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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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

Closing Date: APR 30, 2009

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Wesleyan 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	\$ 40,000	\$ 41,000	\$ 0	\$ 0	\$ 0	\$ 81,000
2. Fringe Benefits	\$ 8,992	\$ 9,294	\$ 0	\$ 0	\$ 0	\$ 18,286
3. Travel	\$ 10,500	\$ 9,500	\$ 0	\$ 0	\$ 0	\$ 20,000
4. Equipment	\$ 600	\$ 0	\$ 0	\$ 0	\$ 0	\$ 600
5. Supplies	\$ 3,000	\$ 3,000	\$ 0	\$ 0	\$ 0	\$ 6,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 20,000	\$ 20,000	\$ 0	\$ 0	\$ 0	\$ 40,000
9. Total Direct Costs (lines 1-8)	\$ 83,092	\$ 82,794	\$ 0	\$ 0	\$ 0	\$ 165,886
10. Indirect Costs*	\$ 6,647	\$ 6,624	\$ 0	\$ 0	\$ 0	\$ 13,271
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,739	\$ 89,418	\$ 0	\$ 0	\$ 0	\$ 179,157

***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: 7/1/2008 To: 6/30/2011 (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:
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SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 74,666	\$ 75,751	\$ 0	\$ 0	\$ 0	\$ 150,417
2. Fringe Benefits	\$ 22,549	\$ 22,897	\$ 0	\$ 0	\$ 0	\$ 45,446
3. Travel	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 0	\$ 10,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 5,500	\$ 5,500	\$ 0	\$ 0	\$ 0	\$ 11,000
9. Total Direct Costs (lines 1-8)	\$ 107,715	\$ 109,148	\$ 0	\$ 0	\$ 0	\$ 216,863
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 107,715	\$ 109,148	\$ 0	\$ 0	\$ 0	\$ 216,863

Project Narrative

Abstract Narrative

Attachment 1:

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

Wesleyan University

Infusing Middle Eastern Studies into the Curriculum

Organizing structured Middle Eastern studies at Wesleyan will provide a timely and important opportunity to meet the intellectual challenges that have been presented as a result of developments in that region. The establishment of an interdisciplinary, coherent Middle Eastern studies curriculum at Wesleyan will, in part, help meet the University's overall goal of internationalization of the curriculum and contribute to the broader aspects of our student's global and foreign language studies while meeting the Undergraduate International Studies and Foreign Language Program's mission to meet the national needs for expertise and competence in foreign languages and area or international studies.

Wesleyan proposes to regularize the study of Arabic language in the curriculum, revise existing courses and develop new courses pertaining to the Middle East region, provide professional growth opportunities for faculty, develop opportunities for students to broaden their classroom learning, increase the number of study abroad sites in the region, expand library and language resource center materials, and sponsor community events.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-Narrative.pdf**

**Infusing Middle Eastern Studies into the Curriculum
Wesleyan University
April 30, 2009**

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Introduction

Wesleyan University requests a \$165,886 in direct costs for a two year grant from the Department of Education's Undergraduate International Studies and Foreign Language Program (UISFL) to integrate Middle Eastern studies into our curriculum.

The Middle East has moved to the forefront of student interest in recent years. As an institution, we have a responsibility to respond to their interest and demand. One need only consider the ways in which our offerings in German and Russian studies were affected by the Cold War. This period saw considerable interest among students and corresponding increases in faculty strength and curricular choices. Students have continued to benefit enormously from greater access to the language, literature, music, and dance traditions from these countries and their neighbors.

The establishment of an interdisciplinary, coherent Middle Eastern studies curriculum at Wesleyan will, in part, help meet the University's overall goal of internationalization of the curriculum and contribute to the broader aspects of our student's global and foreign language studies linking to the UISFL's mission to meet the national needs for expertise and competence in foreign languages and area or international studies.

1. Plan of Operation

a.) The Middle East will play an increasingly important role in all aspects of global relations as we continue into the 21st century. Organizing structured Middle Eastern studies at Wesleyan will provide a timely and important opportunity to meet the intellectual challenges that have been presented as a result of developments in that region. We will work towards the development of a Certificate Program in Middle Eastern studies. At Wesleyan, a Certificate Program is the first step towards the area becoming a major.

Wesleyan proposes to regularize the study of Arabic language in the curriculum, revise existing courses and develop new courses pertaining to the Middle East region, provide professional growth opportunities for faculty, develop opportunities for students to broaden their classroom learning, expand library and language resource center materials, and sponsor community events.

b.) Wesleyan places considerable emphasis on providing students with opportunities to learn outside of traditional course frameworks (e.g. major requirements). This allows us to develop and expand programs that are contemporary, in demand, and successful. We have a strong tradition of encouraging and supporting programs that grow from faculty and student interest. Because of the emphasis on research at Wesleyan, discoveries that are made in emerging fields allow for the integration of the most current findings into coursework that spurs interest in a variety of subjects among students. Recent examples include Israel and Jewish studies, international relations and genomics. These each grew from a disparate group of courses to form a certificate program, which is very roughly akin to a minor at other colleges, or a cluster, which is a grouping of specific courses focusing, from different disciplinary perspectives, on a common intellectual area. Wesleyan currently has seven course clusters that provide a framework for students who want to focus their studies in a particular area. Examples of the subject categories in these clusters include other regional area studies, such as African studies, as well as urban studies. These course clusters are a potential model for Middle Eastern studies at Wesleyan.

Curriculum expansion at Wesleyan is a very thoughtful and deliberate process. Determining how a program of Middle Eastern studies is integrated into the curriculum is a dynamic and continuous process. Faculty members have visited campuses that already provide an organized area study of the Middle East region, we have brought experts in the field to

Wesleyan to help with our planning, and we have held campus events pertaining to the Middle East to engage and inform the Wesleyan community. By integrating a formal study of the Middle East into the curriculum in a judicious and thoughtful manner, Wesleyan will be able to maintain integrity in the program while maintaining administrative- and cost-efficiency.

c.) Not unlike the UISFL, Wesleyan seeks to provide contemporary and important learning opportunities for students in order to meet the intellectual challenges that have been raised as a result of international developments in key areas across the globe. Our undergraduate program is designed to provide a strong background in the liberal arts and the necessary capabilities to allow our graduates to thrive in a rapidly-changing world. The Wesleyan faculty has identified ten essential capabilities that each undergraduate should master during his/her education. The essential capability of intercultural literacy is particularly relevant to Middle Eastern studies. The overarching goal of intercultural literacy is for our students to understand diverse cultural formations in relation to their wider historical and social contexts and environments. For Wesleyan, intercultural literacy also implies the ability to understand and respect another point of view and considers a study of a language not one's own, contemporary or classical, as being central to this skill. The activities proposed herein will provide expanded opportunities for students to develop these capabilities. Middle Eastern studies at Wesleyan will expand the range of foreign language instruction and cultural understanding across academic disciplines. Any course of study on the Middle East will be built upon two of the seventy-eight U.S. Department of Education list of Less Commonly Taught Languages already taught at Wesleyan, Arabic and Hebrew. For Wesleyan, the Middle East is defined as the nations of North Africa and the Arabian Peninsula, Egypt, Israel, the Palestinian territories, Jordan, Lebanon, Syria, Turkey, Iraq, Iran, and Afghanistan.

d.) Wesleyan has several resources in place that will assure that the academic and cultural aspects of the project remain cohesive and that objectives are met.

