

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

CFDA # 84.016A

PR/Award # P016A090068

Grants.gov Tracking#: GRANT10295398

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

Closing Date: APR 30, 2009

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

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Greenville Technical College

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	\$ 4,000	\$ 4,000	\$ 0	\$ 0	\$ 0	\$ 8,000
2. Fringe Benefits	\$ 360	\$ 360	\$ 0	\$ 0	\$ 0	\$ 720
3. Travel	\$ 26,048	\$ 25,008	\$ 0	\$ 0	\$ 0	\$ 51,056
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,800	\$ 1,800	\$ 0	\$ 0	\$ 0	\$ 3,600
6. Contractual	\$ 48,060	\$ 48,060	\$ 0	\$ 0	\$ 0	\$ 96,120
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 1,850	\$ 3,050	\$ 0	\$ 0	\$ 0	\$ 4,900
9. Total Direct Costs (lines 1-8)	\$ 82,118	\$ 82,278	\$ 0	\$ 0	\$ 0	\$ 164,396
10. Indirect Costs*	\$ 6,569	\$ 6,582	\$ 0	\$ 0	\$ 0	\$ 13,151
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9- 11)	\$ 88,687	\$ 88,860	\$ 0	\$ 0	\$ 0	\$ 177,547

***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: 1/1/2008 To: 6/30/2012 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): US Dept of Health and Human Services

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)?

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

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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	\$ 25,950	\$ 29,950	\$ 0	\$ 0	\$ 0	\$ 55,900
2. Fringe Benefits	\$ 7,704	\$ 7,704	\$ 0	\$ 0	\$ 0	\$ 15,408
3. Travel	\$ 300	\$ 1,340	\$ 0	\$ 0	\$ 0	\$ 1,640
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,200	\$ 1,200	\$ 0	\$ 0	\$ 0	\$ 2,400
6. Contractual	\$ 12,980	\$ 12,980	\$ 0	\$ 0	\$ 0	\$ 25,960
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 800	\$ 300	\$ 0	\$ 0	\$ 0	\$ 1,100
9. Total Direct Costs (lines 1-8)	\$ 48,934	\$ 53,474	\$ 0	\$ 0	\$ 0	\$ 102,408
10. Indirect Costs	\$ 3,915	\$ 4,278	\$ 0	\$ 0	\$ 0	\$ 8,193
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 52,849	\$ 57,752	\$ 0	\$ 0	\$ 0	\$ 110,601

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Title VI A _ABSTRACT.pdf**

PROJECT ABSTRACT

Recognizing the historical, cultural, and geopolitical significance of the Middle East region, Greenville Technical College (GTC) submits this proposal, ***GTC Middle East Area Studies Program***, seeking \$177,548 in federal funding to establish a comprehensive program of Middle East area studies that includes a two-year sequence of beginning Arabic language instruction. The project will address a critical gap in higher education curricula for over 15,000 undergraduate students in South Carolina, supporting the development of students with linguistic and cultural proficiencies in an area critical to national and global security. Building on competencies in international education developed through two prior Title VIA grants (1992, 1996), this project responds to the needs of students, educators, the institution, and the local community. The project was developed using a comprehensive needs assessment, including faculty and student surveys, research with interested community groups, and analysis of the local and national academic, economic, and geopolitical environments.

Project activities include focused professional development of faculty, curricular enhancements, development of a two-year sequence of Modern Standard Arabic instruction, and establishment of study-abroad opportunities in the Middle East for GTC faculty and students.

Outcomes will include professional development for 30 faculty members; revision of 18 courses across the curriculum; development of two new interdisciplinary Middle East Area Studies courses; integration of a two-year sequence of Arabic language instruction into the college's language offerings; development of short-term study abroad opportunities in one or more Arab language countries for students and faculty; and outreach activities targeting high schools and community stakeholders .

