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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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

Closing Date: APR 30, 2009

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Research Foundation/CUNY for the...

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	\$ 57,000	\$ 57,000	\$ 0	\$ 0	\$ 0	\$ 114,000
2. Fringe Benefits	\$ 7,590	\$ 7,590	\$ 0	\$ 0	\$ 0	\$ 15,180
3. Travel	\$ 6,800	\$ 5,400	\$ 0	\$ 0	\$ 0	\$ 12,200
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,000	\$ 1,100	\$ 0	\$ 0	\$ 0	\$ 2,100
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 10,940	\$ 12,240	\$ 0	\$ 0	\$ 0	\$ 23,180
9. Total Direct Costs (lines 1-8)	\$ 83,330	\$ 83,330	\$ 0	\$ 0	\$ 0	\$ 166,660
10. Indirect Costs*	\$ 6,666	\$ 6,666	\$ 0	\$ 0	\$ 0	\$ 13,332
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,996	\$ 89,996	\$ 0	\$ 0	\$ 0	\$ 179,992

***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: 7/1/2005 To: 6/30/2009 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): USDHHS
- (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

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Name of Institution/Organization:
Research Foundation/CUNY for the...

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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	\$ 74,624	\$ 83,624	\$ 0	\$ 0	\$ 0	\$ 158,248
2. Fringe Benefits	\$ 21,478	\$ 22,378	\$ 0	\$ 0	\$ 0	\$ 43,856
3. Travel	\$ 700	\$ 0	\$ 0	\$ 0	\$ 0	\$ 700
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,000	\$ 1,000	\$ 0	\$ 0	\$ 0	\$ 2,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 18,790	\$ 21,490	\$ 0	\$ 0	\$ 0	\$ 40,280
9. Total Direct Costs (lines 1-8)	\$ 116,592	\$ 128,492	\$ 0	\$ 0	\$ 0	\$ 245,084
10. Indirect Costs	\$ 9,327	\$ 10,287	\$ 0	\$ 0	\$ 0	\$ 19,614
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 125,919	\$ 138,779	\$ 0	\$ 0	\$ 0	\$ 264,698

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract title via 2009 MEMEAC.pdf**

Broadening the Boundaries of Middle Eastern Studies at CUNY Project Abstract

The objective of this project is to broaden programs on the Middle East and its diaspora at The City University of New York (CUNY), the largest urban public university in the United States. The Middle East and Middle Eastern American Center (MEMEAC) at The Graduate Center (GC), CUNY, will take the lead in this development, providing an umbrella to initiate, coordinate, and improve programs. Located in the heart of New York City, MEMEAC uniquely links the study of the region and its diaspora. Building on a previous UISFL grant (2005-2008), MEMEAC will implement the following with the assistance of Title VI funding and in response to Invitational Priorities 1, 3, and 4:

- 1.) *Program Development:* Under this grant, we will develop a minor and major in Middle Eastern Studies at City College (Invitational Priority 3). The grant will be used as well to assist in the implementation of the approved Arabic Studies major at Hunter, the proposed major in Middle Eastern Studies at Queens College, and the proposed minor in Middle Eastern Studies at Lehman College.
- 2.) *Curriculum Development:* We will develop core and capstone courses for Middle Eastern Studies at City College; eight courses on the Middle East diaspora, Iran and the Gulf, and other topics where need is identified; an advanced Arabic language texts course; and Persian language courses (see below).
- 3.) *Language Development:* CUNY will begin to offer an affordable six-credit eight-week intensive summer course in Persian (Invitational Priority 4). The Summer Persian Program will be based on the highly successful model of the Summer Arabic Program now at Hunter College, building upon a previous grant. We will offer a course in reading advanced Arabic texts. To familiarize students with the most widely spoken Arabic dialect, we will develop a winter Study Abroad Program in Egypt.
- 4.) *Faculty Development:* We will offer faculty seminars, lecture series, colloquia, and workshops that enrich pedagogy and content in Middle Eastern Studies. MEMEAC will launch a monthly interdisciplinary seminar that draws together CUNY Middle East Studies faculty to discuss works in progress. To help promote Persian language study at CUNY, MEMEAC will run a lecture series on "Iran and Beyond," covering Iran, Iraq, Afghanistan, and the Persian Gulf, and the diasporas from these countries and regions. We will convene an interdisciplinary colloquium: "Crossing Boundaries: Religious Conversion in the Middle East." In order to strengthen the teaching of Middle East Studies at CUNY, we will collaborate with the CUNY-CAT (Creative Arts Team), to sponsor a pedagogy workshop, "Shake up Your Teaching!"
- 5.) *Outreach:* MEMEAC will sponsor performances by the newly created CUNY Middle East Music Ensemble to promote appreciation of Middle Eastern music. CUNY-TV will broadcast Arabic and Persian film series, accompanied by discussions of films. To further teacher education (Invitational Priority 1), MEMEAC will collaborate with the National Resource Center in Near Eastern Studies at New York University to provide four workshops for high school teachers of social studies, history, and world languages and literature. With the goal of integrating the study of the Middle Eastern diaspora in the K-12 curriculum, MEMEAC will collaborate with the Center for Near Eastern Studies at the University of California, Los Angeles (UCLA) to develop a teachers' web-based tool kit.

This grant will help CUNY develop a third critical language towards applying to become a Title VIb National Resource Center.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-proposal title via 2009 MEMEAC.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-Appendix title via2009 MEMEAC.pdf**

Broadening the Boundaries of Middle Eastern Studies at CUNY

Submitted to the

U.S. Department of Education

Undergraduate International Studies and Foreign Languages Program

April 30, 2009

Project Director, Beth Baron, Professor of History

Middle East and Middle East American Center

The City University of New York

365 Fifth Avenue

New York, NY 10019

Project Dates: August 1, 2009 - July 31, 2011

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1. Plan of Operation

The City University of New York (CUNY) is the nation's largest urban university, made up of a Graduate Center, 11 senior colleges and six community colleges with 243,000 students currently enrolled in degree credit courses and another 240,000 in adult education programs. The colleges, which function independently, are linked together in an integrated university system. They share resources such as library holdings, allow other CUNY students to enroll in their courses, and administer grants through the same Research Foundation. The most intense collaboration takes place through the programs, institutes, and centers based at the Graduate Center, which is the most central in terms of location and serves the entire university community.

A week before 9/11, the trustees of CUNY officially approved the formation of the Middle East and Middle Eastern American Center (MEMEAC) at the Graduate Center. MEMEAC, the only center of its kind in the United States to incorporate the diaspora experience into Middle East Studies, sponsors lectures, conferences, and workshops; conducts research; serves as a resource for the CUNY community; and engages in outreach to the New York metropolitan area community at large. In 2007-2008, it sponsored nine lectures, one book-discussion panel, seven music events, two art exhibits, two films, one theater piece, and co-sponsored a conference, bringing the total to 23 events. Altogether, its events drew over two thousand people. Through the Title VI grant, MEMEAC plans to broaden Middle Eastern Studies at CUNY by further developing programs, courses, language study, faculty expertise, and outreach in a comprehensive manner.

MEMEAC brings together a critical mass of over 60 affiliated CUNY faculty members who specialize on the Middle East and its diaspora working across many disciplines (see Appendix I). CUNY thus boasts one of the largest Middle East Studies faculties in the country, including nine

Distinguished Professors, an earned and not an honorific title at CUNY (Ervand Abrahamian, Andre Aciman, Asher Arian, Talal Asad, Marvin Carlson, Vincent Crapanzano, Jerrilynn Dodds, Samuel Heilman, and Chase Robinson). The faculty members are distributed among ten CUNY campuses, with most in the senior colleges and at the Graduate Center. The mix of senior and newly appointed junior faculty represent a range of disciplines, and their areas of specialization cover a wide selection of topics and regional expertise, including the diaspora. These specialists offer a spectrum of undergraduate courses in Arabic, Anthropology, Art History, Comparative Literature, Hebrew, History, Political Science, and Sociology.

CUNY offers rare opportunities for international studies due to its unique structure as a university with multiple campuses throughout the five boroughs of New York City. Its student body is international, made up of many first- and second-generation immigrants, including Middle Easterners and Muslims. MEMEAC draws on the local ethnic communities and has access to international organizations in New York. Although the distance between some of the campuses makes commuting difficult, MEMEAC's base in the heart of mid-Manhattan (diagonally across from the Empire State Building) makes it easily accessible from all other campuses due to the fact that most subways feed into central Manhattan. Thus, it is well situated to provide the leadership to broaden Middle Eastern Studies at CUNY. This project builds on MEMEAC's experience in administering a previous UISFL grant, launching an MA Program in Middle Eastern Studies, and organizing a large number of events. We draw on the outstanding CUNY faculty, support from CUNY administrators, and the Middle Eastern resources of New York City.

A-D. Design of Project, Administration, Objectives, Resources and Personnel

1.) Program Development: In a previous grant, we focused on building a concentration in Middle Eastern Studies through the CUNY BA (located at the GC), and developed Arabic Studies through the Department of Classical and Oriental Studies (COS) at Hunter College, achieving both goals. A proposed Middle Eastern Studies major through the Department of Classical, Middle Eastern and Asian Languages and Cultures (CMAL) at Queens and a minor in Middle Eastern Studies at Lehman College through the Department of History are in process, awaiting either college-wide or university-wide approval.

In addition to helping the MES programs at Queens and Lehman clear the last bureaucratic hurdles, we will focus in this round on building an innovative Middle Eastern Studies minor and major at City College, where there is strong administrative support for this initiative. Developing an area studies program at City College meets Invitational Priority 3, since City is an Accredited Postsecondary Minority Institution, with 53 % minority enrollment, as well as an Accredited Hispanic-Serving Institution, with 31 % Hispanic enrollment, according to the most recent U.S. Department of Education survey (2007).

Faculty in a range of departments at City College have expertise on the Middle East and its diaspora and have taught courses with relevant content (see Appendix II for Courses in Middle Eastern Studies at City College). The Department of History would provide the core of the faculty and courses for the Middle East minor and major. Survey courses have been regularly taught by Prof. Baron, whose area of specialization is modern Egypt. Recent hires in the History Department add specialists on Muslims in Europe (Emily Balic) and U.S. diplomacy in the Middle East (Craig Daigle). The department already has special strength in the French Empire in North Africa (James Lewis) and North Africans in France (Cliff Rosenberg). Expertise on the Muslim diaspora intersects with the area of expertise of Mehdi Bozorgmehr, whose work in

Sociology focuses on the Middle Eastern and Muslim diaspora in the U.S. and has taught the Sociology of the Middle East and North Africa.

The English Department has faculty who cover Middle East literature in translation, with focus on Arab, Armenian, Iranian, and Hebrew literature (Salar Abdoh, Mikhal Dekel, and Aram Veesser). In Art History, Jerrilynn Dodds, a distinguished professor and associate provost, has worked on cities on the periphery of the Islamic world where Christians, Muslims, and Jews have enjoyed intimate contact, particularly Islamic Spain. Vincent Boudreau in Political Science has worked on Muslims in Southeast Asia. In Foreign Languages and Literatures, both Arabic and Hebrew have been regularly taught up to level two. Those seeking more advanced instruction in Arabic have access to courses at Hunter College, as well as a Study Abroad Program in Morocco. This successful winter break program comes under the direction of Prof. Marina Fernando, Director of International Studies and Study Abroad.

The strength of the Middle Eastern Studies minor and major will lie in its coverage of areas of contact and exchange within and outside of the Middle East. The program will share certain courses and requirements with Jewish Studies, which has won national acclaim due to its large minority enrollment, in an attempt to examine the intersections between the fields. The current weaknesses are lack of coverage of the pre-modern Islamic world, the Fertile Crescent, and the contemporary politics of the Middle East.

Through this grant, we will award a postdoctoral fellowship to fill one or more of these holes. The grant will pay for the postdoctoral fellowship in year one and two, with City College supporting a new line upon completion of the grant. The postdoctoral fellow will develop a core course on the history of Islamic civilizations and a capstone seminar (see below for curriculum development). He/she will also be charged with helping to arrange talks for students and

administer activities that integrate the Middle Eastern Studies faculty. Steps have already been taken in creating a more cohesive intellectual community by the launching of the Scholars' Seminar in Middle Eastern Studies by Prof. Jerrilynn Dodds, the associate provost. The seminar meets two to three times a semester to discuss works in progress by faculty and forge a shared approach to teaching Middle Eastern Studies. The postdoctoral fellow will help run the seminar and will also be charged with developing Middle East-related student internships through the Colin Powell Center of Policy Studies at City College. The mission of that center is broadening opportunities for minority students in the fields of international relations, policy studies, government work, and so on.

To implement a minor and major at City College, a program committee will be formed of Beth Baron, Mehdi Bozorgmehr, Craig Daigle, and the postdoctoral fellow. The Graduate Center will support the building of an innovative Middle Eastern Studies minor and major at City College by assigning graduate students who specialize on the Middle East to City College to work with faculty as teaching fellows and writing fellows.

The grant will also be used to assist in the development of the proposed major in Middle Eastern Studies at Queens College and minor in Middle Eastern Studies at Lehman College, as well as the new Arabic Studies major at Hunter, by convening a Middle East Studies Program Committee to coordinate programs across CUNY. These programs are not identical. Catering to different student bodies dispersed in different parts of the city, each has its own language or humanities focus: Arabic at Hunter, Hebrew and Arabic at Queens, and Islamic studies at Lehman. Faculty at City, Hunter, Lehman, and Queens Colleges all face similar hurdles in developing new programs and curricula for these programs, because they must go through college governance committees, a CUNY-wide review process, Board of Trustees approval, and

state sanction. The Middle Eastern Studies Program Committee will meet to discuss getting letters of intent and proposals approved at CUNY, curricular issues, sharing resources, and other areas of cooperation. The committee will be composed of Beth Baron, chair, and Craig Daigle (City), Chris Stone and Alex Elinson (Hunter), Dina LeGall and Elhum Haghghat (Lehman), and Ammiel Alcalay and Sami Chetrit (Queens), and will meet twice a semester.