Bruce Masters, John E. Andrus Professor of History at Wesleyan, is one of the premiere scholars of the Modern Middle East. At the time of his hiring in 1982, Wesleyan was one of few liberal arts colleges to have a Middle East specialist on campus. Professor Masters has been spearheading the development of Middle Eastern studies at Wesleyan. As the leading member of the faculty who currently teaches courses on Middle Eastern topics on a regular basis, Professor Masters will be the key faculty member directing the project.

Arabic is already being offered at Wesleyan but is considered a Less Commonly Taught Language taught by a visiting instructor. Our Less Commonly Taught Language Program provides instruction in languages for which there is no formal department home. Yasir Hamid, Wesleyan's visiting instructor in Arabic has expertise in Arabic language course design and teaching methodology and history and politics of the Middle East. In addition, we are fortunate to have a Fulbright Teaching Scholar as a course-assistant in the Arabic language courses. Their experience and expertise will be drawn upon in developing Arabic as a regular foreign language offering.

A post-doctoral fellow, to be hired for the 2009-10 academic year, will act as a resource for faculty, administration and staff on developing a course of study of the Middle East appropriate to Wesleyan. In addition, the Government Department has added a tenure track line in Middle Eastern politics.

In order for faculty to best understand the region and redesign and develop coursework to include study of the Middle East, Wesleyan will expand its established system of internal grants for faculty professional development to include specific funding for those faculty proposals

incorporating the Middle East. This grant system is carefully managed by the Office of Academic Affairs.

Wesleyan has a robust study abroad program with almost 50% of our students spending at least a semester abroad. The expertise of the current staff that develops study abroad programs is vital to establishing new opportunities in Arabic speaking countries. Visits to two sites in Arab speaking countries by the director of the Office of International Studies were completed last year with additional site visits planned over the course of the next couple of years.

Although an outside evaluator will be hired to assess the progress being made toward our educational objectives, the project will also be evaluated using the resources of our Office of Institutional Research.

e.) *For Wesleyan, diversity is not simply a matter of counting heads or targeting enrollment objectives. It is also a matter of bringing into the classroom a profound sense that diversity matters in the learning process.*

Alfred A. Young, Jr., Wesleyan Alumnus and Former Trustee

Wesleyan's history in regard to equal access and treatment of members of racial and ethnic minorities, women, individuals with disabilities and the elderly, dates back before the Civil War. In 1835, the University repealed its "white's only" rule and had conferred a degree to its first African-American graduate in 1860. Wesleyan also admitted women beginning in 1871. Co-education at Wesleyan lasted until 1909, when the University reverted back to an all male student body. Then, in 1968, women were once again admitted as transfer students. In 1970, the first female students were admitted to Wesleyan in the freshmen class in more than sixty years. Today, Wesleyan University is fully committed to equal opportunity and to this end abides by all applicable federal, state, and local laws pertaining to nondiscrimination and fair employment

practices. Wesleyan's culture is one of acceptance, openness and affirmation for all. This extends beyond employment to our academic, co-curricular and community sectors.

Accordingly, the University recruits, hires, trains, promotes and educates individuals without regard to race, color, religion, national or ethnic origin, age, disability, veteran status, sex, marital status, sexual orientation, gender identity or gender expression. Wesleyan administers all personnel action such as compensation, benefits, transfers, layoffs, return from layoffs, education, tuition assistance, and social and recreational programs without regard to race, color, religion, national or ethnic origin, age, disability, veteran status, sex, marital status, sexual orientation, gender identity or gender expression. Of faculty hires over the past four years, 65% are women and 35% are individuals of color.

2. Quality of Key Personnel

a.) Project Director Bruce Masters (M.A.A., Wesleyan University; Ph.D., University of Chicago) teaches an array of courses pertaining to the region including *The Middle East in the 20th Century*, and *Islamic Civilization: The Classical Age*, among others. Next year he will teach a course in Levantine Arabic. His areas of expertise are the Ottoman Empire and the Modern Middle East. He is a member of the American Historical Association, Middle East Studies Association and Turkish Studies Association. His current research in the area is *Arabistan: Ottomans and Arabs, 1516-1916*, a book length manuscript exploring the political and cultural interactions between the Ottomans and their Arabic-speaking subjects from the initial conquest through World War I. Published works include: *The Origins of Western Economic Dominance in the Middle: Mercantilism and the Islamic Economy in Aleppo, 1600-1750* (1988); *Christians and Jews in the Ottoman Arab World* (2001); *The Ottoman City between East and West*, co-authored with Edhem Eldem and Daniel Goffman (1999) and *Encyclopedia of the Ottoman Empire*, co-

authored with Gábor Ágoston (2009). As Wesleyan moves towards firmly establishing Middle Eastern studies into the curriculum, Professor Masters is leading the planning process. He will devote approximately 20% of his time to the project. *Funding from USIFL will cover course relief and fringe benefits for Professor Masters and the costs associated with his attendance at the Department of Education Coordinators meeting in each of the two years.*

b.) Academic deans, J. Donald Moon (M.A., UC-Berkeley; Ph.D. University of Minnesota, Minneapolis) and Krishna Winston (M.Phil., Ph.D., Yale University) provide oversight to faculty in their respective divisions and participate fully in the Middle East studies task force. Don Moon, dean of Social Science and Interdisciplinary Programs, is the Ezra and Cecile Zilkha Professor in the College of Social Studies and a professor of government. Krishna Winston, dean of Arts and Humanities, is the Marcus L. Taft Professor of German Language and Literature and professor of German studies. Both have a strong commitment to Middle Eastern studies at Wesleyan and will be instrumental in formalizing the study of the region into the curriculum.

A search is being conducted for the aforementioned post-doctoral fellow. For the 2009-2010 academic year the individual fulfilling this role will teach a course in the introduction to the contemporary Middle East, grounded in their academic discipline, and an upper-level course of their design on some aspect of Middle Eastern studies. The fellow will also work with faculty, administrators and students on implementing Middle Eastern studies into the curriculum. For the 2010-2011 academic year, the fellowship will continue with the same scholar or we will conduct a new search.

Wesleyan plans to restructure an academic administrative assistant position to help in coordinating this project. This person will work closely with the project director, Professor Masters, to ensure that all aspects of the project are implemented over the two year period.

