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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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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:
 Syracuse University

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 34,984	\$ 44,735	\$ 0	\$ 0	\$ 0	\$ 79,720
2. Fringe Benefits	\$ 6,263	\$ 6,865	\$ 0	\$ 0	\$ 0	\$ 13,129
3. Travel	\$ 21,000	\$ 13,000	\$ 0	\$ 0	\$ 0	\$ 34,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 4,185	\$ 4,332	\$ 0	\$ 0	\$ 0	\$ 8,517
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 16,900	\$ 14,400	\$ 0	\$ 0	\$ 0	\$ 31,300
9. Total Direct Costs (lines 1-8)	\$ 83,333	\$ 83,333	\$ 0	\$ 0	\$ 0	\$ 166,666
10. Indirect Costs*	\$ 6,666	\$ 6,666	\$ 0	\$ 0	\$ 0	\$ 13,333
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,999	\$ 90,000	\$ 0	\$ 0	\$ 0	\$ 179,999

***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: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS
 (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



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

OMB Control Number: 1890-0004

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Name of Institution/Organization:
 Syracuse University

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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	\$ 54,408	\$ 59,157	\$ 0	\$ 0	\$ 0	\$ 113,565
2. Fringe Benefits	\$ 7,788	\$ 9,265	\$ 0	\$ 0	\$ 0	\$ 17,053
3. Travel	\$ 11,500	\$ 5,500	\$ 0	\$ 0	\$ 0	\$ 17,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,500	\$ 500	\$ 0	\$ 0	\$ 0	\$ 4,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 9,300	\$ 8,350	\$ 0	\$ 0	\$ 0	\$ 17,650
9. Total Direct Costs (lines 1-8)	\$ 86,496	\$ 82,773	\$ 0	\$ 0	\$ 0	\$ 169,269
10. Indirect Costs	\$ 6,919	\$ 6,621	\$ 0	\$ 0	\$ 0	\$ 13,541
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 93,416	\$ 89,394	\$ 0	\$ 0	\$ 0	\$ 182,811

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-UISFLAbstractFinal.pdf**

**Strengthening the Middle Eastern Studies (MES) Program at Syracuse University:
an Interdisciplinary Approach**

This project seeks to expand and strengthen the Middle Eastern minor at Syracuse University, its recently approved B.A. in Middle Eastern Studies, and the Middle Eastern regional component of the undergraduate major in international relations. Founded in 2003, Middle Eastern Studies (MES) is a joint program of the Maxwell School of Citizenship and Public Affairs, a premier US institution of higher education in the field of international studies, and the College of Arts and Sciences, established in 1870 as Syracuse University's founding college, and the flagship college where all undergraduates take classes. The program is housed in the Moynihan Institute of Global Affairs, which provides the institutional home for six regional study centers. The primary goal of this project is to provide young people in the upstate New York area with the regional and language expertise they need—including four of the priority languages identified by US Department of Education's LCTL list, Arabic, Hebrew, Persian, and Turkish—to contribute to, and succeed in, a wide range of governmental and non-governmental professions that increasingly require a work force knowledgeable in the history, politics, media, religions, cultures, and languages of the Middle East and North Africa. We seek funding for three initiatives designed to improve and strengthen the major and minor in Middle Eastern Studies:

1) Curricular development: Enhancing language course offerings; supporting our language instructors to attend teacher-training workshops to enhance their language teaching skills; providing opportunities for the MES Program's faculty to travel to the region to gather teaching materials and develop scholarly exchanges; developing new substantive non-language courses on the Middle East region; creating a Middle Eastern component for the foundational cross-disciplinary learning community on Global Communities regularly taught at the Maxwell School; embedding study abroad opportunities into new or existing courses in the MES Program; implementing a new study-abroad partnership with the American University of Beirut, Lebanon; supporting undergraduate independent studies with MES Program faculty and with visiting scholars from the region; and strengthening extant instructional resources and materials on the Middle East region through library acquisitions.

2) In-service training for K-12 teachers in the New York State area: Partnering with the Central NY Council for the Social Studies (CNYCSS) to develop a newsletter with Middle East content for K-12 teachers and a series of training workshops on the contemporary Middle Eastern region.

3) Faculty development and training in the New York State area: Developing an interdisciplinary speaker series; participating in the Syracuse International Film Festival; and enhancing the existing Upstate New York Middle Eastern Consortium by convening cross-disciplinary annual conferences geared to develop linkages between postsecondary educators at 2 and 4 year institutions of higher education in the Upstate New York area.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-UISFLNarrativeFinal.pdf**

Strengthening the Middle Eastern Studies (MES) Program at Syracuse University: An Interdisciplinary Approach

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1. Plan of Operation

1.a. Quality of the Project Design

The objectives of this project are to expand and develop the minor and newly established major of the Middle Eastern Studies (MES) Program at Syracuse University (SU). The quality of the project design is demonstrated in the extensive curricular development proposed; the array of faculty development and training opportunities envisioned; and the strengthening of the outreach component of the MES program by the launching of a K-12 initiative. In this narrative, we provide a set of clearly-defined and achievable objectives and an explicit plan for evaluating the project's effectiveness. Federal funding through the UISFL grant will significantly enhance the MES Program's profile on the SU campus, the Syracuse vicinity, and in the region. Syracuse University's Maxwell School of Citizenship and Public Affairs (hereafter the Maxwell School), the Moynihan Institute of Global Affairs (hereafter Moynihan Institute), and the College of Arts and Sciences (hereafter CAS), each of which provide support to the MES Program, are committed to seeing the MES Program grow, and to institutionalizing the products of the UISFL grant, particularly with regard to advancing cross-disciplinary undergraduate education and training about this vital area of the world.

Curricular development activities are designed to strengthen the MES Program's existing language study training by: 1) enhancing course offerings and language training in four Middle Eastern languages identified as priority languages according to the Department of Education's LCTL (Arabic, Turkish, Hebrew, and Persian); 2) supporting our language instructors to attend teacher-training workshops to enhance their language teaching skills; 3) providing opportunities for the MES Program's faculty to travel to the region to gather teaching materials and develop scholarly exchanges; 4) developing 5 new substantive non-language courses on the Middle East

region; 5) developing a Middle Eastern component to the foundational cross-disciplinary learning community on Global Communities regularly taught at the Maxwell School; 6) embedding a study abroad opportunity into two new or existing courses in the MES Program; 7) implementing a new study-abroad partnership with the American University of Beirut, Lebanon; 8) supporting undergraduate independent studies with MES program faculty and with visiting scholars from the region; and 9) strengthening extant instructional resources and materials on the Middle East region through library acquisitions.

Faculty development activities are designed to expand and intensify faculty expertise and knowledge on the contemporary Middle East in general, and in the study of the dilemmas and prospects of state and societal transformations in the region in particular by: 1) invigorating the existing Upstate New York Middle Eastern Consortium by convening two cross-disciplinary conferences geared to develop linkages between postsecondary educators at 2 and 4 year institutions of higher education in the Upstate NY area; and 2) partnering with the Central NY Council for the Social Studies (CNYCSS) to develop a newsletter designed for K-12 instructors and a series of 4 training workshops on the contemporary Middle Eastern region to assist in the fulfillment of yearly professional development requirements for NY State's K-12 new teachers.

By focusing on Arabic, Hebrew, Persian, and Turkish language instruction, four of the 78 languages identified as priority languages; by including an assessment plan for assessing student foreign language competency; and by offering in-service training for K-12 teachers in critical issues in the contemporary Middle East, this project meets the UISFL criteria for three of its invitational priorities. In addition, this project qualifies for the UISFL competitive preference priority as entering students are required by CAS and the University to have successfully completed at least 2 years of secondary school foreign language instruction.

Syracuse University as well as the Maxwell School and CAS in particular, have long traditions of supporting interdisciplinary research and teaching initiatives; cross-disciplinary area studies and foreign language training; and global engagement to identify and seek solutions for the major problems of our time.¹ The Middle Eastern Studies Program (<http://middle-eastern-studies.syr.edu/>) itself is supported by the Moynihan Institute at the Maxwell School (<http://www.maxwell.syr.edu/moynihan/>), which provides the institutional home for six regional-study centers, and by the College of Arts and Sciences (<http://thecollege.syr.edu/>) which directs undergraduate education in the humanities and social sciences.

Program History: Founded in 2003, the MES Program currently offers undergraduate students the option of a major (36 credit) or minor (20 credits) in Middle Eastern Studies, and recently launched a 12-credit certificate of advanced studies for graduate students. Each of these interdisciplinary programs is geared for students interested in either scholarly or professional careers and enables them to engage deeply with this dynamic region. Drawing on an array of more than 80 undergraduate and graduate courses taught by over 20 affiliated faculty members from departments across the university, the MES Program provides students with a broad foundation from the various perspectives of the humanities and social sciences. The program facilitates the supplementation of coursework with MES-sponsored study abroad; independent study projects; an annual student paper award; a faculty-graduate student Project on Democracy in the Middle East; a yearlong film series; a guest speaker series; an open listserv which provides an Internet forum for disseminating and discussing information about the Middle East region (MidEast@listserv.syr.edu), and faculty-student receptions throughout the academic year.

¹ Established in 1870, Syracuse University is an academic community of 16 schools and colleges. SU is one of 56 US and Canadian universities chosen for membership in the prestigious Association of American Universities.

Enrollment in the MES Program has grown since its inception. Originally in 2003, 5 students pursued the minor in MES; and from 2004 to 2009, the number of students grew from 8 to 24. Of the students pursuing the MES minor, 19 have since graduated. Since 2008 when the Major in MES was launched, 4 students have declared their major in MES, though the Program services hundreds of students who have not declared MES as their minor or major through course offerings with the MES Program faculty.

In addition, the MES Program services undergraduate students in International Relations: from Fall 2004 until the present, 713 undergraduate students have declared International Relations (UGIR) as their major; and of these 105 have designated the Middle East as their geographic regional concentration (14.7%). All UGIR students are required to complete two years of credit in a foreign language or to demonstrate equivalent competence in a foreign language before graduating.

The UISFL grant is essential to continuing the expansion of student interest and training in the Middle East, by expanding curricular and extra-curricular offerings and opportunities and intensifying faculty development. Consistent with SU's mandate to facilitate 'citizenship in action' via global, national, and local engagement, the university has recently invested resources in the hiring of new faculty and staff who will contribute to the MES Program. In 2008, four new tenured or tenure track faculty were hired who all joined the MES Program faculty. Two new staff members were also designated to assist the MES Program. They complement an existing staff for the MES Program, comprised of a post-doctoral Fellow and two professional Master's students assigned to work 10 hours each per week. In addition, staff from the Moynihan Institute and the CAS coordinate event planning for the MES Program.

The UISFL grant will enable the Program to strengthen and enhance this existing institutional infrastructure and commitment by extending programming to the undergraduate student body; initiating new cross-disciplinary projects to enhance faculty expertise; and engaging in collaborative teaching initiatives so as to increase the potential for high school student learning opportunities.

1.b. Effectiveness of the Plan of Operation and Efficiency of Administration

To ensure the effectiveness of the plan of operation and efficient administration, an interdisciplinary “Leadership Team” of 3 faculty from the Maxwell School and the CAS will take charge of the project:

- The Project Director (PI), Mehrzad Boroujerdi (Associate Professor, Political Science) who is also Director of the Middle Eastern Studies Program
- The Project Associate Director (Co-PI), Miriam Fendius Elman (Associate Professor, Political Science) who is also Director of the Project on Democracy in the Middle East
- The Arabic Language and Curriculum Coordinator, Rania Habib (Assistant Professor, Linguistics) who is also the Coordinator of the Arabic Program in the CAS Department of Languages, Literatures, and Linguistics (LLL).

The PI will work with the Leadership Team, and will coordinate with MES Program faculty and its Steering Committee; Department Chairs; University administration; Library staff; and outside evaluator to oversee the entire project. His specific responsibilities are as follows:

- He will convene and run monthly meetings of the Leadership Team and will convene and run one meeting of the “Project’s Consultative Group” (PCG) each semester. The PCG will be comprised of three individuals (Dr. Julia Ganson, Dr. Francine D’Amico, and Ms.

Kim O’Neil) and the MES Program’s Steering Committee.² The PI directs the PCG. In addition, the Co-PI will also serve on the PCG.

- The PI will assist in the write-up and review of reports on project activities and will consult regularly with the Co-PI.
- The PI will supervise the project staff, including (a) the Assistant Director (ABD status doctoral candidate), (b) the Post-doctoral Fellow, and (c) the Graduate Research Assistants (professional MA students majoring in International Relations).
- The PI will work with appropriate Department Chairs and the staff of the Moynihan Institute to advertise open positions on the UISFL grant, and to hire on these positions.
- The PI will coordinate with (a) Professor Arsalan Kahnemuyipour of LLL to evaluate language training in Persian; (b) Professor Rania Habib of LLL to select a qualified instructor to run the Conversational Arabic “brown bags” sessions and (c) with Professor Jaklin Kornfilt, Coordinator of Turkish Language Courses in the Department of LLL, to select a qualified instructor to run the Conversational Turkish “brown bags” sessions.
- The PI will Chair the Selection Committee to oversee development of new substantive non-language courses (5) by determining faculty recipients of course development grants.

² Dr. Ganson, who is a staff member at the Maxwell School with expertise in educational and program evaluation, will assist the Leadership Team in developing objective and quantifiable assessment and evaluation instruments. In her capacity as the Director of Undergraduate Studies in International Relations, Dr. D’Amico serves as academic advisor for over 300 undergraduate IR majors/minors and will provide advice and feedback on what our largest constituency for MES related courses desires. Ms. O’Neil, the President of the Central New York Council for Social Studies, will serve as the Leadership Team’s liaison with K-12 social studies teachers (see attached CVs).

- The PI will oversee the funding of faculty to the region to gather teaching materials and to develop scholarly exchanges by Chairing the Selection Committee that will determine faculty recipients of these faculty overseas travel grants (maximum 6).
- The PI will oversee the embedding of study abroad opportunities into new or existing courses (maximum 2 courses) by Chairing the Selection Committee that will determine faculty recipients of these course development—study abroad component grants.
- The PI will coordinate with the Director of the Executive Education Programs at the Maxwell School to select undergraduate students (maximum 5 per year) who will complete independent studies with visiting scholars from the Middle East region. These scholars will be at the Maxwell School in 2009-2011 as part of the CELF Program.³
- The PI will coordinate with Ms. O’Neil to hold 4 workshops for K-12 teachers in the Central NY area.
- The PI will conduct a second site visit to the American University of Beirut (AUB) in order to develop an MOU, leading to the establishment of a new study abroad program.⁴
- The PI will arrange the site visit of the outside evaluator of the Project.