2.) Curriculum Development: In a previous grant, we focused on developing new courses by offering course releases, and successfully added 23 new courses across CUNY. In this round, we will focus on identifying gaps in the curriculum, creating new courses where needed, and giving the curriculum greater coherence. Under this grant, we will develop ten new courses: core and capstone courses for Middle Eastern Studies at City College; courses on the Middle East diaspora; courses on Iran to parallel the new Summer Persian Program; as well as other courses where the need is identified. In addition to the ten new content courses, we will develop an advanced Arabic language texts course and Persian language courses (see below).

Summer stipends will be awarded to CUNY faculty to develop eight new courses. The CUNY Program Committee in Middle Eastern Studies will review proposals for new courses and award the summer stipends for curriculum development. Stipends will be paid in two parts: half on completion of a new syllabus and half once the course has been piloted and approved by the appropriate college curriculum committee. At City College, the postdoctoral fellow will be charged with developing two new courses in collaboration with the program committee there: a core course and a model for a capstone research seminar.

3.) Foreign Language Development: CUNY currently offers Arabic instruction in Modern Standard Arabic at Brooklyn, City, John Jay, Lehman, and Queens Colleges. In a previous grant, we launched a Summer Arabic Program, offering beginner and intermediate Arabic. In its first

summer, the program was housed at the GC; in its second summer it was located at Hunter College and became integral to the development of Arabic Studies at Hunter. That program currently includes three full-time faculty members and offers Arabic through year three. Still, CUNY lacks courses beyond the third year. Through the grant, we will offer a course in reading advanced Arabic texts.

Intensive summer programs are the most efficient and effective way of providing quality language instruction and developing language programs. With support from this grant, CUNY will begin to offer an affordable six-credit eight-week intensive summer course in Persian (Invitational Priority 4). Despite its obvious significance, Persian is not offered anywhere within the CUNY system. A summer language course will be attractive to CUNY students because of its program and price tag. The Summer Persian Program will be based on the highly successful model of the Summer Arabic Program. The Persian language program will be overseen by a Persian Studies Committee, chaired by Prof. Mehdi Bozorgmehr and composed of Profs. Salar Abdoh (City), Ervand Abrahamian (Baruch), and Elhum Haghighat (Lehman), who will look to raise outside funds, paving the way for the hiring of full-time tenure track faculty in Persian.

The best way to facilitate travel abroad at CUNY at scale is through a program that is eligible for Study/Travel Opportunities for CUNY Students (STOCS) scholarships. Access to these scholarships, which are funded by the New York Community Trust De Witt Wallace Youth Travel Enrichment Fund, makes these programs feasible for CUNY students, who otherwise might not be able to afford study abroad. CUNY study abroad programs are available to all CUNY students. Four approved study abroad programs have been developed for the Middle East: one in Morocco (through City College), one in Israel (through Brooklyn College), and two recently established in Turkey (through Hunter and Brooklyn Colleges). In summer 2008, Prof.

Louis Fishman (Brooklyn) took a group of students on a four-week trip to Turkey for a course on “Narratives of Turkey: Making Histories and Memories” and will take another group this summer. In summer 2009, Prof. Ulku Bates (Hunter) will take a group of students to Turkey for a four-week course on “Ottoman Art and Architecture.”

Missing from this array of study abroad programs is one for the Arab heartland. This grant will fund Jamal Ali, a Distinguished Lecturer in Classical and Oriental Studies at Hunter College, to establish a winter study abroad program in Egypt. Since Hunter has already established successful programs to the Middle East, a new program – combining language and cultural study -- could be launched as early as winter 2010. MEMEAC will publicize the CUNY Study Abroad Programs, along with other language study abroad opportunities in the Middle East, through its website and to MEMEAC faculty.

4.) Faculty Development: We will offer faculty seminars, speaker series, colloquia, and workshops that enrich pedagogy and content in Middle Eastern Studies and simultaneously address issues in the Middle East and the diaspora. In using a variety of formats, we hope to reach as many faculty members as possible within and outside of Middle East Studies, combining senior and junior faculty. These activities will create a common understanding for faculty, enhance quality of teaching and research, and foster a close intellectual community.

MEMEAC will launch a monthly interdisciplinary seminar that draws together CUNY Middle East Studies faculty to discuss their own works in progress. The first scheduled speaker is Vincent Crapanzano, Distinguished Professor of Anthropology and Comparative Literature, GC, who will speak on Algerian narratives of war. The format will introduce scholars to new research outside their own particular field and enhance interdisciplinary study. To help launch Persian language study at CUNY, we will run a speakers series on “Iran and Beyond,” focusing

on Iran, Iraq, Afghanistan, the Persian Gulf, and the diaspora and combining CUNY and outside speakers. In preparation, and to mark the thirty years after the revolution, MEMEAC sponsored three talks related to Iran in spring 2009.

We will convene an interdisciplinary colloquium (April 2010) on “Crossing Boundaries: Religious Conversion in the Middle East.” Organized by Beth Baron and Ceren Ozgul, a Ph.D. candidate in the Program of Anthropology, this event will bring together anthropologists, historians, political scientists, and sociologists who have studied conversion from and to Christianity, Islam, and Judaism, in various temporal and geographic contexts. Speakers will include: Webb Keane (Anthropology, University of Michigan), Esra Ozyurek (Anthropology, University of California, San Diego), and Heather Sharkey (History, University of Pennsylvania).

In order to strengthen the teaching of Middle East Studies at CUNY, we will collaborate with the CUNY-CAT (Creative Arts Team), which shows teachers how interactive drama can inform and motivate students. We will sponsor a pedagogy workshop, “Shake up Your Teaching!” for interested faculty, graduate student, and language teachers. CAT instructors will show participants how to use dramaturgical techniques to inspire students in the college classroom to learn more effectively.

5.) *Outreach and Teacher Education:*

(a) To promote knowledge of Middle Eastern music, an area of exchange and interaction, MEMEAC will arrange performances of CUNY Middle Eastern Music Ensemble. Ozan Aksoy, the conductor, will provide introductions to the pieces and musical instruments and respond to questions by the audience. Composed of students, staff, and faculty, the ensemble plays traditional Arabic, Persian, Turkish, Greek, Ladino, Mizrahi, Armenian, Kurdish, and other

repertoires from the Middle East and North Africa. Formed in 2008, it has performed folk, popular, and classical tunes several times already in New York City. Aksoy, a doctoral student in ethnomusicology at the GC, specializes in the music of Anatolia, the Balkans, and Caucasus and has performed throughout Europe and Turkey.

(b) CUNY-TV, a professional production and cablecast station which serves as the outreach arm of CUNY, provides an unparalleled opportunity for broadening knowledge of the Middle East. By law, CUNY-TV is available on all cable outlets in New York City, reaching two million homes. It also distributes programs through streaming video on its website, DVD production, and syndication across the United States with the Public Broadcasting System. Prof. Jerry Carlson, an Emmy-nominated senior producer for CUNY-TV who teaches in the Media and Communication Arts Department at City College, will run a Film Series on CUNY-TV in 2009-2010 on classic Arab cinema from the 1950s. The CUNY Persian Studies Committee will work with him to create a Film Series on CUNY-TV on contemporary Iranian cinema in 2010-2011.

(c) MEMEAC will collaborate with the Kevorkian Center, a National Resource Center in Near Eastern Studies at New York University, to provide four presentations to high school teachers of social studies, history, and world languages and literature from the Tri-State region. The workshops will be held on Saturdays and will be modeled on teacher seminars that MEMEAC and the Kevorkian Center co-sponsored (e.g., The Politics of Race in Comparative Perspective: Reflections on the U.S., the Middle East, and Latin America.) The events will be either held at NYU or the GC, CUNY.

(d) With the goal of integrating the study of the Middle Eastern diaspora in the K-12 curriculum, the Center for Near Eastern Studies at the University of California, Los Angeles (UCLA) and MEMEAC are collaborating to develop a teachers' web-based tool kit. We envision

an integrated three-part multidisciplinary online curriculum module that will explore immigration, assimilation, and identity, topics pertinent to the Middle Eastern diaspora. The website will be interactive and will include videographic vignettes, a bibliography of print and multimedia resources, and other educational tools.

E. Equal access and treatment. According to New York State Education Law, CUNY is supported “as an independent and integrated system of higher education on the assumption that the university will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes.” The law is also attentive to “the needs of the urban setting.” CUNY has a very diverse student body: in Fall 2008, the undergraduate student profile by race/ethnicity was 28.3% Hispanic, 28.2% black, 26.3% white, 17% Asian, 0.2% American Indian/Alaskan Native. Middle Easterners are counted under white, unfortunately rendering them invisible. The student body is truly international: 46.4% first-time freshmen were born outside the U.S. mainland; and 47.2% first-time freshmen spoke a native language other than English. Females made up 59.7% of the student population.

While the CUNY Board of Trustees sets guidelines, each CUNY campus serves as a separate unit, adopts guidelines from the Board, and sets its own policy. In practice, the differences between the affirmative action programs of the distinct campuses are minimal. According to the GC statement of policy: “The Graduate Center as a constituent unit of The City University of New York, a public university system, adheres to federal, state, and city laws and regulations regarding nondiscrimination and affirmative action in employment, including, among others, Title VII of the Civil Rights Act of 1964. The ‘protected classes’ as delineated in the federal Executive Order are: Black, Hispanic (including Puerto Rican), Asian/Pacific Islander, American

Indian/Alaskan Native, and Women; on December 9, 1976, the Chancellor of CUNY included Italian.” MEMEAC has over 950 addresses on its listserv, regularly sponsors events that are open to the general public, and will continue to enforce a non-discrimination policy.

2. Quality of Key Personnel (see Appendix III for select curriculum vitae)

A. *Project Director*: **Beth Baron** is Professor of History at City College and the GC, CUNY, founding Co-Director of MEMEAC, and director of the Master’s Program in Middle Eastern Studies at the GC. She will begin a five-year tenure as editor of the *International Journal of Middle East Studies*, the premier journal in the field, in July 2009. Baron received her MA from the School of Oriental and African Studies, University of London, and her PhD from University of California, Los Angeles. She has authored two books in Egyptian history: *The Women’s Awakening in Egypt: Culture, Society, and the Press* (Yale, 1994) and *Egypt as a Woman: Nationalism, Gender, and Politics* (University of California Press, 2005). She has co-edited two volumes: *Women in Middle Eastern History* (Yale, 1991), and *Iran and Beyond: Essays in Middle Eastern History* (Mazda, 2000), and Baron was a Carnegie Scholar in 2007-2008 and has received fellowships from the Woodrow Wilson Foundation, the American Council of Learned Societies, and the National Endowment for the Humanities.

Beth Baron will commit 14 percent of her time (one course release) on a nine-month basis for each year of the grant as Project Director, and one summer month. She will chair the CUNY Middle Eastern Studies Program Committee as well as the Middle Eastern Studies Program Committee at City College, write the letter of intent and proposal for the program at City College, and convene the CUNY Middle East Studies faculty seminar and faculty development colloquium.

Project Co-Director: Mehdi Bozorgmehr is Associate Professor of Sociology at City College and the GC, founding Co-Director of MEMEAC, and the Deputy Director of the MA in Middle Eastern Studies. He received his PhD from UCLA and is the co-author of *Backlash 9/11: Middle Eastern and Muslim Americans Respond* (University of California Press, 2009) with Anny Bakalian, and the co-editor of the award-winning *Ethnic Los Angeles* (Russell Sage, 1996) with Roger Waldinger. Extramural grants from the National Science, Russell Sage, Mellon, and Sloan foundations have supported his research projects. Mehdi Bozormehr will commit 14 percent of his time (one course release) on a nine-month basis for year two of the grant as a Project Co-Director and chair of the Persian Studies Committee, which is charged with developing the Summer Persian Program, a lecture series, and a film series.

Project Coordinator: Anny Bakalian is Associate Director of MEMEAC. She received her PhD in Sociology from Columbia University, and between 1989 and 2001, was Professor of Sociology at the College of Notre Dame of Maryland. She has written extensively on the Armenians diaspora, including *Armenian Americans: From Being to Feeling Armenian* (Transaction Press, 1993), and on the Middle Eastern diaspora, co-authoring *Backlash 9/11*. Dr. Bakalian will commit 50 percent of her time as Project Coordinator. She will handle technical details for meetings of the Middle East Studies Program Committee; the Summer Persian Program; faculty colloquia, lectures, seminars, and workshops; and Outreach. She will also collect data and administer the evaluation surveys.

Prof. Baron and Bozorgmehr have been collaborating in developing Middle Eastern studies at CUNY since 1997 and co-founded MEMEAC in 2001. They have been co-directing MEMEAC, with each bringing an area of expertise in Middle East or diaspora studies to the partnership; each brings administrative strengths in writing and networking; and each has to

balance other commitments, including teaching, administration, editing, and research. Dr. Bakalian joined this team in 2001 to run MEMEAC's operations. Under this grant, Baron will direct the project, Bozorgmehr and Bakalian will co-direct, with the latter coordinating on a daily basis. Together they form a collaborative team, an arrangement that has generated a productive synergy over the past eight years.

B. Other Key Personnel

Ammiel Alcalay is Professor of Classics, Middle Eastern and Asian Languages and Cultures (CMAL) at Queens College. A PhD from the GC, he is a scholar, critic, translator and poet-prose writer, who over the past fifteen years has focused primarily on Hebrew and Jewish literature of the Middle East, in its Islamic, Levantine Arabic, and Israeli contexts. His work has appeared in the *New York Times Book Review*, *New Yorker*, *New Republic*, *Jerusalem Post*, *Nation*, and other journals. His books include *After Jews and Arabs: Remaking Levantine Culture*; *Cairo Notebooks*; *Keys to the Garden New Israeli Writing*; *The Tenth Circle of Hell* (editor and translator); *Sarajevo: A War Journal* (editor and translator); *Portraits of Sarajevo* (editor and translator); and *For/Za Sarajevo: A Tribute to Bosnia* (editor and translator).

