Al-Batal and Abbas El-Tonsi, Georgetown U. Press, 2001.
- Joint author, *Autobiography in the Arabic Literary Tradition*, ed. Dwight Reynolds, Univ. of California Press, 2001.

- *The Syntax of Spoken Arabic: A Comparative Study of Moroccan, Egyptian, Syrian and Kuwaiti Dialects*, Georgetown Univ. Press, 2000. Translated into Arabic as *Qawaacid al-Lahajaat al-‘Arabiyya al-Hadiitha*, Egyptian High Council of Culture, Cairo, 2003.
- *Al-Kitaab fii Ta‘allum al-‘Arabiyya, [The Book on Learning Arabic] Part Two*, with Mahmoud Al-Batal and Abbas El-Tonsi, Georgetown U. Press, 1997.
- “Imposing Order: Reading the Conventions of Representation in Al-Suyuti's Autobiography,” *Edebiyat* 7:2, 1996.
- *Al-Kitaab fii Ta‘allum al-‘Arabiyya, [The Book on Learning Arabic] Part One*, with Mahmoud Al-Batal and Abbas El-Tonsi, Georgetown U. Press, 1995.
- *Alif Baa: An Introduction to Arabic Letters and Sounds*, with Mahmoud Al-Batal and Abbas El-Tonsi, Georgetown U. Press, 1995.
- *Advanced Texts in Egyptian Colloquial*, with Abbas El-Tonsi, American University in Cairo Press, 1982.

Presentations

- “Politics and the Language of Ziad Rahbani” presented at MESA, San Francisco, November 2004.
- From 9/11/2001 to 2006, over thirty appearances at public fora, including Emory, Riverwood, Decatur, DeKalb Arts, and Marist High Schools, Sun Trust Bank, St. Mark’s Church, Trinity Presbyterian Church, Kiwanis, and book clubs in Atlanta.
- “The Making of Al-Kitaab,” Department of Near Eastern Studies, Princeton University,
- October 2005
- “Language Ideology and the History of Arabic,” University of Texas, December 2005
- “The Syntax of Spoken Arabic,” to the Cairo Linguistics Group, Cairo, Egypt, March 2006
- “Arabic from Empire to Nation-State,” presented at SERMEISS conference, Charleston SC March 2005.
- “Tenure, Politics, and the Judicial System,” *Academic Freedom in Times of War*, MESAS Public Forum, Emory, Sept. 2002.
- “Palestinian Life under Occupation,” *The War in Israel/Palestine*, MES Department Public Forum, Emory, April 2001.
- “Teaching in a One-Room Schoolhouse” in “Heritage Learners in the Foreign Language Classroom: Issues and Challenges,” Emory University, Oct. 11, 2000.
- “A Pragmatic Approach to the Syntax of Spoken Arabic,” Middle Eastern Studies Department Colloquium, Feb. 23, 2000.
- “Emerging Literary Voices: Arab Women’s Literature” in Forum on Gender Issues in Asia, Emory University, Feb. 21, 2000.

Ahmad M. Sultan, Assistant Professor, School of Education
University of Wisconsin-Stevens Point

Education

University of Wisconsin-Madison, PhD, 1995, Curriculum and Instruction (Sociology minor)
Indiana University-Bloomington, Education Specialist, 1980, Instructional Systems Technology
Indiana University-Bloomington, MS, 1978, Instructional Systems Technology &
Telecommunications
King Saud (formerly Riyadh) University, Riyadh, Kingdom of Saudi Arabia, BA, 1973, Education
and General Teaching Certificate, Educational psychology & Arabic

Experience

Positions

2007-Present Assistant Professor , School of Education, University of Wisconsin-Stevens Point
2003-Present Series Editor, *Globalization and Education*, Atwood Publishing, Madison, WI
2002-Present Adjunct Instructor, Education, Professional Development, College of Professional
Studies, University of Wisconsin-Stevens Point
200-2007 Freelance Educational Consultant, Globalization, Arabic, Middle East Culture, and
Curriculum Design
2001-2002 Lecturer, Educational Communication and Technology, Department of Curriculum &
Instruction (teaching graduate courses), UW-Madison
1996-2001 Assistant Professor and Head of Educational Technology Unit, Department of
Curriculum & Instruction, (Educational Technology, Curriculum Planning and Development,
Educational Research Paradigms, and Technologies of Educational Supervision) United Arab
Emirates University, Al Ain, UAE
1992 -1995 Director, Media Center , Law School, UW-Madison
1991 - 1992 Program assistant, Minority Students Affairs Committee, Department of Curriculum &
Instruction, UW-Madison
1990 - 1991 Lecturer, Department of Curriculum & Instruction (Graduate Seminar, Educational
Technology)
1987 - 1991 University Supervisor, Department of Curriculum & Instruction (Practica in Math,
Science, and Social Studies), UW-Madison
2008-Present Consultant, Media Literacy Curriculum for the Arab Gulf States Schools, Arab Bureau
of Education for the Arab Gulf States, Riyadh, Saudi Arabia
2007-Present Consultant, Environmental and Global Learning Community Curriculum, Green
Lake School District, WI
2006-2007 Consultant, Laptops for Middle School Global Education, a Pilot Project, Green
Lake School District, WI
2005-2008 Educational Consultant, Arabic Summer Institute, a U.S. State Department Grant,
programs I, II, University of Wisconsin-Green Bay, WI (Arabic culture consultant, teaching
Arabic, and producing podcasts for learning Arabic for high school students)

Selected Publications

- 2009, Sultan, A, St. Maurice, A. and Cook, P. “A Candid Look at Pre-service Educators’ Perception of Required Self-Reflection and Reflective Dispositions”. AEARA Annual Meeting, San Diego CA, April, 12-18, 2009 (forthcoming)
- 2009, Sultan, A, Cook, St. Maurice, H. “Pre-Service Educators’ Perceptions of Required Self-Reflection” AACTE 61st Annual Meeting and Exhibits, Chicago IL, February 6, 2009

- 2008, Sultan, A. St. Maurice, H. and Cook, P. “A preliminary Study on Pre-Service educators’ perception of required self-perception”, a paper presented at Wisconsin Research Seminar: Closing the Gap: Highly Qualified to Highly Effective. Chula Vista, Wisconsin Dells, WI, June 17, 2008.
- 2008, [Routledge *Education World Year Book 2010: The Arab World*,] A solicited proposal Review. Routledge Publisher. June 07, 2008.
- 2007-Present *Jessour Tarbawyyah (Educational Bridges)*, Educational Blog (Arabic) translations of educational issues, reflections and reviews of, educational matters in the world with focus on the Middle East <http://www.abegs.org/sites/Blogs/default.aspx>