³ The Civic Education and Leadership Fellowship (CELF) Program is a new program, beginning in August 2009, administered by the Maxwell School’s Executive Education Program and funded through the U.S. Department of State’s Middle East Partnership Initiative. During the next three years the CELF program will provide up to 60 academics from the Middle East and North Africa (MENA) an opportunity to participate in individually tailored programs at the Maxwell School. The CELF program is intended to be a five-month fellowship opportunity for university teachers and scholars from the MENA region.

⁴ A first site visit occurred in April 2009. The Maxwell School funded the travel of the PI and the Associate Dean for External Relations to begin discussions on a new partnership between Maxwell and AUB. The Moynihan Institute will cover the cost of a second site visit for the PI and a senior administrator (TBD). SU’s Study Abroad programming in the region currently includes Israel (Hebrew University, Ben-Gurion University, and Tel Aviv University), Egypt (American University in Cairo), and Turkey (Bogazici University).

- The PI will attend the second annual meeting for Title VI projects and will be responsible for grant management and writing final reports.

The Project Associate Director (Co-PI) will carry out the following specific tasks:

- The Co-PI will develop a Middle Eastern component to the foundational cross-disciplinary “Global Communities” (MAX 132) regularly taught at the Maxwell School
- The Co-PI will organize and run two faculty development conferences to facilitate new linkages between faculty teaching and research on the contemporary Middle East at two and four year institutions of higher education in the northeast region of the United States.
- The Co-PI will oversee a competitive fellowship for undergraduate students to do independent studies on topics related to the two conference themes, and will organize and facilitate undergraduate student presentation sessions at both conferences.
- The Co-PI will serve as the instructor of record for undergraduate students pursuing independent studies (maximum 5 per year) with CELF visiting scholars.
- The Co-PI will coordinate with the Director of Judaic Studies, Professor Ken Frieden, to evaluate language training in Hebrew and student foreign language competency, and to select a qualified instructor to run the Conversational Hebrew “brown bags” sessions, and will also occasionally attend these sessions.
- The Co-PI will attend monthly meetings of the Leadership Team and quarterly meetings of the Project’s Consultative Group (PCG).
- The CO-PI will attend the first annual meeting for Title VI projects.

The Arabic Language and Curriculum Coordinator Rania Habib, will be responsible for the following activities:

- She will serve on the search committee to select the 3rd year Arabic instructor; and will oversee the work of that instructor.
- She will coordinate with the PI to select a qualified instructor to run the Conversational Arabic “brown bags” sessions, and will attend these sessions.
- She will regularly visit the Arabic language classrooms and language labs in order to provide guidance to instructors currently teaching first and second year Arabic in order to improve their teaching effectiveness.
- She will evaluate student competency levels at 3rd year Arabic.

The Leadership Team will meet monthly to coordinate Project activities. The PI, Co-PI, and Arabic Coordinator will report on the curricular and faculty development activities which they supervise. The PI will report each semester to the Director of the Moynihan Institute and to the Associate Dean of CAS to solicit their administrative review of the Project. The Leadership Team will also receive the advice and feedback from the entire MES Program faculty, during regularly scheduled meetings.

Organizational Structure: UISFL funds will be administered through the Moynihan Institute, which houses the PI; provides the institutional home and major funding base of support for the MES Program; and which funds the Co-PI’s Project on Democracy in the Middle East.⁵ The Moynihan Institute is part of the Maxwell School, the graduate school of the social sciences at SU which houses the Masters of Public Administration and Masters of International Relations professional programs, as well as doctoral programs in each of its seven social science

⁵ The Project on Democracy in the Middle East (DIME) includes faculty and student discussion groups; an annual conference; a guest lecture series which invites Middle East experts in the Northeast region of the US to campus; and graduate student and faculty research presentations. This UISFL Project will build on DIME’s activities by extending its programming to the SU undergraduate student body.

Departments. The Institute has as its clientele 75 faculty who are engaged in global, international, and cross-national research. The Institute, whose purpose is to carry on the legacy of Daniel Patrick Moynihan, the senior senator from New York after which it was named, was established to help internationalize research and the curriculum in the social sciences and across the University more generally. The staff at the Moynihan Institute has significant grant management experience and disburses Federal funds to two National Resource Centers currently housed in the Institute.⁶ The administrative staff will work with the Leadership Team to support all the project's activities, and will coordinate with staff from other schools and units where necessary.

1.c. Relationship of the Project Objectives to the Purpose of the Program

The objectives of this Project are to strengthen and expand the minor and major in Middle Eastern Studies as well as strengthen the regional component of the major in international relations at Syracuse University. These objectives directly contribute to the UISFL Program's mandate to strengthen and enhance undergraduate international studies and foreign language training, especially in the Less Commonly Taught Languages. The Project's objectives to expand non-language instruction in the area of Middle Eastern Studies meet the UISFL's Program's priority to train undergraduate students in international studies and on the political, social, religious, and cultural complexities of regions of vital importance to the US.

The Project's objectives to augment current foreign language instruction in four Middle East languages addresses the UISFL priority for foreign language training in languages designated as priority by the Department of Education. Currently, the College of Arts and Sciences at SU

⁶ In 2007-2008, the Moynihan Institute secured and disbursed 1.6 million dollars in research and programmatic funding from sources outside of the University.

offers students 3 years of Arabic and 3 years of Hebrew; and 2 years of Turkish and 2 years of Persian.⁷ Enrollment numbers in both Hebrew and Arabic justify supporting 3rd year Arabic in both years of the grant (2009-2011) and 4th year Hebrew in the second year of the grant (2010-2011). The major in MES requires three consecutive language classes in Arabic, Hebrew, Persian, or Turkish. The minor in MES requires two consecutive classes in one of these regional languages. In Fall 2006, a total of 126 students took the four Middle Eastern languages currently offered. In Spring 2007: 79; in Fall 2007: 161; in Spring 2008: 98; in Fall 2008: 160; and in Spring 2009 a total of 100 students enrolled in 101 through 202 courses covering these languages. The majority of these students took either Arabic or Hebrew (see Tables 1 and 2).

Table 1: Language Course Enrollments (Arabic and Hebrew)

Arabic Class Enrollments Fall 2006-Spring 2009						
Course Number	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Spring 2007	Fall 2006
ARB 101	0	63	0	52	0	44
ARB 102	42	0	37	0	24	0
ARB 201	2	3	0	19	0	15
ARB 202	17	0	11	0	11	0
ARB 300	0	3	0	0	0	0

Hebrew Class Enrollments Fall 2006-Spring 2009						
Course Number	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Spring 2007	Fall 2006
HEB 101	0	48	0	60	0	47
HEB 102	28	0	33	0	32	0
HEB 201	0	16	0	22	0	14
HEB 202	9	0	9	0	7	0
HEB 290	0	0	0	0	0	0
HEB 301	0	12	0	0	0	8

⁷ We will start offering 2nd year Persian in Fall 2009.

We believe that as a result of the Conversational Arabic and Hebrew ‘brown bag’ sessions that we propose in this Project, more students will have an incentive to further their language training. The Conversational Arabic and Hebrew programming will be offered to students who have completed 2nd year or higher of Arabic or Hebrew and will facilitate the learning of these languages in colloquial form. This of course is very important for students who wish to visit the Arab world and Israel/Palestine to interact with the local people. 3rd year Arabic and 4th year Hebrew will further the colloquial language training, but at intermediate and advanced levels, and will also provide students with a stronger grip on these language as well as the ability to read and analyze more complex literary, political, or religious texts.

Table 2: Language Course Enrollment (Persian and Turkish)

Persian Class Enrollments Fall 2006-Spring 2009						
Course Number	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Spring 2007	Fall 2006
PRS 101	0	4		4		
PRS 102	3	0	4			
PRS 201	0	0				
PRS 202	0	0				

Turkish Class Enrollments Fall 2006-Spring 2009						
TRK 101	0	4	0	2	0	6
TRK 102	2	0	3	0	5	0
TRK 201	0	0	0	1	0	0
TRK 202	0	0	1	0	0	0

The above enrollment numbers (see Table 2) in Persian and Turkish language courses do not currently justify the expansion of these courses beyond the 2nd year. In order to increase student interest in these two critical and priority languages, we propose in this Project to create a Conversational Turkish and Conversational Persian ‘brown bag’ program that will provide students an incentive to continue their language training in these languages by taking courses for

credit at the 2nd, 3rd and 4th year. We will gauge student interest in enrolling in these courses and will notify the Associate Dean of the CAS of our findings. Unlike the Conversational programming in Arabic and Hebrew, which will be open to those who have completed 2nd year or higher, the ‘brown bag’ sessions in Turkish and Persian will be open to all students who have completed one year of language instruction, or have an equivalent mastery of the language.

1.d. Use of Resources and Personnel to Achieve Objectives

- The PI will devote 25% of his time to overseeing and administering the Project as part of his role as Director of the Middle Eastern Studies Program.
- The Co-PI will devote 15% time to the development of a Middle Eastern module for the Global Communities course (Max 132) regularly taught to freshman in the social sciences; organizing and convening the faculty development annual conferences; and directing undergraduate independent studies associated with these conferences. Along with the PI, the Co-PI will also serve on the selection committees for faculty development and faculty travel grants funded by this Project.
- Rania Habib, the Project’s Arabic Language Coordinator, will devote 10% time to overseeing the language training as well as competency assessments.

This personnel will be assisted in the first year of the Project (2009-2010) by an ABD graduate student acting as an administrative assistant to the PI and with 15% time of the Moynihan Institute’s event coordinator. In the second year of the Project (2010-2011), these activities will be covered by a post-doctoral fellow who will also teach two courses in the Middle Eastern Studies Program curriculum and mentor several undergraduates.⁸ In both years, the staff will receive 15% time of a Moynihan Institute office assistant who will oversee record keeping

⁸ By teaching these two courses the post-doc helps free up time of the PI and the Co-PI to administer the grant.

for the minor and major programs, languages, and competency assessments. Each year there will be an outreach coordinator responsible for the K-12 teacher workshops and three graduate assistants from the International Relations Professional Program.

Funds are requested in 2009-2011 for a 3rd year Arabic instructor to teach a course each semester; and in 2010-2011, a 4th year Hebrew instructor to teach a course each semester. The initial years of Arabic and Hebrew are covered by instructors already in place in the University. Two years of Turkish and of Persian are currently also taught by adjunct instructors.

1.e. Equal Access and Treatment of Members of Racial and Ethnic Minorities, Women, the Disabled, and the Elderly

Syracuse University does not discriminate on the basis of race, color, national origin, religion, sex or sexual orientation, disability, age, medical condition, or citizenship. SU is an affirmative action/equal opportunity employer. The University has a diverse student body, and a central mission of its Chancellor is to build a more diverse faculty, staff, and student body. SU is a leading US institution in the area of disability studies. The SU School of Education and the Burton Blatt Institute are pioneers in the field of cross-disciplinary research into disability studies in general, and educational and workforce inclusion for the disabled in particular. The SU Center on Human Policy, Law, and Disability Studies and the College of Law's Disability Law and Policy Program are just two of the many programs on campus that service both the needs of, and research and teaching on, the disabled. Many other faculty and student program that focus on minorities exist on campus. The faculty affiliated with the Women's and Gender Studies Department at SU research, teach, and conduct outreach efforts on issues of interest to women and the LGBT community. Many student and faculty programs, organizations and Departments

also meet the needs of our diverse racial and ethnic student body.⁹ The Project will follow all University policies on equal access to education and employment opportunities. The PI will ensure that all job postings for the positions in the Project will provide equal access and treatment to members of racial and ethnic minorities, women, handicapped person, and the elderly. The MES Program attracts many students from under-represented communities, and many of the faculty teaching in its Program are also from under-represented communities. Project activities and opportunities for student and faculty funding will not discriminate against members of racial and ethnic minorities, women, handicapped persons, or the elderly. To ensure broad and equal access, Project activities, job postings, and student/faculty opportunities will be posted onto the MES Program’s webpage. Project activities open to the public will be advertised in venues where senior citizens of the Syracuse community are most likely to learn of these events. MES Program faculty offering new courses through this Project will make every effort to work with students who are identified as disabled through SU’s Office of Disability Services. All courses offered through this Project will include the following statements in course syllabi:

“Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309 (315-443-4498). Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS (<http://disabilityservices.syr.edu>) to the instructor for review. Please note, however, that accommodations are not provided retroactively; therefore, planning for accommodations as early as possible is necessary.”

2. Quality of Key Personnel

2.a. Experience and Qualifications of Project Directors

⁹ The 2007 undergraduate full-time class of 12,491 includes 22 percent African American, Asian American, Native American, and Latino students. Of the entering freshman class of 3,098, 29 percent are students from underrepresented groups. Students at SU represent 50 states and more than 115 foreign countries. 56 percent of full-time undergraduate students are women; 44 percent are men.

The PI, Mehrzad Boroujerdi, is Associate Professor of Political Science at Syracuse University where he also serves as the Founding Director of the Middle Eastern Studies Program. Professor Boroujerdi (Ph.D., International Relations, The American University) has been a post-doctoral fellow at Harvard University's Center for Middle Eastern Studies and a Rockefeller Foundation fellow at the University of Texas at Austin. His research has been supported by the Henry R. Luce Foundation, the Social Science Research Council (SSRC), the Rockefeller Foundation and the United States Institute of Peace. Boroujerdi is the author of *Iranian Intellectuals and the West: The Tormented Triumph of Nativism* (1996) as well as two dozen edited books and journals. He is a fluent Persian speaker.

The Co-PI, Miriam Fendius Elman, is Associate Professor of Political Science at Syracuse University. Elman (Ph.D., Political Science, Columbia University) is an award winning scholar and teacher in the area of war and peace studies, international and national security, and foreign policy analysis. In the area of Middle East studies, she writes and teaches on democratization in the Middle East; Israel's foreign and domestic policies; and the Israeli-Palestinian conflict. She has lived and worked in Israel for 12 years and is a fluent Hebrew speaker. Elman is the editor and co-editor of three books and has authored over 30 journal articles, book chapters, and government reports. Her work has been supported by Harvard's Belfer Center for Science and International Affairs, and by the Center for the Study of Religion and Conflict at Arizona State.

2.b. Experience and Qualifications of Other Key Personnel

The Arabic Language and Curriculum Coordinator, Rania Habib, is an Assistant Professor of Linguistics at SU's Department of Languages, Literatures, and Linguistics. Habib (Ph.D., Linguistics, University of Florida) has a nine-year long experience in teaching English and Arabic as foreign languages. She previously served as the Vice Director of the Institute of

Languages at Al-Baath University in Syria and is a recipient of a Fulbright Scholarship. As the Coordinator of the Arabic Program at SU Habib has offered new courses, and has supervised, observed, and advised instructors in the Arabic Program to improve their professional skills.

The Leadership Team administering the program will be assisted by the “Consultative Group” (PCG) previously described and will receive feedback from the entire MES Program faculty (see Table 3).