Fifteen percent of this person's time will be devoted to the project. The project coordinator will manage budgets, arrange logistics of events, provide clerical support, and oversee other special projects as requested. **Wesleyan will fund a project coordinator at .15 FTE plus fringe benefits during the two years of the grant.**

Other key personnel for the project include eight faculty members who teach and have some expertise in the Middle East. In addition to Masters, Moon and Winston, faculty members include: Jeremy Zwelling (M.A., Ph.D., Brandeis University) associate professor of religion and director of the Jewish and Israeli Studies certificate; Peter Gottschalk (MA, University of Wisconsin-Fond du Lac; Ph.D. University of Chicago) associate professor of religion; Lorelle Semley (M.A., Yale University; Ph.D. Northwestern University) assistant professor of history; Sarah Croucher (M.A., Ph.D., University of Manchester) assistant professor of anthropology; Dalit Katz (M.A., Hebrew University), adjunct assistant professor of religion; David Bodznick (M.A.A., Wesleyan University, Ph.D. University of Washington) dean of Natural Sciences and Mathematics, professor of biology, professor of neuroscience and behavior; and Mark Slobin (M.A., Ph.D., University of Michigan), professor of music and, recently hired, Ann Peters (Ph.D., University of Virginia), assistant professor of government .

Additionally, to assure a well-rounded view of Middle Eastern studies at Wesleyan, two key staff members will support the activities of this proposal: Pat Tully, the University's interim head librarian, and Carolyn Sorkin, director of Wesleyan's office of international studies and coordinator of study abroad opportunities for students. Both of these individuals will contribute ancillary support to the program and participate on the task force.

Finally, Joseph Bruno (B.A., Augustana College; M.S., Ph.D. Northwestern University), Vice President of Academic Affairs and Provost, is key in providing support for the program at

the management level and to assure that Middle Eastern studies is implemented according to university guidelines and procedures.

All of these individuals will continue to teach relevant courses about, guide the integration of, and/or take part in relevant co-curricular activities pertaining to Middle Eastern studies at Wesleyan.

c.) Wesleyan University's affirmative action program is designed to achieve diversity among faculty, administrators and staff; to treat all appointments and promotions in a manner free from discrimination; and to correct any under-utilization of women and minorities in employment positions. Wesleyan, as an institution dedicated to excellence in liberal studies, has a responsibility to seek out the most talented people and to furthering the goal of achieving equality of opportunity. Wesleyan believes that casting the recruiting net as wide as possible is integral to a successful search for faculty and staff.

The University is committed to a program of affirmative action with regard to members of certain groups as specified by the U.S. Department of Labor. Wesleyan, therefore, makes concerted efforts to recruit, employ, and promote qualified members of minority groups, women, handicapped individuals, special disabled veterans, and veterans of the Vietnam era. Wesleyan has an Office of Affirmative Action that develops and offers programming for the campus community regarding issues of diversity and affirmative action.

The president of the University has ultimate responsibility for the implementation of all affirmative action laws, regulations, and guidelines. He has charged the Office of the Vice President for Academic Affairs and Provost with reporting and monitoring affirmative action procedures applied to faculty employment, and the Human Resources Office for staff employment in consultation with the Office of Affirmative Action.

3. Budget and Cost Effectiveness

a.) Wesleyan is requesting a grant of \$165,886 in direct costs. Our request of \$83,902 in direct costs in year one will be used to cover personnel, fringe benefits, travel, equipment, supplies, an outside evaluator, and to enhance our internal grant program for faculty members. This request is as follows: 50% of the salary and benefits of an adjunct faculty member to teach Arabic, course relief and fringes for the project director, and to hire two student native speakers to assist in developing materials to augment Arabic instruction totaling personnel costs at \$48,992. Travel for the project director to the annual UISFL meeting, to send faculty who do not publish on the region to the Middle Eastern Studies Association, and for the purposes of evaluation of study abroad sites in the Middle East total \$10,500. Equipment purchase will be for four I-Pods for the language resource center totaling \$600 to not exceed the limit on digital enhancement as outlined in the guidelines. To increase library resources we will allot \$3,000 for the purchase of DVDs. An outside evaluator (\$5,000) and funds to enhance our internal grant program for faculty (\$15,000) are budgeted using the “other” category.

The request for year two of the project is \$82,794 in direct costs. The total number of personnel remains the same with slight increases for the salary of the adjunct faculty and resulting increases in their benefits. This brings the total personnel costs in year two to \$50,294. With the exception of the I-Pods being purchased in year one that will not be purchased again in year two and the evaluation of study abroad travel being slightly less, all other costs budgeted in year one remain the same.

The Department of Education indirect rate of 8% yields \$6,647 in year one and \$6,624 in year two for a total of \$13,271 bringing the actual total request including both direct and indirect costs to \$179,157.

Wesleyan is contributing \$107,715 in year one and \$109,148 in year two for a total match of \$216,863 which is more than the required program dollar for dollar match. This further demonstrates the University's commitment to developing Middle Eastern studies.

b.) A grant of \$165,886 in direct costs from the UISFL program will allow Wesleyan to succeed in developing Middle Eastern studies in several ways: moving Wesleyan toward the establishment of Middle Eastern studies in the curriculum; upgrading the instruction of Arabic enhancing our foreign language instruction; introducing new courses and enhancing those already being taught focused on the Middle East; providing professional development to the faculty; expanding opportunities for study abroad for students; improving ancillary resources available to students to better their learning experience; and, finally, bringing Middle Eastern studies to the larger community outside of our campus boundaries. At the end of the grant period a thorough and careful examination and evaluation of what has taken place and what has been learned will help the University determine an appropriate course of action and sources for funding for further expansion and enhancement of Middle Eastern studies in the curriculum.

4. Adequacy of Resources

Wesleyan has various resources that will be dedicated to this project. The strength of our faculty's teaching and research is primary. The Center for the Humanities, Film Studies Department, Library, Language Resource Center and World Music Archives will provide additional support to the development of a comprehensive Middle Eastern studies curriculum.

a.) As stated above, the most valuable resource for this project is our faculty. Wesleyan is fortunate to have a number of faculty members who have expertise in some aspect of the Middle East and who incorporate this knowledge of the region to some degree into their courses. The strength of the Wesleyan faculty already teaching pertinent courses about the Middle East at

Wesleyan provides ample opportunities to create a dynamic program that will meet the needs of students while also providing faculty with the opportunity to draw from one another's specialties, experiences and coursework in providing a well-rounded area study of the region.

Wesleyan's Center for the Humanities is the oldest humanities institute in the United States. It developed from the Center for Advanced Study, which was established at Wesleyan in 1959 as a place where visiting scholars, especially in the humanities, could pursue research and writing projects. The promotion of innovative, interdisciplinary teaching and the support of research remain its primary activities. The Center for the Humanities is a place for sustained communication between the humanities and the social sciences. Its program each semester is organized around a focal theme (next year's theme is "Figuring the Human") that shapes a weekly series of public lectures and smaller seminars. As the meeting ground between the social sciences and the humanities the Center can contribute to comprehensive instruction in Middle Eastern studies by organizing interdisciplinary programming for students and faculty surrounding the Middle East as a central theme.

Wesleyan's renowned Film Studies Department recognizes the importance and economic complexity of international, contemporary filmmaking. The Center for Film Studies has two state-of-the-art screening facilities, 37 years of experience in running film series, and a nationally recognized faculty who have first-hand knowledge of foreign cinema. The department has collaborated on various international film festivals held on the Wesleyan campus including the annual film series in conjunction with our Jewish and Israel Studies Program, *Contemporary Israeli Voices*. In 2005, as part of the *Celebrating the Liberal Arts Tradition through Film* series, the department presented a series of Iranian films which included a lecture by scholar Hamid Dabashi, an Iranian-American historian, critic and theorist who has studied Iran, international

film and Shi'a Islam. Recognizing that there are many vital regions for film production with large-scale industries in countries such as Egypt, Turkey, and Iran, and significant filmmaking in Israel, the department would play a vital role in community outreach through the powerful medium of film.