Selected Presentations

- 2008, “Cultural values, learning and communication in the global space,” Media Literacy, Globalization and Arab Gulf Youths, a regional conference in the Arab Gulf States, Sponsored by the Supreme Council of Family Affairs, Doha, Qatar, November 1-2
- 2005, “Defining global literacy & competencies for Wisconsin students, employees, and citizens”, Symposium Co-Chair, Statewide International Education Summit, Concourse Hotel, Madison, Wisconsin, January 27, 2005
- 2003, “Towards informationalizing critical theory of the curriculum,” A paper presented at the Annual Meeting of the American Educational Association, Chicago, IL, April 21-25, 2003
- 2002, “Globalizing technology or communicating education and culture? A critical evaluation of the role of educational technology in mediating globalization”. A paper presented before the faculty of the Department of Curriculum & Instruction, UW-Madison. WI. April 18, 2002

Committee Work

- 2009-Present **Member, Academic Affairs Committee.** UW-Stevens Point
- 2008-Present **Member, Globalizing Pre-Service Teacher Education**, a national *ad hoc* committee, Center for Global Studies in Education, University of Illinois-Urbana-Champaign
- 2007-Present **Member, the Governing Board**, Green Lake Global & Environmental Learning Community, Green Lake, WI
- 2003-Present **Member, Statewide Council on International Education**, the advisory council on globalization and international education policy and practice to the Governor of Wisconsin, Business leaders, and the Department of Public Instruction in the State of Wisconsin
- 2002-Present **Educational Consultant**, Arab Bureau of Education, Gulf Cooperation Council, Riyadh, Saudi Arabia
- 1999 – 2001 **Member, Committees for NCATE Accreditation**, College of Education, United Arab Emirates University (including program review, preparing college self-evaluation of old program, conducting comparative programs studies; writing the new Mission Statement of the College of Education, designing new elementary and secondary education programs, writing courses and the rubrics of evaluation of the educational technology programs, and designing educational technology resources center)



**Bridging Cultures
Building Understanding**

HEADQUARTERS

1730 M Street, NW
Suite 1100
Washington, DC 20036
Telephone: (202) 776-9600
Fax: (202) 776-7000
E-Mail: inquiries@amideast.org
Website: www.amideast.org

April 22, 2009

Sara West Tully
Administrative Director
Center for International Education
University of Wisconsin-Milwaukee
PO Box 413, Garland Hall Rm. 102
Milwaukee, WI 53201

Dear Sara,

I am pleased to write in support of the University of Wisconsin-Milwaukee's proposal under the Undergraduate International Studies and Foreign Languages Program. We are equally pleased to have had UWM as the first institutional affiliate of AMIDEAST Education Abroad Programs in the Arab World and to have had several UWM students on our programs already.

The initiatives you are proposing are extremely important ones not only for the University but also for the growth of U.S. knowledge about a critical region of the world. We look forward to supporting you in any way that we can.

We have been impressed by UWM's commitment to building opportunities for your students in the region and the seriousness with which you are going about the entire process. We are, therefore, looking forward to continuing to work with you as you secure the all-important faculty buy-in to the programs which is so crucial to their success. We will, therefore, be very happy to make whatever arrangements you feel are important to facilitate a visit by your team to our program in Morocco, including arrangements to visit our facilities, meet with our Country Director Joseph Phillips, Education Abroad Academic Coordinator Dr. Mohammed Ezroua, Education Abroad Program Manager in Morocco Jennifer Michaluk, and members of our faculty. We will also be happy to arrange appointments with key individuals at our academic partner institution in Rabat, the Faculty of Letters of Mohammed V University – Agdal.

Once you have word that your program is going forward, please let us know so that we can work with you to schedule the visit at an appropriate time.

Sincerely yours,

Jerome B. Bookin-Weiner, PhD
Director of Study Abroad and Outreach

A QUALITY
EDUCATION
FOR
EVERY
CHILD



State of Wisconsin

Department of Public Instruction

Elizabeth Burmaster, State Superintendent

April 10, 2009

Christine Corey
Senior Program Officer
International Education and Graduate Programs Service
US Department of Education
1990 K Street NW, Room 6069
Washington, DC 20006-8521

Dear Ms. Corey:

The Wisconsin Department of Public Instruction has an ongoing commitment to help citizens achieve globally literacy, understand the linkage of economies, peoples, and cultures around the world, and function comfortably and effectively in languages and cultures other than their own. This is a critical component of a 21st century education.

The Arabic language minor and related programming proposed by the University of Wisconsin-Milwaukee represents the kind of collaborative, comprehensive approach needed to maximize impact in a challenging fiscal environment. Its many components will benefit not only university students, but the wider community as well.

We are particularly pleased to see the prominent inclusion of resources for both pre-service and in-service K-12 teachers, including the development of multimedia instructional materials, on the Middle East. In addition, the programming that supports professional development such as the proposed workshop on Francophone North Africa for teachers of French and the Middle East-focused Global Studies Summer Institute are valuable opportunities for teachers to learn more about this critical region.

We believe the grant offers opportunities for exciting new avenues of collaboration between the University and Wisconsin's K-12 teachers and administrators, and we support it being funded.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael G. George', with a long horizontal line extending to the right.

Michael G. George, Director
Content and Learning Team

MGG:bms

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841 • Street Address: 125 South Webster Street, Madison, WI 53703

Telephone: (608) 266-3390 • Toll Free: (800) 441-4563 • FAX: (608) 267-1052 • TDD: (608) 267-2427 • Internet Address: dpi.wi.gov

MIDDLE EAST/NORTH AFRICAN AREA CONTENT COURSES

Course #	Course Title	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
COLLEGE OF LETTERS & SCIENCE							
<i>Anthropology</i>							
641	Seminar in Anthropology: (subtitled) "Ancient Cities"	Laura Villamil	Fall	3			11
<i>Arabic</i>							
101	First Semester Arabic	Dula Algady Mohammed Gallab Abdellatif Oulhaj Caroline Seymour-Jorn	Fall	5	35	62	64
102	Second Semester Arabic	Hamid Ouali	Spring	5	21	39	44
111	Cultures and Civilizations of the Muslim Middle East (to be offered FALL 09)	Staff		3			
164	Arabs and Islam in America (offered SPRING 06- 28 enrolled)	Caroline Seymour-Jorn		3			
199	Independent Study	Hamid Ouali	Fall Spring Summer	1-3	1		
201	Third Semester Arabic	Abdelaadim Bidaoui Khuloud Labanieh Hamid Ouali Caroline Seymour-Jorn	Fall	5	11	12	20
202	Fourth Semester Arabic	Hamid Ouali Caroline Seymour-Jorn	Spring	5	11	6	19
297	Study Abroad	Staff	Fall Spring Summer	1- 12		2	4
301	Fifth Semester Arabic (to be offered FALL 09; offered as ad hoc course Fall 08)	Hamid Ouali		3			
302	Sixth Semester Arabic (to be offered SPRING 10; offered as ad hoc course Spring 09)	Hamid Ouali		3			
311	Classical Arabic (to be offered FALL 10)	Hamid Ouali		3			
312	Classical Arabic (to be offered SPRING 11)	Hamid Ouali		3			
499	Ad Hoc: (subtitled) "Fifth Semester Arabic", "Sixth Semester Arabic"	Hamid Ouali	Fall Spring	1-6			8 12
<i>Art History</i>							
315	Art and Archaeology of Ancient Egypt (offered SPRING 06- 42 enrolled)	Bruce Precourt	Spring	3			
324	Art and Architecture of Byzantium (offered SPRING 06- 52 enrolled)	C. Maranci	Spring	3			
326	Heretics & Iconoclasts: The Art and Architecture of the Christian East	C. Maranci	Fall	3	53		46