Table 3: MES Program Teaching Faculty

Name	Title and Affiliation	Teaching and Research Interests
Carol Babiracki	Associate Professor, Fine Arts	musicology; ethnomusicology; South Asian music and dance; ethnic and immigrant music and dance in the US; Middle Eastern music
Hossein Bashiriyeh	Visiting Professor, Political Science	democratization and political development in Iran and the greater Middle East; teaches <i>Sociology of Islamic Fundamentalism, Islamic Political Thought, Middle Eastern Political Systems</i> , author of <i>The State and Revolution in Iran</i> (1984), <i>Obstacles to Political Development in Iran</i> (2000)
James P. Bennett	Associate Professor, Political Science	politics of Cyprus, Greece, & Turkey; social democracy in Turkey
Mehrzaad Boroujerdi	Associate Professor, Political Science; Director, Middle Eastern Studies Program	intellectual and political history of Iran; teaches <i>Politics of the Middle East, Politics of Iran, International Relations of the Middle East</i> and <i>Social Theory & the Middle East</i> ; author of <i>Iranian Intellectuals and the West</i> (1996)
Zachary Braiterman	Associate Professor, Religion	modern Jewish thought; Zionist theory; teaches <i>Introduction to Judaism, Israeli Literature and Culture</i> ; author of <i>(God) After Auschwitz</i> (1998), <i>The Shape of Revelation</i> (2007)
Miriam F. Elman	Associate Professor, Political Science	democratization in the Middle East; Israel-Palestine; editor of <i>Paths to Peace</i> (1997); co-editor <i>Bridges and Boundaries</i> (2001), <i>Progress in International Relations Theory</i> (2003)
Amy Aisen Elouafi	Assistant Professor, History	history of the Ottoman Empire; women and gender studies; colonial and postcolonial theory; teaches courses on the Ottoman Empire, the modern Middle East, Gender and Colonialism
Carol Fadda-Conrey	Assistant Professor, English Department	Arab-American literary studies; gender, race, ethnicity, religion, war, trauma, and transnational citizenship in Arab and Arab-American literary texts; author of book chapters in <i>Arabs in America</i> (2006), <i>Arab Women's Lives Retold</i> (2007)
Ken Frieden	B. G. Rudolph Chair & Director, Judaic Studies Program; Professor, English; Religion	author of <i>Classic Yiddish Fiction</i> (1995), <i>Freud's Dream of Interpretation</i> (1990), <i>Genius and Monologue</i> (1985), <i>Classic Yiddish Stories</i> (2004); editor of <i>Nineteen to the Dozen, Tales of Mendele the Book Peddler</i>
Rania Habib	Assistant Professor, Linguistics	language variation and change; applications of formal linguistic theory to sociolinguistic variation; second language acquisition; pragmatics; syntax

Susan R. Henderson	Associate Professor, Architectural History	Islamic architecture; urban social history; author of works in <i>Journal of the Society of Architectural Historians</i> , and <i>Architecture & Feminism</i>
Violette Humsi	Part-Time Instructor, Languages, Literatures, & Linguistics	Arabic; French
Arsalan Kahnemuyipour	Assistant Professor, Linguistics	morphology and syntax of human language; phonology; English, German, Eastern Armenian & Romance languages
Tazim Kassam	Associate Professor, Religion	Islamic tradition; gender; ritual; cultural heritage of Muslims; author of <i>Songs of Wisdom and Circles of Dance</i> (1995)
Amos Kiewe	Professor, Communication & Rhetorical Studies	political communication; presidential rhetoric; anti-Semitism; Jewish rhetoric; author of <i>FDR's First Fireside Chat</i> (2007); co-author of <i>FDR's Body Politics</i> (2003)
Jaklin Kornfilt	Professor, Languages, Literatures & Linguistics; Coordinator, Turkish Language Courses	syntax and morphology of Turkish and Turkic; author of <i>Turkish, a reference grammar of Modern Standard Turkish</i> (1997), <i>Asymmetries between pre-verbal and post-verbal scrambling in Turkish</i> (2005), <i>Scrambling, Subscrambling, and Case in Turkish</i> (2003)
Sandy Lane	Chair and Professor, Health & Wellness	North African Studies; Islam and maternal and child health; trachoma in the Egyptian Delta; reproductive health; child survival and population; gender and health
Eva Phillips	Part-Time Instructor, Languages, Literatures, & Linguistics	Arabic; German; Hebrew
Kara Richardson	Assistant Professor, Philosophy	influence of Medieval Islamic Philosophy on the Latin West; Avicenna's views on causality; teaches <i>Medieval Aristotelianism, Early Modern Rationalism</i>
Robert A. Rubinstein	Professor, Anthropology; Professor, International Relations	conflict management; multilateral peacekeeping; health and illness; author of <i>Peacekeeping Under Fire, The Social Dynamics of Peace and Conflicts</i> , teaches <i>Middle East in Anthropological Perspective, Health in the Middle East</i>
James W. Watts	Professor, Religion	Hebrew Bible; religions and literatures of ancient Near East; author of <i>Ritual and Rhetoric in Leviticus</i> (2007), <i>Reading Law</i> (1999) <i>Psalms and Story</i> (1992)
Dina Vincow	Part-Time Instructor, Hebrew Program	Hebrew; Russian

2.c. Syracuse University's Non-discriminatory Employment Practices

Consistent with SU's non-discriminatory employment practices, the Project will encourage applications from underrepresented groups for all positions, and for other hiring related to the Project. Job postings will state the University's nondiscrimination policy:

“Syracuse University is an equal-opportunity, affirmative-action institution. We do not discriminate on the basis of race, creed, color, gender, national origin, religion, marital status, age, disability, sexual orientation, gender identity and gender expression, or status as a disabled veteran or a veteran of the Vietnam era to any extent discrimination is prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in University programs, services, and activities.”

3. Budget and Cost Effectiveness

3.a. Detailed Breakout Year 1 and Year 2 of the Project

See 1.d. above for details regarding the personnel that will be affiliated with the project, the time they will be spending, and the parts of the project for which each is responsible. The detailed breakouts of Year 1 and 2 costs are presented in the 524 Forms and the Budget Narrative Attachment Forms. In addition to personnel and fringe benefit costs for such personnel, the budget contains costs for travel for the PI and Co-PI to attend meetings relevant to the Project, for travel for language faculty training and professional conferences, and for faculty with curriculum development and research grants to mentor undergraduate students; to develop new courses; and to visit the region. The budget also contains funds to pay for materials necessary for students to complete the competency assessments, monies for library acquisitions to help the library continue to build its holdings, for annual conferences with undergraduate symposium, a speaker series, and various forms of outreach from K-12 workshops to forums at the Syracuse International Film Festival.¹⁰

3.b. Project Cost Effectiveness and Relationship Between Project Cost and Objectives

The cost effectiveness of meeting the Project's objectives to expand and strengthen the minor and major in Middle Eastern Studies and thereby strengthen international studies at Syracuse University through both curricular and faculty development is achieved by maximal use of SU resources, supplemented by Federal funds. UISFL funds requested for the Project activities significantly leverages SU's cost-sharing funds to strengthen and enhance the MES Program.

4. Adequacy of Resources

¹⁰ The MES Program will support the Syracuse International Film Festival by sponsoring a Middle East related film or helping to defray the cost of inviting one or more of the directors/judges to a panel discussion with media experts from the University.

4.a. Adequacy of Facilities, Equipment, Supplies, and Library and Other Resources

The facilities, equipment, supplies, library and other existing resources available at Syracuse University, including the Maxwell School and its Moynihan Institute, and the CAS, are adequate to carry out all of the Project's activities. Many of the activities described in this proposal will be conducted under the umbrella of the Moynihan Institute. The Institute has a staff of ten individuals who help to coordinate and support its work. The Institute includes a computer lab for graduate students; office space for senior faculty affiliates, Institute staff, visiting scholars, and graduate students involved in its programs; and two state-of-the-art conference rooms. Also at the Project's disposal in the Maxwell School are a state-of-the-art communications network which supports a variety of hardware platforms and provides every network user access to a range of software including that needed for content management systems and qualitative coding as well as site licenses for access to a number of media monitoring companies; specialized labs to meet the research and educational needs of departments and programs; a high-tech multimedia facility that can instantly link Maxwell with other parts of the campus, the United States, and the globe; and dedicated Maxwell School staff to help with technology and computing problems.

Recently, the Moynihan Institute and the Maxwell School provided the facilities to host two conferences respectively organized by the Co-PI and the PI: "Democracy, Religion, and Conflict: the Dilemmas of Israeli-Palestinian Peacemaking" (March 25-27, 2009) and "Old and New Media, and the Changing Faces of Islam" (April 2-3, 2009). These conferences involving dozens of visiting scholars convened in the Maxwell School's state of the art conference facilities, and at other venues on the Syracuse University campus. Moynihan Institute events planning staff assisted the PI and Co-PI with all logistical arrangements. The Institute's special arrangement with a nearby hotel facilitated keeping costs down on both projects. The facilities and resources

available will enable the Leadership Team to adequately carry out the curricular and faculty development activities proposed in this Project. The Institute will provide use of their meeting rooms for Leadership Team meetings, small conference rooms for language instruction (i.e. brown bag sessions), and larger spaces for the annual conferences proposed in this Project. The CAS language classrooms and labs offer state of the art language instruction.

The Syracuse University Library (SUL) also has adequate facilities and resources to carry out the Project's activities. In 2007, in anticipation of the growth of the MES Program with the inauguration of the major, the library created a *Collections for Middle Eastern Studies* working group to identify the strengths and weaknesses of the extant Middle Eastern Studies collection. Dr. Ali Houissa, Middle Eastern and Islamic Studies Librarian at Cornell University, served as consultant to assist this group. Since then, the working group has utilized Dr. Houissa's report as a guideline for building the library's core Middle Eastern holdings, yet many titles remain to be acquired.¹¹ The titles selected for UISFL funding support build on this effort, and draw from this list of core titles. In particular, the majority of titles selected are titles that include encyclopedias, historical dictionaries, bibliographies, and other important reference sources.

5. Plan of Evaluation

5.a. Plan for Evaluating Effectiveness of the Project

The curriculum and faculty development activities will be evaluated through quantitative and qualitative instruments to measure their effectiveness in achieving the project's objectives of strengthening the MES minor and major in particular and international studies in general. Dr. Ganson will work with the Leadership Team, other MES Program faculty, and an outside

¹¹ The working group has determined that the SUL now holds approximately 60% of the titles from Dr. Houissa's list. SUL's annual expenditure in support of the MES Program has been between \$15,000-17,000.

evaluator to monitor and evaluate the Project through on-going assessment through both formative and summative means. The overall plan ensures coverage of all three initiatives:

Curricular Development:

1. In conference with course instructors, we will assess language and non-language course effectiveness of all courses funded through this Project; the Leadership Team and Evaluation Consultant will work with SU's Office of Institutional Research and Assessment (<http://oira.syr.edu>) to assess the quantifiable instruments (student course evaluations) that all instructors are required to distribute at the end of their classes. Standard course evaluations will be used in all MES Program courses funded by this grant.
2. In addition to standard student evaluation forms, the Leadership Team will play an active role in assessing and evaluating language instruction. With each Leader focusing on a small number of courses, the Leadership Team will observe language instruction in classrooms and labs, and will suggest areas for improvement. Strengths and weaknesses will be identified by the Project Leadership Team in conjunction with all course instructors, as the result of classroom observations and student evaluations during the term. Pedagogical and instructional content changes can then be made as the result of formative assessment, with the goal of continuous improvements to MES courses and the overall program.
3. The PI and Co-PI, and the Arabic Language Coordinator will also attend the Conversational "brown bags" sessions for the languages on which they are fluent. Doing so will enable the Leadership Team to assess the language skills of students in a less formal setting.
4. Language instruction will also be assessed by working with the National Middle East Language Resource Center (<http://www.nmelrc.org>) to test the proficiency of upper division students in language courses funded by this Project (i.e., 4th year Hebrew and 3rd year Arabic,

and in the Conversational “brown bags” sessions). These NMELRC reading and listening comprehension tests will be built into the course syllabi of these courses.

5. Faculty funded through the Project to attend teacher training workshops will submit a report to the Leadership Team highlighting how the workshop has enhanced their teaching skills.

Dr. Ganson will develop quantitative and qualitative assessment tools to assess the quality of the mentoring process in the undergraduate independent studies completed with MES Program faculty and visiting scholars participating in the CELF program.

6. In addition to these methods, data collected will include: enrollments in all courses funded by the Project; quantified results of levels of proficiency attained by students who have completed the language courses; and quantified tallies of course evaluations.

In-service Training for K-12 Teachers:

1. Teachers participating in the K-12 workshops will complete quantifiable evaluations to assess their learning and gauge the impact on their teaching activities.
2. Follow-up interviews will be done with a small sample of teachers to gather data about the application of training curricula and materials actually used subsequently in the classroom.

Faculty Development:

1. Effectiveness of faculty development activities will be assessed by all participants immediately after activities. They will fill out a survey that evaluates the effectiveness of the conference or lecture.
2. Faculty funded to travel to the Middle East will write a report in response to specific questions and will present a talk on how their travel will improve their teaching and research.

In addition to these methods, data collected will include attendance at all events funded by this Project, including the two faculty development conferences.

Expert Outside Evaluator

Dr. Kamran Scot Aghaei, Director of the Center for Middle Eastern Studies at the University of Texas at Austin, has agreed to serve as the outside evaluator for our project. He will be invited for on-site campus visits at the end of Year 1 and Year 2. Professor Aghaei will be given access to all the Project’s surveys, reports, and course evaluations. He will be invited to sit in on classes and to attend faculty meetings, student focus groups, and other project activities during his visit. Dr. Aghaei will have full access to students, faculty and administrators. The Leadership Team will conduct an exit interview with the outside evaluator who will also be asked to submit a written report of his observations and recommendations for the Project. The report will be a central agenda item for the Project’s Consultative Group and for the Leadership Team.

5.b. Criteria to Be Used to Evaluate the Results of the Project

Multiple criteria will be used to evaluate the Project’s success in meeting the stated objectives of strengthening the MES minor and B.A. and the international studies program at SU. Successful project indicators are listed in Table 4.