Dina LeGall is Associate Professor of History at Lehman College and the GC, CUNY. She received her MA and PhD from Princeton University, and is the author of *A Culture of Sufism: Naqshbandis in the Ottoman World, 1450-1700* (SUNY Press, 2005). She is currently working on a book on Sufism in history which is under contract with Cambridge University Press.

Chris Reed Stone: Christopher Reed Stone is Associate Professor of Arabic and Head of the Arabic Division at Hunter College. He received his MA and PhD from Princeton University. He is the author of *Popular Culture and Nationalism in Lebanon: the Fairouz and Rahbani Nation* (Routledge, 2007) and translated Yusuf al-Qaid's book *Yahduth fi Misr al-An* (It is Happening in

Egypt Now) from Arabic into English for Syracuse University Press. He was a Fulbright Scholar in Egypt, 2007-2008, and was elected to Executive Board of American Association of Teachers of Arabic. He received the Middle East Studies Association Malcolm H. Kerr Award in the Humanities and Dodge Memorial Prize for the best dissertation in Near Eastern Studies at Princeton University with his PhD dissertation in 2003-2004.

Salar Abdoh is Associate Professor of English at City College. He studied at the University of California, Berkeley, and received his MA in Creative Writing from City College. He is the author of two books of fiction, *The Poet Game* and *Opium*, and several articles.

C. Non-Discrimination

The constituent campuses of CUNY have adopted their own non-discriminatory policies. The Graduate Center, for example, recruits, employs, retains, and promotes persons in all job titles without regard to gender, sexual orientation, race, religion, color, alien status or citizenship, national or ethnic origin, age, transgender status, marital status, veteran status, carrier status or disability. The GC and other CUNY units take affirmative action to employ and advance in employment qualified veterans with disabilities and veterans of the Vietnam era at all levels of employment. Each CUNY unit has an affirmative action officer who oversees compliance with this policy. MEMEAC will work to insure compliance with these policies.

3. Budget and Cost Effectiveness

A. Detailed Breakout for Each Year of the Grant

2009-2010: Year One

1. Personnel

a) Prof. Baron, Project Director, one course release split between Federal request of \$7,000, and CUNY match, \$7,000.

- b) Prof. Bozorgmehr, Project Co-Director, one course release, CUNY match of \$14,000.
 - c) Dr. Bakalian, Project Coordinator, one-half time, CUNY match of \$38,624.
 - d) Persian Language Studies Coordinator (Prof. Abdoh or Prof. Stone), one course release to hire instructor, plan curriculum, and oversee summer program, Federal request of \$3,500.
 - e) Postdoctoral Fellow, to teach three courses at City College, administer Scholars' Seminar, run talks, develop curriculum: core and capstone course, and help get Middle Eastern Studies Program approved, Federal request of \$30,000.
 - f) Persian instructor for Summer Persian Program, to teach six-week Persian I course, Federal request of \$9,000.
 - g) Arabic instructor to teach Arabic texts course, Federal request of \$5,000 with CUNY match of \$5,000.
 - h) Graduate Student Assistant, 125 hours at \$20 for Federal request of \$2,500, with CUNY match of \$10,000.
2. Fringe Benefits are based on prevailing CUNY rates, set in contract with the union: Release time, 28%; Project Coordinator, 36.5%; Persian and Arabic Instructors, 28%; Graduate student assistant, 10%.
 3. Travel: Federal request of mandated \$1,800 for Project Director, Co-Director, and Coordinator (Baron, Bozorgmehr, and Bakalian) to attend annual meeting for \$5,400. Federal request of \$1,400 for air fare for Jamal Ali to travel to Egypt to plan Study Abroad Program, with \$700 per diem in CUNY match.
 4. Equipment, NA
 5. Supplies: Federal request of \$1,000 for instructional material for Persian language study (DVD, CD Rom, Software) and expendable supplies. CUNY match: \$1,000 donation of a private library, including art books.

6. Contractual: NA

7. Construction: NA

8. Other Direct Costs: Federal request for convening CUNY Middle Eastern Studies Program Committee (\$600), with matching funds for Scholars' Seminar (\$1,200); Federal request for four summer stipends of \$300 each for curriculum development (\$1,200); Federal request for convening CUNY Faculty Seminar (\$1,200) with CUNY match (\$1,200); Federal request to fund speakers at colloquium, with airfare for two at \$500 each, train fare for one at \$200, and per diem at \$250 for two days each plus honoraria (\$4,200); Federal request for CUNY-CAT pedagogy workshop consultant fee (\$500); Federal request for honoraria for CUNY Middle East Music Ensemble (\$1,000) with matching funds in waived room charges; Matching CUNY funds in production costs from CUNY-TV for Arabic Film Series (\$5,000); Federal request of funds (\$390) for honoraria for four workshop speakers for Teacher Education Workshop, with CUNY match (\$390); CUNY match for developing K-12 Curriculum web site (\$2,500); CUNY match for duplication, postage, telecommunications (\$2,000); CUNY match for tuition remission for student assistant (\$5,500); Federal request for funds for outside evaluator (\$1,850).

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

2010-2011: Year Two

1. Personnel

a) Prof. Baron, Project Director, one course release split between Federal request of \$7,000, and CUNY match, \$7,000.

b) Prof. Bozorgmehr, Project Co-Director, one course release, CUNY match of \$14,000.

c) Dr. Bakalian, Project Coordinator, one-half time, CUNY match of \$38,624.

- d) Dina LeGall, Middle Eastern Studies Coordinator at Lehman College, one course release, Federal request of \$3,500.
- e) Postdoctoral Fellow, to teach three courses at City College, administer Scholars' Seminar, run talks, develop curriculum: core and capstone course, and help get Middle Eastern Studies Program approved, Federal request of \$30,000.
- f) Persian instructors for Summer Persian Program, to teach six-week Persian I and II courses, Federal request of \$9,000, CUNY match of \$9,000.
- g) Arabic instructor to teach Arabic texts course, Federal request of \$5,000 with CUNY match of \$5,000.
- h) Graduate Student Assistant, 125 hours at \$20 for Federal request of \$2,500, with CUNY match of \$10,000.
2. Fringe Benefits are based on prevailing CUNY rates, set in contract with the union: Release time, 28%; Project Coordinator, 36.5%; Persian and Arabic Instructors, 28%; Graduate student assistant, 10%.
3. Travel: Federal request of mandated \$1,800 for Project Director, Co-Director, and Coordinator (Baron, Bozorgmehr, and Bakalian) to attend annual meeting for \$5,400.
4. Equipment, NA
5. Supplies: Federal request of \$1,100 for instructional material for Persian language study (DVD, CD Rom, Software) and expendable supplies. CUNY match: \$1,100 donation of supplies for printing brochures.
6. Contractual: NA
7. Construction: NA
8. Other Direct Costs: Federal request for convening CUNY Middle Eastern Studies Program Committee (\$600), with matching funds for Scholars' Seminar (\$1,200); Federal request for four

summer stipends of \$300 each for curriculum development (\$1,200); Federal request for convening CUNY Faculty Seminar (\$1,200) with CUNY match (\$1,200); Federal request to fund eight speakers in lecture series, "Iran and Beyond," with \$200 in travel, per diem at \$200, and honoraria at \$250 (8 X \$650 = \$5,200); Federal request for CUNY-CAT pedagogy workshop consultant fee (\$500); Federal request for honoraria for CUNY Middle East Music Ensemble (\$1,000) with matching funds in waived room charges; Federal request of \$800 for rental of films for Persian Film Series with matching CUNY funds in production costs from CUNY-TV (\$5,000); Federal request of funds (\$390) for honoraria for four workshop speakers for Teacher Education Workshop, with CUNY match (\$390); CUNY match for developing K-12 Curriculum web site (\$2,500); CUNY match for duplication, postage, telecommunications (\$2,000); CUNY match for tuition remission for student assistant (\$5,500); Federal request for funds for outside evaluator (\$1,350).

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

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

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

1. Program Development: The costs of implementing Middle Eastern Studies at CUNY involves course releases for the project director, project co-director, Persian Language Studies coordinator, and the coordinator of the minor in Middle Eastern Studies at Lehman; part of the salary of the postdoctoral fellow; part of the salary of the student assistants to develop a web site and brochures for the programs; meeting expenses for the CUNY Middle Eastern Studies Program Committee; and costs of the Scholars' Seminar in Middle East Studies. Once majors and minors are fully approved, CUNY will cover the

costs of the program. Given the size of CUNY, the development of a series of majors and minors on the Middle East has the potential to reach a large number of students.

2. Curriculum Development: The costs of developing approved new courses involve part of the salary of the postdoctoral fellow, who will develop and pilot core and capstone courses; summer stipends for faculty to develop eight new courses.

3. Language Development: The costs in establishing the Summer Persian Program consist of salary for the instructor; release time for the Persian Language Studies Coordinator to recruit instructors, advertise the course, and oversee the summer program. In the second year of the grant when second-year Persian is added, CUNY will pay half the instructors' salaries. After the grant, CUNY will pick up the cost of the program; it is expected that tuition for this program will offset costs once this program is well-established. The costs of providing an advanced Arabic text course are the instructor's salary. The costs in establishing language study abroad are for funding airfare for a planning trip.

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

5. Outreach: Costs related to the music ensemble involve honoraria for two performances a year; costs related to the film series involve production costs that are born by CUNY-TV and rental of Persian films in the second year; costs related to teacher education include honoraria as well as the time of the Project Coordinator and Co-Director; costs related to K-12 curriculum development include time of the Project Coordinator and Co-Director.

Mandated costs include: external evaluators, who will come from New Jersey and North Carolina (an easy one hour flight) to reduce travel and lodging costs; and travel expenses for three to attend the annual project directors' meeting for UISFL grants.

4. Adequacy of Resources

A. Facilities, Equipment, and Supplies. This project will be based at the Graduate Center. It will be run out of MEMEAC's new offices, which have been equipped with computers, printers, Xerox machines, and telephones, provided through the Provost's office. MEMEAC will work with Asian Studies, Jewish Studies, and the Department of History at City College, all of which are equipped with computers, printers, and telephones, as well as Department of Classical and Oriental Studies (COS) at Hunter College, the Department of Classical, Middle Eastern and Asian Languages and Cultures (CMAL) at Queens College, and other programs, departments, and centers throughout CUNY.

Libraries. CUNY libraries are linked electronically by the CUNY+ integrated library system. This provides online access to information about the holdings at over twenty campuses, including serials collections. All current students may borrow books from any CUNY Library (with a few exceptions) through interlibrary loan. In 2009, a Keyword search of the bound phrase "Middle East" in the subject field, produced a set of 3,948 titles held within the CUNY system, showing that CUNY had added one thousand items in this subject area in the past five years, increasing its holdings by 33%. This includes about 75 full-text electronic journals on the Middle East. While many relevant books, particularly country specific books, may not have come up in such a search, CUNY students have access to other library resources as well. CUNY libraries belong to METRO, a New York regional cooperative with over 250 member libraries, including most major research libraries in the area. These give interlibrary loan and occasionally

on-site access to other collections should research require. Additionally, CUNY students have access to the New York Public Library, a world-class non-circulating collection with excellent Arabic, Hebrew, and Persian collections, and other public libraries within easy access. We have recently received the donation of a private collection of books on the Middle East, including costly art books, which will be housed at the Mina Rees Library at the GC.

Language Facilities. The GC has advanced language laboratory; City College has a multi-media language lab; Hunter College has the Leona and Marcy Chanin Language Center, a state-of-the-art multimedia language laboratory and learning center funded in part by grants from the NEH; and Queens created a Multimedia Learning Studio for Less Commonly Taught Languages, which offers intensive and independent learning situations needed for languages like Arabic, and gives students and faculty the opportunity to create their own original materials through the use of multi-media presentations and research projects. Under this grant, we are seeking funds to purchase Persian language resources such as CD-ROMs and videos. These will be stored at the Mina Rees Library and will be available through CUNY+ to all faculty members.

Local Resources. The City of New York has vast cultural and linguistic resources for studying the Middle East. These include, in addition to the libraries mentioned above, special exhibits at museums (Asia Society, Brooklyn Museum of Art, Dahesh Museum of Art, Hispanic Society of America Museum, Kurdish Library and Museum, Metropolitan Museum of Art Islamic wing, and Museum of the City of New York); cultural centers (the Alavi Foundation, Alwan for the Arts, American Sephardic Federation, Islamic Cultural Center, Zohrab Information Center at the Armenian Diocese, and the Turkish Cultural Center); archives (Rockefeller Archive Center, Ford Foundation Archive); as well as visual resources in the form of film screenings (Arte East; festivals of Arab, Armenian, Iranian, and Israeli films) and foundations and non-governmental

organizations (United Nations, Population Council) and immigrant neighborhoods (Arabs in Bay Ridge, NY, Arabs and Turks in Paterson, NJ, and Iranian Jews in Great Neck, NY). This project aims to increase the existing partnerships and to encourage faculty in incorporating site visits and field research into their courses.

New York also contains two Middle East National Resource Centers, with other NRCs located close by. MEMEAC will be collaborating with the Near Eastern Center at NYU in teacher education and outreach activities. MEMEAC has also launched an initiative to bring together directors of the Middle East centers from Columbia University, New York University, Rutgers University, and the University of Pennsylvania to enhance collaboration.

5. Plan of Evaluation

A. Plan for Evaluating Effectiveness. Drs. Anny Bakalian and Mehdi Bozorgmehr, both sociologists, will develop internal assessment tools on different components of the project, and collect and analyze data. They will work with the Program heads or coordinators at each campus.

We will have two external evaluators. Prof. Akram Khater, who founded and directed the International Studies Program at North Carolina State University and administered a UISFL grant there, has agreed to evaluate the Arabic language and area studies components of the project. He will visit CUNY at the end of Year One of the grant to meet with key personnel and assess data collected in order to write an evaluation report. Prof. Jawid Mojaddidi, Associate Professor of Religion and Director, Center for Middle Eastern Studies at Rutgers University, has agreed to visit CUNY at the end of Year Two to evaluate the Persian language and area studies components of the project.