COURSES WITH MENA STUDIES CONTENT

Course #		Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
Classics							
299	Ad Hoc: (subtitled) "Egyptian Hieroglyphics"	Bruce Precourt	Spring	3	9		
390	Egyptian Mythology	Bruce Precourt	Fall Spring Summer	3	73 59 26	74 71 16	71 76 X
English							
247	Literature and Human Experience: (subtitled) "The Bible as Literature-New Testament", "The Bible as Literature-Old Testament"	J. Fischer	Fall	3	21		
French, Italian and Comparative Literature (FICL)							
Comparative Literature (FICL)							
231	Literature and Religion: (subtitled) "Holocaust: Children and War", "The Qur'an as Literature", "The Bible as Literature"	Michael Fountain Caroline Seymour-Jorn	Fall	3	66		69
360	Seminar in Literature and Cultural Experience: (subtitled) "Arabic Women's Literature", "Arabic Women's Writers in Translation"	Caroline Seymour-Jorn	Spring	3	13		15
533	Seminar in Trends in Modern Literature: (subtitled) "Development of the Arab Novel"	Caroline Seymour-Jorn	Spring	3		10	
Geography							
130	Geography of Islam	Anna Mansson-McGinty	Fall Spring	3		32	49
410	Gendered Geographies	Anna Mansson-McGinty	Spring	3	2	3	
Global Studies							
190, 290, 390, 490	Think Tank Learning Community: (subtitled) "Origins of Political Islam", "Development in the Arab World", "Militarism, Warfare, and Gender"	Thomas Maguire Ghada Masri Doug Savage	Fall Spring	1	25 12		25
499	Ad Hoc: (subtitled) "Gender and Globalization"	Ghada Masri	Fall	3			9
Hebrew Studies							
100	Introduction to Judaism	Dana Margolis	Fall Spring	3		20	22 27
101	First Semester Hebrew	Dana Margolis	Fall	4	12	14	9
102	Second Semester Hebrew	Yair Mazor	Spring	4	6	10	5
105	Introduction to Biblical Hebrew I	David Bursin	Fall	4	12		11
106	Introduction to Biblical Hebrew II	David Bursin	Spring	4	5		8
199	Independent Study	Rachel Baum Yair Mazor	Fall Summer	1-3	1		X
201	Third Semester Hebrew	Yair Mazor	Fall	3	7	3	11
202	Fourth Semester Hebrew		Spring	3	3	4	11

COURSES WITH MENA STUDIES CONTENT

Course #		Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
231	Introduction to the Old Testament/Hebrew Bible	David Bursin	Spring	3	33	32	29
235	The Dead Sea Scrolls & the Bible	David Bursin	Fall	3	35		
238	Topics in Hebrew-Jewish Literature and Culture: (subtitled) "Judaism, Christianity and Islam", "Arab-Israeli Conflict", "Introduction to Judaism", "Representing the Holocaust in Words & Images"	Rachel Baum	Fall	3	92	107	62
		David Bursin	Spring		91	67	35
		Timothy Crain Dana Margolis	Winter		5		
249	History of Jewish Civilization: Biblical Period	David Bursin	Fall	3			15
254	Studies in Hebrew Culture: (subtitled) "Moses, Jesus and Mohammed", "The Body in Jewish Tradition", "Literature and Film of the Holy Land"	Timothy Crain	Fall	3	39	67	36
		Dana Margolis Yair Mazor	Spring		56		
256	Good and Evil in Judaism, Christianity, Islam	Rachel Baum	Fall	3		24	
261	Representing the Holocaust in Words and Images	Rachel Baum	Fall	3			17
			Spring			24	17
268	Jewish and Christian Responses to the Holocaust	Rachel Baum	Spring	3		19	15
274	Ancient Egyptian Civilization	Bruce Precourt	Fall	3	106	69	44
			Spring		63	31	45
321	The Holocaust & the Politics of Memory	D. Listoe	Fall	3	22		
			Spring		5	13	21
331	Topics in Biblical Literature: (subtitled) "The Jewish God"	S. Blumberg David Bursin	Fall	3	25	13	40
332	Women in the Bible	Dana Margolis	Spring	3	11	18	23
699	Advanced Independent Study	Yair Mazor	Fall	1-3	7		2
		Rachel Baum	Spring		6	2	1
			Summer		1		
History							
280	Islamic Civilization: The Formative Period, ca 500-1258	Ellen Amster	Fall	3	46		
282	The Modern Middle East in the Nineteenth and Twentieth Centuries	Ellen Amster	Fall	3		41	
			Spring		46		
319	The Era of the Crusades	A. Larsen	Fall	3		27	44
			Spring		51		
370	Topics in the History of Religious Thought: (subtitled) "Early Christianity", "Judaism in the Ancient World"	J. Beall	Fall	3		68	
			Spring		40		
383	North Africa: From Arab Conquest to the Present	Bruce Fetter	Fall	3		38	
386	Africa: The Age of Empires to 1880	Bruce Fetter	Fall	3	42	39	36
387	Africa: Imperialism & Independence Since 1880	Bruce Fetter Jessica Krug	Spring	3	34	43	38