Table 4: Evaluation Criteria

Increased course offerings in Middle East Studies across disciplines, number of undergraduate students enrolled in program offerings, and number of students successfully completing the courses
Increased number of students graduating from SU with a minor or a B.A. in MES
Increased number of study abroad options of students and more students participating in the programs
Results from language proficiency examinations showing large percentage with advanced abilities in the four languages, especially Arabic and Hebrew
Language instructors attending and reporting benefits resulting from teacher-training workshops to enhance language teaching skills
MES program faculty applying for, utilizing, and reporting positive benefits from travel to the region and from scholarly exchanges
The creation of a Middle East component to the foundational cross-disciplinary learning community taught at the Maxwell School
At least two courses in the MES program with a newly developed and implemented study abroad component
Creation of a new study-abroad partnership with AUB

Completion of 5-10 undergraduate independent studies with MES faculty and visiting scholars from the region
Increased number of library acquisitions to strengthen extant instructional resources and materials
Large portion of graduates of the MES and international studies programs who report high levels of self-confidence and competence in successfully applying for and completing graduate programs, as well as being well poised on the job market for positions in a range of government and non-government positions.

5.c. Methods of Evaluation

A wide range of evaluation methods and strategies will be employed. The Leadership Team will use formative assessment for continual improvement through review and modification over the two years of the Project. An emphasis on objective and quantifiable methods mean that summative results are measurable, meaningful, and readily transparent to support accountability to the grantor.

As outlined in Section 5.a., methods to be used as part of internal program evaluation are: standardized student course evaluations, both mid-semester and at the end of language and non-language courses; observation of language instruction in classrooms; conversational “brown bag” lunches, and language labs; NMELRC reading and listening comprehension tests; faculty reports and developed evaluative instruments for professional development experiences; and developed instruments to assess the quality of faculty and guest scholar mentoring processes. Summary data for enrollments, language proficiency, course evaluations, and tracking of graduates will be collated and analyzed.

The external evaluator will use evaluation methods of classroom and program event observations; interviews with students, faculty and program leaders; and examination of all relevant records and data during his two annual site visits.

5.d. Example of Evaluation Tool and Proposed Timetable for Conducting Evaluations

We provide an example of a student course evaluation instrument utilized by all faculty in the Department of Political Science (see Other Narrative Attachment Form). We will conduct

student evaluation of courses at the end of each semester in which the course is taught. We will conduct surveys at the culmination of each workshop or conference activity. We will invite an outside evaluator for an on-site visit at the end of Years 1 and 2 of the Project.

6. Commitment to International Studies

6.a. Current Strengths of International Studies, Including Number of Courses

Presently there are 722 international studies courses available to undergraduate students in the College of Arts and Sciences at Syracuse University. Of these, 176 are courses that take place during a single semester and 16 are summer (SU Abroad) courses. A total of 405 of these courses are designated as Arts and Sciences international studies courses and there are 125 language courses currently offered.

Much of the work described in this Project will be conducted under the umbrella of the Maxwell School and in particular the Moynihan Institute.

The Maxwell School: Since it's founding in 1924, the Maxwell School has been committed to education in citizenship and leadership, education and scholarship in the social sciences, and graduate and professional training for public administration and international relations. The Maxwell School is the premier academic institution in the US committed to scholarship, civic leadership, and education in public and international affairs, and has been the number one ranked school of public policy in the US since 1995 (according to the *U.S. News & World Report*). Home to SU's social science departments and to nationally recognized multidisciplinary programs, the Maxwell School has developed and maintained an impeccable history of excellence in interdisciplinary education, and more specifically of training and educational programs designed for the greater benefit of the international community. Current major international endeavors and partnerships include those located in and with China, India,

South Africa, Israel, Chile, Vietnam, Thailand, Russia, and Korea. Newer partnerships include that with Middle East and North Africa, through the US State Department supported programs for the Leaders for Democracy Fellowships (now in its third year) and the CELF Program. Maxwell's commitment to international studies is additionally exemplified through continual development of new exchange programs as well as through its vibrant International Relations program which is growing in size and prestige (Maxwell's IR program has been in the top 10 of the last two rankings by *Foreign Policy*).

The Moynihan Institute: The Moynihan Institute was established in 2005 with a gift from the US Congress in honor of the late Senator Daniel Patrick Moynihan. The purpose of the Institute is to extend, integrate, and focus the Maxwell School's commitment to exploring current international and global concerns. The efforts of the Institute are designed to broaden our knowledge concerning challenges to the quality of governance globally and to enhance the international experiences of our faculty and students. The Moynihan Institute's programs reflect a belief in the importance of interdisciplinary research for understanding and solving critical world problems as well as an emphasis on maintaining a productive dialogue between the academic and policymaking communities in the process of translating theory into practice.

The College of Arts & Sciences: This Project is also supported by the College of Arts and Sciences, which provides instruction to SU's undergraduate body. Most faculty members at the Maxwell School, including the PI and Co-PI, are also tenured in the CAS, and thus devote a portion of their time to teaching the undergraduate students. Since the Maxwell School is an institution dedicated primarily to graduate and professional training, the MES Program partners with the CAS to undertake undergraduate education and the activities of the UISFL grant. CAS supports international studies through its core humanities departments, as well as an array of

interdisciplinary programs, including programs on six world areas (Africa, China, Eastern Europe, Middle East, South Asia, and Latin America) offering minors, majors and graduate programming. Our program in LLL offers undergraduate and graduate training in 19 languages ranging from Kiswahili to German to Persian to Chinese. The undergraduate program in IR is one of the largest majors in the College, with approximately 100 graduates each year.

6.b. Involvement of Faculty and Administration in Planning the Proposed Program

The Leadership Team, MES Program faculty, and SU administrators have been heavily involved in the planning for the expansion and strengthening of the MES Program. The Leadership Team has been meeting regularly for 8 months to develop this Project proposal. Throughout this time period, the PI and Co-PI and other members of the Leadership Team have met together and separately with administrators at the CAS and the Moynihan Institute; the Director of Executive Education Programs; and the Director of MAX Courses. These administrators are familiar with the components of this UISFL grant proposal and will continue to review its activities. In addition, the Leadership Team met with Kim O'Neil, President of the Central New York Council for Social Studies (CNYCSS) to plan the K-12 component of the Project. The Co-PI and Dr. Julia Ganson attended the recent International Education Programs Service workshop in Arlington, Virginia (February 1-3, 2009) in order to learn more about the selection criteria for IEPS programs in general, and how to best to plan the proposed UISFL project in particular.

6.c. Institutional Commitment Through Use of Available Personnel and Resources

With regard to personnel, the Moynihan Institute and Executive Education Programs will cover 50% of the Administrative Assistant's salary plus fringe in Year 1 and 50% of the Post-Doctoral Fellow's salary plus fringe in Year 2. The Masters of International Relations

Professional Program will cover 25% time of three students during the academic year plus their tuition and fees. And the CAS currently has in place instructors to teach two years of Turkish, Persian, Hebrew, and Arabic. The Moynihan Institute will cover the travel of an outside evaluator. The Institute will also cover some of the costs of the speaker series and annual conferences to insure that each can involve scholars and practitioners that will excite the undergraduates. In addition to these costs, the Institute, Maxwell School, and CAS provide funding to insure that the MES Program is sustainable across time and serves not only the Syracuse University undergraduates but also its faculty and graduate students as well as the community at large.

6.d. Use of Institutional Funds to Support Program Objectives

The Moynihan Institute has agreed to offer a variety of support for salary and program activities. First, they have offered to match 50% of the salary and fringe for the Assistant Director (\$9,832.50) in the first year of the grant and 50% of the salary and fringe for the Postdoctoral Fellow (\$16,387.50) in the second year of the grant. This support will give the PI and Co-PI more time to devote to building external relationships and exploring additional funding options. The Institute also offers a range of administrative support and is assigning three 10 hour Graduate Assistants to the MES Program. Their annual salaries are \$5500 and fringes will also be covered. The Institute has also agreed to provide funds (\$12,650) to support the two annual conferences. The College of Arts & Sciences will be committing to offering six language courses. Three will be funded by a gift from Abdallah H. Yabroudi and three will be funded through the College's LLL Department and Judaic Studies.

7. Elements of the Proposed International Studies Program

7.a. Contributions of Activities to the Strengthening of the MES Program

The proposed activities of this Project will strengthen the major and minor in Middle Eastern Studies. The elements of the proposal, both curricular and faculty development, are critical to the expansion of international studies and foreign languages at SU, in the Syracuse area, and in the northeast region. The outcome of the curricular activities will be to increase the relevance, robustness and vitality of the MES Program for the undergraduate student body at SU. The outcome of the faculty development activities will be to enhance the expertise of MES Program faculty, faculty from nearby 2 and 4 year institutions of higher education, K-12 teachers, and many in the Syracuse community. Bringing distinguished scholars of the contemporary Middle East to campus to interact with faculty from SU and nearby universities and colleges, students, and community members will foster faculty research; increase the visibility of the MES Program on campus, in the Northeast region, nationally and internationally; and will strengthen the dynamic, interdisciplinary and diverse set of scholarly exchanges that the MES Program has fostered since its establishment in 2003.

Curriculum Development Activities

■ New course offerings and language training in four Middle Eastern languages The Project will enable the hiring of adjunct instructors to teach an expanded set of language courses, (3rd year Arabic and 4th year Hebrew) and qualified instructors to develop and lead faculty-student “brown bags” sessions in Conversational Arabic, Hebrew, Persian, and Turkish.

■ New opportunities for language instructors to attend teacher-training workshops The Project will support travel (maximum 6) to teacher-training workshops for our language instructors to enhance their teaching skills. Language instructors will be invited to apply for faculty development grants to attend workshops during the academic year, and summer seminars

sponsored by the National Middle East Language Resource Center and other US-based programs.

■ New opportunities for faculty to travel to the region The Project will support travel to the Middle East region so as to intensify faculty expertise on the Middle East, to gather instructional materials, and to develop or strengthen exchanges with scholars and practitioners in the region. Faculty will be invited to apply for faculty development grants to travel to the Middle East (maximum 6).

■ New substantive non-language courses on the Middle East region The Project will develop a set of five new courses for our minor and major. The Project will invite the MES Program faculty to apply for faculty curriculum development grants which will incentivize faculty to develop new courses for the MES Program. By expanding the MES Program’s course offerings, the Program will keep pace with student demand for substantive non-language courses to fulfill major and minor requirements.

Table 5: Current Non-Language Undergraduate Course Offerings in the MES Program¹²

Prefix	Number	Course Title
ANT/HWT/MES	382	Health in the Middle East
ANT/REL/FIA/MES/SAS	300/500	Muslim Cultures and Civilization
ANT/REL/MES/WSP/SUA	300/500	Gender, Globalization, and Islamic Identities
ARC/FIA	435/735/457	Islamic Architecture
CRS	360	Anti-Semitism: The Rhetoric of Hate
ETS	235	Classics of World Literature I
ETS	315	Contemporary Arab-American Literature & Culture
ETS	315	War Narratives from the Middle East and Its Diaspora
HUM	404	“AZAHAR”: Islamic Conquest & Christian Re-conquest
HST	300/500	Gender, Colonialism, and Nationalism
HST	210	The Ancient World
HST/MES	318	Introduction to Modern Middle East
HST/MES	319	The Middle East in the Twentieth Century
HST/MES/PSC	368	Islam and the West

¹² The courses in gray represent non-language undergraduate courses designated with an MES prefix in the SU Undergraduate Catalogue.

HST/WGS	379	Gender and Colonialism
JSP	439	Senior Seminar in Judaic Studies
MES	430	Senior Seminar in Middle Eastern Studies
MES	495	Distinction Thesis
PSC	400/600	International Relations of the Middle East
PSC/MES	300	Middle Eastern Political Systems
PSC/MES	300	Transitions to Democracy
PSC/MES	344	Politics of the Middle East
PSC/MES	345	Islam and Politics in Asia
PSC/MES	349	Politics of Iran
PSC/MES	366	Representations of the Middle East
PSC/MES	367	Oil, Water & War
PSC/REL/MES	300	Sociology of Islamic Fundamentalism
PSC/REL/MES	300	Religion in the Israel-Palestinian Conflict
PSC/REL/MES/SAS	300/500	Media, Politics and Contemporary Muslims
PSC/SOC/REL	362/355	Religion, Identity & Power
REL	217	The New Testament
REL	301	Ancient Near Eastern Religions and Cultures
REL	364	Islamic Literatures
REL/JSP	107	Religion, Literature, Film
REL/JSP	114	The Bible
REL/JSP	215	The Hebrew Bible
REL/JSP	302	The Temple and the Dead Sea Scrolls
REL/JSP	334	Modern Judaism
REL/JSP	135	Judaism
REL/JSP/LIT	231	Judaic Literature
REL/JSP/LIT/ETS	335/315	Israeli Literature and Culture
REL/PHI/JSP	435	Modern Judaic Thought
REL/PSC/SOC	355/362	Religion, Identity and Power
REL/SAS	165	The Islamic Tradition
REL/SAS	367	Islamic Arts and Aesthetics
REL/WSP/SAS	465	Gender in Islam
SOC	400/600	Democracy and Violence in the Middle East

■ New Middle Eastern component to a foundational cross-disciplinary learning community

The Project will develop a foundational cross-disciplinary learning community on the Middle East to be run through the extant and highly popular undergraduate MAX courses program at the Maxwell School. Funded by a 4 million dollar multiyear grant, the two course sequence MAX courses are multidisciplinary learning communities which are writing intensive and taught by tenured or tenure-track faculty. 60% of the seats in MAX courses are reserved for Freshmen; the remaining 40% are open to the undergraduate community at large. Offered in both the Fall and

Spring semesters, each MAX course enrolls approximately 165 students. Teaching a Middle Eastern component in the MAX 132 course (Global Community) would thus enable the MES Program to reach an additional 300 students per year, many of whom will have an incentive to continue their study of the Middle East region by declaring a minor or major in MES. The Co-PI will work in 2009-2010 with the MAX 132 Global Community faculty team to develop a Middle East module for the course, and will then teach in the MAX 132 learning community in 2010-2011. The MES Program has agreed to commit one faculty member to offer the MAX courses in 2011-2012 (and in subsequent years if there is faculty interest).¹³

■ New study abroad opportunities in new or existing courses The Project will enhance the programming currently offered at overseas institutions with which we currently partner (in Israel; Turkey; and Egypt) by inviting MES Program faculty to apply for curriculum development grants to embed a study abroad component into 2 new or existing courses in the MES Program.

■ New study abroad partnership with the American University of Beirut, Lebanon The Project will help Syracuse University's Study Abroad program by partnering with more institutions of higher learning in the region, specifically the American University of Beirut (AUB), with which the Maxwell School has begun a dialogue to develop a student exchange program. The Moynihan Institute will fund the PI to travel to AUB for a second site visit in 2010-2011.

■ New independent study courses with MES program faculty and with visiting scholars The Project will offer faculty curriculum development grants for independent studies (maximum 2) related to the themes of the 2 interdisciplinary conferences that will be held in Years 1 and 2 of the grant. Separate sessions devoted to the presentation and discussion of student papers will

¹³ The Maxwell School provides faculty who participate in MAX courses to one month of summer salary after teaching two MAX courses as part of the four-course teaching load.

be built into each conference agenda. Undergraduate students will benefit from the mentoring relationships with CELF Fellows during the course of this grant.