B. Evaluation Criteria. In assessing the success of our programmatic goals in this grant, we will use both quantitative and qualitative data in each category. Evaluation criteria are based on: (1)

establishment of minor and major in Middle Eastern Studies at City, a major in Middle Eastern Studies at Queens, and a minor at Lehman; (2) development of ten course syllabi (eight plus the core and capstone course at City College for a total of ten), with detailed course objectives, piloted and approved by curriculum committees; (3) launch of the Summer Persian Program in 2010 and 2111, the Study Abroad to Egypt in Winter 2010, and an Arabic texts course in 2010 and 2011; (4) enriched pedagogy and content in Middle Eastern studies courses and greater interaction among CUNY Faculty working on the Middle East and its diaspora: (5) imparting knowledge of Middle Eastern history, culture and its diaspora to K-12 teachers and the public at large.

C. Methods of Evaluation.

1.) Program Development: Dr. Bakalian will collect proposals and official documents declaring the approval of majors and minors by the various bodies of City College, Lehman, and Queens within the CUNY system.

2.) Curriculum Development: We will collect syllabi of the ten new courses, student evaluations of the piloted courses (the instrument includes assessment of the course, the instructor, assigned readings, audiovisuals used) and proof of approval of the course. Additionally, members of the newly established Scholars' Seminar at City and the Middle Eastern Studies Faculty Seminar will complete a survey at the end of the grant period to assess the impact of these activities in helping them develop new courses and/or including Middle Eastern content in all their existing courses. Dr. Bakalian will develop an instrument that will measure these specific outcomes.

3.) Language Development: At the completion of the intensive Summer Persian Program students will assess the knowledge they gained and the quality of instruction. This will include an evaluation of their textbooks and other reading material, the format of the class, and the

location. Suggestions for improving the program will be solicited. Dr. Bakalian will revise the instrument they developed for the Arabic Summer Program in round one (See Appendix IV for samples of evaluation tools). Students participating in the Study Abroad to Egypt in winter 2010 will complete a survey (developed by Dr. Bakalian) to gather pre-trip data on Prof. Jamal Ali's goals for his course. Upon returning to New York, Dr. Bakalian will meet with both Prof. Ali and the students to conduct a focus group. She will gauge the degree to which the goals were met and how improvements can be made.

4.) Faculty Development: Faculty will be asked to complete a short evaluation form at the end of each workshop, colloquium, and seminar series, assessing each presenter, the topic, and most importantly the degree to which the activity contributed to their teaching and research objectives. Records of attendance at workshops, colloquia, lectures, and seminars will be kept. Digital photographs will visually document these events for our website.

5.) Teacher Education and Outreach: Those attending the workshops will fill out an evaluation form at the end of each session. Three to four months afterwards, teachers will receive an email message requesting them to evaluate the extent to which they were able to use the knowledge they gained in their classes. A short questionnaire will be included in the email. The web-based curriculum guide will be assessed on-line with a "Help us Improve these Lessons" web page. Members of the general public who attend the CUNY Middle Eastern Music Ensemble will be asked to respond to a short questionnaire. This instrument will measure the degree of knowledge and appreciation gained by the educational concert.

D. Timetable for Conducting Evaluation: (1) proof of program implementation and approval will be collected throughout the grant period as they happen; (2) syllabi for new courses will be collected at the end of Year One and Year Two; each of the faculty groups will complete

questionnaires in early May 2010 and May 2011; (3) students in the Summer Persian Program will be assessed at the conclusion of the course in 2010 and 2011; students traveling to Egypt for Study Abroad trip will complete a questionnaire in December 2009; the focus group will be held at Hunter College in February 2010; (4) Faculty workshops, colloquia, and seminar series will be assessed at the end of each activity; (5) K-12 teachers who participate in the outreach programs will complete will complete an evaluation at the end of each session and will receive an email survey three to four months later. The web-based curriculum guide will be on-going. Attendees at the concerts will complete a questionnaire at the event.

For the overall assessment of the grant, the first external evaluator will come to New York in May 2010. Prof. Khater will have access to data we collected throughout the year. The second external evaluator will visit in May 2011. In addition to new data collated in Year Two, Prof. Mojaddidi will be given the report of the first external evaluator.

6. Commitment to International Studies

A. Current Strengths: International studies courses are offered in a number of programs throughout the CUNY campuses; City, Hunter, and Staten Island Colleges have International Affairs/Studies programs. Given the size of the university, it is easier to assess programs rather than courses. According to data provided by the Office For Institutional Research and Assessment at CUNY, there are 91 undergraduate international programs at CUNY, including all foreign language programs and any program that has a variation of international in the program's title, with Brooklyn (11), City (10), Hunter (20), Lehman (17), and Queens (18) taking the lead. Other programs have an international focus, but were not defined that way when they were registered with the State Education Department. In addition, courses dealing with global and

international issues are offered in other programs such as anthropology, history, and political science.

Foreign Languages at CUNY received national attention through the work of the CUNY Task Force on Languages Other Than English, and Foreign Language and Literature departments were the first discipline to be studied in-depth across CUNY. The restructuring of foreign languages at CUNY and the development of consortium with other CUNY senior and community colleges prompted a thorough reassessment of programs at Queens, Hunter, and elsewhere. Many new initiatives emerged to give greater prominence to the study of foreign languages as an essential element of undergraduate education, whether in Traditionally Taught Languages (Classical Greek, French, German, Hebrew, Italian, Latin, Modern Greek, Spanish), or Less Commonly Taught Languages (Arabic, Chinese, Japanese, Korean, Russian, Swahili, and Yoruba).

Courses on the Middle East and its diaspora are regularly offered at a number of campuses throughout CUNY. In addition to Arabic and Hebrew, over 50 non-language courses are regularly offered at eight senior colleges. CUNY's commitment to international studies is also demonstrated by the undergraduate language requirement adopted at some of the senior colleges. Among others, the Humanities, Arts, and Sciences Divisions at City, Hunter, and Queens Colleges require completion of four semesters of a foreign language.

B. Faculty and Administrative Involvement in Planning: In planning the proposed program, MEMEAC has consulted widely with CUNY administrators, including Chase Robinson, Provost of the Graduate Center (see letter of support) and Jerrilynn Dodds, Distinguished Professor and Associate Provost (see letter of support). Their numerous suggestions have been incorporated into the project design.

In designing the minor/major at City College, we have been in touch with administrators at City College, including the provost, associate provost, chair of the Department of History, head of Asian Studies and International Studies, and the director of the Colin Powell Center for Policy Studies. We have consulted with participating faculty in the Scholars' Seminar in Middle Eastern Studies. On CUNY programmatic and curricular matters, we have communicated with Profs. Stone (Classical and Oriental Studies, Hunter College); LeGall (History, Lehman College); and Alcalay (CMAL at Queens College).

In designing the language component, MEMEAC has consulted with Profs. Abdoh (English, City) and Haghghat (Sociology, Lehman), who see launching an intensive Summer Persian Program as an effective way to teach language and jumpstart Iranian studies at CUNY. In enhancing Arabic Studies, we consulted with Profs. Stone and Alex Elinson at Hunter College. To develop the study abroad component, we have contacted those who have recently launched new programs: Prof. Fishman (History, Brooklyn College) and Prof. Bates (Art History, Hunter College). We have spoken with Prof. Jamal Ali, who is interested in developing a program to take students to Egypt. Topics for the Faculty Development seminar series, colloquia, and workshop were selected in consultation with colleagues and students. The design for Teachers Education was devised with Greta N. Scharnweber, Associate Director, Kevorkian Center for Near Eastern Studies, NYU. In summary, MEMEAC has designed a proposal for broadening Middle Eastern Studies at CUNY in collaboration with faculty and administrators at CUNY and two Middle East Centers.

C. Institutional Commitment: Personnel and Other Resources. The institutional commitment to the establishment, operation, and continuation of the program is demonstrated through the commitment to date of available personnel and other resources and assurances that this

commitment will continue. City College demonstrated its commitment to Middle Eastern Studies through the hires in 2008 and 2009 of two new faculty members with specializations on Muslims in Europe (Emily Balic) and U.S. diplomacy in the Middle East (Craig Daigle). Since 2004, 15 new faculty hires with expertise on the Middle East have been made across CUNY, as part of a major hiring initiative in the system.

Jerrilynn Dodds, Associate Provost at City College, has demonstrated her commitment by launching the Scholars' Seminar in Middle Eastern Studies. At the GC, the newly appointed Provost, Chase Robinson, whose expertise is in early Islamic history, has demonstrated his commitment to Middle East Studies at CUNY by allocating space (at a premium in midtown Manhattan), computers, copying machines, and telecommunications to MEMEAC and the MA in Middle Eastern Studies; giving the co-directors of MEMEAC regular course releases; and housing the *International Journal of Middle East Studies* at the Graduate Center. The GC would continue to provide resources, as well as course releases for Profs. Baron and Bozorgmehr and support for a graduate assistant with tuition remission (see Appendix V for Letters of Support).

D. Level of Institutional Commitment: Use of Funds: Across CUNY, the salaries of Middle Eastern Studies Faculty totals approximately \$5,389,500. The Office of the Executive Vice Chancellor of Academic Affairs has guaranteed the salary of Dr. Bakalian, the associate director of MEMEAC, at a cost of \$77,248. The Office of the Provost at City College has allocated funds for the Scholars' Seminar, supported a new hire in History with expertise on Muslims in Europe (\$68,000), and earmarked funds for the teaching of Middle East Studies in 2009-2010. Queens is running a search for a new position in Hebrew language and literature (\$61,000). The Provost at the GC has contributed \$10,000 toward personnel costs of MEMEAC, and has authorized on-going searches for Middle East/Islam experts in Anthropology and Sociology.

7. Elements of the Proposed International Studies Program

A. Contribution to International Studies and Foreign Languages: The proposed activities in program, curriculum, language, and faculty development will contribute to the implementation of fully-approved Middle Eastern Studies Programs (majors and minors) at City, Lehman, and Queens Colleges by the end of the grant period. While the individual campuses will be responsible for designing their own programs, the Middle Eastern Studies Program Committee will help implement these programs by sharing information, filling gaps in resources and curriculum, advising on the approval process, and generating a momentum across CUNY. MEMEAC's web site will also be an important part of the promotion of the new courses and programs. At City College, the Program Committee will design a curriculum with core and capstone courses, obtain approvals of a letter of intent and proposal, and publicize the program. The postdoctoral fellow will fill gaps in the curriculum, helping to launch the new major/minor.

The proposed Summer Persian Program will introduce a new language at CUNY. Developing new courses related to Iran and the Gulf, as well as running a lecture series on "Iran and Beyond" will give Persian language study a broader context for students. Arabic, Hebrew, and Persian language study will be central to the creation of Middle East Studies majors and minors, and building a Title VIb National Resource Center. The major in CMAL at Queens College will also be interdisciplinary, with about a third of the courses offered in Arabic language. Moreover, advanced Arabic courses will solidify the Arabic major at Hunter College.

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

B. Interdisciplinary Aspects of the Program: The majors and minors in Middle Eastern Studies are by definition interdisciplinary. At City College, courses will be offered in Anthropology, Art History, Architecture, Foreign Languages, History, International Studies, Jewish Studies, Sociology, and Political Science. At Lehman, relevant courses for the minor cross the Humanities and Social Sciences, and will be offered in Anthropology, Art History, Hebrew, History, Political Science, Sociology, and Women's Studies. The outside reviewer of the proposed major in Middle Eastern Studies in the Department of Classical, Middle Eastern and Asian Languages and Cultures at Queens wrote in his report, "I very much like the proposal's resolutely interdisciplinary thrust." Based in CMAL, which is interdisciplinary by nature, the major also draws on History, Anthropology, and other departments/disciplines.

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

C. New and Revised Courses: We are creating ten new content courses and calling for the integration of material on the Middle East and its diaspora into general courses in response to student interest in the Middle East, and the need to better understand the people and the region. We will be looking for new courses to shape the curriculum (core courses and capstone seminars) and in areas where there are gaps in the curriculum, which will also contribute to the cohesiveness of majors and minors in the Middle East. While the area of emphasis of new courses targets core and capstone courses, Middle East/Muslim diasporas in Europe and elsewhere, and Iran, we will encourage new courses that meet programmatic needs. Faculty Development activities will contribute to the revision of courses, particularly in updating

materials and content.

D. Improving and Expanding Language Instruction. With funds from Title VI, an affordable Summer Persian Program will be launched with first- and subsequently second-year Persian. (Altogether this will be the equivalent of four Persian courses: Beginners 1 and 2, and Intermediate 1 and 2). Intensive summer language programs are recognized as the best way to learn languages and the easiest to create a larger pool of language students. Our Summer Arabic Program has been a resounding success, and we anticipate that the Summer Persian Program, using the Arabic model, will expand language instruction at CUNY. Through the grant, an advanced Arabic texts course will be offered, improving study at the upper levels, and a new Study Abroad Program with an Arabic immersion component will be launched in Egypt, exposing students to a new dialect. The pedagogy workshop, “Shake up Your Teaching!” to be offered by CUNY-CAT (Creative Arts Team), will also show Arabic, Hebrew, and Persian language teachers how to use dramaturgical techniques to inspire students in the college classroom to learn more effectively.

8. Need for and Prospective Results of the Proposed Program

A. Need for Proposed Activities. The need for the proposed activities is driven both from “above” and “below.” From above, federal, state, and local government have stressed the deficiencies in knowledge of the history, politics, cultures, and languages of the Middle East and Islam. At a time when Americans are increasingly involved in the Middle East, a better understanding of the region is a necessity, not a luxury. The proposed project seeks to address the need for expanding knowledge of the Middle East and two of its primary languages, Arabic and Persian. The demand for courses, concentrations, and minors in history, language, and culture also comes from “below,” from students who seek to learn more about the Middle East

and its diaspora. At CUNY, this need has been exacerbated by the direct impact of 9/11 on CUNY students and faculty, many of whom directly witnessed the events of that day or felt its aftershocks.