The Olin Library contains more than 1.2 million volumes and subscribes to 3,711 periodicals annually. These holdings are nearly doubled through our consortia arrangement with nearby Connecticut and Trinity Colleges. The library has a strong core collection of English-language books, journals and electronic resources in general, and varying amounts of materials written in foreign languages including Arabic. Since 1982, the library has been comprehensively acquiring monographs in Middle Eastern studies from all major university presses published in English, as well as English translations of literature written in Arabic, Hebrew, and Persian. As a result, the library holds several thousand titles in history, government, economics, anthropology, religion, art, music among others that come under the rubric of Middle Eastern studies. This provides the Olin Library with one of the best collections in Middle Eastern studies of any liberal arts college in the United States.

Wesleyan's Language Resource Center provides support for students, faculty and members of the Wesleyan community involved in the study of languages and related areas. A nearly 500 piece collection of integrated and supplemental materials for language and related courses are available for use by students, faculty and staff. The Center also provides a wide range of services to language faculty that include training and assistance in the design, development and delivery of electronic course materials. The facilities include a computer lab with 36 computers, a recording studio to produce digital audio recordings, a project room for the production and development of language technology projects, and a multipurpose room which is

used on a regular basis as a teaching space for smaller classes. Students also use this room for meetings, performing videoconferencing or webcam assignments or use the LCD TV for small group screenings.

Wesleyan's World Music Archives has significant holdings in Iranian music that was acquired in the 1970s. This can be a resource for course instruction as well as the basis for a public event.

5. Plan of Evaluation

a.) Wesleyan's Office of Institutional Research conducts research and analyses to support University planning and assists with the development of academic and administrative policies. Students evaluate their professors using a developed survey instrument. Each year, approximately four programs are selected to undergo an extensive review, including a thorough self-study and a visit by a panel of external experts with one being an expert in Middle Eastern studies. The visiting committee issues a report to the University on the state of each program. This report is an integral component of strategic planning for the program and the University. We will apply this same model for the Middle Eastern studies, involving Wesleyan faculty with expertise in both languages and the related humanities and social science fields in concert with the panel and the methods employed by our Office of Institutional Research in assessing skill development, satisfaction, enrollment and post-graduation plans. Middle Eastern Studies will be assessed in each year as part of this extensive review. *USIFL funds will be used to hire an outside evaluator specific to Middle Eastern studies to participate on this panel each of the two years.*

b.) The criteria to be used in evaluating our progress towards the goals of the project include:

- Number of faculty hired to teach courses centered on the Middle East;

- Number of students enrolled in courses pertaining to the Middle East;
- Number of study abroad opportunities developed for Wesleyan students in the Middle East or Arabic speaking countries;
- Number of individuals who attend lectures, film presentation, art exhibits, and other public events;
- Satisfaction of students in their coursework about the Middle East;
- Number of faculty that expand their course curriculum to include the Middle East;
- Number of courses that pertain to the Middle East already being offered at Wesleyan;
- Number of students using the language laboratory for Arabic instruction assistance;
- Number of new courses that are added to the curriculum;
- Proficiency of students taking Arabic and/or Hebrew

c.) The methods employed will include surveys of faculty and students, a review of the panel of experts study, and analysis of data both quantitatively and qualitatively. Wesleyan will use results of the evaluation to identify successes and challenges of the project. At the start of the project, the Middle Eastern studies task force and the outside evaluator will work with the Office of Institutional Research to develop a plan, which will include a mid-point evaluation at the end of the first year. This will help us determine what adjustments, if any, are necessary to be sure that the objectives of the project are being met. At the end year two, an overall analysis of the grant activities and its impact on teaching, learning, and progress towards developing a formal course of study of the region will be assessed. . The results will assist us in determining further needs and resources necessary to strengthen the program going forward.

d.) Tools and timeline for evaluation are described above.

6. Commitment to International Studies

a.) Drawing from the knowledge and experience of the faculty, campus spiritual leaders, staff, and co-curricular groups, Wesleyan has a firm foundation upon which to build a program in Middle Eastern studies.

Wesleyan has a long history of providing educational opportunities that not only challenge students, but also encourage interdisciplinary learning that often stretches beyond our borders to better understand the role each person plays in a global society. In all, Wesleyan offers over 200 courses in the curriculum that pertain to some form of international study. For the Certificate in International Relations, students have 115 courses to choose from to satisfy certificate requirements. The University has multiple programs that pertain to regional studies as well.

One such program is our long-established East Asian Studies Program, with its strong emphasis on language, history and literature; it has earned a reputation as one of the best in the nation. The program encourages students to understand the cultures of eastern Asia through the rigors of language study and to use the analytical tools of various academic disciplines. Additionally, Wesleyan has established majors in Latin American and African American studies.

In the arts, Wesleyan's World Music Program, which was established some 40 years ago, offers graduate degrees in experimental music/composition and performance, with a PhD offered in ethnomusicology. The program includes music of many nations and different musical traditions, including African-American, Indonesian, West African, the Caribbean, East Asian, South Indian (Karnatak), Euro-American and experimental music.

Two successful certificate programs already established at Wesleyan will aid us in establishing Middle Eastern studies. Those are the Certificate in Israel and Jewish Studies and

the Certificate in International Relations. Their curricula cover a range of topics, and students learn to use the academic techniques across disciplines while examining ideas and problems relating to the various aspects of the subject matter of the global stage. It is the vision of Wesleyan that the Certificate in Israel and Jewish Studies will be integrated into the larger, comprehensive Middle Eastern studies curriculum rather than remaining a stand alone program.

Wesleyan has a strong language program that serves a wide range of student need. We offer a comprehensive foreign language and literature curriculum in the languages of Chinese, French, German, Hebrew, Italian, Japanese, Russian, and Spanish, as well as the classical languages of Greek and Latin. All courses increase cross-cultural literacy in our students by infusing the important aspects of culture and society into the learning of the language.

Additionally, the Less Commonly Taught Languages program expands the range of language and cultural opportunities available to the Wesleyan community in the classroom and beyond, reflecting and fostering Wesleyan's commitment to diversity. Currently, courses are offered in Arabic, Hindi, Korean, Portuguese, Swahili and American Sign Language.

An established, successful film and lecture series sponsored by the Israel/Jewish studies program, and "Islam in Conversation," a week long presentation of films, lectures and discussions pertaining to Islam now in its second year, have provided the campus community with an opportunity to learn of life in the Middle East through varying approaches. Through these events, all students build intercultural literacy, an aforementioned goal of our broader curriculum.