■ Acquisition of New instructional resources and materials on the Middle East region

The Project will utilize course development funds to purchase library materials and audio visuals. Library acquisitions will provide new teaching materials and will enhance faculty expertise and their research, which will, in turn, foster new and innovative teaching modules for existing and new courses in the MES Program.

Faculty Development Activities

■ New linkages between postsecondary educators at 2 and 4 year Upstate NY institutions

There are at present over 40 non-SU university and college faculty who teach and research on the contemporary Middle East and who live and work within a 3 hour driving distance from Syracuse. These faculty, especially those teaching at community colleges and small liberal arts schools, often have limited institutional resources with which to enhance their teaching and research profiles in Middle Eastern Studies. The MES Program envisions serving as a regional ‘hub’ for accessing and coordinating faculty expertise distributed across the Upstate NY region. We will create a network of interested colleagues and will invite these scholars to a interdisciplinary speaker series and two conferences. The conferences will be open to the public at large, and to the university’s graduate and undergraduate student body.

Conference Year 1 Theme: **The Politics of Religion and Secularism: the Dilemmas of**

Democracy in the Middle East

Students of the Middle East have moved beyond the question of whether democracy and Islam are compatible to consider the ways in which religion, the state, and society interconnect in

the contemporary Middle East region. This conference will investigate both the normative and empirical dimensions of religious and political participation in the contemporary Middle East.

Conference Year 2 Theme: **Human Rights in the Middle East: Toward Effective Minority Protection, Civil Liberty, and Non-Discrimination**

In the contemporary Middle East, the protection of human rights is fundamental to peace, the promotion of the rule of law, and the establishment of democratic governance. This conference will consider the relationship between democratization processes, authoritarianism, and human rights protections and anti-discrimination legislations and policies toward women, children, gays and lesbians, and people with disabilities as well as religious and ethnic minority groups. Of particular interest will be an exploration of ‘best practices’ for advancing human rights, broadly defined, in the MENA region.

■ New K-12 partnership with the Central NY Council for the Social Studies (CNYCSS)

The Project will partner the CNYCSS to develop a series of workshops (4) on issues and topics in the contemporary Middle East for K-12 educators in the Syracuse area and the Upstate NY region. This programming will provide teaching modules that educators can use in their classrooms, as well as facilitate the transfer of knowledge between the university faculty and future college students in NY State and beyond. CNYSS reaches approximately 900 educators of social studies across NY State and facilitates yearly professional development requirements for teachers (35 hours per year or 175 hours every five years). We will add a new outreach section to the existing MES newsletter.¹⁴

7.b. Adequacy and Appropriateness of Interdisciplinary Aspects of the Program

¹⁴ The Assistant Director of the Program and the post-doctoral fellow will be responsible for overseeing the production and distribution of this e-newsletter.

Syracuse University and the Maxwell School offer exceptional opportunities for interdisciplinary study. The MES Program is supported by both the College of Arts and Sciences and the Maxwell School. Its faculty are trained, and have their tenure homes, in the social sciences and the humanities. Its curricular and faculty programming span the interests, methods, and approaches of diverse disciplines. Both the Project's Leadership Team and the Project's Consultative Group (PCG) are cross-disciplinary. The major and minor require students to take courses from different departments in the social sciences and the humanities. The Leadership Team and the MES Program faculty are committed to strengthening the Program so as to enhance learning across disciplinary fields of knowledge.

7.c. Adequacy of the Number of New Courses to Meet Programmatic Needs

The Project will field 5 new non-language substantive courses, a critical infusion of course work necessary for the continued viability of the minor and the major in Middle Eastern Studies. By offering students new course options we will greatly increase the attractiveness of the MES Program's major and minor. This is critical for expanding and strengthening the MES Program, and the regional component of the major in International Relations.

7.d. Adequacy of Plans for Improving and Expanding Language Instruction

To establish a strong curriculum in Middle Eastern Studies, it is necessary to expand the language training currently offered to students, and to provide them with incentives to enroll in upper division 3rd and 4th year classes. The Project will hire adjunct instructors to teach 3rd year Arabic in 2009-2011, and 4th year Hebrew in 2010-2011. These language offerings are supported by the current enrollment numbers of students in these two priority languages. In addition, the Project will hire trained instructors to develop and run Conversational Arabic, Hebrew, Persian,

and Turkish bi-monthly “brown bags” sessions.¹⁵ These sessions will enable students to learn colloquial usages of the language which will be useful for travel to the region. These sessions will also increase student interest in formal courses currently offered in these critical languages. The CAS is committed to offering courses in all 4 critical languages (Arabic, Hebrew, Persian, and Turkish) through the 4th year level of mastery provided that course enrollment numbers justify the hiring of instructors to teach these classes. The Project’s plans for improving and expanding language instruction are geared to increase student demand in Middle Eastern language study so as to justify formal course offerings after completion of the UISFL grant.

Acquiring additional linguistic and substantive library holdings and subscriptions oriented to MES is critical for new course development. Based on the collection assessment of the SUL, and the Leadership Team’s discussions with Social Science and Area Studies Bibliographer, Martha Hanson, resources relevant to Middle Eastern Studies, and in particular texts written in the region’s languages, have been identified for priority acquisition.

8. Need for and Prospective Results of the Proposed Program

8.a. Need for Proposed Activities

Recent events have made the Middle East the focus of continued international attention and the region will continue to play a major role in the development of the 21st century’s political, legal, religious, and cultural landscape. The ever-growing fascination with the Middle Eastern region is reflected both in the growing student demand for courses and the growth of degree and non-degree training programs on the Middle East sponsored by the Maxwell School’s Executive Education Programs. This Project builds on the MES Program’s existing strengths and will enable faculty and students interested in this important global region to leverage themselves

¹⁵ The instructors hired to lead the brown bags will also commit to do outreach for the Project (5 hours a week).

competitively in scholarly and professional arenas. With the MES Program at SU now offering both an undergraduate major and minor, the proposed Project activities are both timely and critical. The proposed curricular and faculty development activities will transform the minor/major in MES into a rich and robust academic program. This Project will produce more and better Middle East courses which will: 1) facilitate the teaching of diverse perspectives on the Middle East region; 2) better satisfy student requirements for the undergraduate degree; 3) increase faculty expertise in the region; and 4) expand job opportunities for students post-graduation by enhancing their ability to secure employment utilizing their language and area skills. The MES Program faculty and the university administration is committed to taking the Program to this next level with the assistance of supplemental UISFL funds.

8.b. Role of Federal Funds in Implementation of the Proposed Program

We will use the \$7500 in salary and the \$2,332.50 (along with the matching funds) to hire an Assistant Director (AD). The AD will devote 20 hours a week to providing support to the PI and Co-PI in the administration of the Program. The AD will act as liaison with the Moynihan Institute's staff and the MES Program's Graduate Assistants to provide essential information, keeping everyone on task and ultimately being responsible for the success of the speaker series, newsletter, and film series. The AD will also assist with the planning and logistics for the annual conference. In the second year, the Postdoctoral Fellow will assume a role that is similar, but will be expected to take more leadership by helping to select speakers and assist in the planning of the content of the annual conference. Also, he/she will teach two courses.

The grant funds will also be used to pay for partial support from two Moynihan staff members. In new work associated with this grant, Amy Marsden will devote approximately 15% of her time to handling email, and distribution of information regarding any grant awards. She

will collect any proposals, maintain files, set up committee meetings, and assist in administering the curriculum development grants. Our Events Coordinator will devote 15% of her time to providing events logistics support including posters, calendar updates, room reservations, travel, and hotel reservations. The funding for languages will be used to add 6 new courses over the two years of the grant. Travel funds will provide a range of incentives and assistance to faculty that will translate into broader external connections for MES and an increase in the level of expertise of our faculty and language instructors. The supplies funding will allow us to expand the usefulness and broaden the collection at SU's Library. Our newsletter will undergo enhancements allowing for a broader audience as we add a K-12 section. The purchase of tests to determine language competency will help us evaluate our efficacy. The \$200 annual conference supplies budget allows us to promote our events to a wider audience, and to give participants a set of tools to take away.

We will be using international film festival support (\$300) to help bring to the Upstate community a broad range of Middle Eastern films. The \$500 "other" support will be used to help bring a filmmaker to Syracuse for the event. Outreach supplies (\$335 annually) will go towards the purchase of videos and other materials that will be used for K-12 instruction. The speaker series reaches an audience that includes both the university and community members. \$3,700 in grant funds will provide support for 5 speakers throughout the academic year. \$7,000 is being requested for the annual conference which will pay for travel, hotel and associated costs for participants. These funds will be enhanced with support from the Moynihan Institute. We will be using \$200 to rent or purchase videos for the year long MES film series. Finally, we will use the \$5,500 in support for K-12 teacher training to hold four workshops for regional high school

teachers. Funds will be used to enlist the assistance of Kim O'Neill who has agreed to lead this project (\$500). We will use the other \$5,000 to pay the registration fee to encourage attendance.

9. Competition Program Priorities

Competition Preference Priority: The Project meets this priority. The CAS requires entering students to have completed at least 2 years of secondary school foreign language instruction.

Invitational Priority 1: The Project meets this priority. It proposes in-service training for K-12 teachers in the Central NY area on issues and topics related to the contemporary Middle East.

Invitational Priority 2: The Project meets this priority. It includes a plan for assessing student foreign language competency which offers externally validated assessment, and proposes to use the data generated by their assessments to improve foreign language program effectiveness.

Invitational Priority 4: The Project meets this priority. It focuses on 4 of the priority languages listed in the US Department of Education's LCTL (Arabic, Hebrew, Persian, and Turkish).

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-OtherSupportingDocuments.pdf**



SYRACUSE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
Associate Dean for Humanities

April 29, 2009

Subject: UISFL – MES Proposal

The College of Arts and Sciences enthusiastically supports the UISFL proposal to strengthen the Middle Eastern Studies Program at Syracuse University. This is an area of importance, and we have recently been doing as much as possible to develop this curriculum in response to the growing interest in it from our students and faculty. Over the past few years we have hired faculty in the fields of language, literature, religion, and philosophy, and with the help of this grant hope that our coverage and offerings will continue to grow.

The College has a long history of supporting language instruction for the University and has been teaching Hebrew for more than twenty-five years. Several new and less commonly taught languages have become part of the curriculum more recently, and among them are Arabic, Turkish, and Persian. We are looking forward to further development of the curricula in all of these language areas, and others.

The College of Arts and Sciences is committed to providing its students with a strong liberal arts education, and that includes learning about the cultures and histories of other peoples. We hope that this proposal is approved, as it will help Syracuse University develop its Middle Eastern Studies Program more quickly than otherwise would be possible.

Sincerely,

Gerald R. Greenberg
Senior Associate Dean/ Academic Affairs/Humanities



SYRACUSE UNIVERSITY

MOYNIHAN INSTITUTE OF GLOBAL AFFAIRS
Maxwell School of Citizenship and Public Affairs

April 29, 2009

Professor Mehrzad Boroujerdi
Director
Middle Eastern Studies Program
345 Eggers Hall
Syracuse University
Syracuse, NY 13244

Dear Professor Boroujerdi:

This letter is written in support of your proposal for a US Department of Education Undergraduate International Studies and Foreign Language Program. The Moynihan Institute of Global Affairs is pleased to provide housing for the program as well as half the salary (and fringe) for the Assistant Director in the first year of the grant and half the salary (and fringe) for a post-doctoral fellow in the second year. We are also pleased to provide graduate student assistance, funding for travel, supplies, speakers and support for the annual conferences.

We are pleased to provide such support because of the important activities that the Middle Eastern Studies Program offers to our students and faculty. Your Program is a valuable addition to the five other regional studies centers and programs that are part of the Moynihan Institute's contribution to campus life. With its major and minor for undergraduates, its emphasis on language training, its study abroad opportunities, and the speakers it brings to the University, the Middle Eastern Studies Program is encouraging our student body to become enmeshed and knowledgeable about the world in which we live, so important to all of us as countries and regions become more interdependent.

Sincerely yours,

Margaret G. Hermann
Cramer Professor of Global Affairs
Director

MEHRZAD BOROUJERDI

Department of Political Science
Maxwell School of Citizenship and Public Affairs
Syracuse University
Syracuse, New York 13244-1090
Tel: (315) 443-5877
mboroujerdi@maxwell.syr.edu
<http://faculty.maxwell.syr.edu/mborouje/>

Employment

- Assistant Professor, Department of Political Science, Maxwell School of Citizenship and Public Affairs, Syracuse University (August 1992-August 1998)
- Associate Professor, Department of Political Science, Maxwell School of Citizenship and Public Affairs, Syracuse University (August 1998-present)
 - Founding Director, Middle Eastern Studies Program (2003-present)
 - Co-Director, Religion, Media and International Affairs Program (2006-present)

Education

- B.A. (*Magna Cum Laude*), Political Science and Sociology, Boston University, Boston, Massachusetts, 1983
- M.A., Political Science, Northeastern University, Boston, Massachusetts, 1985
- Ph.D., International Relations, The American University, Washington, DC, 1990

Publications

Mirror for the Muslim Prince: Islam and Theory of Statecraft, edited by Mehrzad Boroujerdi (Syracuse University Press, forthcoming).

Iranian Intellectuals and the West: The Tormented Triumph of Nativism. Syracuse: Syracuse University Press, 1996. Translated into Arabic (2007), Persian (1998) and Turkish (2002).

Articles in *Aftab* (2001), *Bahar* (2000), *Bukhara* (2001, 2008), *Bulletin of the Center for Iranian Research and Analysis* (1996), *Comparative Studies of South Asia, Africa and the Middle East* (2006), *Critique: Journal for Critical Studies of the Middle East* (1998), *The Daily Star* (2008), *Foreign Service Journal* (2007), *Ham-Mihan* (2007), *International Third World Studies Journal and Review* (1993), *Iran Nameh* (1990, 2002), *The Iranian Journal of International Affairs* (1998), *Journal of Peace Research* (1997), *Kankash* (1988, 1989, 1992, 1995), *Kiyan* (1997), *Kargozaaran* (2008), *The Middle East Economic Survey* (1997), *Oxford Encyclopedia of the Modern Islamic World* (1995), *Shahrvand Emrouz* (2007, 2008), *Syracuse Law Review* (2007), *Syracuse University Magazine* (2001-02).

Book chapters in *Cultural Transitions in the Middle East* (1994), *Iran: Political Culture in the Islamic Republic* (1992), *In Transition: Essays on Culture and Identity in the Middle Eastern Society* (1994), *Iran at the Crossroads* (2001), *Globalization and the Muslim World* (2004), *The Making of Modern Iran: State and Society Under Riza Shah, 1921-*

1941 (2003), *Intellectual Change and the New Generation of Iranian Intellectuals* (2000), *Intellectual Trends in Twentieth-Century Iran* (2003), *Oil in the Gulf* (2004).