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Final Title VIA Narrative.pdf**

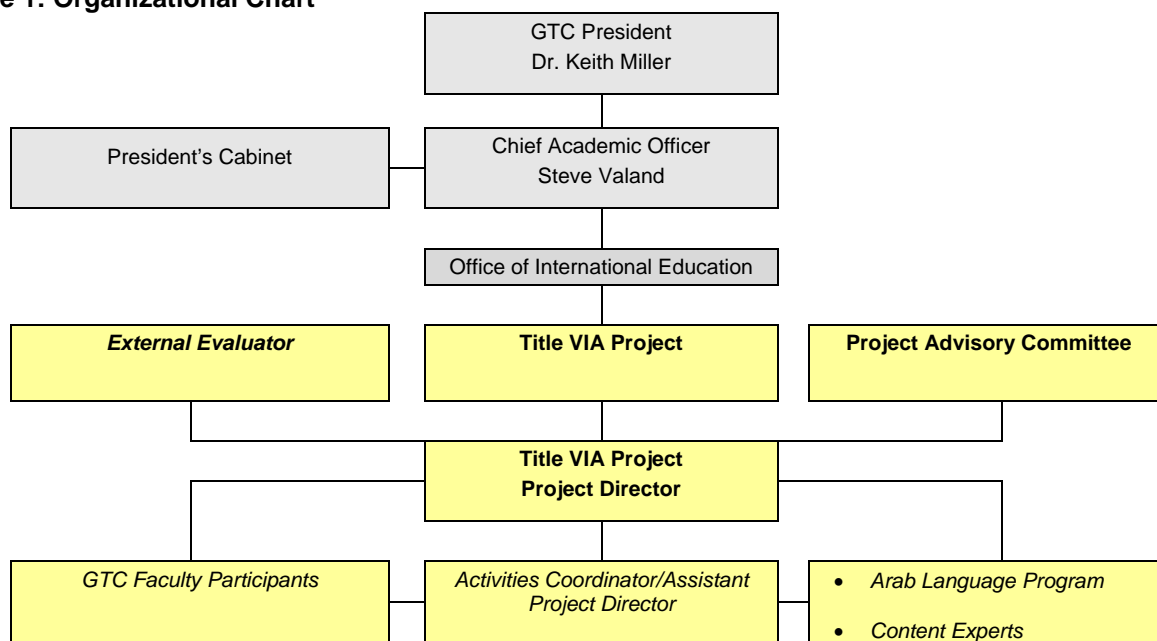
1. PLAN OF OPERATION

The activities of the two-year project correlate to those authorized through the Title VIA statute: (1) **curricular activities** including development of new courses and revision of existing courses; (2) development and implementation of a **two-year sequence of foreign language instruction**; (3) **professional development of faculty** participants; and (4) **development of an overseas immersion experience** for faculty and students that provides experience in application of the cultural and linguistic skills obtained through classroom study.

a. Indicators of High Quality: The two-year project is designed to meet needs identified through a comprehensive planning process, and will support a higher level of teaching and learning for faculty and students in the area of Arabic language and a variety of subjects related to Middle East studies.. **Specific quality indicators** include that the project:

- Is faculty initiated, faculty developed, and faculty led;
- Was designed using input from all stakeholders including administrators, faculty, students, and the community;
- Has an interdisciplinary approach to internationalizing the curricula;
- Builds on a two-year period of project development and support activities; and
- Will build long-term capacity for international education at the institution

b. Proper & Efficient Administration – The project team will manage the project, insuring that objectives are met in a timely manner and that deliverables are of high quality. Together, they have the instructional, curriculum development, and administrative experience to support the project's success. To insure that senior GTC administrators stay informed, the project director will provide ongoing reports to GTC's Chief Academic Officer (CAO), the Vice President for Education. The CAO reports directly to the college President.

Figure 1: Organizational Chart

ROLES & RESPONSIBILITIES OF PROJECT TEAM
<p>Project Director: Housed within the Office of International Education. Responsible for oversight and management of all project activities. Supervises Activities Coordinator and Arabic Teaching Assistant. Coordinates curricular activities and facilitates approval process; Develops and coordinates schedule of professional development activities, mentors faculty and manages participants' project activities. Oversees content experts' project activities. Oversees and approves study-abroad program including development of student selection criteria. Promotes and assists students with study-abroad scholarships. Responsible for financial management of funds and federal project and fiscal reporting.</p>
<p>Activities Coordinator/Assistant Director: Recruits faculty members; assists with coordination of professional development conferences; organizes two Middle Eastern festivals; assists with development of study abroad program; markets program offerings to Mosque, Synagogues, Arabic Christian Churches, ROTC units, and National Guard and other community stakeholders; Coordinates media coverage; provides outreach to high schools. Provides other support to the Project Director. Reports directly to Project Director.</p>

Project Advisory Committee: Assists with internal evaluation of program milestones and deliverables; consult and advise on problem resolution; review project reports and budgets prior to submission; review and advise regarding faculty professional development activities; and provide other technical assistance to the project director as needed and requested.