The New York metropolitan region also has one of the largest concentration of Middle Easterners in the U.S. It has the largest Arab population and the third largest Iranian population in the U.S. Many of the U.S.-born children of Middle Eastern immigrants attend CUNY and are eager to learn about their heritage more systematically and become proficient in the languages. At City College, the number of relevant student clubs demonstrates interest in the region. These include a Middle Eastern Music and Dance Club, Muslims Students Organization, Pakistanis at City College, Persian Student Association, Turkish Student Association, and Women in Islam.

The establishment of majors, minors, and concentrations on the Middle East responds to a clearly identified need for Americans to understand the region better, the interest on the part of many students of Middle Eastern descent to explore their heritage, and the interest of students of other backgrounds who regularly come in contact with heritage students to learn more about the region. The new courses will be strategically chosen to fill curriculum gaps and enhance the new Middle East and Islamic Studies programs. CUNY does not generally keep data on students turned away from course registration, but a survey of enrollments in Middle Eastern courses across the system indicates that they are generally filled to capacity, with demand far exceeding supply. At City College, for example, courses in Middle East history are capped at 35 and close quickly. Moreover, there has been a steady increase in enrollment in Arabic courses since 9/11. At Hunter, a faculty member teaching a course on “Middle East Politics” had no problem filling three sections of 35 each and creating a jumbo course. At Lehman, courses such as “Islamic

Civilization” and the “Modern Middle East” have filled to capacity. Demand for Middle Eastern courses continues to be strong, with students being turned away, and demand exceeding supply.

According to an external evaluator of the first round of the grant, “The summer program [in Arabic language] has been a success and fills a void in affordable programs in the U.S. for students who wish to advance their studies in a short period of time and at a reasonable cost.” The Hunter Summer Arabic Program fills a demand for affordable language training, at a time when other programs cost from three to five times the amount. Getting more students to higher levels of Arabic, however, creates a demand for yet more advanced level Arabic courses.

A need for an affordable Summer Persian Program also exists. While a number of Arabic summer programs thrive, some more expensive than others, there are none at present in the New York area (the Northeast consortium is currently in Chicago); when that program returns to New York, it will have an expensive price tag; and language study abroad or immersion in Iran is unlikely due to the political situation. Students have expressed an interest to faculty members in learning more about the language, culture, and politics of Iran, and have requested Persian courses. Such a course could also fulfill the language requirement in the division of humanities at some of the colleges.

MEMEAC gets constant inquiries from students about study abroad opportunities in the Middle East. At the same time, the CUNY Study Abroad Programs to the Middle East are oversubscribed, particularly those to the Arab world. In City College’s winter Study Abroad Program in Morocco, run by Prof. Fernando, for example, students compete for limited spaces. Those selected travel to Morocco with a supervising CUNY faculty member, pay CUNY tuition, and receive four credits. After 2005, the director scaled back to ten the number of students traveling, finding that a manageable number to supervise and place in homes. A program to

Egypt would introduce CUNY students to the most populous Arab country and an Arabic dialect that is spoken broadly, as well as Egypt's history, culture, and politics. The program would be eligible for STOCs scholarships, which would be critical to its success.

The Faculty Development teaching workshop will help faculty learn new interactive and dramatic techniques for engaging CUNY students in the classroom, which will be useful for those new to the CUNY system and will reinvigorate those in need of a "tune-up" in their teaching. The colloquium will provide faculty with an opportunity to advance their understanding of a specific topic (e.g., religious conversion). The lectures will provide instructors with interpretative tools for the classroom. A variety of formats have been selected to keep faculty abreast of the recent developments in and outside of their fields at a time of quickly changing developments on the ground.

The workshops for high school teachers of social studies, history, and world languages and literature will enhance teacher training for K-12 teachers in international studies, and the project on teaching modules will provide resources and information. The topics for the workshops consider the requirements of the New York State social studies curriculum and guidelines of the national council on social studies, and aim to reduce prejudice and stereotyping. Many teachers have students of Middle Eastern heritage in their classrooms; others have students who have family members who are serving in the armed forces in the Middle East. In addition, to making our teachers sensitive to and knowledgeable about Middle Eastern issues, the workshops will have the practical advantage of awarding teachers with credits toward certification or pay increases. Outreach activities in film and music respond to a need for creating greater understanding of Middle Eastern culture.

Through this grant, MEMEAC is offering “one-stop shopping” for undergraduate students, who will find various options for studying the Middle East, its languages, and its diaspora at CUNY and abroad, as well as a resource for faculty and the community.

B. Anticipated Outcomes of the Proposed Programs. The immediate, short-term outcomes anticipated by this proposal are:

- Two majors in Middle Eastern Studies at City College and Queens College, and two minors in Middle Eastern Studies at City College and Lehman College, with Federal funds for the project director’s course release, postdoctoral fellow, and meeting costs for the CUNY Program Committee.
- Ten new courses on the Middle East, and its diasporas, or added Middle East content in other courses, with Federal funds for one postdoctoral fellow and summer stipends.
- The Summer Persian Program (2010), with Federal funds for the instructor’s salary, course release for the chair of the Persian Studies Committee, and instructional material.
- An Advanced Arabic texts course (spring 2010 and spring 2011), with Federal funds for salary.
- A Study Abroad Program in Egypt (January 2010), with Federal funds for a planning trip.
- A speaker series on “Iran and Beyond” to launch Persian language studies (Fall 2010), a colloquium (April 2010), a faculty seminar (Fall 2009), and a teaching workshop (Spring 2010), with Federal funds for honoraria, travel, and meeting expenses.
- Performances by the CUNY Middle East Music Ensemble, with Federal funds for honoraria.
- A film series on CUNY-TV on classic Arab cinema (2009-2010) and a series on contemporary Iranian cinema (2010-2011).

- Four workshops for high school teachers, in collaboration with the NRC at NYU.
- A web-based K-12 curriculum that integrates the study of the Middle Eastern diaspora, in collaboration with the NRC at UCLA (Spring 2011).

The following long-term outcomes are anticipated:

- Success in recruiting students to the majors, minors, and concentrations in Middle East Studies.
- Preparing students for graduate studies and careers in education, government, Foreign Service, armed forces, international organizations and NGOs, translation and interpreting, among others.
- Creation of new courses, and revision of courses to incorporate material on the Middle East and its diaspora.
- Exposure of a sizeable number of students to Persian language, culture, and history.
- Creation of new Study Abroad opportunities.
- On-going faculty collaborations within campuses and across CUNY.
- Greater exposure to Middle Eastern music and film.
- K-12 teachers incorporating new materials on the Middle East and its diaspora into their teaching.

Appendix I

Faculty in Middle Eastern Studies at CUNY

	Name	College	Discipline	Areas of Interest
1	Abdoh, Salar	City	English	Iran, Literature
2	Abrahamian, Ervand	Baruch, GC	History	Iran
3	Aciman, Andre	GC	Comparative Literature	Contemporary Literature in Arab World
4	Ahmed, Ali Jimale	Queens, GC	Comparative Literature	African & Islamic Literature, Poetry and Oral Tradition
5	Alcalay, Ammiel	Queens, GC	Comparative Literature	Hebrew & Jewish Literature of the Middle East
6	Alessandrini, Tony	Kingsborough	English	Arabic and Turkish Literature; Postcolonial Studies
7	Ali, Jamal	Hunter	Classical and Oriental Studies	Language and Religion
8	Arafat, Ibtihaj (emerita)	City College	Sociology	Demography & Development, Women
9	Arian, Asher	GC	Political Science	Israeli Elections
10	Asad, Talal	GC	Anthropology	Religion and Secularism, Egypt, Sudan
11	Bahri, Hamid	York	French	French and Arabic Literature
12	Bakalian, Anny	GC	MEMEAC	Middle Eastern Diaspora, Armenian Americans
13	Baron, Beth	City College, GC	History	Egypt, Women, Nationalism

14	Barsoum, Marlene	Hunter	Romance Languages	Francophone Literature in North Africa/Middle East
15	Bates, Ulku	Hunter	Art History	Islamic & Ottoman Art & Architecture
16	Bauer, Alexander A.	Queens	Anthropology	Cultural Interaction and Trade
17	Bayoumi, Moustafa	Brooklyn	English	Islam, Migration, Race
18	Bellamy, Carla	Baruch	Religion	South Asian Religions (including Islam)
19	Bellin, Eva	Hunter	Political Science	Political Economy in the Middle East
20	Bilici, Mucahit	John Jay	Sociology	Cultural Sociology of Islam in the US
21	Blum, Stephen	GC	Music	Music of West & Central Asia
22	Bornstein, Avi	John Jay	Anthropology	Palestine, State violence
23	Bozorgmehr, Mehdi	City College, GC	Sociology	Middle Eastern Diaspora
24	Carlson, Marvin	GC	Theatre	Contemporary Theater in Egypt
25	Chetrit, Sami S.	Queens	Classical, M.E. & Asian Languages	Hebrew Language & Literature, Mizrahi Literature, Film
26	Cohen, Mitchell	Baruch	Political Science	Arab-Israeli Conflict

27	Crapanzano, Vincent	GC	Comparative Literature	Cultural Psychology
28	Dahbany-Miraglia, Dina	Queensborough	Speech & Theater	Yemenite Jews, Language
29	Daigle, Craig	City College	History	Arab-Israeli Conflict
30	Danzger, Herbert	Lehman, GC	Sociology	Religion, Israel
31	Davis, Simon	Lehman	History	British Empire and the Persian Gulf
32.	Dekel, Mikhal	City College	English	Nationalism, Diaspora, Hebrew
33	Dodds, Jerrilynn	City College, GC	Architecture	Islamic Art, Mosques
34	Elinson, Alexander	Queens	Arabic Language & Literature	Arabic and Hebrew Literature
35	Fishman, Louis	Brooklyn	History	Palestinian and Israeli History, Modern Turkey and Nationalism
36	Flam, Louis	Lehman, GC	Anthropology	Paleoecology, Geoarchaeology, Iran, Turkey
37	Flamhaft, Ziva	Queens	Political Science	International Relations in Middle East

38	Flores Khalil, Andrea	Queens	Comparative Literature	Literature and Film North Africa
39	Frangakis-Syrett, Elena	Queens, GC	History	Ottoman and Greek Economic History
40	Franklin, Arnold	Hunter	Classical and Oriental Studies	Jewish/Islamic Cultural Relations
41	Gerber, Jane	GC	Sephardic Studies	Jews of Spain & North Africa
42	Haghighat, Elhum	Lehman	Sociology	Women in Middle East, & Diaspora
43	Haj, Samira	Staten Island	History	Religion & modernity Iraq
44	Heilman, Samuel	Queens, GC	Sociology	Religion, Israel
45	Helmreich, William	City College, GC	Sociology	Arab-Israeli Conflict
46	Ibrahim, Mohamed	Hunter	Geography	Environmental Studies in Sudan
47	Johnson, Gregory	Hunter, GC	Anthropology	Archaeology, Syria, Iran
48	Kern, Karen	Hunter	History	Ottoman Empire, Gender & Law

49	Lazreg, Marnia	Hunter, GC	Sociology	Development in the Middle East and North Africa
50	LeGall, Dina	Lehman, GC	History	Ottoman History, Sufism
51	Moyne, John (emeritus)	Graduate Center	Linguistics	Sufism
52	Naous, Mazen	Staten Island	English	Middle Eastern and U.S. Ethnic Literature
53	Pettigrew, Mark	Queens	Classical, M.E. & Asian Languages	Arabic Literature, popular culture
54	Rassam, Amal (emerita)	Queens, GC	Anthropology	Women & Ethnicity
55	Reguer, Sara	Brooklyn	Judaic Studies	Jews in the Middle East
56	Richardson, Kristina	Queens	History	Ottoman-Arab provinces, Mamluk Sultanate, gender, disability
57	Robinson, Chase	GC	History	Early Islamic History
58	Rosenberg, Clifford	City College	History	North African Immigrants to France
59	Salamandra, Christa	Lehman	Anthropology	Media in the Arab World, Gulf

60	Samad-Matias, Asha	City College	Anthropology	Horn of Africa
61	Sedarat, Roger	Queens	English	Iranian Poetry, M.E. Literature
62	Shachmurove, Yochanan	City College	Economics	Financial Markets of the Middle East
63	Shannon, Jonathan	Hunter	Anthropology	Syria/Morocco, Ethnomusicology, Aesthetics
64	Spectorsky, Susan (emerita)	Queens, GC	Classical, ME & Asian Languages	Arabic
65	Stone, Christopher	Hunter	Classical and Oriental Studies	Arabic Literature, Popular Culture in Egypt/Lebanon
66	Strobl, Staci	John Jay	Law, Police Science & Criminal Justice	Gender & Policing in the Persian Gulf
67	Veeser, Aram	City College	English	Autobiographical Literature
68	Waxman, Dov	Baruch	Political Science	Israel, Turkey, Int'l Relations in the M.E.
69	Wilder, Esther	Lehman	Sociology	Israel and Religion

Appendix II

Courses in Middle Eastern Studies at City College, CUNY

Anthropology

24600: Peoples of the Middle East

Art History

21052: Islamic Art

Architecture

ARCH 51338: Islamic Architecture

English

*Autobiographical Literature (includes Middle Eastern writers)

*Postcolonial Literature

*Trauma and Literature

Foreign Languages

12100: Elementary Arabic I

12200: Elementary Arabic II

22500: Intensive Intermediate Arabic

12100-12200: Elementary Hebrew

22500: Intensive Intermediate Hebrew

History

34401: The Middle East under Islam

47100: Pakistan: Religion, Military, and the State

48400: The Modern Middle East

48500: Women and Gender in the Middle East

48600: Arab-Israeli Conflict

48700: Islamic Political Movements

*The U.S. in the Middle East

International Studies

31510: Culture, Class and Gender in Morocco

Jewish Studies

11100: Jewish History: An Introduction

21100: Contemporary Israel

Sociology

26700: Social Change in Developing Countries

*Sociology of the Middle East and North Africa

*Middle East: Contemporary Conflicts

Political Science

23500: Introduction to the Politics of Developing Nations

23700: Political Systems in Asia

35700: International Relations in the Middle East

*Previously taught courses, not in bulletin

Appendix III

Curriculum Vitae of Project Directors and Select Faculty

Salar Abdoh

Associate Professor
English Department
City College of New York
Zzsalar@aol.com

EDUCATION

MA. (Creative Writing), City College, CUNY, 1996

PUBLICATIONS

Books (Fiction):