Book Reviews in *American Political Science Review* (1992, 2002), *Contemporary Sociology* (1996), *Journal of Iranian Studies* (1990), *Journal of Iranian Research and Analysis* (2002), *International Journal of Middle East Studies* (1994,1996), *Middle East Journal* (1992, 1996, 2000), *Middle East Studies Association Bulletin* (1992, 1998), *Millennium: Journal of International Studies* (1992).

Selected Professional Appointments

1. Member, Executive Board (elected), Center for Iranian Research and Analysis (1992-98)
2. Editorial Board Member, Syracuse University Press (1995-1998)
3. Editor of the “Modern Intellectual and Political History of the Middle East” Series, Syracuse University Press (1996-present) (20 books published in the series so far)
4. Member, Executive Council (elected), Society for Iranian Studies (1999-2001)
5. Scholar-In-Residence, Middle East Institute, Washington, DC (2000-2001)
6. Book Review Editor, *International Journal of Middle East Studies* (2000-2007)
7. Member, Development Committee for the AP Comparative Government & Politics Course, Educational Testing Services/College Board (2003-2007)
8. Adjunct Scholar in Public Policy and Media Expert, Middle East Institute (2005-present)
9. Member, Social Science Research Council (SSRC) Religion and International Affairs Advisory Committee (2007-present)

Selected Awards, Honors and Grants

1. Best Dissertation Award, Foundation for Iranian Studies, Bethesda, Maryland (1990)
2. Post-Doctoral Fellow, Center for Middle Eastern Studies, Harvard University (1990-91)
3. Post-Doctoral Fellow, Center for Middle Eastern Studies, University of Texas at Austin/Rockefeller Foundation (1991-92)
4. Daniel Patrick Moynihan Award for outstanding teaching, research and service by an untenured faculty member, Maxwell School of Citizenship and Public Affairs (1998)
5. Principal Co-Investigator on a \$370,000 three year grant from The Henry R. Luce Foundation for “*Religion, Media and International Affairs*” (2006-09)
6. PI on a \$81,000 grant from the United States Institute of Peace entitled “*Iran's Heavenly Chorus: The Political Elite of a Theocratic State*” (2008-09)
7. Co-PI on a \$100,000 grant from the Social Science Research Council entitled “*Iran Social Science Information Project*” (2009-10)

MIRIAM FENDIUS ELMAN

Associate Professor, Department of Political Science
308 Maxwell Hall, Maxwell School, Syracuse University, Syracuse, NY 13244
Tel: 315-443-7404 E-mail: melman@maxwell.syr.edu

CURRENT TITLES AT SYRACUSE UNIVERSITY: ■ Associate Professor, Department of Political Science, Maxwell School ■ Faculty Research Associate, Program for the Advancement of Research on Conflict and Collaboration, Maxwell School ■ Director, Project on Democracy in the Middle East, Moynihan Institute of Global Affairs, Maxwell School

OTHER SU POSITIONS: Member of the Board and Steering Committees: ■ Program for the Advancement of Research on Conflict and Collaboration, Maxwell School ■ Judaic Studies Program, College of Arts and Sciences ■ Institute for National Security and Counterterrorism, College of Law and Maxwell School ■ Middle Eastern Studies Program, Maxwell School

PREVIOUS POSITIONS: Associate Professor, Department of Political Science, Arizona State University (through June 30, 2008); Assistant Professor (1996-2002), Department of Political Science, Arizona State University

EDUCATION:

1996	Ph.D.	Columbia University	Political Science
1993	M.Phil	Columbia University	Political Science
1990	M.A. Degree Studies	The Hebrew University of Jerusalem	International Relations
1989	Secondary School Teaching Certificate	The Hebrew University of Jerusalem	
1988	B.A. (cum laude)	The Hebrew University of Jerusalem	International Relations and English Literature

AWARDS, GRANTS, AND FELLOWSHIPS (SELECTED):

Distinguished Nominee. 2008 and 2007 ASU Professor of the Year Award, Arizona State University

Co-Principal Investigator. (with Carolyn Warner, ASU; Mark Woodward, ASU; and Sumit Ganguly, Indiana University). "Religious Political Parties." Report submitted to US Government Agency. Sponsored Federal Grant administered by the Center for the Study of Religion and Conflict, Arizona State University, 2005-2007

Post-doctoral Research Fellowship. International Security Program. Belfer Center for Science and International Affairs. John F. Kennedy School of Government, Harvard University, 1998-2000

Award for the best paper on the domestic sources of foreign policy presented at the 1997 Annual Convention of the American Political Science Association, Awarded August 1998 by APSA's Organized Section on the Domestic Sources of Foreign Policy

PUBLICATIONS (SELECTED):

Guest Editor (with Carolyn M. Warner) "Faith and Security: the Effects of Democracy on Religious Political Parties," *Asian Security*, Special issue (6 essays), Vol. 4, No. 1 (January-April 2008): 1-99

"The Influence of External Security Threats on the Regime Type of Democratic States," *Politika*, forthcoming (translated and published in Hebrew by The Leonard Davis Institute for International Relations, The Hebrew University of Jerusalem, Israel)

Progress in International Relations Theory: Appraising the Field, (Cambridge, Mass.: MIT Press, 2003 and 2008). Editor; with Colin Elman

Bridges and Boundaries: Historians, Political Scientists, and the Study of International Relations (Cambridge, Mass.: MIT Press, 2001). Editor; with Colin Elman
Translated into Japanese and published by the University of Tokyo Press in 2003

Paths to Peace: Is Democracy the Answer? (Cambridge, Mass.: MIT Press, 1997). Editor.

INVITED TALKS (SELECTED):

"Jerusalem, the Demise of Oslo and the Future of the Israeli-Palestinian Conflict," Moynihan Institute of Global Affairs, Maxwell School, Syracuse University, January 28, 2009

"Does Democracy Tame the Radicals? Lessons from the Case of Israel's SHAS," Munke Centre for International Studies, University of Toronto, November 14, 2008

"Persuading the Public: Messages of Peace in the Israeli-Palestinian Conflict, 1993-2000"
The Center for the Study of Religion and Conflict, Arizona State University,
April 11, 2008

COURSES TAUGHT:

Introduction to World Politics, War, Peace, and Conflict Processes: the Field of Security Studies, Special Topics: International Security, International Relations Theory—Field Survey, International Security, Special Topics: Democracy and Peace, Special Topics: Reflections on September 11th and Its Aftermath, War and Peace in the Middle East: the Arab-Israeli and Israeli-Palestinian Conflicts, Special Topics: Terrorism and US Foreign Policy, , CLAS Freshman Learning Community on Terrorism, Special Topics: Religion in the Israeli-Palestinian Conflict, International Security Theory

*Abridged 2 page cv
April 2009*

JULIA G. GANSON

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Cortland, New York 13045
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jgganson@maxwell.syr.edu**

Education

PhD and MA, Sociology, Columbia University, New York, New York
BS, Sociology, Kent State University, Kent, Ohio

Experience Highlights

***August 2008-Present, Program Manager, Middle East & North Africa
Executive Education, Maxwell School for Citizenship & Public Affairs,
Syracuse University***

- Management of administrative and faculty team to develop and implement academic training programs for mid-career professionals from the U.S. and abroad focused on the Middle East region

***April –December 2007, Office of Institutional Research and Assessment
State University of New York, College at Cortland***

- Project coordination for data collection and analysis of learning assessment programs, including development, design, implementation and report writing to state university system requirements

2007-2008, Lecturer, Sociology

2006-2007, Visiting Assistant Professor of Sociology

1992-1997, Assistant Professor of Sociology

- Planning, delivery, and assessment of undergraduate and graduate courses in American society, sociology of the family, social psychology, social welfare systems, gender studies, and deviant behavior
- Research and publishing agenda in sociology of childhood and family
- College service and committee work, including Women's Studies program, Multicultural & Gender Studies Council, and board of directors of the campus childcare center

January–March 2007 and 2000-2006, Education Evaluator
Education Review Office, New Zealand Government

- Preparation, on-site evaluation, and analysis for reviews of schools throughout New Zealand, public and private early childhood education through high school levels
- Responsible for the writing and editing of evaluation reports following government guidelines to become on-line public documents
- Coordinator of review teams
- Participation in special projects such as reviews of truancy and the provision of education for children with special needs

2006-2007, Program Evaluator and Planning Coordinator
Ithaca Children's Garden, Ithaca, New York

- Organizational assessment of a small not-for-profit agency serving local children, teens, and families
- Guidance and training for the board of directors through strategic planning
- Gathering and collating agency information through interviews, archival data, and observation of governance and management practices

2007, Grant Writer

The Research Foundation, State University of New York, Cortland

- Coordinator for partnership building between the College and community social service organizations
- Proposal writing for a successful AmeriCorps grant to be administered by the College and delivered through the local agencies

1989-1992, Visiting Assistant Professor of Sociology
Franklin and Marshall College, Lancaster, Pennsylvania

- Development and teaching of undergraduate level sociology courses

Kamran Scot Aghaie

Associate Professor of Islamic and Iranian History
1 University Station #F9400, Austin, TX 78712-0527
Phone: (512) 475-6400/Fax: (512) 471-7834
Email: kamrana@mail.utexas.edu

Educational Background

1999 PhD in History (University of California, Los Angeles).
1995 MA in History (University of California, Los Angeles).
6/92-6/93 American University in Cairo; Center for Arabic Study Abroad Program (CASA).
1991 BA in History; BA in Asian Studies (University of Tennessee, Knoxville).

Academic Employment History

9/2005-Pres. Associate Professor; Middle Eastern Studies and History, Univ. of Texas, Austin.
9/99-9/2005 Assistant Professor; Middle Eastern Studies and History, Univ. of Texas, Austin.
9/98-5/99 Instructor; Middle Eastern Studies, Univ. of Texas, Austin.

Administrative Employment History

9/05-Pres. Director, Center for Middle Eastern Studies.
9/05-Pres. Assistant Chair, Department of Middle Eastern Studies.
9/03-9/05 Associate Director, Center for Middle Eastern Studies.
8/01-8/05 Undergraduate Advisor, Center for Middle Eastern Studies.

BOOKS AND OTHER VOLUMES

The Martyrs of Karbala: Shi'i Symbols and Rituals in Modern Iran. (Seattle: University of Washington Press, October 2004)

The Women of Karbala: The Gender Dynamics of Ritual Performances and Symbolic Discourses of Modern Shi'i Islam. (Austin: University of Texas Press, Nov. 2005)

Mourning and Memory. Co-Edited with Rebecca Saunders. Special issue of the Journal *Comparative Studies of South Asia, Africa, and the Middle East (SCSAAME)*, 25.1 (2005), published by Duke University Press.

JOURNAL ARTICLES AND BOOK CHAPTERS

“Historiography of Karbala and the Formation of Shi'i Identities” *Religion Compass* (Forthcoming in 2009)

“The Afghan Interlude and the Zand and Afshar Dynasties, 1722-1794” Ed. Touraj Daryaei. *Iranian History*, (Oxford and New York: Oxford Univ. Press, 2009)

“Islamist Historiography in Post-Revolutionary Iran.” in *Historiography and Political Culture in Twentieth Century Iran*, Ed. Touraj Atabaki. (London and New York: I. B. Touris, 2009)

“The Passion of Ashura in Shi’ite Islam” *Voices of Islam: Voices of the Spirit* Vol. II (Westport, Connecticut: Praeger 2007).

“Introduction: Mourning and Memory” [co-authored with Rebecca Saunders] in *Comparative Studies of South Asia, Africa, and the Middle East* Vol. 25, No. 1, 2005. pp. 16-29.

“The Origins of the Sunni-Shi’i Divide and the Emergence of the Ta‘zīyeh Tradition” in *The Drama Review*, Cambridge, Massachusetts: MIT Press, Vol. 49, Issue 4, Winter 2005. pp. 42-47.

“Gender Dynamics of Ashura in Qajar Iran.” *The Women of Karbala: The Gender Dynamics of Ritual Performances and Symbolic Discourses of Modern Shi’i Islam*. ed. Kamran Aghaie (Austin: Univ. of Texas Press, Nov. 2005)

“The Emergence and Historical Development of Shi’i Symbols and Rituals.” *The Women of Karbala: The Gender Dynamics of Ritual Performances and Symbolic Discourses of Modern Shi’i Islam*. ed. Kamran Aghaie (Austin: University of Texas Press, Nov. 2005)

“Religious Rituals, Social Identities, and Political Relationships Under Qajar Rule: 1850’s-1930’s.” *Religion and Society in Qajar Iran*. ed. Robert Gleave. (London: RoutledgeCurzon/BIPS Persian Studies Series, January 2005) [pp. 373-392]

“Gender-Mixed Public Rituals in Post-Revolutionary Iran” *Islamic Studies*. Volume 43, No. 1, Spring 2004.

“The Karbala Narrative in Shi’i Political Discourse in Modern Iran in the 1960’s-1970’s.” in *The Oxford Journal of Islamic Studies*: Oxford University Press. Vol. 12, No. 2, May 2001. pp. 151-176.

“Islam and Nationalist Historiography: Competing Historical Narratives of Iran in the Pahlavi Period.” *Studies on Contemporary Islam*, (2000), [Published by the Center for Islamic Studies, Youngstown State Univ.] Vol. 2, No. 2, pp. 20-46.

“Reinventing Karbala: Revisionist interpretations of the 'Karbala Paradigm'.” *Jusur: The UCLA Journal of Middle Eastern Studies*, Vol. 10, 1994. pp. 1-30.