The Wesleyan community includes a diverse group of students from a wide variety of backgrounds. This diversity is reflected in the range of religious, educational, cultural, political and social activities that are available for students. Wesleyan is committed to providing ample

opportunities for those who identify themselves as members of a particular ethnic group to be able to continue to develop their identities, while at the same time providing the community with access to experiences that broaden the perspectives of the entire campus. Specific to the Middle East region, Wesleyan operates Turath House, a housing option for students who identify themselves as Arab, Middle Eastern, or Muslim. It also serves as the focal point of Arab, Middle Eastern and Muslim cultural and religious activities on campus and welcomes all students interested in learning about and celebrating these cultures. Additionally, the Muslim Student Association is very active on campus, holding social events, participating in community service projects and interfaith events, and providing many educational presentations throughout the year. By the same token, Wesleyan operates the Bayit, a kosher facility that is home to 22 students. The Jewish students' Havurah coordinates a variety of social, cultural, and educational programs. These residential options and co-curricular groups allow for students to empower themselves and maintain and reclaim their identities. There are other groups that provide Christian students with this same opportunity, and all of these groups work in concert to learn from one another.

An example of collaboration between co-curricular groups is a student trip that was organized by the Jewish chaplain to the Middle East. During spring break 2006, the Jewish chaplain took 11 Wesleyan students (five Muslim students and six Jewish students) for an 11-day trip to Istanbul, Turkey and Israel. Twenty-three students had applied to go on this trip. The group met with journalists, lobbyists, human rights activists and political leaders and visited popular landmarks, mosques and synagogues. They met with Jewish and Muslim religious leaders and families.

The Office of International Study manages study abroad programming at Wesleyan. Working with students, faculty, administrators, and program providers, it ensures students participate in substantive educational programs in other countries, and that these programs form a meaningful part of a coherent whole within the major and the overall Wesleyan undergraduate degree. Intellectually rigorous study abroad is integral to the University's efforts to internationalize the curriculum and prepare students for global citizenship. In the Wesleyan context, internationalization also includes encouragement of language and area studies, the development of opportunities for study and research abroad for all students and faculty, and the involvement of faculty in incorporating international perspectives into the curriculum. Students are able to choose from some 150 academic programs in nearly fifty countries.

b.) Wesleyan has formed a Middle Eastern studies task force that brings together faculty who may be interested in teaching and research of the Middle East from various perspectives including history, language, literature, art, art history, economics, government, religion, philosophy, film studies, and anthropology. The task force also includes a representative from the Office of International Studies, the Olin Library, and a representative from the Wesleyan Student Assembly. This group has worked to chart the course of creating a coherent program of study of the region. The group has hosted visiting scholars in the field and has traveled to visit established programs in Middle Eastern Studies at our peer institutions. This group is committed to working together to establish Middle Eastern studies at Wesleyan while drawing in the expertise of co-curricular groups affiliated with the region.

c.) Considering continual academic innovation a cornerstone of the University, one of President Michael Roth's first initiatives when he assumed the office in 2007 was to solicit input from the faculty on developing Wesleyan's priorities for curricular improvement. Out of the

nearly 50 responses he received, five themes emerged, with one being “internationalization.” For Wesleyan this includes encouragement of language and area studies, the development of opportunities for study and research abroad for all students and faculty, attracting international students, and the involvement of faculty in incorporating international perspectives into the curriculum. President Roth is committed to the establishment, operation, and continuation of Middle Eastern studies at Wesleyan to help achieve the overarching goal of internationalization through the hiring of faculty with specific expertise, developing appropriate coursework and the establishment of a permanent course of study.

d.) Institutional funds will be dedicated to a share of the costs associated with hiring an adjunct faculty member to teach Arabic, the hiring of a post-doctoral fellow(s), the salary and benefits of the program coordinator, a portion of the travel costs associated with the evaluation of study abroad programs in the region and/or in countries where Arabic is the primary language, and costs associated with public events.

7. Elements of Proposed International Studies Program

a.) To incorporate Middle Eastern studies into the curriculum, Wesleyan looks to enhance and expand language and course offerings across the disciplines, professional development for faculty, increase study abroad opportunities for students, improve library and language lab resources, and increase outreach to the community.

Regularizing Arabic in Foreign Languages

There is a great need for more Arabic language training...Arabic is one of the six official languages of the United Nations. It is spoken by at least 300 million people in the more than 20 countries in the Arab world. It is also the religious language of the world's 1.3 billion Muslims.¹

¹ Mohammed T. Alhawary, University of Oklahoma, *Marahaba*, Julianna Parker, *The Norman Transcript*; July 17, 2008

Central to any Middle Eastern study are the languages of the region. Wesleyan recognizes the role that the study of a foreign language and the ability to speak that language proficiently plays in any area study. Hebrew is taught as a foreign language at Wesleyan and elevating Arabic to that same status provides students with equal options in terms of access to the instruction in the languages of the region. We propose that Arabic be “regularized” at Wesleyan rather than continuing to consider it a “less commonly taught language” and by expanding course offerings beyond the beginning and intermediate levels. By taking advanced levels of Arabic, students can work towards proficiency and mastery of the language.

Regularizing Arabic as a foreign language at Wesleyan includes upgrading the instruction of the position to an adjunct faculty member. An adjunct faculty member at Wesleyan is a more permanent faculty member (non-tenure track) who is hired to teach and perform educational activities with no formal research responsibilities. *USIFL funds will be used to hire a faculty member to teach regular courses in Arabic. Wesleyan will share in these costs.*

Post-Doctoral Fellow

Wesleyan is in the process of hiring a post-doctoral fellow for academic year 2009-2010. For the fall semester, this fellow will teach a general introduction to the contemporary Middle East, which will be grounded in his/her academic discipline, and in the spring semester, will teach an upper-level course on some aspect of Middle Eastern studies. These courses will be new to our curriculum. After the first year, a decision will be made to extend the fellowship for a second year or to begin a search for a new post-doctoral fellow. It is expected that the postdoctoral fellow will bring knowledge of what is new in the field of Middle Eastern studies and share contacts with a growing cohort of new scholars. In this role the fellow will be a vital

participant to the Middle Eastern studies task force. **Wesleyan will fund the salary, benefits, and research funds for the post-doctoral fellow(s) during the two year grant period.**

Language Resource Center Enhancement

In concert with our enhancement of Arabic language instruction, Wesleyan will bring in new technology and provide the digital resources necessary to augment instruction to support a broader program in Arabic language. Digital enhancements will be more cost-effective than printed resources. MP3 players/ I-Pods allow instant access to audio and video resources through a medium with which students are familiar. Having pre-loaded MP3 players/I-Pods in Arabic will be helpful for tutoring and augment available software described above. The MP3 players/I-Pods will be checked out using student's Wesleyan ID to be sure that a level of security is maintained in assuring these players remaining for center use only.