Content Experts: Lead professional development workshops for faculty participants; consult and advise faculty regarding content in curricular projects (modules; course revisions; new course development); review and endorse completed curricula; and consult with faculty in development of support activities.

External Evaluator: Provides objective formative and summative evaluation, focusing on 1) the extent to which the Activity objectives are being met; 2) the usefulness of specific implementation strategies; and 3) the degree to which the Activity is being successfully institutionalized and collectively embraced by the larger college community. During annual site visits and additional communication via phone, e-mail and other forms of correspondence, provides feedback to the Project Director.

Overview of Activities: As stated previously, objectives and supporting activities correspond to the Title VIA statute's authorized activities. These are: professional development; curriculum development; language program development; study-abroad development; and outreach to K-12.

Professional Development is the foundation of the project. During the last two years, GTC's Office of International Education (OIE) has been building academic resources related to teaching about the Arabic world. Under OIE leadership, faculty members have participated in the activities of the Middle East Outreach Center (MEOC) and the Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS), and the college has hosted Fulbright Language Teaching Assistants from Cyprus and Turkey. In addition, OIE has coordinated student exchange programs through programs that serve the Middle East and facilitated integration of these students from into the college community. The proposed professional development program is

the final step necessary to build a full Middle East Area Studies Program at GTC. Specifically, carefully selected faculty will:

- Participate in local, regional, and national conferences, workshops, and seminars focused on Middle East area studies;
- Participate in training regarding advanced pedagogical strategies for intercultural learning;
- Have opportunities for individual, team, and group work with Content Specialists in their discipline to support curriculum development related to the Middle East; and
- Have opportunities for study abroad in an Arabic language country that supports curricular activities at GTC.

Faculty Selection & Processes: At the project start, the project director will issue an open call for proposals using the forms for course development established by the institutional Curriculum Committee. Faculty will explain their interest, the rationale and need for course or module development; and submit the proposal to the Project Advisory Committee (PAC). The PAC will make a final determination within two weeks of the closing period. Selected faculty will then meet with the Project Director to create an individualized professional development plan that insures equitable distribution of resources. After the faculty member complete specified professional development activities, s/he will create an annotated bibliography of learning resources (books, journals, DVDs, films) and forward it to the GTC library director for consideration. Faculty participants will have a budget of up to \$300 each to purchase materials necessary to support curricular development activities.

Curriculum Development: Curriculum activities will include **development of two new interdisciplinary courses**: Middle East Area Studies I and Middle East Area Studies II comprised of 12 one-hour course modules; and revision of 18 existing courses across the curriculum. The project team will work with senior institutions to develop transfer agreements so

that students will be able to enter advanced study at the junior level, should they continue their education to the baccalaureate level.

Both courses will be team-taught and support an interdisciplinary approach to understanding the Middle East. Middle East Area Studies I will focus on the humanities, including at least a one-hour course module on religion, as that is central to understanding cultures of the Arab language world, and two additional modules. Up to six humanities modules will be developed, and may include art, literature, music, philosophy, and history. Middle East Area Studies II will also contain three one-hour modules, with a focus on the social sciences. Modules may include geography, economics, political science, anthropology, sociology, and business. At least some modules will include cultural immersion experiences such as attendance of religious services at a mosque, synagogue; meeting with a local firm that does business in the Arab world, organizing or attending a Middle East film festival, or other. Twelve faculty members from the Arts & Sciences division will receive one course release (valued at \$1890) to produce course modules. Eighteen (18) faculty interested in course revision will receive an \$800 stipend. Resources will be allocated equitably.

Course Revisions: The project also proposes to revise at least 18 courses across the both university transfer and technical program curricula. Courses under consideration are:

GTC COURSES FOR POTENTIAL REVISION			
ANT 101	General Anthropology	HUS 105	Introduction to Human Services
ANT 203	Physical Anthropology & Archeology	HUS 220	Diversity Issues in Human Services
AOT 234	Administrative Office Communications	IDS 155	Customer Service
AOT 254	Office Simulation	IDS 156	Personal Customer Service Skills
ART 101	Art History and Appreciation	JOU 101	Introduction to Journalism
ART 209	Nineteenth Century Art	LEG 218	Immigration Law
ART 210	History of Graphic Design	HOS 131	Public Relations & Business Etiquette
BIO 205	Ecology	HSS 105	Technology and Culture
ANT 101	General Anthropology	HUS 105	Introduction to Human Services
ANT 203	Physical Anthropology & Archeology	HUS 220	Diversity Issues in Human Services
AOT 234	Administrative Office Communications	IDS 155	Customer Service