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Academic Background

C.A.S., Education Administration, SUNY Oswego, 1997
M.L.S., School of Information Studies, Syracuse University, 1980
B.A., English major, Education minor, SUNY Potsdam, 1977

Professional Licenses/Certifications

Certificate of Advanced Studies, Education Administration
Permanent NYS N-6, N-9, 9-12 English Teacher Certificate
Permanent NYS School Library Media Specialist Certificate
NYS Public Librarian Professional Certificate

Academic/Teaching Experience

Elementary School Teacher, Liverpool Central Schools, 1981-present
Middle School Library Media Specialist, Soule Road Middle School, 1985
Middle School Teacher, Liverpool Middle School, 1977-1981
Liverpool Public Reference Librarian 1983-present

Professional/Academic Honors

Outreach Teacher Liaison, Moynihan Institute Center for European Studies, Syracuse University,
2005-present
Outreach Teacher Liaison, South Asia Center, Syracuse University, 2006-present
Goethe Institut Transatlantic Outreach Program (TOP) Fellow and Group Leader, 2003-present
Institute of International Education, Korean Studies Workshop Fellow, 2008
Study Canada Fellow, 2007
Salzburg Seminar Fellow, 2005
Central NY Council for the Social Studies, Distinguished Service Award, 2006
NCTA. Five College Center, China Study/Travel Tour Recipient, 2006

NCSS Leadership Summit Fellow, 2004, 2005

Professional Leadership Positions

National Council for the Social Studies, Elementary Board Representative, 2007-2010

New York State Council for the Social Studies, President, 2007- 2008

Goethe Institut, TOP Transatlantic Outreach Program, Group Leader, 2005-present

Notable Social Studies Trade Books for Young People, Chair, 2006-2008

Editorial Review Board Member for *Social Studies and the Young Learner* 2007-present

New York State Council for the Social Studies, Convention Chair, 2006- 2007

Central New York Council for the Social Studies, President, 2004-2005, Board Member,
1999-present

Workshop presenter at local, state, and national level 1992-present

Grants/Scholarship

AFT Robert G. Porter Scholarship, 2007

History Channel, *Save Our History* Grant, 2007

Colonial Williamsburg Teacher Institute Scholarship Recipient, 2007

NCSS, *CiviConnections* Grant, 2005

Cornell University, Institute for European Studies, K-12 Educator Grant, 2004

Summer Professional Development Grants, Liverpool Central Schools, 2001-2008

Central New York Teaching Center, Mini-grants and Conference Grants, 1987-2008

Consulting/Published Works

Social Studies and the Young Learner, "Perpetuating Democracy in the Next Generation,"
Sept/Oct 2008.

Cornell University, Outreach Grant, European Union

<http://www.einaudi.cornell.edu/europe/outreach/pdf/grant04/European_Union.pdf>

Goethe Institut, TOP Transatlantic Outreach Program lesson,

<<http://www.goethe.de/ins/us/lp/prj/top/mat/tfl/enindex.htm>>

Time and Place, NYSCSS newsletter columns as president and elementary committee chair

Newsletter, CNYCSS newsletter columns as president

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Education

- 1989 Ph.D. Department of Government, Cornell University, Ithaca, New York.
- 1985 M.A. Department of Government, Cornell University, Ithaca, New York.
- 1980 B.A. Political Science & English, Hobart & William Smith Colleges, Geneva, New York, *magna cum laude* and Phi Beta Kappa, Zeta Chapter.
Recipient of NYS Regents Scholarship, Geneva Scholarship Associates award, & William Smith Senior Class Scholarship.

Faculty/Administrative Appointments

- Syracuse University, Syracuse, New York
Director of Undergraduate Studies in International Relations &
Associate Professor of Political Science, Fall 2004-current.
Assistant Professor of Political Science, Fall 2000-Spring 2004;
- State University of New York - College at Cortland
Assistant Professor of Political Science, Fall 1998-Spring 2001.
- Le Moyne College, Syracuse, New York
Visiting Assistant Professor of Political Science, Spring 1999, Spring 2000.
- Hobart & William Smith Colleges, Geneva, New York
Adjunct Assistant Professor of Political Science, Fall 1994-Spring 1997;
Teaching Intern in Political Science, 1984-1985.
- Ithaca College, Ithaca, New York
Assistant Professor of Politics, Fall 1987-Spring 1993.
- Cornell University, Ithaca, New York
Visiting Assistant Professor of Government, Fall 1996-Spring 1997;
Research Fellow, Peace Studies Program, Fall 1993-Spring 1994;
Instructor of Government, 1985-1986, Spring 1987.

Major Publications

Francine D'Amico and Laurie Weinstein, eds. *Gender Camouflage: Women and the U.S. Military*. New York: New York University Press, 1999.

Francine D'Amico and Peter R. Beckman, eds. *Women in World Politics: An Introduction*. Westport, CT: Bergin & Garvey/ Greenwood, 1995.

Peter R. Beckman and Francine D'Amico, eds. *Women, Gender, and World Politics: Perspectives, Policies, and Prospects*. Westport, CT: Bergin & Garvey/Greenwood 1994.

Recent Publications

“Critical Feminism: Humanitarian Intervention & Ethnic Nationalism,” in *Making Sense of International Relations Theory*, ed. Jennifer Sterling-Folker. Boulder, CO: Lynne Rienner Publishing, 2006.

“Staatsbürgerstatus und Militär in den USA: Die Bedeutung von Klasse, Rasse, Gender und Sexualität für den staatsbürgerlichen Status,” *Gender und Militär*, eds. Ruth Seifert und Christine Eifler. Deutschland: Ulrike Helmer Verlag und Heinrich Böll Stiftung, 2004: 279-308.

Professional Activities

Northeast Political Science Association (NPSA)

President, 2008-2009;

1st Vice President & Program Chair, 2007-2008;

2nd Vice President, 2006-2007;

3rd Vice President, 2005-2006;

International Relations Section Conference Program Chair, 2003-2006;

Women’s Caucus Executive Council, 2000-current.

Women’s Caucus Chair, 2002-2003;

Women’s Caucus Program Chair, 2001-2002.

International Studies Association (ISA)

Long-Term Planning Committee 2003-2004;

Executive Council Member-at-Large 2002-2003;

Feminist Theory & Gender Studies Section Officer & Chair, 1995-1999.

International Studies Association-Northeast Region (ISA-NE)

Executive Council Representative-at-Large, 2002-2003;

Past President, 2001-2002;

President, 2000-2001;

President-Elect, 1999-2000;

Vice President & Program Chair, 1998-1999;

Executive Council Representative-at-Large, 1996-1998.

Rania Habib
Coordinator of the Arabic Program
Assistant Professor of Linguistics
Department of Languages, Literatures, and Linguistics
325 H. B. Crouse, Syracuse University, Syracuse, NY 13244
Tel: 315-443-5490 Fax: 315-443-5376
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Employment

- Assistant Professor of Linguistics, Department of Languages, Literatures, and Linguistics, College of Arts and Sciences, Syracuse University (2008 – present)
- Coordinator of the Arabic Program, Department of Languages, Literatures, and Linguistics, College of Arts and Sciences, Syracuse University (2008 – present)
- Visiting Lecturer, Department of African and Asian Languages and Literatures (AALL), University of Florida, (2007–2008)
- Adjunct Lecturer (Summer of 2007) and Instructor (Spring 2007), Program in Linguistics, University of Florida
- Vice Director of the Institute of Languages at Al-Baath University in Syria (2001 – 2003)

Education

- Ph.D. in Linguistics, University of Florida, Program in Linguistics, 2008
- M.A. in Linguistics, University of Florida, Program in Linguistics, 2005
- Certificate in Teaching English as a Second Language, 2005
- Arabic Instructor Training Seminar. Middlebury College, Arabic School, Middlebury, Vermont, 2004
- Teacher's Training Course. The Institute of Languages, Al-Baath University, Hims, Syria, 2001
- Higher Studies Diploma in English Literary Studies. Department of English, Al-Baath University, Hims, Syria, 2000
- B.A. in English Literature. Department of English, Al-Baath University, Hims, Syria, 1999

Select Honors, Awards and Distinctions

African and Asian Languages and Literatures Department Travel support grant. University of Florida, Gainesville, FL 2008

CLAS Faculty Travel Support Grant. University of Florida, Gainesville, FL, 2008

- Outstanding International Student Award. University of Florida, Gainesville, FL, 2007
- Madelyn Lockhart Dissertation Fellowship Finalist Award, 2007
- Linguistics Program Travel Grant. University of Florida, Gainesville, FL 2008, 2006 & 2005
- Certificate of Academic Achievement from University of Florida for outstanding academic accomplishment 2007, 2006, 2005, & 2004
- American Association of Applied Linguistics (AAAL) Graduate Student Travel Scholarship to AILA 2005: The 24th World Congress of Applied Linguistics, 2005
- Summer Travel Grant, National Middle Eastern Studies Language Resource Center (NMELRC) in Emory University to complete an Arabic Instructor Training Seminar in Middlebury College, 2004
- Fulbright Scholarship to complete a Master's degree in Linguistics for the academic years 2003-2005

Publications

2009. The syntax of the Standard Arabic particles □*an* and □*anna*. In Kleanthes Grohmann and Phoevos Panagiotidis (eds.), *Selected Papers from the 2006 Cyprus Syntaxfest*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.
- To appear. Abstract of “Is it Left-dislocation or Copy Raising in Arabic?”, Publications in The University of Florida Libraries.
2008. Humor and Disagreement: Identity Construction and Cross-cultural Enrichment. *Journal of Pragmatics* 40 (6). 1117-1145.
2007. Review of *Introducing Sociolinguistics*. Miriam Meyerhoff (2006). London; New York: Routledge (Taylor and Francis). LINGUIST List issue number 18.2420. <http://linguistlist.org/issues/18/18-2420.html>
2007. Review of *Perspectives on Arabic Linguistics XVI: Papers from the Sixteenth Annual Symposium on Arabic Linguistics*. Cambridge, March 2002. In Sami Boudelaa (ed.) (2006), *Current Issues in Linguistic Theory* 266. Philadelphia: John Benjamins. LINGUIST List issue number 18.554. <http://linguistlist.org/issues/18/18-554.html#1>
2001. “Developing Materials for the English Class”, *The Proceedings of the 1st International English Teaching Conference*, Hims: Al-Baath University Press, pp 32-36.

Political Science

Student Ratings of Teaching Effectiveness

Course Name: _____ Course Number _____

Instructor: _____ Date _____

Maxwell faculty are continually seeking to improve undergraduate teaching and this survey is critical to helping faculty understand how their course might be improved. Participation is voluntary and responses will be confidential. Your instructor will not see any report of these responses until after final grades have been submitted. Please complete the questionnaire completely and honestly so future students can benefit from your evaluations.

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

SYRACUSE UNIVERSITY

MAKE YOUR MARKS HEAVY AND DARK.

USE #2 PENCIL OR BLUE/BLACK INK.

EXAMPLE

1 ● 3 4 5

ERASE COMPLETELY WHEN NECESSARY.

MORE THAN ONE MARK PER LINE CAUSES QUESTION TO BE DROPPED

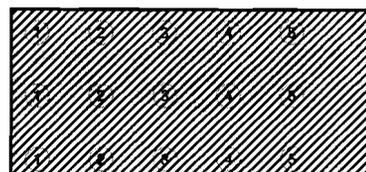
Please respond to the items below using the following scale:

- 1=strongly disagree 2=disagree 3=neither agree nor disagree
- 4=agree 5=strongly agree

Learning Outcomes

In concrete and significant ways, this course helped me to further develop my:

1. Writing skills, so that I can organize ideas, create and defend a thesis, use clear and appropriate prose.
2. Reading skills, so that I am able to critically read and understand important works about public issues.
3. Research skills including using primary and secondary sources, library and web resources, and interpreting quantitative data.
4. Speaking skills.
5. Critical thinking skills, including identifying assumptions and distinguishing between well-reasoned and poorly-reasoned arguments.
6. Understanding how individuals can have an impact on politics.



1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Teaching Practice

7. The objectives of the course were clear.
8. The instructor was enthusiastic in presenting course content.
9. When appropriate, the instructor presented divergent viewpoints.
10. The instructor treated students with respect.
11. The instructor provided helpful feedback on my work.
12. The instructor presented the material at an appropriate pace.
13. The instructor was available for help outside of class.
14. The instructor inspired me to perform up to my potential in this class.



1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Course Characteristics

15. I understood how my grade was determined for this course.
16. I was comfortable asking questions in this class.
17. The reading material helped me to understand the course content.
18. Completing assignments contributed to my learning in this course.
19. Class discussions contributed to my understanding of the subject.



1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

over please +

20. I was prepared for each class.

1 2 3 4 5

21. I found this course intellectually challenging.

1 2 3 4 5

Overall Evaluation



22. Overall, I rate this instructor an excellent teacher.

1 2 3 4 5

23. Overall, this course was worth taking.

1 2 3 4 5

Student Demographics



24. Major: 1 = Political Science 2 = Other

1 2 3 4 5

25. Class: 1 = Freshman 2 = Sophomore 3 = Junior 4 = Senior

1 2 3 4 5

26. Sex: 1 = Male 2 = Female

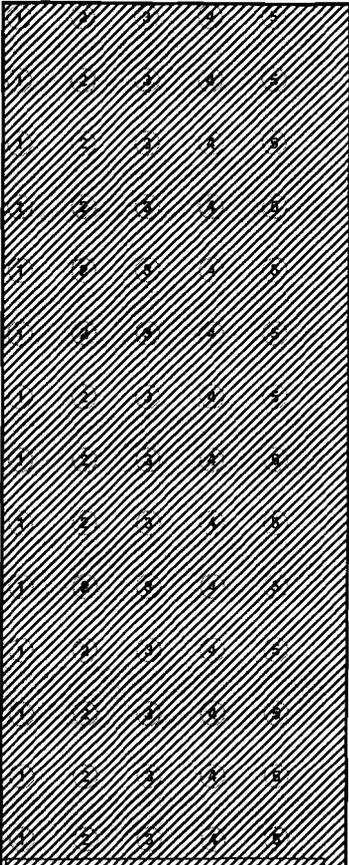
1 2 3 4 5

27. Estimated Grade: 1 = F 2 = D 3 = C 4 = B 5 = A

1 2 3 4 5

Open-ended Questions

28. Which aspects of this course were most valuable to your overall learning experience?



29. Which aspects of this course would you suggest changing?

Office of Institutional Research and Assessment

400 Ostrom Ave
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Phone: (315)443-8700

Fax: (315)443-1524

<http://oira.syr.edu/>

Political Science Course Evaluation – Open Ended Evaluations

Course name: _____

Course number: PSC _____

Instructor's name: _____

Semester: Spring 2009

NOTE: These evaluations will be read by your instructor only after exam grades are turned in. The feedback you provide here can be immensely helpful; please take time to answer in thoughtful detail.

What did you like best about this class?

What did you like least about the class?

Which readings did you like least and which most?

What suggestions would you make to improve the course?

Any additional comments?