Opium (Faber & Faber 2004)
The Poet Game (Picador USA 2000)

Book Sections (Nonfiction)

The 206 (in: *Urban Iran*; Mark Batty, Fall 2008)
Portraits (in: *Portraits, Sonia Balassanian*; Accea/NPAC, 2007)
Tehran Underground (in: *My Sister Guide Your Veil, My Brother Guard Your Eyes*; Beacon Press, 2006)

Magazines & Journals & Online (Nonfiction):

Birth of An Iranian Spy Novelist (*J Journal* Spring 2008)
In The Land of the Aryans (*Guilt & Pleasure* Spring 2007)
Moving Violations (*Guernica* Spring 2007)
Vanishing Point (*Guernica* Summer 2007)
Irrational Waiting (*Guernica* Fall 2007)
The Unreliable World of Jaafar Moddares Sadeghi (*La Règle Du Jeu* September 2004)
Conversation (*New Review of Literature* April 2004)
Iran As Cinema (*Words Without Borders* Fall 2002)
Streetwise (*New York Times* November 200)

Magazines & Journals & Online (Fiction):

Water (*Callaloo Magazine* Fall 2008)
The Last Jewish Tailor of the Grand Bazaar of Tehran (*SIC* Fall 2007)
Scotland (*Bomb Magazine* Fall 2006)
The Waves (*Guernica* Fall 2005)

Theater & Film Scripts:

Smoke & Mirror (Premier: Rotterdam Film Festival, 2005)
Quotations from a Ruined City (*The Drama Review*; MIT Press, 1995)

Translations:

Bride of Angels (*Bomb Magazine* Spring 2003)

Articles in Translation:

Chi ha paura dell'iran? (Italian); Sterling & Kupfer; Milan, 2007

How Iranian People Think Their Divine Country (Japanese); Soshisha; Tokyo 2007

In The Neighborhood of New Yorkers (Persian); Shargh; Tehran, 2005

Le monde peu fiable de Jaafar Modarres Sadeghi (French); Éditions Grasset; Paris, 2004

Editorial Project:

Callaloo Magazine (Middle East/North Africa special issue, guest editor (forthcoming) 2010)

Ammiel Alcalay

Department of Classics, Middle Eastern and Asian Languages and Cultures
Queens College, CUNY
Flushing, New York 11367-1597
Office (718) 997-5570
aaka@earthlink.net

EDUCATION

Ph.D. (Comparative Literature), Graduate Center, CUNY, 1989.

ACADEMIC POSITIONS

Professor (Comparative Literature), Classical, Middle Eastern & Asian Languages & Cultures, Queens, CUNY, 1989-present.

Medieval Studies, Comparative Literature, and English Programs Graduate Center, CUNY, 2001-present.

SELECTED AWARDS & GRANTS

Queens College Innovative teaching Award for "Images of the Middle East," 2003.

Fellow at International Center for Advanced Studies at New York University, 2000.

National Endowment for the Arts Creative Writing Grant for translation, 1997.

New Visions Grant for Cities & Civilizations Project / Diamond Foundation, 1996.

SELECTED BOOKS

Nine Alexandrias by Semezdin Mehmedinovic; translation from Bosnian, with introduction (San Francisco: City Lights; Fall, 2003), p. 70.

Poetry, Politics and Translation: American Isolation & the Middle East (Ithaca: Palm Press, 2003), 28 pages.

from the warring factions (Los Angeles: Beyond Baroque, 2002); 212 pages.

Sarajevo Blues by Semezdin Mehmedinovic; translated from Bosnian with an introduction and interview with the author by Ammiel Alcalay (San Francisco: City Lights, 1998); pp. 122.

The Tenth Circle of Hell by Rezak Hukanovic; introduction by Elie Wiesel; co-translated and edited by Ammiel Alcalay; (New York: Basic Books; 1996); pp. 164.

Keys to the Garden: New Israeli Writing, edited and co-translated (Hebrew, Arabic) with interviews by Ammiel Alcalay; (San Francisco: City Lights, 1996); pp. 400.

Portraits of Sarajevo by Zlatko Dizdarevic, edited and co-translated by Ammiel Alcalay; (New York: Fromm International, 1995); pp. 132.

Sarajevo: A War Journal by Zlatko Dizdarevic; (New York: Henry Holt, 1994); pp. 208; edited and co-translated from Serbo-Croatian; revised paperback (with newly translated material) of *Sarajevo: A War Journal* by Zlatko Dizdarevic (New York: Fromm International, 1993); pp. 192.

For / Za Sarajevo (New York: Lusitania Press, 1993); A bi-lingual collection in English and Serbo-Croatian; editor, translator (Hebrew, Arabic & Serbo-Croatian) and contributor; pp. 176.

After Jews and Arabs: Remaking Levantine Culture (University of Minnesota Press, 1993); pp. 336.

the cairo notebooks (Philadelphia: The Singing Horse Press, 1993); pp. 75.

Projimos / Intimates by Jose Kozar (Barcelona: Carrer Ausias, 1990); from Spanish; pp. 20.

SELECTED RECENT ARTICLES / ESSAYS / CHAPTERS / INTRODUCTIONS

“No Return,” in *Wrestling with Zion*, eds. Tony Kushner & Alisa Solomon (New York: Grove-Atlantic, 2003), pp. 205-219. Forthcoming:

“Everyday History,” introduction to *Sarajevo Marlboro* by Miljenko Jergovic (New York: Archipelago Books, 2003)

“Ammiel Alcalay Interviewed by Marlowe Fawcett,” in *Civil Disobediences: Essays and Documents on Politics and Poetics*; eds. Anne Waldman & Lisa Birman (Minneapolis: Coffee House, 2004)

“Memory/Imagination/Resistance,” *South Atlantic Quarterly* 102:4, Fall 2003; pp. 851-859.

“Creative Activism,” *Al-Ahram Weekly*; August 14-20, 2003, p. 23.

“Politics & Imagination: After the Fall of Baghdad,” *Al-Ahram Weekly*, July 3-9, 2003, p. 17.

“Writing the Body Collective: Abdellatif Laabi’s Visionary Poetics,” forward to *The World’s Embrace: Selected Poems* by Abdellatif Laabi (San Francisco: City Lights, 2003), pp. ix-xi.

Anny Bakalian

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The Graduate Center, The City University of New York
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EDUCATION

Ph.D. (Sociology), Columbia University, 1989.
M.A. (Sociology), Exeter University, 1975.
B.A. (Sociology), with distinction, American University of Beirut, 1971.

ACADEMIC POSITIONS

Associate Director, Middle East and Middle Eastern American Center, The Graduate Center, The City University of New York, 2001 to present.

Assistant to Associate Professor of Sociology, College of Notre Dame of Maryland, Baltimore, 1989-2001 (half time between 1995-2000), and Chair of the Studies in Aging Master's Program, 1998-2001.

Principal Investigator and Program Evaluator, Woodbourne Community Partnership, Baltimore, half time between 1995-2000.

Lecturer in Sociology, American University of Beirut, 1979-1981.

SELECTED PUBLICATIONS

Backlash 9/11: Middle Eastern and Muslim Americans Respond, University of California Press, 2009 (with Mehdi Bozorgmehr).

"Muslim American Mobilization," *Diaspora: A Journal of Transnational Studies*, 14: 7-43 (2008/2005) (with Mehdi Bozorgmehr).

"Post-9/11 Government Initiatives in Comparative and Historical Perspectives." Pp. 246-266 in *From Arrival to Incorporation: Migrants to the U.S. in a Global Era*. Edited by Elliot Barkan, Hasia Diner, and Alan Kraut. New York: New York University Press (with Mehdi Bozorgmehr).

Seventeen entries in *Encyclopedia of Racism in the United States*, edited by Pyong Gap Min. Westport CT: Greenwood Press, 2005 (with Mehdi Bozorgmehr).

"A Review of *Gender in Transnationalism: Home, Longing and Belonging among Moroccan Migrant Women*, by Ruba Salih." *International Migration Review*, vol. 39, no. 1 (Spring 2005): 279-280.

"A Review of *Inventing Home: Emigration, Gender, and the Middle Class in Lebanon, 1870-1920*, by Akram Fouad Khater." *International Migration Review*, vol. 38, no. 2 (Summer 2004): 790-791.

Armenian-Americans -- From Being to Feeling Armenian. New Brunswick (NJ): Transaction, inc., 1993.

“Evaluating Armenian-American Organizations,” *Armenian Forum*, vol. 2, # 4, pp. 57-96, 2003 (with Aghop Der Karabetian).

“Preparing Leaders for Ethnic Communities: the Case of Armenian American Summer Internship Programs,” *Migration World Magazine*. Spring/Summer, vol 29, pp. 26-31, 2001 (with Aghop Der Karabetian).

“Armenians” in *Encyclopedia of American Immigrant Cultures*. New York: Macmillan, pp. 42-51, 1997

GRANTS, FELLOWSHIPS AND HONORS

“A Century of Armenians in America: Voices from New Scholarship,” one-day conference funded by the Armenian Center at Columbia University, \$17,000, hosted by MEMEAC, at the Graduate Center, CUNY, October 9, 2004.

"How Support Organizations Respond to Crises: Middle Eastern and South Asian American Organizations in the Aftermath of September 11." National Science Foundation, \$60,000. Principal Co-Investigator with Mehdi Bozorgmehr, 2001-2003.

Received the Armenian Behavioral Science Association’s the “Outstanding Achievement Award,” 1995.

Nominated for American Association of University Women’s “Emerging Scholar Award,” 1992.

SELECTED PROFESSIONAL ACTIVITIES AND MEMBERSHIP

Editorial board of *Diaspora: A Journal of Transnational Studies*, Toronto University Press, since 1996.

Editorial board of *Journal of the Society for Armenian Studies*, since 1995.

Member of the Board of Alwan for the Arts, New York City, since 2003.

Founding member and President of the Board. Tamkeen, Center for Arab American Empowerment, Brooklyn, NY, since 2003.

LANGUAGES

Fluent in Arabic, Armenian, and French; some Turkish

Beth Baron

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EDUCATION

Ph.D. (History), University of California, Los Angeles, 1988.
M.A. (Middle Eastern Studies), School of Oriental and African Studies, University of London, 1982.
B.A. (History), Dartmouth College, 1980.

ACADEMIC POSITIONS

Founding Co-Director, Middle East and Middle Eastern American Center, The Graduate Center, The City University of New York (CUNY), 2001 to present.

Professor of History, City College, CUNY, 1989 to present.

SELECTED FELLOWSHIPS, GRANTS, HONORS

Visiting Scholar, Center for Humanities and Arts, University of Georgia, 2004.

Rockefeller Archive Center research grant, 2003.

CUNY, Humanities Division, Rifkind Award, 2003, 1995; Eisner Awards, 1991, 1994, 1999.

Ford Foundation "Shifting Boundaries," for Middle East and Middle Eastern American Center at the CUNY Graduate Center, 2000-03.

American Council of Learned Societies Fellowship (ACLS), 1995-96.

National Endowment for the Humanities (NEH), Summer Stipend, 1993.

Felix Frankfurter Professor in the Humanities, 1991-92.

American Historical Association, Bernadotte E. Schmitt Grant, 1990.

Woodrow Wilson Women's Studies Research Grant, 1988.

Fulbright-Hays Research Abroad Fellowship for Egypt, 1985-86.

SELECTED PUBLICATIONS

Egypt as a Woman: Nationalism, Gender, and Politics (University of California Press, 2005, 276 pages).

The Women's Awakening in Egypt: Culture, Society, and the Press (Yale University Press, 1994, 259 pages); paperback released in 1997; translated into Arabic by the Supreme Council of Culture in Egypt 1999.

Philanthropy Among Middle Eastern Americans and Their Historical Traditions of Giving (Center for the Study of Philanthropy, 2001), coedited with Mehdi Bozorgmehr (83 pages).

Iran and Beyond: Essays in Middle Eastern History in Honor of Nikki R. Keddie (Mazda, 2000), coedited with Rudi Matthee; includes article (see below) and preface (291 pages).

Women in Middle Eastern History: Shifting Boundaries in Sex and Gender (Yale University Press, 1991; paperback edition, 1993), coedited with Nikki R. Keddie (343 pages); includes article (see below) and introductory piece; has sold over 5,000 copies.

"An Islamic Activist in Interwar Egypt," in *Iran and Beyond*, 201-20. Reprinted in *Women, Philanthropy, and Civil Society*, ed. Kathleen D. McCarthy (Indiana University Press, 2001), 225-44 (20 pages).

"The Making of the Egyptian Nation," in *Gendered Nations: Nationalism in the Long 19th Century -- International Comparisons*, ed. Ida Blom, Karen Hagemann, Catherine Hall (Berg, 2000), 137-58 (22 pages).

"The Politics of Female Notables in Postwar Egypt," in *Borderlines: Genders and Identities in War and Peace, 1870-1930*, ed. Billie Melman (Routledge, 1998), 329-50 (22 pages).

"Nationalist Iconography: Egypt as a Woman," in *Rethinking Nationalism in the Arab World*, ed. James Jankowski and Israel Gershoni (Columbia University Press, 1997), 105-24 (20 pages).

"A Field Matures: Recent Literature on Women in the Middle East," review article in *Middle Eastern Studies* 32, no. 3 (1996): 161-75 (15 pages).

"Readers and the Women's Press in Egypt," *Poetics Today* 15, no.2 (1994): 217-40 (24 pages).

"The Construction of National Honour in Egypt," *Gender and History* 5, no.2 (1993): 244-55 (12 pages).

"The Making and Breaking of Marital Bonds in Modern Egypt," in *Women in Middle Eastern History*, 275-91 (17 pages).

"Mothers, Morality, and Nationalism in Pre-1919 Egypt," in *The Origins of Arab Nationalism*, ed. Rashid Khalidi et al. (Columbia University Press, 1991), 271-88 (18 pages).