COURSES WITH MENA STUDIES CONTENT

Course #		Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
International Studies							
550	Senior Seminar: (subtitled) "Gateways to Africa", "Cultures and Civilizations of the Modern Middle East", "Ethnic Conflict", "Humanitarianism in Global Perspective"	Erica Bornstein Bruce Fetter Shale Horowitz Caroline Seymour-Jorn	Fall	3	20 16	21	19
Jewish Studies							
199	Independent Study	Rachel Baum	Fall	1-6		1	
260	Negotiating Religion & Nationalism: Jewish Experience in Europe/Middle East	Timothy Crain	Spring	3		48	
261	Representing the Holocaust in Words and Images	Rachel Baum	Fall Spring	3		12	19 25
268	Jewish and Christian Responses to the Holocaust	Rachel Baum	Spring	3		10	21
350	Global Jewish Film and Television	Tasha Oren	Spring	3			6
379	Introduction to Jewish History	Shay Pilnik	Fall	3		2	5
489	Internship in Jewish Studies	Timothy Crain	Spring	1-6		1	
499	Ad Hoc: (subtitled)	Rachel Baum	Spring	1-6		1	
699	Advanced Independent Study	Rachel Baum Timothy Crain Lisa Silverman	Fall Spring	1-3	1		1 1
Political Science							
371	Nationalism and Ethnic Conflict	Shale Horowitz	Fall Winter	3	39		39
Women's Studies							
300	Gender and Spirituality: (subtitled) "Women and Gender in Islam"	Anna Mansson-McGinty	Spring	3		21	

Advanced/Upper-Level Courses with Transnational Content

With the proposed MENA Studies Certificate portfolio option, students could complete area-specific work in these courses (at the 300-level and above) that would qualify for credit under the MENA Studies certificate program.

Course #	Course Title	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08*09
COLLEGE OF LETTERS & SCIENCE							
Africology							
311	African Religious Thought and Social Organizations	Bellegarde-Smith,	Spring	3	11	11	16
329	Problems and Prospects of US / Africa Economic Relations	Armah, Wambsy	Fall Spring	3	21 35	38	16
344	Political Movements and Organizations in the Afroworld (75% Africa focus)	Bellegarde-Smith	Fall Spring	3	7	7	5
362	Philosophy & Thought in the Afroworld II	Mbalia	Fall	3			10
414	The Black Woman in America, Africa, and the Caribbean	Taylorboyd, Mballa	Fall Spring	3	8	14	15
451	Rites of Passage in Black Societies (Foundations of the use of rites of passage in different societies throughout Africa and the African diaspora)	Staff	Fall	3	16	19	14
565	Selected Texts in Africology	Mbalia	Spring	3		12	16
Anthropology							
307	World Archaeology: Foundations of Civilization	Richards	Fall Spring	3	26	59	59
320	Peoples and Cultures of Africa	Ajirotutu	Spring	3			
328	Comparative Studies of Music, Race, and Gender in Nationalism (<i>comparative study of processes of nation-formation and of roles played by race, gender, and music in national identities</i>)	Washabaugh	Fall	3		22	22
349	Ethnography and Cultural Processes (<i>how socio-cultural processes are represented through ethnography in a global context</i>)	Malaby	Fall	3	22		
355	Globalization, Culture and Environment	Heatherington	Fall Summer	3 3		37 22	39
360	Introduction to Linguistic Anthropology (<i>considered in relation to specific languages/cultures</i>)	Ajirotutu, Perley	Fall Spring	3	35	40 31	41 52
431	Urban Anthropology (<i>cross-cultural study of urban systems and subsystems; evolution of urban society, with international case studies</i>)	Staff	Spring	3		25	
446	Child In Different Cultures	Staff	Spring	3		32	
448	Cultural and Human Ecology (<i>Relationships of human societies to natural environments, with international examples</i>)	Hudson	Spring	3	15		

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
449	Economic Anthropology (<i>Uses and allocation of resources; modes of production and distribution and their relationship to kinship, politics and other aspects of culture</i>)	Staff	Fall	3	19		
450	Political Anthropology (<i>Political organization: forms of authority, responsibility, accountability and power in societies in international contexts</i>)	Staff	Fall Spring	3 3	16	15	
543	Cross-Cultural Study of Religion	Aycock, Applbaum	Fall	3			15
641	Seminar in Anthropology	Applbaum	Fall Spring	3			11
					26	15	17
Art History							
359	Modern Architecture I: The European Foundations of Modern Architecture	Staff	Spring	3	29		
371	African Art	Ulrich	Fall Spring	3	24		32
Atmospheric Sciences							
690	Seminar in Atmospheric Science: Global Warming	Tsonis	Fall Spring	1-3		15	
					12	9	5
Biological Sciences							
310	General Ecology (<i>Ecosystems, populations, relationships between organisms and environment</i>)	Lepczyk, Hoverman, Pauers, Ehlinger, Whittingham	Fall Spring	4	81 40	84 46	86 45
Communication							
313	Human Communication and Technology	Braman, Mabry	Fall Spring Summer Winter	3	64 75 36 25	46 42 38	38 64 13 17
350	Intercultural Communication (<i>survey of communication in a global context</i>)	Bradford, Daniels, Lim, Grimes	Fall Spring Summer Winter	3	105 100 22 46	103 117 22 36	117 129 12 27
363	Communication in Human Conflict (<i>Includes cross-cultural examples</i>)	Henzl, Ang	Fall Spring Winter Sumemr	3	34 71 35	55 46	
						12	27
450	Cross-Cultural Communication	Lim, Bradford	Fall Spring Summer	3	44 22 20	46 45 21	20 23 17
550	International and Global Communication	Supriya, Lim	Fall	3	26	23	
660	Communication Capstone Seminar: Communication and HIV/AIDS	Peterson	Spring	3	24		
665	Introduction to Mediation (<i>international conflict resolution</i>)	Mayes, Burrell, Szmania	Fall Spring Summer	3	61 44	33 44	47 49

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
672	Communication and Social Order <i>(comparative analysis of the role of communication in both maintaining and challenging social structures and hierarchies)</i>	Olson	Fall	3	22	18	18
675	Communication in International Mediation and Peacebuilding	Ricigliano	Fall Spring	3	27 21		25
Comparative Ethnic Studies							
250	Selected Topics in Ethnic Studies: Starbucks, Ethnicity & Globalization	Kreutzer	Fall Spring	3	25 31	18 37	37 21
Conservation and Environmental Sciences							
471	Principles of Natural Resource Management <i>(Includes international perspectives on the maintenance of renewable resources)</i>	Zaber	Spring	3	32	35	31
490	Conservation and Environmental Science <i>(includes international perspectives)</i>	Brooks	Fall Spring	3	13 19	26 18	17 23
Economics							
302	Intermediate Macroeconomics <i>(analysis of aggregates in national and global economies)</i>	Lei, Neuman, Batabyal, Vesely	Fall Spring Summer	3	45 54 21	63 67 29	68 74 2
325	Money and Banking <i>(international monetary theory and policy)</i>	Vesely, Holman, Neumann	Fall Spring Summer	3	51 84	60 74	59 77 3
328	Environmental Economics	McGinty	Fall Spring	3	28	39	40
351	Introduction to International Economic Relations	Bahmani-Oskoe, Wamboye, Thanabordeekij, Kovyryalova, Sarkar, Chi	Fall Spring Summer	3	67 104 19	80 111 27	89 130 1
353	Economic Development <i>(examines determinants of growth, modernization, poverty, and inequality in Africa, Asia, Latin America)</i>	Mohtadi, Fuhmann	Fall Spring Summer	3	32 27	29 35	32 30
404	Economic Applications of Game Theory <i>(multi-party decision problems of firms, governments and countries)</i>	Lei	Fall Spring	3		29 26	
447	Labor Economics <i>(influence of international trade on domestic labor markets)</i>	Thanabordeekij, Eberhardt, Cotti, Adams	Spring	3	37	26	42
454	International Trade	Chakrabarti	Fall Spring	3	22 37	29 33	25 50
455	International Finance	Neumann, Murshid	Fall Spring	3	14 27	11 24	30
English							
312	Topics in Film Studies: Media & Internet Culture <i>(how transnational communication networks influence culture)</i>	Poster	Fall Spring Summer	3	26 22 8	23 26	25 25
316	World Cinema <i>(focuses on non-US films and film industries)</i>	Blasini	Fall Spring	3	51 55	46 25	28