Budget Narrative

Budget Narrative

Attachment 1:

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

Budget Narrative

UISFL (84.016A) Syracuse University

1. Personnel –

- a. In the first year of this project, the **Assistant Director** will devote 20 hours per week throughout the academic year to assisting the Director (PI) and Associate Director (Co-PI) in the administration of the program's activities. This person's duties will include interacting with Moynihan staff in the oversight of the logistics for the speaker series and the film series. This person will assemble the newsletter and assist with the annual conference. The salary of \$15,000 will be paid 50% from the grant and 50% from funds allocated by the Moynihan Institute of Global Affairs. This budget item is only in the first year of the grant.
- b. The **Post doctoral Fellow**, TBD, will devote his or her time to teaching two courses across the 2nd year of the grant. This person will also be responsible for oversight of the speaker series, film series, newsletter and will direct the grad students and Institute staff in the logistics related to these activities. The Postdoctoral Fellow will also take a leadership role and assist with the planning of the annual conference in content as well as logistics. The salary of \$25,000 will be paid 50% from the grant and 50% from funds allocated by the Moynihan Institute of Global Affairs. This budget item is only in the second year of the grant.
- c. The **Office Assistant**, will take on the new body of work that is associated with the curriculum development funds and faculty research funds. This will include establishing an application process, creating a promotion plan, gathering applications, maintaining relevant files, arranging selection committee meetings, producing award letters and assisting in filling out the paperwork necessary for administering payment of the grants. She will devote 15% of her time to this project. We are requesting salary support for some of that 15%.
- d. The **Outreach Coordinators**, TBD, will be four individuals. Ideally, two individuals will have connections to the local Jewish and Arab communities. Each will host a bi-monthly brown bag conversational language meeting for faculty and undergraduate students. They will also lead outreach activities in the community and in the K-12 project activities across the year. We anticipate that they will collectively work about 15 hours per week on outreach activities. Therefore we ask for \$9,000 in salary support.
- e. The **Event Coordinator**, Nellie Jones, will devote 15% of her time on event logistics for the Middle Eastern Studies program. She will make travel arrangements, hotel reservations, room reservations, catering arrangements, and coordinates promotion, for speaker series, conferences and the film series. We've asked for support for the first year of the grant only as we anticipate that there will be a greater need for guidance and support in the first year. She will be continuing to work on the events logistics in the second year of the grant, but we do not require salary assistance in the second year for this position.
- f. The **MA/IR students** (3) each devote 10 hours per week during the academic year to assisting the Assistant Director (1st year) and the Postdoctoral Fellow (2nd year) in carrying

out the activities of the program. There will be two students for both years of the grant. Each student receives an annual salary of \$5,500 plus fringe benefits. These students are employed at the Moynihan Institute, assigned at the discretion of its Director and will be assigned to the Middle Eastern Studies Program to assist with the program's activities.

- g. Our budget request includes funds for **language instruction**. We ask for \$5000 per course for 6 courses, two third year Arabic courses in the first year, two third year Arabic courses in the second year and two fourth year Hebrew courses in the second year. The College of Arts & Sciences has agreed to provide 6 courses as well. Three Hebrew courses at the 300 level and with a gift from Abdallah H. Yabroudi, 3 courses in Arabic at the 400 level will be included in the cost share.
2. **Fringe Benefits** -Fringe benefits are calculated as direct costs in accordance with Syracuse University's indirect cost rate agreement (Department of Health and Human Services, 31.1% for full time staff, 15.4% for graduate students and 6.8% for temporary staff). Actual rates in place during the time of the award would be charged.
- 3. Travel**
 - a. **Director or Staff to US Dept of Ed Meetings** - Under the travel category we have requested \$1500 to cover the cost of one person's attendance at a Department of Education meeting. The person attending would be faculty or staff as deemed most productive based on the meeting topic. Cost break down is based on the current direct round trip flight from Syracuse to Washington, DC which is approximately \$800. Hotel costs are estimated at \$225 per night. Cab fare is estimated at about \$110 total. Food is estimated at \$65 per day.
 - b. **Director to Beirut (AUB)** - The Maxwell School funded the travel of the PI and the Associate Dean for External Relations to begin discussions on a new partnership between Maxwell and AUB. The Moynihan Institute will cover the cost of a second site visit for the PI and a senior administrator (TBD). SU's Study Abroad programming in the region currently includes Israel (Hebrew University, Ben-Gurion University, and Tel Aviv University), Egypt (American University in Cairo), and Turkey (Bogazici University). This trip is estimated as follows: 2 individuals, \$1500 airfare each, 5 nights hotel at \$150 each, \$125 cabs, food for 6 days each for a total of \$6,000.
 - c. **Director to Professional Conference** - We have also requested funds to support the Director's and Associate Director's attendance at one domestic professional conference each to be taken in separate grant years. Estimated costs include airfare \$800, hotel for two nights at \$225 per night and \$250 for cabs and food. Faculty research funds will provide a second trip for each.
 - d. **Language Faculty Training and Professional Conferences** - We request funds to offer language faculty the opportunity to attend training sessions or professional conferences. We've asked to cover airfare (estimated at \$800) and hotel costs (\$225) for two nights for 4 faculty in the first year and two in the second year.

- e. **Area Studies Faculty Research** – A total of nine grants of \$500 will be awarded to area studies faculty who participate as mentors in independent student projects, develop new courses and act as advisory board members for the Middle Eastern Studies Program. These grants will be used for travel to support their research.
 - f. **Curriculum Development** – We are requesting travel funds for the purpose of curriculum development. We anticipate that most of these will include international travel. We have asked for 5 awards of \$2000 in the first year of the grant and 3 awards of \$2000 in the second year of the grant. We estimate the award value of \$2000 based on airfare of \$1000, 4 hotel nights at \$225 each night and an allowance of \$100 for local transportation books and supplies. The Moynihan Institute will provide the \$4000 in additional support.
4. **Equipment** – N/A
5. **Supplies**
- a. **Language Competency Assessments** – Requested funds of \$300 will be used to purchase language competency tests.
 - b. **Library Acquisitions** – The E.S. Bird library at Syracuse University has compiled a list of titles for procurement to reflect the interdisciplinary nature of the University’s Middle Eastern Studies Program. We have requested funds to apply to their goal to strengthen their collection. A total of \$3,547 has been requested for the two years of the grant.
 - c. **Newsletter** – We are requesting funds for publication of an enhanced annual newsletter which will add a K-12 component and broaden our audience. Costs include graphic design assistance, printing costs, envelopes and postage. Based on previous newsletters, we are requesting \$1,500 to cover the associated costs. The cost of this publication is estimated at \$2,000. The Moynihan Institute will cover the additional \$500 as cost share.
 - d. **Annual Conference Supplies** – We anticipate the need to purchase binders, tent cards, name tags for our annual conference. We may also need to pay for printing and photocopying of conference materials. We’ve requested \$200 each year to cover those costs.
 - e. **International Film Festival** – The costs associated with the International film festival include postage for the films and sometimes printing costs for posters or programs. We request \$300 each year to assist with the cost of mailing the Middle Eastern films and a portion of the promotional printing expenses.
 - f. **Outreach Supplies** - We anticipate the need to purchase supplies for outreach to schools and the community. Purchases would include videos, books, and presentation materials. We have requested \$335 per year to cover these costs.
6. **Contractual** – N/A
7. **Construction** – N/A

8. **Other**
- a. **Speaker Series** – We are requesting funds to bring in speakers. We would like to cover airfare and hotel for as many as four domestic and one international speaker. If there are any funds left over, they would be used to offer a modest honorarium. We estimate the total cost at \$3,700.00, allowing for \$500 for domestic airfare, \$1000 for international airfare, \$100 per night for hotel, three nights for our international speaker and one night each for our domestic speakers. The Moynihan Institute will pay for speaker honoraria in the amount of \$500 per speaker for five speakers, both years.
 - b. **Annual Conference** – We propose two conferences, one in each year of the grant. The first would bring in eleven domestic participants and one international participant. Four of the domestic participants' expenses will be covered by the Moynihan Institute. We propose that the remaining participants be covered by the grant. We are providing \$3,200 for four domestic airfares of \$500, three hotel nights at \$100. We are requesting \$7,000 for seven domestic guests at the same rates and one international with an estimated airfare of \$1000 and four nights hotel stay (\$400). The Moynihan Institute will also cover the cost of honoraria to presenters in the amount of \$300 each. In the second year, the conference will be smaller with a total of eight domestic participants and one international participant. Using the same figures, we estimate the total cost at \$7,950 and propose splitting the cost approximately 55% grant/45% institutional funds. Thus we have requested \$4,500 in support for the second conference. The Moynihan Institute will also provide a presenters fee of \$300.
 - c. **Film Series** – We are requesting \$200 per year to cover the cost of renting videos for our program's film series.
 - d. **International Film Festival** – We are requesting \$500 to help cover the cost of bringing Middle Eastern filmmakers to the annual International film festival. We propose to use the money to pay for their hotel while in Syracuse presenting their film.
 - e. **K-12 Teacher Training** – We will be supporting four workshops for Central New York Social Studies teacher training. Participants will be asked to pay a registration fee of \$25 each to the professional association that will be conducting these events. We anticipate 50 participants per workshop. We are requesting \$5,000 to pay the two hundred \$25 registration fees as an incentive for participation. We will also be relying heavily on a member of the association to make arrangements, liaison with the high school teaching community to encourage attendance, and otherwise ensure the success of these workshops. We request a \$500 professional service fee for her assistance in this endeavor.
9. **Indirect Costs** - In accordance with the terms of the UISFL call for proposals we are including an indirect cost rate of 8%.

UISFL (84.016A)
Grant Budget
Syracuse University Middle Eastern Studies Program

Category	2009-2010		2010-2011	
	UISFL	SU	UISFL	SU
1. Personnel				
a. Assistant Director (50% of 20 hour PhD student)	7,500.00	7,500.00	0.00	0.00
b. Post doc (50% of full time, yr 2 only)	0.00	0.00	12,500.00	12,500.00
c. Office Assistant (15% of full time)	2,984.99	3,486.15	3,235.57	3,235.57
d. Outreach Coordinator (15 hours/week x 40 weeks)	9,000.00	0.00	9,000.00	0.00
e. Event Coordinator (15% of full time, yr 1 only)	5,500.00	0.00	0.00	0.00
f. MA/IR Student	0.00	5,500.00	0.00	5,500.00
MA/IR Student	0.00	5,500.00	0.00	5,500.00
MA/IR Student	0.00	5,500.00	0.00	5,500.00
Language Instruction				
g. Hebrew (4th year, 2 courses)	0.00	0.00	10,000.00	0.00
(3rd year, 2 courses yr 1, 1 course yr 2)	0.00	12,922.00	0.00	12,922.00
h. Arabic (4th year, 2 courses yr 1, 1 course yr 2)	0.00	14,000.00	0.00	14,000.00
(3rd year, 2 courses)	10,000.00	0.00	10,000.00	0.00
Total Personnel	34,984.99	54,408.15	44,735.57	59,157.57
2. Fringe Benefits				
a. Assistant Director (31.1%)	2,332.50	2,332.50	0.00	0.00
b. Post doc (31.1%)	0.00	0.00	3,887.50	3,887.50
c. Office Assistant (31.1%)	928.33	1,084.19	1,006.26	1,006.26
d. Outreach Coordinator (6.8%)	612.00	0.00	612.00	0.00
e. Events Coordinator (31.1%)	1,710.50	0.00	0.00	0.00
f. MA/IR Student (15.4%)	0.00	847.00	0.00	847.00
MA/IR Student (15.4%)	0.00	847.00	0.00	847.00
MA/IR Student (15.4%)	0.00	847.00	0.00	847.00
g. Hebrew Instructor (6.8%)	0.00	0.00	680.00	0.00
Hebrew Instructor (6.8%)	0.00	878.70	0.00	878.70
h. Arabic Instructor (6.8%)	0.00	952.00	0.00	952.00
Arabic Instructor (6.8%)	680.00	0.00	680.00	0.00
Total Fringe Benefits	6,263.33	7,788.39	6,865.76	9,265.46
Total Personnel and Fringe Benefits	41,248.32	62,196.54	51,601.33	68,423.03
3. Travel				
a. Director or Staff to Dept of Ed meetings (1 person to DC @ \$800 airfare, 2 nights hotel @ \$225, \$250 cabs and food)	1,500.00	0.00	1,500.00	0.00
b. Director to Beirut (AUB) (2 @ \$1500, 5 nights @ \$150, cabs and food \$125/day)		6,000.00		
c. Director to Professional Conference (Faculty PI or co-PI to attend professional conference: Airfare \$800, hotel 2 nights @ \$225, \$250 cabs and food)	1,500.00	1,500.00	1,500.00	1,500.00
d. Language Faculty Training and Professional Conferences				

	(4 @ \$800 airfare, 2 nights hotel @ \$225 each, 2 @ for year 2)	5,000.00		2,500.00	
e.	Area Studies Faculty Research (6 grants @\$500/each, yr 1, 3 grants @ \$500 yr 2)	3,000.00		1,500.00	
f.	Curriculum Development (5 @ int'l airfare \$1000, 4 nights hotel @ \$225/night, books, local transportation @\$100, 3 @ yr2)	10,000.00	4,000.00	6,000.00	4,000.00
Total Travel		21,000.00	11,500.00	13,000.00	5,500.00
4. Equipment					
Total Equipment		0.00	0.00	0.00	0.00
5. Supplies					
a.	Language Competency Assessments (20@\$15 each)	150.00		150.00	
b.	Library Acquisitions	1,700.00		1,847.00	
c.	Newsletter - (formatting, printing, mailing)	1,500.00	500.00	1,500.00	500.00
d.	Brochure (formatting, printing, mailing)		3,000.00		
e.	Annual Conference Supplies (conference materials, binders, etc)	200.00		200.00	
f.	International Film Festival (postage for films, printing of promotional materials)	300.00		300.00	
g.	Outreach Supplies (videos, books, presentation materials)	335.00		335.00	
Total Supplies		4,185.00	3,500.00	4,332.00	500.00
6. Contractual					
Total Contractual		0.00	0.00	0.00	0.00
7. Construction					
Total Construction		0.00	0.00	0.00	0.00
8. Other					
a.	Speaker Series (4 domestic speakers @ \$500 airfare and 1 night hotel each at \$100 each, 1 int'l speaker @\$1000 airfare and 3 nights hotel at \$100/night)	3,700.00	2,500.00	3,700.00	2,500.00
b.	Annual Conference (7 domestic participants @ \$500 airfare and 3 nights hotel each at \$100, 1 int'l participant @\$1000 airfare and 4 nights hotel at \$100/night)	7,000.00		4,500.00	2,500.00
	(4 domestic participants @ \$500 airfare and 3 nights hotel each at \$100, year 1. Honoraria for all presenters @ \$300 each)		6,800.00		
	(1 domestic participants @ \$500 airfare and 3 nights hotel each at \$100. year 2)				3,350.00
c.	Film Series (video rental fees)	200.00		200.00	
d.	International Film Festival (hotel for filmmakers \$100/night, 5 room nights)	500.00		500.00	
e.	K-12 teacher training (registration fee of \$25 x 50 participants x 4 workshops)	5,000.00		5,000.00	
	(K-12 coordinator professional service fee)	500.00		500.00	
Total Other		16,900.00	9,300.00	14,400.00	8,350.00

Total Direct Costs	83,333.32	86,496.54	83,333.33	82,773.03
Indirect Costs	6,666.67	6,919.72	6,666.67	6,621.84
Total Costs	89,999.99	93,416.26	90,000.00	89,394.87