Mehdi Bozorgmehr

Middle East and Middle Eastern American Center
The Graduate Center, City University of New York
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Office (212) 817-7572
mbozorgmehr@gc.cuny.edu

EDUCATION

Ph.D. (Sociology), University of California, Los Angeles, 1992.

ACADEMIC POSITIONS

Founding Co-Director, Middle East and Middle Eastern American Center, The Graduate Center, The City University of New York, 2001 to present.

Associate Professor of Sociology, the City College and the Graduate Center, The City University of New York, 1995 to present.

GRANTS

"How Support Organizations Respond to Crises: Middle Eastern and South Asian American Organizations in the Aftermath of September 11." National Science Foundation, \$60,000. Principal Co-Investigator with Anny Bakalian, 2001-2003.

"Employment Trajectories of the Middle Class Second Generation: Iranians in California." Institute of Labor Employment, University of California, \$12,000. Principal Co-Investigator with Georges Sabagh. 2001-2003

"Effects of 9/11 on Middle Eastern American Philanthropy." \$20,000. Center for the Study of Philanthropy, Graduate Center, CUNY, 2002.

To establish a "Middle East and Middle Eastern American Center" at the Graduate Center, CUNY. Ford Foundation, \$135,000. Principal Co-Investigator with Beth Baron, 2000-2002.

"Ethnic Los Angeles." Russell Sage and Mellon Foundations, \$105,000. Principal Co-Investigator with Roger Waldinger, 1993-1994.

"Emergent Ethnicity: Iranian Immigrant Communities." National Science Foundation, \$208,000. Project Director. Georges Sabagh and Ivan Light, Principal Co-Investigators, 1986-1989.

SELECTED PUBLICATIONS

Backlash 9/11: Middle Eastern and Muslim Americans Respond, University of California Press, 2009 (with Anny Bakalian).

"Muslim American Mobilization," *Diaspora: A Journal of Transnational Studies*, 14: 7-43 (2008/2005) (with Anny Bakalian).

"Post-9/11 Government Initiatives in Comparative and Historical Perspectives." Pp. 246-266 in *From Arrival to Incorporation: Migrants to the U.S. in a Global Era*. Edited by Elliot Barkan, Hasia Diner, and Alan Kraut. New York: New York University Press (with Anny Bakalian).

Seventeen entries in *Encyclopedia of Racism in the United States*, edited by Pyong Gap Min. Westport CT: Greenwood Press, 2005 (with Anny Bakalian).

"Middle East and North Africa." "Iran." In *The New Americans*. Edited by Mary Waters and Reed Ueda. Cambridge: Harvard University Press, 2007.

Philanthropy among Middle Eastern Americans and their Historical Traditions of Giving. Curriculum Guide # 14, Center for the Study of Philanthropy, The Graduate Center, City University of New York (senior editor), 2001.

"From Iranian Studies to Studies of Iranians in the United States." *Iranian Studies* 31:530, 1998.

"Internal Ethnicity: Iranians in Los Angeles." Special Immigration Issue of *Sociological Perspectives* 40:387-408, 1997.

Ethnic Los Angeles. New York: Russell Sage (co-editor), 1996.

"Hierarchic Levels of Subethnicity: Near Eastern Jews in the U.S., France and Mexico." *Sociological Papers* 5:1-42 (co-author), 1996.

Middle Eastern Diaspora Communities in America. New York University: Center for Near Eastern Studies (senior editor), 1996.

"Diaspora in the Postrevolutionary Period." *Encyclopedia Iranica* 7: 380-383, 1995.

"Secular Immigrants: Religiosity and Ethnicity among Iranian Muslims in Los Angeles." Pp. 445-473 in *Muslim Communities in North America*. Edited by Yvonne Haddad and Jane Smith. Albany: State University of New York Press (co-author), 1994.

"Subethnicity: Armenians in Los Angeles." Pp. 243-258 in *Immigration and Entrepreneurship: Culture, Capital, and Ethnic Networks*. Edited by Ivan Light and Parminder Bhachu. New Jersey: Transaction (co-author), 1993.

"Survey Research among Middle Eastern Immigrant Groups in the United States: Iranians in Los Angeles." *Middle East Studies Association Bulletin* 23: 23-34 (first author), 1989.

"The Settlement of Yemeni Immigrants in the United States." Pp. 143-156 in *Sojourners and Settlers: The Yemeni Immigrant Experience*. Edited by Jonathan Friedlander. Salt Lake City, Utah: University of Utah Press (co-author), 1988.

Akram Fouad Khater

Associate Professor
North Carolina State University
Department of History
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Raleigh, NC 27695-8108
akram_khater@ncsu.edu

EDUCATION

Ph.D. History, University of California, Berkeley, May 1993
M.A. History, University of California, Santa Cruz, June 1987
B.S. Electrical Engineering, California State Polytechnic University, December 1983

HONORS & FELLOWSHIPS

National Humanities Center Fellow, 2005 - 2006
Elected Member of the NCSU Academy of Outstanding Extension Faculty, 2003-2004

ADMINISTRATIVE EXPERIENCE

Director of Middle East Studies Program, North Carolina State University, 2004 - Current
Director of International Programs, College of Humanities and Social Sciences, North Carolina State University, 2003-2005
Principal Investigator, *Title VIa UISFL Department of Education* grant, 2004-2008

SELECTED PUBLICATIONS

Sources in the History of the Middle East, Houghton Mifflin, 2004.
Inventing Home: Emigration, gender and the making of a Lebanese Middle Class, 1861-1921.
University of California Press, 2001.
Contributing author (Middle East section), *The World and its People*. Parsippany, New Jersey: Silver,
Burdett & Ginn, 1997. (High School textbook).

“Becoming ‘Syrian’ in America: A Global Geography of Ethnicity and Nation” *Diaspora: A Journal of Transnational Studies*. Forthcoming (Spring 2009).

“God has called me to be free: Latin missionaries, Aleppan nuns and the transformation of Catholicism in 18th century Bilād al-Shām,” *International Journal of Middle East Studies*. August 2008.

“En(Gendering) the Public Space:Fin de siècle Beirut,” *Fondations, pratiques et figures des espaces publics au Liban*, May Davie (editor). (Tours, France : Centre d’Histoire de la ville moderne et contemporaine 2007).

“Lebanese Diaspora,” *Dictionary of Transnational History*, Donna Gabbacia (ed.). 2007.

“Women, Gender and Industrial Labor: Ottoman Empire,” *Encyclopedia of Women and Islamic Cultures*, Suad Joseph (ed.), Vol. 4, November 2006.

“A Deluded Woman: The politics of gender and Christianity in 18th century *bilad al-Sham*,” *AHL Review*, Volume 41, Spring 2006.

“Like Pure Gold: Sexuality & Honor amongst Lebanese emigrants, 1890-1920,” *History of Sexuality in the Middle East*. London: Al-Saqi Publishers, November 2006

- “Building Class: Emigration, the Central Hall House and the Construction of a Rural Middle Class in Lebanon, 1890-1914.” *History of the Central House in the Mediterranean*, May Davie (ed.); Beirut: ELBA. 2004.
- “‘Queen of the House?’ Making Immigrant Lebanese Families in the Mahjar,” in *Family History in the Middle East Household, Property, and Gender*, Beshara Doumani (editor). (New York: SUNY Press, 2003).
- “A short history of time in Lebanon, 1860-1914,” *Chronos*, No. 2 1999.
- “From ‘House’ to ‘Mistress of the House’: Gender and Class in 19th Century Lebanon.” *International Journal of Middle East Studies*, **28** (1996), 325-348.
- “Emile Habibi, the Mirror of Irony in Palestinian Literature,” *Journal of Arabic Literature*, Vol. XXIV, Summer 1993, pp. 75-94
- “Assaf Khater: A Peasant from Mount Lebanon,” *Struggle and Survival in the Middle East*, Edmund Burke III (ed.); Berkeley: University of California Press, January 1993, pp. 31-43
- “She Married Silk,” *The Turkish Studies Association Bulletin*, Vol. 16, no. 1 (April 1992) 69-72.
- “Imbaba: The Camel Market of Cairo,” *Aramco World Magazine*, Vol. 40, no. 6, Nov-Dec 1989, pp. 37-40.
- “Al-Haraka al-Nissa'iya: The Women's Movement and Political Participation in Modern Egypt,” *Women's Studies International Forum*, Vol. 11, no. 5, pp. 465-483, 1988
- “Egyptian Feminism Today,” *The Middle East*, no. 148 (November 1986), 17-18.

LANGUAGES

- Arabic: Speak, read and write with native fluency
- French: Speak, read and write with excellent proficiency
- Italian: Read with intermediate fluency

Dina Le Gall

Associate Professor, CUNY Graduate Center, History

Assistant Professor, Lehman College, History

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EDUCATION

Ph.D., Princeton University, Near Eastern Studies, 1992

M.A., Princeton University, Near Eastern Studies, Major Fields: Ottoman History, Modern Arab History, 1984

B.A., Tel Aviv University, Middle Eastern History and Arabic Language and Literature, 1975

SELECTED PUBLICATIONS

A Culture of Sufism: Naqshbandis in the Ottoman World, 1450-1700, Albany, New York: SUNY Press, 2005.

“Forgotten Naqshbandis and the Culture of Pre-Modern Sufi Brotherhoods,” *Studia Islamica*, 2005, pp. 151-83 .

“Kadizadelis, Naqshbandis, and Intra-Sufi Diatribe in Seventeenth-Century Istanbul,” *Turkish Studies Association Journal*.

“Ahmad-i Bukhari,” “Aziz Mahmud, Shaykh of Urumiyya,” “Ali Kurdi Maqtul,” *Encyclopaedia of Islam*, new edition (forthcoming)

“Missionaries, Pilgrims, and Refugees: The Early Transmission of the Naqshbandiyya to the Ottoman Lands,” in *Modes de transmission de la culture religieuse en Islam*, ed. H. Elboudrari, pp. 225-240. Cairo: Institut français d'archéologie orientale du Caire, 1993.

“Ro’i,” pp. 272-289, London and Boston: Allen and Unwin, 1984.

“Dilemmas of Arab Communism: The Case of the Syrian Communist Party,” in *The USSR and the Muslim World: Issues in Domestic and Foreign Policy*, ed. Y.

“Syria” (with an Economic Section by Yitzhak Gal), in *Middle East Contemporary Survey 1979-1980*, ed. C. Legum, pp. 750-790. New York and London: Holmes and Meier Publishers, 1981.

“A Neo-Modernist Reading of Women and Gender in Islam” (Review Essay).

Critique 4, Spring 1994, pp. 73-78.

Review of Valery J. Hoffman, *Sufism, Mystics, and Saints in Modern Egypt*.

Middle East Studies Association, MESA Bulletin 30, 1996, pp. 226-27.

Review of Jane Hathaway, *The Politics of Households in Ottoman Egypt*, MESA Bulletin 31, 1997, pp. 91-92.

Review of Arthur Buehler, *Sufi Heirs of the Prophet: The Indian Naqshbandiyya and the Rise of the Mediating Sufi Shaykh*, MESA Bulletin 34, 1999, pp.186-87.

Review of Elizabeth Sirriyeh, *Sufi Visionary of Ottoman Damascus: ‘Abd al-Ghani al-Nabulusi, 1661-1731*, *International Journal of Turkish Studies*, 2007.

Christopher Reed Stone

Associate Professor of Arabic,
Head of Arabic Division, Department of Classical and Oriental Studies
Hunter College, CUNY
cst@hunter.cuny.edu

EDUCATION

Ph.D., Princeton University, Near Eastern Studies, Arabic Literature and Language, 2002
MA., Princeton University, Near Eastern Studies, 1996
The Center for Arabic Studies Abroad (CASA) Program, Cairo, Egypt, Intensive Advanced Arabic, 1994-1995
Georgetown University, Intensive Arabic Summer Program, 1993
B.A. Haverford College, English, 1987

PUBLICATIONS

Popular Culture and Nationalism in Lebanon: the Fairouz and Rahbani Nation. New York: Routledge, 2007.

Peer Reviewed Journal Articles:

“Georg Lukacs and the improbable realism of Sonallah Ibrahim's *The Committee*.” *The Journal of Arabic Literature*. forthcoming.

“Ziyad Rahbani’s ‘Novelization’ of Lebanese Musical Theater or The Paradox of Parody.” *Middle Eastern Literatures*. 8.2 (July 2005): 151-170.

“The Ba‘labakk Festival and the Rahbanis: Folklore, Ancient History, Musical Theater and Nationalism in Lebanon.” *Arab Studies Journal* 11.2-12.1 (Fall 2003/Spring 2004): 10-40.

Peer Reviewed Book Sections:

“Fairouz, the Rahbani Brothers, Jerusalem and the Lebastinian Song.” in Tamar Mayer and Suleiman A. Mourad (eds.). *Jerusalem: Idea and Reality*. New York: Routledge, 2008: 232-252.

“Tawfiq al-Hakim, Yusuf al-Qa‘id and the “Mature” Arab Novel.” in Marle Hammond and Dana Sajdi (eds.). *Transforming Loss into Beauty: Essays on Arabic Literature and Culture in Honor of Magda al-Nowaihi*. Cairo: The American University in Cairo Press, 2008: 419-454.

Translations:

Yahduth fi Misr al-an (It is Happening in Egypt Now) by Yusuf al-Qaid. Proposal submitted to Syracuse University Press.

Online Journals:

“‘Our Eyes Travel to You Everyday:’ The Place of Jerusalem in the Works of Fairouz and the Rahbani Brothers.” *ArteNews*. Fall 2007.

Book Reviews:

“Review Essay of *Conscience of the Nation: Writers, State, and Society in Modern Egypt*, Richard Jacquemond. *Translator – Studies in Intercultural Communication*. forthcoming.

“Review Essay of *Images of Enchantment: Visual and Performing Arts of the Middle East*, ed. Sherifa Zuhur. *Journal of Arabic Literature*, XXXIV.3 (2003): 294-298.