The number of resources available in the instruction of Arabic is limited. To fill these gaps we will look to develop materials, particularly those that are video-based, to provide faculty and students with the resources that they need in language instruction and learning. This could include filming interviews of Wesleyan students who are native speakers, making video recordings of a specific country and allow interviewing to be embedded in a culturally relevant context, perhaps as part of students' study abroad experiences. *UISFL funds will be used to pay native speakers for their efforts in recording and filming and for the purchases of four I-Pods to remain in the language lab for instructional purposes.*

Library Resources

Although the library has an extensive collection of materials translated from Arabic to English available for student and faculty use, there are limited materials produced in Arabic. We currently have fewer than 50 books, 12 DVDs and 100 audio CDs in Arabic. One of the most

effective ways to expand this collection will be to increase the number of DVDs available for student use. These will be particularly beneficial to students in their coursework and in learning the language. Acquisition of this resource, in particular, will boost the library collection while at the same time augmenting the improvements to the language resource center noted above. *UISFL funds will be used to purchase DVDs for the library.*

Faculty Development

Faculty development is the basis for curricular expansion and improvement. Based on the already established practice of providing small grants with Wesleyan resources, a new fund dedicated to Middle East studies projects will allow faculty to implement, expand, or integrate study of the Middle East into their courses through professional development or by securing applicable resources. It can also support travel, purchase of resource materials, and/or Middle Eastern Studies Association (MESA) conference attendance. Supporting attendance at this particular conference will be beneficial for faculty who do not publish on the region but will benefit from conference panels, presentations and the book exhibit. Each year, faculty will be able to submit proposals to the Office of Academic Affairs for small grants of up to \$2,500. Based on the total amount requested this will support six faculty members to support their scholarship, projects, pedagogy, course development, and innovation in Middle Eastern studies. By providing faculty with a chance for professional development and the strengthening of their expertise in the area it will result in a better learning opportunity for students interested in the region across the disciplines. *UISFL funds will be used to have faculty who do not publish in the region attend MESA conference and to create a fund for grants based on Wesleyan's already established Grants in Support of Scholarship and Grants for Pedagogical and Curricular Innovation program.*

Public Events

Wesleyan students already have access to regularly scheduled lectures, films and other presentations, some of which pertain to the Middle East region. Expanding the presentations of public events will increase our outreach into the community. These events will have broad appeal to the Middle Eastern, Jewish and/or Muslim communities, among others. They can reach across disciplines and include a wide range of potential topics including art and music. Public series such as these provide an opportunity for Wesleyan to engage the larger community and bring people with like interests to campus. It also provides a dimension of lifelong learning for interested individuals looking to expand their knowledge of the region. **Wesleyan will provide the funding for these events.**

Study Abroad

Growing numbers of U.S. college and university students are choosing to study the Arabic language and to study abroad in the Arab world. The Modern Language Association reports that between 2002 and 2007, the number of Arabic language enrollments in U.S. higher education rose by 127 percent; and, according to the latest data from the Institute of International Education's (IIE's) Open Doors Report on International Educational Exchange, between 2004 and 2007, the number of U.S. students receiving academic credit for study in Arab countries grew by 43 percent. Yet the numbers are still very small; the Arab world attracts only 2,200 American students a year, or less than one percent of all Americans who study overseas annually. More than half study in one country, Egypt, and more than 80 percent of American students go to one of three countries: Egypt, Jordan, or Morocco².

Wesleyan offers numerous programs for study abroad in every region of the world but the Middle East. Student interest in studying abroad in the Arabic-speaking region is growing, according to Carolyn Sorkin, director, Office of International Studies. American University of Cairo is an approved site for Wesleyan study abroad and, at the present time, is the only site where Wesleyan students have access to a program where Arabic is the primary language.

² Expanding U.S. Study Abroad in the Arab World, Institute of International Education, White Paper Series, February, 2009

Wesleyan also has a program in Israel. These are the only two options for our students to study abroad in the Middle East at the present time. Creating linkages with institutions in the region will allow for our students to connect their classroom learning with real-world experiences through an extended encounter in the Middle East. It is important that these sites are carefully reviewed and screened by Wesleyan faculty and staff to be sure that our students are provided with as optimal learning and social experience. *UISFL funds will be used to provide travel expenses for the appropriate Wesleyan faculty and staff to scout out potential programs to offer study abroad in the region to our students. Wesleyan will contribute to these costs as well.*

b.) Middle Eastern studies at Wesleyan will be designed to be interdisciplinary in the classroom and beyond. We have an established history of collaboration between academic departments and co-curricular groups who focus on this area of the world. This relationship is very important in providing a foundation for a study of the region. Being in the unique position of drawing from co-curricular groups and taking a close look at the courses already offered and the voids that must be filled, Wesleyan can take this opportunity to achieve cross-discipline study wherever possible to meet the objectives of this project.

c.) This proposal is not meant to address a temporary gap in our curriculum but rather firmly establish a structured interdisciplinary study of the Middle East into the curriculum. As the world continues to watch developments and changes in the Middle East, so too will interest in and desire for understanding of the region continue to grow. It is expected that the same benefits will be derived as those that were the result of previous eras in world history.

d.) By regularizing Arabic into the curriculum, we are expanding opportunities for real-life application of the language and increasing resources for students. By bringing Arabic into the foreign language curriculum, combined with Hebrew, another major strategic language of the

region, already offered as a foreign language, Wesleyan will be able to offer a comprehensive language study of the Middle East. We are seeing students entering Wesleyan having studied Arabic in high school who wish to continue that instruction at the college level and they are well advanced of what we are able to offer them at the present time. Although Russian and Chinese are indeed critical need languages already firmly established in our curriculum, the lack of consistent instruction in other such critical need languages, such as Arabic, creates a void in our language instruction yet is in high demand by our students. Arabic is also considered a high-demand language by government and commerce as well. By hiring faculty to teach Arabic we will be able to meet these demands through consistency in the faculty and the number of courses and levels offered in Arabic instruction. This will allow students to become proficient speakers of the language that can lead to more opportunities for them both in education and in careers.

8. Need for and Prospective Results of the Proposed Program

a.) The demand of students for courses pertaining to the Middle East can not be overlooked. Last year, courses offered pertaining to this region were full and wait lists were established. A history course, *The Middle East in the 20th Century*, had twice as many students requesting a space as the 50 students the course could accommodate. Similarly, we've seen demand for Arabic language increase sharply at both the elementary and intermediate levels with a third section being added this year to accommodate the enrollment demand. Today's global society requires people to be able to understand other cultures and to be able to easily communicate with others of different cultures, backgrounds, races, and ethnicity.

Developments in the Middle East over the course of the past several years have broadly and profoundly impacted the world in which we live. Current events, have, in turn, resulted in increasing academic interest in that region. The gaps that exist in our understanding of the

complexities of the cultures, languages, arts, people, economies, politics, religions and governments of the area are continuously revealed as events unfold in that region. The study of the Middle East has for too long been the province of a few expert scholars, and it is clearly time to make a greater investment in the study of this important region.

b.) The use of UISFL funds will result in Wesleyan's increased progress in the development of Middle Eastern studies as a formal course of study. Funding will allow us to shape the program and increase the breadth and depth of the study of the region for our students and allow for evolution of the program through evaluation by:

- Expanded capacity in foreign language instruction, and improving student fluency in Arabic through the addition of an adjunct faculty member to teach Arabic and increasing resources available to support Arabic instruction;
- New course development and current course enhancement through faculty development;
- Improved library resources;
- Increased community attendance at public events where the topic pertains to some aspect of the region

c.) For the 2009-2010 academic year, Wesleyan has planned to add four new courses on the region. The aforementioned post-doctoral fellow will teach an introduction to the contemporary Middle East, grounded in their academic discipline, and an upper-level course of their design on some aspect of Middle Eastern studies. The newly hired assistant professor in government will teach Comparative Politics of the Middle East in both semesters and Middle East States in a Comparative Perspective in the spring semester. Other courses will be developed as faculty begin to utilize the opportunities for professional and curriculum development being offered to them and the post-doctoral fellowship continuing into the second year as the result of this project.