AOT 254	Office Simulation	IDS 156	Personal Customer Service Skills
ART 101	Art History and Appreciation	JOU 101	Introduction to Journalism
ART 209	Nineteenth Century Art	LEG 218	Immigration Law
ART 210	History of Graphic Design	MGT 255	Organizational Behavior
BIO 205	Ecology	MKT 130	Customer Service Principles
BUS 220	Business Ethics	MKT 260	Marketing Management
BUS 250	Introduction to International Business	IDS 155	Customer Service
CRJ 224	Police Community Relations	MGT 255	Organizational Behavior
ECD 207	Inclusive Care	MKT 130	Customer Service Principles
ENG 165	Professional Communications	MKT 260	Marketing Management
ENG 202	World Literature I	PHI 10	Introduction to Philosophy
ENG 203	World Literature II	PHI 110	Ethics
ENG 230	Women in Literature	PSC 205	Politics and Government
EVT 201	Environmental Science	PSC 220	Introduction to International Relations
GEO 102	World Geography	PSY 103	Human Relations
HIS 112	Nonwestern Civilizations	REL 101	Introduction to Religion
HIS 122	History, Technology, and Society	SOC 151	International Sociology
HOS 130	Professional Etiquette and Manners	SOC 225	Gender Issues
HOS 131	Public Relations & Business Etiquette	SOC 235	Thanatology
HSS 105	Technology and Culture	SPC 208	Intercultural Communication

GTC also offers a one-hour course in political science, *Special Topics for Model United Nations* that supports a student delegation to participate in a regional Model UN simulation experience. Building on this course, the project will revise the course to include *Topics for Model Arab League* as part of the 18 course revisions budgeted.

Study Abroad – Study Abroad is a clear indicator of excellence in undergraduate international education, providing students with the cultural immersion that supports real-world development of linguistic and cultural competencies. GTC's project will develop and implement a short-term study abroad program appropriate for community college students. As these individuals typically have adult responsibilities such as work and family, semester-long programs are not usually a realistic option. GTC will use funding to develop short-term programs that expose students to the cultures of the Arab language world. Research shows that short-term programs can deepen interest and academic commitment for participants, thereby supporting the potential for advanced study.

Outreach Activities: The project team will provide outreach to at least 10 local high schools, faith communities such as the mosque, synagogues, and Arab churches, as well as the general community by hosting an annual Middle East festival. The Assistant Project Director will coordinate media coverage of the festival and other project activities.

c. Relationship of Objectives to Program: The project's overarching goal is to provide faculty and students with the linguistic tools and knowledge necessary to create informed world views on the cultures of the Middle East, and to interact with individuals from this area of the world effectively in the workplace, educational settings, and interpersonally. Specifically, the project will accomplish this through the following:

Goal 1: GTC will develop and implement a planned sequence of **professional development opportunities for faculty** that builds knowledge, skills, and competencies in content areas related to the Middle East and incorporates best practices in intercultural teaching and learning. .

Objective 1.1 By the end of each funding year, at least 15 faculty members (6 from Arts & Sciences; 9 across the curriculum) will have participated in professional development activities such as conferences, seminars, or workshops that support competencies in teaching of content related to the Middle East.

Objective 1.2 By the end of each funding year, at least 3 faculty members will participate in professional development activities that support competencies in the pedagogy of intercultural teaching.

Objective 1.3 By the end of each funding year, at least 15 faculty participants in professional development will submit annotated bibliographies of research, journals, books, films, and/or DVDs to serve as ongoing learning resources to the GTC librarian.

Goal 2: By the end of the funding period, GTC will develop and implement a **two-year sequence of Beginning Arabic** that supports the attainment of baseline reading, writing, and speaking skills for students. GTC will accomplish this through contract with the US Department of Education funded U.S. Arabic Distance Learning Network (USADLN).

Objective 2.1. Within one months of funding notification, GTC will contract with USADLN to provide instruction in Arabic 101, 102, 201, and 202.