- “Review Essay of *The Committee*, by Sonallah Ibrahim. *al-‘Arabiyya*. 35 (2003): 153-160.
- “Review of *Mastering Arabic*, by Jane Wightwick and Mahmoud Gaafar.” *MESA Bulletin* 40.1 (2006): 124-125.
- “Review of *Anistuuna: Egyptian colloquial*, by Nahid ‘Awni.” *MESA Bulletin* 35.1 (2001): 133.

Encyclopedia Entries:

- “Ilya Abu Madi.” in *Arabic Literary Biography*. Wiesbaden: Harrassowitz Verlag. (forthcoming).
- “*The King is the King* by Sa’dallah Wannus.” *Middle Eastern Literatures and their Times*. ed. Joyce Moss. Detroit: Gale Group, 2004: 237-246.
- “Fairouz.” *Encyclopedia of the Modern Middle East and North Africa*. New York: Macmillan Reference, 2004: vol. 2, 817-818.
- “The Peace Corps.” *Encyclopedia of the Modern Middle East and North Africa*. New York: Macmillan Reference, 2004: vol. 3, 1808 (entry update)

RECENT ACADEMIC FELLOWSHIPS AND AWARDS

- Fulbright Scholar award for Egypt, 2007-2008
- Elected to Executive Board of American Association of Teachers of Arabic, 2003-2006
- Middle East Studies Association Malcolm H. Kerr Dissertation Award in the Humanities, 2003-2004

LANGUAGES

- Arabic (Modern Standard Arabic—near native proficiency; Egyptian dialect—near native proficiency; Levantine dialect—advanced proficiency; Yemeni dialect—advanced proficiency)
- Persian (Two academic years, Princeton University)
- Turkish (One academic year, Princeton University)
- French (Reading proficiency)

Appendix IV: Sample Evaluation Tools

COURSE EVALUATION

Course Name:

Professor:

Date:

Please evaluate your learning experience by responding to the questions below. After your written evaluation, mark the number on the point scale which most closely reflects your opinion.

I. COURSE STRUCTURE AND OBJECTIVES:

1) How clear were course objectives and requirements in the syllabus? Explain:

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Very Good Weak

2) How clearly was the course organized and presented to help students achieve the learning objectives? Explain:

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Very Good Weak

3) How would you evaluate the books, speakers and other requirements for the course in terms of the learning objectives? Explain:

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Very Good Weak

II. ASSESSMENT:

4) How clear was the grading system used in the course? Explain:

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Very Good Weak

5) How helpful were comments to papers, and other assignments? Explain:

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Very Good Weak

III. TEACHING EFFECTIVENESS:

6) How effective were efforts to encourage student participation? Explain:

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Very Good Weak

7) How help were the professors and speakers when students did not understand the material?
Explain:

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Very Good Weak

IV. OVERALL EVALUATION OF THE COURSE:

8) What do you think were some of the strengths of this course?

9) What do you think could be improved when this course is taught again?

10) Explain your overall rating of this course and indicate your rating below.

5 _____ 4 _____ 3 _____ 2 _____ 1 _____
Very Good Weak

SUMMER LANGUAGE PROGRAM EVALUATION

1) How did you hear about this course?

2) Are you a CUNY student? (Circle One)

Yes. _____
(Please specify where)

No. _____
(Please specify where you are enrolled)

3) Please circle one:

I am a Freshman Sophomore Junior Senior

Graduate Student

Other _____
(Please specify)

4) Please specify your Major: _____

Minor/Concentrations: _____

5) Why are you taking this course?

6) To what extent was cost a factor in choosing this program?

Appendix V: Letters of Support



Office of the Provost and Senior Vice President

The Graduate School and University Center
The City University of New York
365 Fifth Avenue
New York, NY 10016-4309
TEL: 212.817.7200 FAX: 212.817.1612

April 10, 2009

To whom it may concern:

I write in enthusiastic support of the Middle East and Middle Eastern American Center's application for a Department of Education VIa Undergraduate International Studies and Foreign Language (UISFL) grant. As a specialist in Islamic history, I am thrilled to see the growth in Middle Eastern Studies at CUNY.

In the first round of a Title VIa grant, Professors Beth Baron and Mehdi Bozorgmehr worked to expand and strengthen Middle Eastern Studies at CUNY by launching a concentration on the Middle East in the CUNY BA program, minors and majors on several campuses, a highly successful Summer Arabic Institute, faculty development workshops and seminar series, in addition to several other accomplishments.

In the second round, the PIs propose establishing a minor and subsequently a major in Middle East and Islamic Studies at City College, developing the curriculum on the Muslim diasporas in Europe and elsewhere, founding a summer Persian Institute modeled after the successful Summer Arabic Institute, and putting in place faculty development workshops, which will improve pedagogy and content, and a Summer Teachers Institute.

MEMEAC has established an excellent reputation within The Graduate Center and the larger CUNY community. This current proposal charts an innovative direction for Middle East Studies within the University, capitalizing on strengths and addressing weaknesses. As Provost of The Graduate Center, where MEMEAC is based, I am particularly thrilled to see partnerships strengthened with City College and Hunter College. Furthermore, I am committed to seeing Middle Eastern and Islamic Studies at CUNY take a leading role in the educational and academic life of New York City and the metropolitan area.

Sincerely,

Chase F. Robinson
Provost and Senior Vice President

S:\PROVOST\MEMEAC Support Ltr.04-10-09.doc



OFFICE OF THE SENIOR FACULTY
ADVISOR TO THE PROVOST FOR
UNDERGRADUATE EDUCATION

218 Administration Building
Convent Avenue at 138th Street
New York, New York 10031
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jdodds@ccny.cuny.edu

21 April 2009

To whom it may concern:

With great pleasure I write in support of the Middle East and Middle Eastern American Center's application for a U.S. Department of Education grant under the Undergraduate International Studies and Foreign Language Program. In my capacity as an administrator and a historian of Islamic art and architecture, I am delighted to see the strengthening of CUNY's Middle Eastern Studies offerings.

The proposal to develop a Middle Eastern and Islamic Studies Program at City College shows sound planning. This past year we launched a Middle East/Islamic Scholars' Seminar at the college, bringing together a group of faculty members to discuss their shared interests in the Middle East and Middle Eastern diasporas. Baron and her colleagues have revived and embraced the idea of launching Middle Eastern and Islamic Studies at City with my full and enthusiastic support, as well as that of the Provost. The proposed interdisciplinary program shows originality in its breadth, its planned collaboration with our nationally recognized Jewish Studies Program, and its targeting of minority populations at the college.

The Provost's office supports this timely initiative with resources for seminar meetings, a website, talks, and partial funding of the second year of the postdoctoral fellowship. The fellow will help fill holes in the short term and make a case for new lines in the long term.

Thank you for reviewing this worthy application.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jerrilynn Dodds".

Jerrilynn Dodds, Distinguished Professor and
Senior Faculty Advisor to the Provost for Undergraduate Education

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-Program Profile mandatory attachment 2009 MEMEAC.pdf**

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget Narrative title via 2009 MEMEAC.pdf**

Budget Narrative: Year 1, 2009-2010

	Federal Funds Requested	CUNY Match
1. Personnel		
a) Project Director, 1 course release based on teaching load of 7 courses a year, 14% time commitment	\$7,000	\$7,000
b) Project Co-Director, one course release, 14% time commitment		\$14,000
c) Project Coordinator , ½ time commitment		\$38,624
d) Persian Language Studies Coordinator, one course release, 14% time commitment, to hire and oversee summer program	\$3,500	
e) Postdoctoral Fellow, to teach three courses a year at City College, run seminars and talks, help develop curriculum and get MES Program approved	\$30,000	
f) Persian Instructor for Summer Persian Program to teach Persian I	\$9,000	
g) Arabic Instructor, to teach Arabic texts course	\$5,000	\$5,000
h) Student assistant, 125 hrs X \$20	\$2,500	\$10,000
<i>Total Salaries & Wages</i>	\$57,000	\$74,624
2. Fringe Benefits		
a) Project Director, 28%, fringe benefits stipulated by union contract	\$1,960	\$1,960
b) Project Co-Director, 28 % fringe benefits stipulated by union contract		\$3,920
c) Project Coordinator, 36.5%, fringe benefits stipulated by union contract		\$14,098
d) Persian Language Studies Coordinator, 28%	\$980	
d) Postdoctoral Fellow, 10%	\$3,000	
e) Persian Instructor , 10%	\$900	
f) Arabic Instructor , 10%	\$500	\$500
g) Student assistant, 10%	\$250	\$1,000
<i>Total Benefits</i>	\$7,590	\$21,478
3. Travel		
Travel for project director, co-director, and coordinator to the annual UISFL project directors meeting (3 X \$1,800)	\$5,400	
To develop winter study abroad program, one faculty member to Egypt, \$1,400 airfare, 7 X \$100 per diem matching	\$1,400	\$700
<i>Total Travel</i>	\$6,800	\$700
4. Equipment		
5. Supplies		
Instructional material for Persian language study (DVD, CD Rom, Software)	\$1,000	\$1,000

<i>Total Supplies</i>	<i>\$1,000</i>	<i>\$1,000</i>
6. Contractual, NA		
7. Construction, NA		
8. Other		
City College Scholars' Seminar: 4 times a year X 20 faculty X \$15 lunch		\$1,200
CUNY MES Program Committee, 4 times a year X 10 faculty X \$15 lunch	\$600	
Summer stipends for curriculum development, 4 courses per year X \$300	\$1,200	
CUNY Faculty Seminar, 8 times a year X 20 faculty X \$15 lunch	\$1,200	\$1,200
Colloquium, 2 speakers X \$500 airfare, 1 speaker X \$200 train fare; 3 speakers X 2 days @ \$250 per diem; \$500 honoraria X 3	\$4,200	
CUNY-CAT program, consultant fee for one session	\$500	
CUNY Music Ensemble, honoraria, for two performance; matching funds in waived room charges	\$1,000	\$1,000
CUNY-TV Arabic Film Series, production costs		\$5,000
Teacher Education Workshop, 2 workshops X 2 speakers @ \$195 honoraria	\$390	\$390
K-12 Curriculum Web site		\$2,500
Duplicating, Postage, Telecommunications		\$2,000
Tuition remission for graduate student assistant		\$5,500
Outside Evaluator, \$500 per day for two days, \$250 airfare, \$100 taxis, \$250 per diem X 2	\$1,850	
<i>Total Other Costs</i>	<i>\$10,940</i>	<i>\$18,790</i>
9. Total Direct Costs	\$83,330	\$116,592
10. Indirect Costs, 8%	\$6,666	\$9,327
11. Training Stipends, NA		
12. TOTAL COSTS	\$89,996	\$125,919

Budget Narrative: Year 2, 2010-2011

	Federal Funds Requested	CUNY Match
1. Personnel		
a) Project Director, 1 course release based on teaching load of 7 courses a year, 14% time commitment	\$7,000	\$7,000
b) Project Co-Director, one course release, 14% time commitment		\$14,000
c) Project Coordinator , ½ time commitment		\$38,624
d) Middle Eastern Studies Coordinator at Lehman College, faculty position, one course release, 14% time commitment	\$3,500	
e) Postdoctoral Fellow, to teach three courses a year at City College, run seminars and talks, help develop curriculum and get approval of MES Program.	\$30,000	
f) Persian Instructor for Summer Persian Program to teach Persian I and Persian II	\$9,000	\$9,000
g) Arabic Instructor, to teach Arabic texts course	\$5,000	\$5,000
h) Student assistant, 125 hrs X \$20	\$2,500	\$10,000
<i>Total Salaries & Wages</i>	\$57,000	\$83,624
2. Fringe Benefits		
a) Project Director, 28%, fringe benefits stipulated by union contract	\$1,960	\$1,960
b) Project Co-Director, 28 % fringe benefits stipulated by union contract		\$3,920
c) Project Coordinator, 36.5%, fringe benefits stipulated by union contract		\$14,098
d) Middle Eastern Studies Coordinator, 28%	\$980	
d) Postdoctoral Fellow, 10%	\$3,000	
e) Persian Instructor , 10%	\$900	\$900
f) Arabic Instructor , 10%	\$500	\$500
g) Student assistant, 10%	\$250	\$1,000
<i>Total Benefits</i>	\$7,590	\$22,378
3. Travel		
Travel for project director, co-director, and coordinator to the annual UISFL project directors meeting (3 X \$1,800)	\$5,400	
<i>Total Travel</i>	\$5,400	
4. Equipment		
5. Supplies		
Instructional material for Persian language study (DVD, CD Rom, Software)	\$1,100	\$1,100
<i>Total Supplies</i>	\$1,100	\$1,100
6. Contractual, NA		

7. Construction, NA		
8. Other		
City College Scholars' Seminar: 4 times a year X 20 faculty X \$15 lunch		\$1,200
CUNY MES Program Committee, 4 times a year X 10 faculty X \$15 lunch	\$600	
Summer stipends for curriculum development, 4 courses per year X \$300	\$1,200	
CUNY Faculty Seminar, 8 times a year X 20 faculty X \$15 lunch	\$1,200	\$1,200
"Iran and Beyond" speaker series, 8 speakers: travel estimated @ \$300, per diem estimated @ \$200, 8 X \$400 honoraria, receptions \$700	\$5,200	\$2,700
CUNY-CAT program, consultant fee for one session	\$500	
CUNY Music Ensemble, honoraria for two performances, matching fees in waived room charges	\$1,000	\$1,000
CUNY-TV Persian Film Series, toward film rental, matching production costs	\$800	\$5,000
Teacher Education Workshop, 2 workshops X 2 speakers @ \$195 honoraria	\$390	\$390
K-12 Curriculum Web site		\$2,500
Duplicating, Postage, Telecommunications		\$2,000
Tuition remission for graduate student assistant		\$5,500
Outside Evaluator, \$500 per day for two days, train fare \$50, hotel one night \$170, Meals \$130	\$1,350	
<i>Total Other Costs</i>	<i>\$12,240</i>	<i>\$21,490</i>
9. Total Direct Costs	\$83,330	\$128,592
10. Indirect Costs, 8%	\$6,666	\$10,287
11. Training Stipends, NA		
12. TOTAL COSTS	\$89,996	\$138,879