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
320	<i>Studies in Film Authorship: Global Authors</i>	Blasini	Fall Spring	3	47 24	30 37	45 24
380	Media and Society <i>(International media examined regarding representation of class, gender, race and nation)</i>	Martin, Blasini	Fall Spring Summer	3	23 24 13	34 16	24
394	Theories of Mass Culture: Various Topics	Oren, Schneider	Fall Spring	3	23	15	16
404	Language, Power, and Identity <i>(The use of distinctive language varieties to construct identity and maintain power relations within a society)</i>	Amsler, Smith	Fall Spring Summer	3	19 23 13	23 24 19	33 15
465	Women Writers: Women Writers in a Global Context	Banerjee	Fall Spring Summer	3	30	37 44	25 25 2
507	Studies in Twentieth Century Literature <i>(selected international texts)</i>	Nardin	Fall Spring	3	25		28
624	Seminar in Modern Literature <i>(themes of modern literature in a cross-cultural context)</i>	Tatham	Fall Spring	3	13		14
627	Seminar in Literature and Culture: Civil Disobedience	McKenzie	Fall Spring	3	16 8	14	
685	Honors Seminar: Travel Writing on Sub-Saharan Africa	Roberts	Fall Spring	3	16 13	22 12	43
Foreign Languages and Linguistics							
420	Introduction to Second Language Acquisition	Eckman	Fall	3	23	21	16
430	Language and Society	Tieszen	Spring Summer	3	27	32	31
468	Language in its Various Forms	Eckman	Fall Spring	3	12	28	32
474	Language Typology and Universals	Moravcsik	Spring	3	7	16	
French, Italian and Comparative Literature							
Comparative Literature (FICL)							
350	Topics in Comparative Literature <i>(One or more areas of comparative literature across periods, genres or regions)</i>	Pitt	Fall Spring	3		14	18 25
360	Seminar in Literature and Cultural Experience	Xu	Fall Spring Summer Winter	3	13	13	15 12
French (FICL)							
311	French for International Business/Professional Communication: Oral Emphasis	Staff	Spring	3		8	
361	French for International Business Communication: Writing Focus	Gest	Spring	3			10
410	French Language/Francophone Culture Immersion Weekends (with a focus on specific regions)	Asare, New, Oliver, Turk, Staff	Fall	1	4		

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
433	Topics in French Literature	Verdier	Fall Spring	3	6	6	5
451	Cinema of the French Speaking World	Mileham	Spring	3	10	12	15
510	Seminar on Masterpieces of Literature Written in French	Verdier	Fall	3	8	6	
Geography							
309	Nationalities and Nations of the World	Platt, Perkins	Fall Spring	3	62 52	62 38	55 52
310	General Climatology (<i>global climate patterns and processes that shape them</i>)	Schwartz	Fall	3	15	25	31
350	Conservation of Natural Resources (<i>Environmental ethics; positive and negative consequences of resource development and conflicts</i>)	DeSousa, Fredlund	Fall Spring Summer	3	103 60 13	78 102 27	69 102 14
430	Geography of Transportation (<i>global transportation, w/ emphasis on commodity flows and traffic patterns</i>)	Wu	Fall Spring	3	11		17
441	Geography of Cities & Metropolitan Areas	Schroeder	Fall	3	29	32	29
443	Cities of the World: Comparative Urban Geography	Kenny	Spring	3	32	41	26
464	Environmental Problems (<i>case studies of geographical and historical roots of modern global environmental problems</i>)	DeSousa	Fall Spring	3	23	23	26
520	Physical Geography of the City (<i>factors impacting human activities in urban environments, considered in context of global urbanization</i>) (50% international)	Drezner	Spring	3			23
Global Studies							
311	Contexts for Global Management	Aneesh, Applbaum	Fall Spring	3	16	19	25
321	Global City in History	McGuinness	Spring	3		19	
351	Global Communications I: Language, Media, Social Practice	Martin, Van Pelt, Aneesh	Fall	3		18	20
371	Global Security I: Rethinking Global Security	Howland, Paik, Heo	Fall	3	8	17	17
390/ 490	Think Tank Learning Community (variable topic)	Masri, Maguire, Savage, Biniecki	Fall Spring	1	28 41	30 47	57 47
447	Global Politics of Human Rights	Bornstein	Fall	3		9	
448	Intellectual Property: Global Information Economy	Aneesh	Fall	3			13
451	Global Communications II: Access, Security & Intercultural Contexts	Lim	Fall			23	
471	Global Security II: Strategies for Realizing Security	Anderko, Skoll, Wei	Fall	3	3		18
489	Global Studies Internship (overseas)	Buss	Fall Spring Summer	3	5 0 5	3 10 5	2 11
499	Ad hoc (variable topic) course: Gender and Globalization	Masri	Fall	3			9