- Objective 2.2.** Within three months of funding notification, GTC will insure that the above courses are approved by the GTC Curriculum Committee and the SC Technical Education System Office; and are incorporated into the state-wide Catalogue of Courses for the state's sixteen technical colleges.
- Objective 2.3.** Beginning in the fall semester of the first project year, GTC will insure that at least one section of Arabic 101 is fully enrolled.
- Objective 2.4.** By the end of the funding period, GTC will have offered at least one section of each course in the Beginning Arabic course sequence. (101, 102, 201, 202).
- Objective 2.5.** By the end of the project's two-year period, at least 60% of students enrolled in each course sequence will have completed the course with the grade of "C" or better.

Goal 3: By the end of the funding period, GTC will develop, implement, and integrate a comprehensive, high-quality program of Middle East area studies of 23 academic credit hours into the college curriculum.

- Objective 3.1.** By the end the funding period, GTC will create (2) new interdisciplinary courses (Middle East Studies I; Middle East II); obtain approval by the GTC Curriculum Committee and the SC Technical Education System Office; and insure that they are incorporated into the state-wide Catalogue of Courses for the state's sixteen technical colleges.
- Objective 3.2.** By the end of the funding period, GTC will have created transfer agreements or 2+2 articulation agreements related to the Middle East Area Studies Program with at least two senior institutions that offer Middle East Area Studies.
- Objective 3.3** By the end of the funding period, GTC will revise at least 18 existing courses across the curriculum

Goal 4. To develop, implement, and integrate a Middle East-based study-abroad opportunity for students and faculty that provide an immersion experience for participants that supports intercultural competencies, and stimulates interest in further academically focused study and travel.

- Objective 4. 1** By the end of the second project year, GTC will develop and implement a short-term study-abroad program in an Arab language country
- Objective 4.2** By the end of the funding period, at least ten (10) GTC students will have completed a short-term study abroad program in an Arab language country.

Objective 4.3 At least 80% of student participants in study-abroad will demonstrate improved competencies in application of Arabic language skills and cultural knowledge.

Goal 5. To develop and implement **outreach activities** to community stakeholders including local high schools, ROTC and National Guard units, and the Middle East/Arab language community.

Objective 5.1 By the end of each project year, GTC will host a Middle East festival that is open to the community, incorporating food, music, dance, or other appropriate activities, as well as information about Middle East Area Studies at GTC.

Objective 5.2 By the end of the project period, GTC will provide information on its Arab language and Middle East Area Studies program to at least 10 area high schools, two ROTC programs, and the local National Guard unit.

d. Use of Personnel & Resources: As described in the Plan of Operation, the Project Director, Activity Director, and Project Advisory Committee will provide project leadership. The project team has the combined academic, administrative, and international education experience to insure the project's success. The project team incorporates faculty from a wide representation of departments, and has full administrative support from the institution's Chief Academic Officer. The Vice President for Finance demonstrates support through approval of partial cost-share for the project.

As a large comprehensive technical and community college, GTC has broad experience in the fiscal administration of federal grant funds, and has experience in working with large awards from agencies such as the US Department of Education (Title III Strengthening Institutions, Upward Bound, Student Support Services); the National Science Foundation; and the U.S. Department of Justice, among others. The GTC Business Office maintains two full-time dedicated grants accountants, insuring full compliance with all federal grant cost principles.

e. Equal Access for Minorities, Women, Individuals with Disabilities, & the Elderly -

As an open-admissions institution of higher education and public agency, GTC is fully

committed to a policy of non-discrimination, and insures equal access to education and employment opportunity regardless of sex, race, religion, color, national origin, or handicap. The college complies with the provision of Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972 and the Higher Education Amendments of 1986; Sections 503 and 409 of the Rehabilitation Act of 1973; the South Carolina Human Affairs law of 1972 and with the Americans with Disabilities Act of 1990. In 2007, GTC ranked as the top technical college in SC for achieving diversity employment goals for higher education established by the SC Human Affairs Commission.

GTC has numerous student support services that serve special populations, including two U.S. Department of Education TRIO programs, a Single Parent Program, and an ESL program. The college promotes its academic programs, services, and continuing education programs throughout its service area of Greenville County, and has partnerships with many non-profit community agencies, including those that serve the elderly.

GTC's Office of Student Disability Services assists students who have disabilities such as blindness or visual impairments, deafness and other hearing impairments; learning disabilities; chronic illness; head and spinal cord injuries; attention deficit/hyperactivity disorder (ADD/ADHD); psychological disabilities; and other types of impairments that impede a student's ability to participate in the education process.