Competition Program Priorities

Competitive Preference Priority 1 and 2

Wesleyan University does not require specific coursework for admission, however, it is recommended that students pursue four years of foreign language study in high school. Many majors at Wesleyan have a foreign language proficiency requirement. Wesleyan offers coursework in the following less commonly taught languages according to competition priorities: Arabic, Chinese, Korean, Portuguese, Japanese, Russian, and Indic (Hindi). When possible, we try to accommodate these needs by offering self instructional language tutorials through independent study in which the student learns at his or her own pace and in their own choice of language which could include Iranian and Turkic languages.

Project Narrative

Other Narrative

Attachment 1:

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

Bruce Masters
History Department
Wesleyan University
Middletown, CT 06459

e-mail: bmasters@wesleyan.edu

Work: (860) 685-2395

CURRICULUM VITAE

EDUCATION:

1991, '92 Summer Program, National University of Ireland-Galway
1982 Ph.D., The University of Chicago
1972-73 The American University of Cairo
1972 B.S.L.L., Georgetown University
1970-71 Year Abroad, Hebrew University, Jerusalem

EMPLOYMENT:

1995- Professor, History Department, Wesleyan University
1996-99 Chair, History Department
1996 Visiting Professor, Department of Modern History, National University of Ireland-Maynooth
1992 Visiting Associate Professor, Fletcher School of International Law & Diplomacy, Tufts University
1989-95 Associate Professor, History Department, Wesleyan University
1982-89 Assistant Professor, History Department, Wesleyan University

AWARDS AND HONORS:

2006- John Andrus Chair of History
2002 Faculty Fellow, The Center for the Humanities, Wesleyan University
1996 Research Fellow, The American Research Institute in Turkey
1993 Faculty Development Grant, Wesleyan University
1989-90 Fulbright, Islamic Civilization Research Fellowship
1987 Summer Research Grant, American Research Institute in Turkey
1985 Faculty Development Grant, Wesleyan University
1983 Faculty Development Grant, Wesleyan University
1979-81 Fulbright-Hays/Social Science Research Council Joint Fellowship
1974-77 National Defense Act, Title VI Fellowship, The University of Chicago

PUBLICATIONS:

Books:

Christians and Jews in the Ottoman Arab World: The Birth of Sectarianism (Cambridge University Press, 2001). Paperback edition, 2004.

The Ottoman City between East and West: Aleppo, Izmir, and Istanbul, co-authored with Edhem Eldem and Daniel Goffman (Cambridge University Press, 1999). Paperback edition, 2005. Turkish language edition, (Istanbul: Türk Vakıf Yayınları, 2003). Arabic language edition, (Riyadh: Obeikan Publishers, 2004).

The Origins of Western Economic Dominance in the Middle East: Mercantilism and the Islamic Economy in Aleppo, 1600-1750 (New York University Press, 1988). Published electronically as a part of The American Council of Learned Societies History E-Book Project, 2003.

Journal Articles:

"The Middle Eastern City between Orientalism and Urban History" (Review Essay) *Journal of Urban History*, v. 34/1 (November 2007), pp. 161-66.

"Competing for Aleppo's Souls: The Roman Catholic and Protestant Missions in the Ottoman Period" *Archaeology & History in Lebanon* 22 (Autumn, 2005), pp.22-32

"The View from the Province: Syrian Chroniclers of the Eighteenth Century" *The Journal of the American Oriental Society* 114/3 (1994), pp. 353-362.

"The Sultan's Entrepreneurs: The *Avrupa Tüccarıs* and the *Hayriye Tüccarıs* in Syria" *International Journal of Middle Eastern Studies* 24/4 (1992), pp. 579-597.

"Power and Society in Aleppo in the 18th and 19th Centuries" *Revue du Monde Musulman et de la Méditerranée* 62 (Aix-en-Provence: 1992), pp.151-158.

"The Treaty of Erzurum (1823) and the Changing Status of Iranians in the Ottoman Empire" *Iranian Studies* 24 (1991), pp.3-15.

"The 1850 'Events' in Aleppo: An Aftershock of Syria's Incorporation in the Capitalist World System," *The International Journal of Middle Eastern Studies* 22/1 (February, 1990): pp.3-20.

"Patterns of Migration to Ottoman Aleppo in the 17th and 18th Centuries," *International Journal of Turkish Studies* 4/1 (Summer, 1987): pp.75-89.

"Trading Diasporas and 'Nations': The Formulation of National Identities in Ottoman Aleppo" *The International History Review* 9/3 (August, 1987): pp. 345-67.

Contributions to edited volumes:

"Semi-Autonomous forces in the Arab provinces", *Cambridge History of Turkey*, volume III, edited by Suraiya Faroqhi (Cambridge: Cambridge University Press, 2006) pp.186-206.

"Christians in a changing world", *Cambridge History of Turkey*, volume III, edited by Suraiya Faroqhi (Cambridge: Cambridge University Press, 2006) pp.272-79.

"Ottoman Policies Toward Syria in the 17th and 18th Centuries" in *The Syrian Land in the 18th and 19th Century*, ed. by Thomas Philipp, *Berliner Islamstudien*, n°5 (Stuttgart:1992): pp.11-26.

Forthcoming:

Encyclopedia of the Ottoman Empire, co-authored with Gábor Ágoston, (Facts on File, Inc., proposed publication date, December 2008). Currently in production stage.

"Egypt and Syria under the Ottomans" Chapter 14 in Volume 2, *The New Cambridge History of Islam: The western Islamic world, eleventh to eighteenth centuries*, ed. Maribel Fierro, Cambridge University Press (in copy-editing stage, expected publication in 2009).

"Trade in the Ottoman Empire, 1400-1800" in *The New Cambridge History of Islam: The western Islamic world, eleventh to eighteenth centuries*, ed. Maribel Fierro, Cambridge University Press (in copy-editing stage, expected publication in 2009).

"The Establishment of the Melkite Catholic *Millet* in 1848 and the Politics of Identity in Tanzimat Syria" contribution to a Festschrift for Abdul-Karim Rafeq, editor Peter Sluglett, (accepted and under contract at Brill Press, Leiden, scheduled publication date 2008)

"The Janissaries of Nineteenth Century Aleppo: Organized Crime Syndicate or *vox populi*? Contribution to a Festschrift for Prof. Suraiya Faroqhi. (in copy-editing stage at Bilgi University Press, Istanbul)

Works in Progress:

“Arabistan: Ottomans and Arabs, 1516-1918”. This will be a book length manuscript exploring the political and cultural interactions between the Ottomans and their Arabic-speaking subjects from the initial conquest through World War I.