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
500	Global Management Capstone Seminar: Global Strategy	Rathburn, Liston, Ricigliano, Martin, Supriya, Levitas	Spring	3	9	11	11
541	Cross-Cultural Management	Gonzalez, Li	Fall	3	14	19	21
551	Global Communications Capstone Seminar: Future Trends	Malaby	Spring	3		6	6
571	Global Security Capstone Seminar: Future Trends	Ricigliano	Spring	3		10	7
History							
302	History of Christianity East and West: Since 1500	Staff	Spring	3			32
320	History of Medieval Warfare	Larsen	Fall Spring	3	47	50	47
345	Modern Balkans: Nationalism, War and Democracy	Shashko	Spring	3	42		
364	The Holocaust: Anti-Semitism and the Fate of Jewish People in Europe, 1933-45	Crain	Fall Spring	3	78 44	48	43
372	Topics in Global History	McGuinness, Rivas	Fall Spring	3	54 62	47	76 49
392	The History of Southern Africa	Staff	Summer	3	32	23	
International Studies							
550	Senior Seminar	Beck	Fall Spring	3	20 16	21 12	19 20
Journalism and Mass Communication							
226	Religion, Media and Culture	Backes	Spring	3	41	50	48
361	Media Ethics (<i>application of ethical principals to controversies in journalism, advertising, public relations, new technologies, including their application to coverage of world events</i>)	Whitaker Allen Gallun	Fall Spring Summer	3	51 58	34 33	68
450	Race and Ethnicity in the Media (<i>media content and forms as they apply to coverage of world events</i>)	Supriya	Fall Spring Summer Winter	3	26 42 34 25	40	33 39 12 13
460	Gender and Media (<i>critical analyses of representations in world event coverage</i>)	Rostankowski, Poster, Stabile	Fall Spring	3	93 79	52 74	
560	History of Mass Media	Smith Levine	Fall Spring Summer	3	36 47	31 25	24 30
620	Global Media Systems	Brush, Maguire Supriya	Fall Spring Summer	3	19 22	22 25	24 24
661	Seminar in Mass Communication and Society (<i>Relationship of mass media to public opinion, government and society, in a comparative context</i>)	Backes, Zhang, Allen, Ley, Levine, Bailey	Fall Spring Summer	3	70 78 16	77 90 18	61 74 5
Philosophy							
250	Philosophy of Religion (<i>survey of faith concepts, traditional proofs, relevance of scripture</i>)	Mondadori, Eastman Jr., Lewis	Fall Spring Summer	3	112 107	93 106	54 53 11

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
355	Political Philosophy (<i>Review of philosophical doctrines involved in justification of political decisions</i>)	Wainwright, Gendron	Fall Spring	3	26	29	19
432	History of Modern Philosophy	Atherton	Spring	3	54	49	39
453	Special Topics in the History of Modern Philosophy (<i>Intensive study of a philosopher or movement or historical problem, e.g. the British empiricists</i>)	Sensat, Atherton, Gendron	Fall Spring	3	21	11	17
685	Capstone Senior Seminar: Problem of Universals in the Middle Ages	Mondadori	Fall Spring	3	20 15	14 14	15 15
Political Science							
310	Politics of the Soviet Union and its Successor States	Pienkos, Clardie	Fall	3	48	47	57
316	International Law	Nardin, Beck	Fall Spring	3	79	63	70 65
330	The Politics of International Economic Relations	Horowitz	Fall	3	49		
337	International Organizations and the United Nations	Horowitz	Fall Summer Winter	3	24	48 24 19	54 2
338	Seminar in International Relations: Various Topics	Staff	Spring Summer	3	24	27	2
340	Politics of Nuclear Weapons	Redd	Spring Summer	3		47	15
365	Theories and Methods in International Politics	Heo, Karaman	Fall	3	50	59	27
370	International Conflict	Garnham, Karaman, Ye, Clardie	Fall Spring	3		63	23 47
423	Conduct of American Foreign Affairs	Redd, Johnson	Fall Winter Spring Summer	3	52 26 29	42 17 43	16 54 9
Sociology							
324	Comparative Race Relations (<i>race relations in historical and cross-cultural perspective</i>) (50%)	Staff	Spring	3	34	35	35
333	Social Class in Industrial Society (<i>comparative analysis of patterns of stratification in modern societies</i>)	Noel, Dreyer	Spring	3	27		
377	Urbanism and Urbanization (<i>examines impact of historical development and changing spatial patterns on social behavior in metropolitan areas in industrialized societies</i>)	Edari	Fall Spring	3	37	38	28
450	Environmental Sociology (<i>analysis of the interaction between humans and the natural environment in industrialized societies</i>)	Bharadwaj	Fall Spring	3	27 27		

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
Women's Studies							
401	Global Feminisms	Mansson McGinty, Banerjee	Fall Spring	3	23	24	23
500	Advanced Social Science Seminar in Women's Studies: Gender & Culture <i>(gender roles in world cultures)</i>	Mansson McGinty	Fall Spring	3		14	
ARCHITECTURE AND URBAN PLANNING							
Architecture							
300	Architectural History and Theory <i>(a global perspective)</i>	Krause, Hubka	Fall Spring	3	68 49	66 69	74 72
302	Architecture and Human Behavior <i>(behavioral, social and cultural factors and their implications for the design and planning of the built environment; extensive international examples)</i>	Weisman	Fall Spring	3	43 66	64 46	69 73
303	Architecture and Environmental Response <i>(50% international case studies)</i>	Ollswang	Fall Spring	3	49 60	73 74	67 70
510	Survey of Structural Analysis <i>(gives a historical and comparative overview of Asian, European, and South American building methodologies)</i>	Salameh	Fall Spring Summer	3	21 15 15	22	23 20
531	Historic Concepts of Architecture <i>(Attention to cross-cultural influences)</i>	Hubka	Fall	3	18	21	20
532	Modern Concepts of Architecture <i>(Attention to cross-cultural influences)</i>	Wishne	Fall	3	14	26	24
635	Studies in Architectural History and Precedent <i>(Includes historical and international perspectives)</i>	Jarosz	Fall	3		6	5
645	Studies in Urban and Community Design Theory <i>(Includes international perspectives)</i>	Witzling, Esswein, Isaacs, VanOudenalle, Dicker	Fall Spring	3	11 8	11 12	10 14
Urban Planning							
315	Planning for Great Cities of the World: Their Growth and Guided Urbanization	Carlson, Strigens	Fall Spring	3		42	51
ARTS							
Visual Art							
309	Issues in Contemporary Art	Lampert	Fall Spring Summer	3	51 81	58 46	92 82 6
BUSINESS ADMINISTRATION							
Business Administration							
320	Managerial Economics <i>(role of applied economics in decision-making, in global context)</i>	Marcus, Ye Gomes	Fall Winter Spring Summer	3	390 31 383 60	418 34 420 63	417 38 443 36
427	International Accounting	Bauman, Saeman	Fall Spring	3		46	