As a comprehensive technical and community college, GTC strives to insure that educational opportunity to all by reducing financial barriers. The college strives to make tuition and fees affordable, and the GTC Office of Financial Aid assists students in pursuit of federal aid such as Pell Grant, Stafford loans, Federal Supplemental Educational Opportunity Grant, and Academic Competitiveness grant. Additionally, the South Carolina Lottery Tuition Assistance

program underwrites 56% of tuition for all South Carolina residents enrolled in at least 6 credit hours of a curriculum program at a technical college, and remains in place as long as individuals are making satisfactory academic progress. Because there is no financial means testing to qualify for this program, it helps support access for individuals who have limited financial means but do not qualify for other types of financial aid programs that are needs-based (such as Pell Grant), or merit-based (such as South Carolina Life Scholarships). Individuals over the age of 60 who are not employed full-time are entitled to attend GTC at no cost as student seats are available.

2. QUALITY OF KEY PERSONNEL

a. Project Director: Ms. Chirinjev Peterson, Director of International Education for GTC, will serve as the project director, with a **time commitment of 35 percent for each year of the project**. A graduate of Jesus and Mary College of Delhi University in India, Ms. Peterson has personal bicultural experience. She holds a master of arts in economics from the State University of New York (SUNY) at Stony Brook. She completed Ph.D. exams at SUNY Stony Brook in 1983. Ms. Peterson has over 15 years of experience in teaching, curriculum development, and project management at the collegiate level. As director of GTC's Office of International Education, Ms. Peterson provides oversight of academic and co-curricular activities that support global views, including student exchange programs. Since 2003, she has provided leadership for college-wide efforts to internationalize curricula in both the Arts & Sciences division, as well as technical programs. She has established several discipline-specific short-term study abroad programs, ranging from health sciences to traditional liberal education programs. Currently, Ms. Peterson directs two foreign exchange programs funded through Community Colleges for International Development (CCID) and Georgetown University.

In addition to her affiliation with CCID, Ms. Peterson is active in the National Association of Foreign Student Advisors: Association of International Educators (NAFSA), as

well as state and local groups such as the Chamber of Commerce and the World Trade Center.

Ms. Peterson is a member of the Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS) and the Middle East Outreach Council. She has experience as a faculty participant in previous Title VIA grants, and she is active in international activities within the larger Greenville community including Greenville Forward's Vision 2025 International Education Task Force, the Greenville Interfaith Forum, and Rotaract. Ms. Peterson's resume is attached.

b. Other Key Personnel: The Project Advisory Committee will monitor the timetable and expenditures, assisting with implementation of activities, review internal and external evaluations, and make recommendations to institutionalize the project. **Each member will contribute 40 hours to committee activities annually.** The committee will have a minimum of one meeting each quarter of the project's duration.

GTC PROJECT ADVISORY COMMITTEE MEMBERS	
<u>Dr. Reginald Bruster</u>	Dr. Bruster, an English Instructor at GTC since 1995, holds a B.A. in English from Berea College; a Master of Arts in English from Western Kentucky University; and a Ph.D. in Literature and Criticism from Indian University of Pennsylvania. Dr. Bruster has been a lecturer at Cairo University Fayoum Branch (now Fayoum University) in Egypt on two occasions (1994 to 1995; 1996), and has experience with distance education (televised classes). His related teaching experience includes courses on World Literature and Professional Communications. In 2001, he participated in a Fulbright Study Abroad to South Korea.
<u>Ms. Delores Lamb</u>	Ms. Lamb has been a chemistry instructor at GTC for over 30 years. She has a B.S. in Chemistry and an M.S. in Environmental Chemistry from Clemson University. Currently, she is the Assistant Dean of Arts and Sciences. Prior administrative experience includes service as Department Head of Physical Sciences, Assistant Dean of Engineering Technology, Department Head of Hazardous Materials Technology, and the College Director of Hazardous Substance Management for 3 years. Her committee work includes service as Chairperson of the Educational Programs of the SACS Steering Committee (1999-2001) and Chairperson of the President's Advisory Committee (2000-2001). Ms. Lamb represents the Arts & Sciences Division on the college Assessment Council.
<u>Dr. Kevin Morris,</u>	Dr. Kevin Morris, GTC English Instructor, holds a B.A. in English from Fordham University; a Master of Arts in English from New Mexico Highlands University; and the Ed.D. in Vocational/Technical Education from Clemson University. His related instructional interests include World Literature, World Literature, and Film Studies. In 2004, Dr. Morris was a faculty participant in the Institute on Infusing East Asian Studies into the Undergraduate Curriculum at the East West Center, and used that experience to develop a team-taught East Asian