CONFERENCE PAPERS AND INVITED TALKS (since 2000):

“Aleppo’s Melkite Catholics and Muslims: Cooperation and Competition”, paper delivered at Mediterranean Studies Forum, “Entangled Lives: Social Encounters in the Mediterranean and beyond” Stanford University, May 3-4, 2008

“Arab Attitudes toward the Ottoman Sultanate in the late Ottoman Empire” paper presented at Williams College Faculty Seminar on Late Empires, March 12, 2008

“The *A‘yan* of Eighteenth-Century Aleppo and their role in the *Ashraf*-Janissary Struggle” contributed to the 2006-07 seminar on Ottoman cities at the Zentrum für Modern Orient, Berlin. There are plans for the proceedings’ publication.

“Arab Responses to the Ottomans in Greater Syria from the 16th to 18th Centuries” Lecture given at the Mershon Center for International Security Studies, Ohio State University, February 1, 2007.

“Between Religion and Ethnicity: Definitions of Community in Syria at the end of the Ottoman Empire”, Conference on Religion and Empire, Yale University, April 16-17, 2005

“The Establishment of the Melkite Catholic Millet in 1848: The Politics of Identity in Tanzimat Syria” delivered as a part of ‘Hommage à Abdul-Karim Rafeq, held in the Orient-Institute (Beirut) and the Institut Français du Proche Orient à Damas (Damascus), May 29-June 3, 2004.

“Competing for Aleppo’s Souls: The Roman Catholic and Protestant Missions in the City in the Ottoman Period” Rice University Workshop on “Beyond the Clash of Civilizations: Missionaries, Conversion, and Tolerance” April 2-3, 2004

“Catholic Arabs and Sephardi Jews: Imperial Identities in an Age of Nationalism” Center for the Humanities, Wesleyan University, November 25, 2002

“Aleppo and the Trade of the Levant, 1571-1685” delivered at the University of Lefkosia, Cyprus, November 1, 2002.

“Muslim-Christian Relations in Syria at the Dawn of the Twentieth Century” UCLA Conference on “Religion and Society in the Late Ottoman Empire” April 12-13, 2002

“Identity Politics and Ottoman Christians in the Eighteenth Century” Princeton University, March 22, 2000.

“Rethinking Communal Tolerance in the Ottoman Empire: Christians and Jews in the Ottoman Arab World”, Rice University, February 11, 2000.

SERVICE TO THE PROFESSION:

Book reviews in: *The American Historical Review*, *The International Journal of Middle Eastern Studies*, *Journal of Middle Eastern Studies*, *Muslim World*, *The Journal of Interdisciplinary Studies*, *Journal of Hellenic Studies*, *Journal of the American Oriental Society*, *The International History Review*, *Journal of Religious History*.

Manuscript reviews for: SUNY Press, University of Texas Press, Cambridge University Press, University of California Press, and *The International Journal of Middle Eastern Studies*.

UNIVERSITY SERVICE:

2007-08	Committee for International Studies
2007-08	Review and Appeals Board
2005-06	Educational Policy Committee
Fall, 2003	Vice-Chair, Advisory (University Tenure) Committee
Spring, 2003	Advisory Committee
Fall, 2002	Chair, Educational Policy Committee
2002-03	Search Committee for Head Librarian
2001-02	Chair, Merit Appeals Committee
1996-99	Chair, History Department
1995-98	Advisory Committee
1995	Institutional Priorities Committee (IPAC)
1994-96	Secretary to Academic Council
1992-94	Secretary of the Faculty
1991-93	University Honors Committee
1990-94	Faculty Compensation Discussion Committee
1988-89	Faculty Committee on Rights and Responsibilities
1984-87	Library Committee
1983-84	Student Affairs Committee

Budget Narrative

Budget Narrative

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Wesleyan University

Budget Narrative

Personnel

In regularizing Arabic, Wesleyan looks to upgrade the teaching of the language from a visiting instructor to an adjunct faculty member. An adjunct faculty member at Wesleyan is defined as someone with teaching responsibilities with no formal research responsibilities. The salary for an adjunct professor is \$55,000 in year one with a 4% increase to \$57,200 in year two. UISFL funds and Wesleyan funds will share equally in the salary. Fringe benefits will also be shared between both UISFL and Wesleyan and are figured at 30.2%.

Professor Bruce Masters will lead this project and will require course relief in order to effectively manage it. Course relief is being budgeted completely from UISFL funds at \$7,000 per year with fringe benefits figured at 7.65% (FICA only).

Two students, who are native speakers, will assist in the development of materials for the Language Resource Center, each semester for each of the two years. Students will receive an hourly wage. There are no fringe benefits for undergraduates. UISFL funds will be used to cover these expenses.

Wesleyan will pay the salary and benefits of a post-doctoral fellow and a program coordinator (.15 FTE) over the course of the two year grant.

Travel

The second largest priority of this project is professional development for faculty. Faculty who do not publish on the region but who have an interest in developing coursework will benefit from attending the Middle Eastern Studies Association annual conference. Based on airfare (\$600), hotel (\$585), registration (\$110), food (\$300), and ground transportation (\$150), the total for a faculty member to attend is \$1745. In order for two faculty members to attend, \$3,500 has been budgeted in each of the two years, to be funded by UISFL.

Professor Bruce Masters, as the project director, will attend the Program Directors Meeting. Per the guidelines, \$2,000 has been budgeted in each of the two years completely from UISFL funds.

The Middle East is one region that is lacking in opportunities for study abroad for Wesleyan students. Wesleyan maintains high standards for study abroad sites that our students attend. In order to assure the rigor of the program being offered, the director of our Office of International Studies and several faculty members complete an on-site assessment before approving a site. Although there are variances based on airfare, hotel, food and ground transportation, UISFL funds are being requested at \$5,000 in year one and \$4,000 in year two, with Wesleyan funds calculated at \$5,000 in each of the two years.

Equipment

For enhancement in the Language Resource Center, I-Pods will be purchased to be preloaded with downloaded materials in Arabic. Four I-Pod Nanos at \$150 each for a total of \$600 is requested from UISFL funds.

Supplies

The library needs to be able to support a Middle Eastern studies program. Although our library has a large collection of materials interpreted from Arabic to English, the resources of the library of actual materials in Arabic is small. Given the role that language plays in the study of a region, it is important for students to be able to hear and use the language. Thus, \$3,000 in each of the two years to purchase DVDs to enhance the library's collection has been budgeted using UISFL funds.

Other

Wesleyan will secure an outside evaluator to provide us with an assessment of our progress towards the goals of this project and the establishment of Middle Eastern studies in the curriculum. A flat rate of \$5,000 is being budgeted from UISFL funds to cover the costs of an outside evaluator.

As mentioned above, a major focus of this project is faculty development. In order for faculty to infuse Middle Eastern studies into their coursework, they must be given the resources to do so. Wesleyan currently has a system of internal grants for faculty and \$15,000 is being budgeted that will be used specifically for faculty looking to develop new courses or revise existing courses focused on Middle Eastern content. This is being funded from UISFL funds.

Wesleyan will provide the funding for the post-doctoral fellow research funds and public events.

Indirect Costs

Using the Department of Education rate of 8% as prescribed in the guidelines, indirect costs in year one are \$6,647 and in year two \$6,624.