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
435	Emerging Information Technologies <i>(emerging technologies impacting business around world)</i>	Wilson, Chiravuri Bansal	Fall	3	31	30	
			Spring		35	25	
438	Management Information Systems: Global Information Systems	Mao, Srite	Fall	3	29	26	
			Spring		31	12	5
			Summer		10		
441	Diversity in Organizations <i>(examines cultural values and practices among diverse groups in organizations; discrimination, stereotyping, prejudice)</i>	James, Ragins	Fall	3	48	61	
			Spring		44	45	47
456	International Financial Management	Kim, Garba, Ng	Fall	3	94	88	126
			Spring		96	101	155
			Summer		28	50	28
462	Marketing Research <i>(international examples)</i>	Nikolaeva, Johnson	Fall	3	174	155	160
			Spring		163	179	188
			Summer		24	36	9
463	Marketing Management <i>(development and implementation of marketing plans; issues pertinent to target markets) (25%)</i>	Ringberg, Shaffer	Fall	3	121	137	144
			Spring		160	173	171
			Summer		28	31	20
465	International Marketing	Blankenburg, Brachman, Shaffer, Barrett, Gupta, Lowengart	Fall	3	186	218	225
			Spring		234	230	233
			Summer		30	44	16
			Winter		41	39	40
468	Internet Marketing <i>(global context of internet marketing)</i>	Bhatnagar, Johnson	Fall	3	45	46	39
			Summer				
496	International Business	Berg, Shaffer, Brachman, Wentz, Garba	Fall	3	179	173	171
			Spring		176	199	200
			Summer		20	33	28
			Winter		48	49	46
530	Introduction to eBusiness <i>(exploration of applications of global internet technology to business practice)</i>	Ambrose, Jarupathirun	Fall	3	22	24	14
			Spring		8		
			Summer			17	4
EDUCATION							
Curriculum & Instruction							
313	Teaching Economics in the Social Studies Curriculum	Schug	Fall	3	27	29	24
			Spring		13	13	16
321	Introduction to the Teaching of Social Studies	Goree	Fall	3	11	10	11
			Spring		16	14	19
323	Teaching of Social Studies	Goree, Tiezzi- Waldera, Mueller, Post, Muirhead	Fall	3	140	122	100
			Spring		71	89	89
			Summer		23	13	11
334	Teaching of Modern Foreign Languages	Curtain, Oxford	Fall	3	18		
522	Economic Education	Staff	Fall	3	10		
543	Developing Literacy Skills in the Bilingual Classroom	Kuschel	Spring	3	32	18	20
			Summer			18	
655	Applied Linguistics for Teachers	Krause, Antrop- Gonzalez	Fall	3	28	18	20
			Summer		9	20	5

ADVANCED TRANSNATIONAL CONTENT COURSES

Course #	Course Title)	Instructor(s)	Terms	Credits	enrolled/offered		
					06-07	07-08	08-09
Educational Policy and Community Studies							
375	Cultural Foundations of Education <i>(examines cultural influences of diasporic communities as they affect education in the US)</i>	Harris, Brosio, Troiano, Johnson, Gallant, Tapia, Tomala-Nita, Farmer- Hinton, Byrnes	Fall Spring Summer Winter	3	209 178 33 14	219 184 22 17	207 195 7 17
411	Conflict and Change <i>(examines bargaining and conflict in community education in a variety of contexts) (50% international)</i>	Porter	Spring	3	19		
520	Peace Education <i>(how education can address the threat of nuclear weapons; prepares students to teach about war and peace)</i>	Harris, Foley	Fall Spring	3	15	5	18
550	Comparative Education <i>(survey of foreign school systems)</i>	Staff	Spring	3	10		
579	Current Topics in the Cultural Foundations of Education <i>(focus on international topics)</i>	Galland, Byrnes	Spring Summer	1-6	9	10	
660	History of Western Education <i>(examines educational systems in western countries through the development of various civilizations from ancient Egypt to Europe)</i>	Gallant	Fall	3	10		
HEALTH SCIENCES							
Health Care Administration							
297/ 497	Health Care Administration Study Abroad		Fall Spring Summer	1- 12			7
INFORMATION STUDIES							
Library and Information Science							
620	Ethics and the Information Society <i>(focus on global information society, ethical implications of IT, digital divide)</i>	Buchanan	Fall Spring Summer	3		27	38 7
635/ 682	Digital Libraries <i>(evaluation of international digital libraries and gateways)</i>	Xie	Fall	3	25	15	24
SOCIAL WELFARE							
Criminal Justice							
291	International Terrorism	Skoll	Fall Spring Summer	3	49 114 14	33 103	93
410	Comparative Criminal Justice <i>(comparative study of criminal justice systems in selected countries) (75%)</i>	Bokas	Spring	3	29	37	33
Social Work							
665	Cultural Diversity and Social Work <i>(Emphasis on culture, race and ethnicity, theories of prejudice and racial minority groups and the politics of human services in multicultural society) (25%)</i>	Lowery, Torres, Singer, Grisby	Fall Spring Summer	3	53 93 36	41 82 37	48 96 25

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget.pdf**

**UW-Milwaukee Proposed UISFL Budget:
Strengthening Middle East and North African Language and Area Studies**

Pg.	Direct Costs	% Time	US/ED Year 1	US/ED Year 2	UWM Year 1	UWM Year 2
PERSONNEL (projected annual rate increase of 2%)						
Faculty						
13	<p>Seymour-Jorn, Caroline: Principal Investigator, Assistant Professor* of Comparative Literature, Co-Director of Middle Eastern and North African Studies Program</p> <p><i>Provide academic oversight over all grant administration activities; coordinate advisory committee, co-curricular program and curriculum planning meetings; develop Palestinian and Israeli Literature and Film course; assess/develop Jordan study abroad options; coordinate MENA certificate program</i></p> <p><i>requesting 1/9 Summer Salary for 2 years prorated from 9-month salary of \$52,542, with Year 1 balance provided by CIE in June 09</i></p> <p><i>in-kind university academic year match</i></p> <p><i>* expected to receive tenure Fall 2009 - carries \$4000 salary increase</i></p>	20%	2,838	6,408	10,908	11,535
15	<p>Alkhas, Anita, Associate Professor of French</p> <p><i>Lead efforts to strengthen French students' participation in Arabic language and MENA studies programs; strengthen Francophone study abroad in N. Africa, develop Picturing the Maghreb French course; coordinate Workshop on Francophone N. Africa for K-12 French teachers</i></p> <p><i>requesting 1/9 Summer Salary for 2 years prorated from 9-month salary of \$57,085, with Year 1 balance provided by CIE in June 09</i></p> <p><i>AY salary exceeds match requirement; in-kind not shown</i></p>	20%	3,343	6,470		
14	<p>Amster, Ellen: Assistant Professor* of History, Co-Director of Middle Eastern and North African Studies Program</p> <p><i>Participate in advisory committee, co-curricular program and curriculum planning meetings; develop Health and Environment in the Middle East and North Africa course; develop/lead Morocco summer study abroad program; organize MENA film festival</i></p> <p><i>requesting 1/9 Summer Salary for 2 years prorated from 9-month salary of \$54,107</i></p> <p><i>AY salary exceeds match requirement; in-kind not shown</i></p> <p><i>* expected to receive tenure Fall 2010</i></p>	20%	6,012	6,577		
13	<p>Ouali, Hamid: Assistant Professor of Arabic/Linguistics</p> <p><i>Participate in MENA curriculum planning meetings; plan, document and submit for campus approval Arabic Minor curriculum; develop Language Variation in the Arab World course; assess/develop Egypt study abroad program options; supervise Arabic Language Roundtable activities</i></p> <p><i>requesting 1/9 Summer Salary for 2 years prorated from 9-month salary of \$55,030, with Year 1 balance provided by CIE in June 09</i></p> <p><i>in-kind university academic year match</i></p>	20%	3,114	6,237	11,006	11,226
Professional/Academic Staff						
16	<p>Maguire, Thomas: Research Coordinator, CIE</p> <p><i>Coordinate project evaluation and assessment activities, including development of portfolio assessment instrument for MENA Certificate; assist with development/implementation of co-curricular programs</i></p> <p><i>in-kind salary prorated from \$45,248.17 annual rate</i></p>	20%			9,050	9,231
17	<p>Palasz, Nicole: K-12 Programs Coordinator, CIE</p> <p><i>Plan/implement summer institutes for K-12 teachers; develop teaching resources, curricular guides; assist K-12 teachers with professional development plans incorporating MENA studies</i></p> <p><i>salary exceeds federal match requirement; in-kind not shown</i></p>	15%				
17	<p>Savage, Douglas: Assistant Director, Institute of World Affairs, CIE</p> <p><i>Coordinate development of K-12 learning objects and teaching materials, as well as IWA efforts to expand public access through Int'l Focus, webcasting, advertising, video production and web development</i></p> <p><i>salary exceeds federal match requirement; in-kind not shown</i></p>	15%				

Pg. Direct Costs

	% Time	US/ED Year 1	US/ED Year 2	UWM Year 1	UWM Year 2
Student Workers					
9	50%				
Student Assistant, Project Support					
<i>Development and administration of co-curricular programs: Arabic Language Roundtable, MENA Speaker Series, MENA Distinguished Lectures, MENA Film Festival - \$9/hour at 1040 hours/year</i>		9,360	9,360		
Subtotal/Personnel:		24,667	35,051	30,964	31,991
FRINGE BENEFITS (projected annual rate increase of 1%)					
Faculty @ 38.5% FY09; 39.5% FY10		5,893	10,148	8,437	8,990
Academic Staff @ 38.5% FY09; 39.5% FY10				3,484	3,646
Student Workers @ 3.5% FY09; 4.5% FY10		328	421		
Subtotal/Fringe Benefits:		6,221	10,569	11,921	12,637
TRAVEL					
8					
Study Abroad Program Development -Morocco					
<i>program seed funds to cover faculty director E. Amster's travel/housing/per diem and instruction costs in Fes</i>			5,500		
8					
Study Abroad Program Development -Egypt					
<i>inter-institutional partnership development with University of Cairo, AMIDEAST/Egypt; funds to cover program development travel for H. Ouaji</i>		3700			
8					
Study Abroad Program Development -Jordan					
<i>AMIDEAST/Jordan program assessment and partnership development to establish range of language and area studies options for UWM students; funds to cover program development travel for C. Seymour-Jorn</i>		3,700			
8					
Study Abroad/Course Development for Francophone N. Africa					
<i>course/program development funding for A. Alkhas' travel to Rabat, Morocco to strengthen partnership with Muhammad V University, AMIDEAST and collect instructional materials</i>		3,700			
Travel to UISFL Project Director Meetings					
<i>PI to travel to UISFL project director meetings each year est. at \$2000 for airfare, hotel, per diem</i>		2,000	2,000		
Subtotal/Travel:		13,100	7,500		
EQUIPMENT					
None					
Subtotal/Equipment:					
SUPPLIES					
7					
Library Materials Supporting Instruction					
<i>acquisition of multimedia and print instructional materials in Arabic and English</i>		10,000			
9					
Arabic Language Roundtable					
<i>printing and supplies supporting weekly structured discussion groups of Arabic language students and speakers</i>		500	500		
Arabic Minor/ Middle Eastern and North African Studies Certificate Program Brochures					
<i>supplies, printing</i>		1,000			
Subtotal/Supplies:		11,500	500		

Pg. Direct Costs

		% Time	US/ED Year 1	US/ED Year 2	UWM Year 1	UWM Year 2
OTHER						
28	External Review: Year 1 (Project Start) <i>professional services and travel expenses for team of two external evaluators to review Arabic language and MENA Studies programs at beginning of grant period; \$2000 professional service fee, \$500 airfare, \$120/day lodging and meals for two-day visit</i>		5,480			
28	External Review: Year 2 (Project End) <i>professional services and travel expenses for team of two external evaluators to review project outcomes, facilitate planning for sustaining activities at end of grant period; \$2000 professional service fee, \$500 airfare, \$120/day lodging and meals for two-day visit</i>			5,480		
27	ACTFL OPI Workshop for Arabic Instructors/TAs <i>professional services for a four-day on-site Oral Proficiency Interview workshop for all Arabic instructors and teaching assistants</i>		5,000			
9	MENA Speaker Series <i>professional services, travel/parking, and publicity expenses for monthly guest speakers from Chicago/Milwaukee/Madison region to expand cultural/linguistic programming for students and faculty</i>		2,200	1,500		
10	MENA Distinguished Lectures (2 per year) <i>professional services and travel expenses for two visiting speakers/year; \$2000 professional service fee, \$500 airfare, \$120/day lodging and meals for two-day visit</i>		5,480	5,480		
10	Global Studies Summer Institute for Teachers <i>three-day professional development workshop focusing on teaching about MENA regional topics; professional services and travel expenses for speakers; housing and meals for participating teachers; materials; presentation equipment rental</i>		6,000			
10	Weekend Workshop on Francophone North Africa for K-12 French teachers <i>professional development workshop focusing strategies and resources supporting teaching about Francophone N. Africa and Maghreb culture in K-12 French classes professional services and travel expenses for speakers; housing and meals for participating teachers; materials; presentation equipment rental</i>			3,000		
10	Multimedia Teaching Materials Development <i>taping, production and post-production (editing, sound editing) costs</i>		3,500	2,200		
9	MENA Film Festival <i>purchase/rental of films, costs associated with use of projection room/equipment, professional service fees/travel/meals for moderators, printing and dissemination of informational materials</i>			12,000		
Subtotal/Other:			27,660	29,660		

Total Direct Costs:	83,148	83,280	42,885	44,628
----------------------------	---------------	---------------	---------------	---------------

Indirect Costs (8% of Directs):	6,652	6,662	3,431	3,570
--	--------------	--------------	--------------	--------------

TOTAL REQUEST:	89,800	89,943	46,316	48,198
-----------------------	---------------	---------------	---------------	---------------