	Civilization course. He has organized an Introduction to East Asia Series and an <i>Islam in Asia</i> conference for the South Carolina Technical Education Association. In 2008, he participated in the Phi Theta Kappa Leadership Development Studies Seminar, and received certification for teaching Leadership Development Studies with a Humanities approach.
<u>Ms. Mary Ryan-Morris</u>	Ms. Mary Ryan-Morris, Adjunct Instructor of Political Science at GTC since 1992, holds a B.A. in Psychology and Peace Studies from the college of Mount Saint Vincent, and a Master of Arts in International Studies from the University of Denver. Ms. Ryan-Morris includes 7 years of service as Social Studies Teacher at the high school level, and 16 years of instructional experience in the community college setting. Her vita reflects professional development in the areas of learning strategies, South Asian religions, Geography, and Middle East studies. Ms. Morris has also served as a planning assistant for the Rocky Mountain International Forum.
<u>Dr. Elizabeth Traxler</u>	Dr. Traxler is an instructor of Political Science and American government at GTC. Dr. Traxler holds the Ph.D. and M.A. in International Studies from the University of South Carolina at Columbia, and has completed post-graduate study at both the université de Neuchâtel in Switzerland and the Institut d'études politiques de Paris in France. She has served as chairman and vice-chairman of the Community Advisory Board for The School District of Greenville County's International Baccalaureate (IB) program. Dr. Traxler has a wide range of teaching experience at the high school, university, and community college levels. Additionally, she has served as project director for two past Title VI-A grants projects, and has experience with curricular planning and implementation, as well as budget planning, execution, and control.

Content Experts & Other Contracted Positions (Resume/Vitae attached)) -- External

consultants will meet with the project director to discuss and determine mutually-agreed upon expectations for project participation. With the exception of the assistant project director, it is estimated that each content expert will make a time commitment of 30 to 60 hours per year.

Role/Expertise	Identified Individual & Qualifications
Arab Language	Dr. Nabil Abdelfattah, Adjunct Associate Professor of Arabic Language for the US Arabic Distance Learning Network (USADLN) at Montana State University will provide instruction for the proposed two-year sequence of Basic Arabic. Dr. Abdelfattah holds a B.A. in English and Education from Tanta University, Egypt; a Master of Arts in Applied Linguistics from the Indiana University at Bloomington; and a PhD in Applied Linguistics from the University of Texas at Austin. He has 18 years of college-level Arabic instruction experience, and has served as the Director of the USADLN since 2003. Dr. Abdelfattah has extensive experience in leading professional development activities for teachers of the Arabic language.
Geography	Dr. James Miller, Associate Professor of History and Geography at Clemson University, will serve as the lead content expert for geography. Dr. Miller holds the B.A. in Geography from Binghamton University, and a Master of Arts and PhD in Geography from the University of Texas at Austin. Dr. Miller's expertise focuses on the Cultural Geography of North Africa, the Middle East, and Sub-Saharan Africa. Dr. Miller has 28 years of experience as a college instructor, and has developed study abroad programs in Tunisia. From 2003 to 2006, Dr.

	Miller served as the Director of the Overseas Studies Center of the American Institute of Maghrib Studies (AIMS) in Oran, Algeria.
Literature	Dr. Allen Hibbard, Professor of Literature at Middle Tennessee State University (MTSU) and Director of MTSU's Middle East Center will serve as the content expert for development of curricula related to literature of the Middle East. Dr. Hibbard holds a B.A. in English from American University, and a Master of Arts and PhD. In English from the University of Washington. Dr. Hibbard's specialties include Comparative Literature and Middle East literature in translation. From 1992 to 1994, he was a Fulbright Lecturer at the University of Damascus, Syria. He has 22 years of instructional experience and is widely published on the authors Paul Bowles and Alfred Chester.
Middle East History	Dr. Allen Fromherz, Assistant Professor of Medieval North African, Middle Eastern, and Mediterranean History at Georgia State University will serve as the lead consultant for Middle East history. Dr. Fromherz holds a B.A. in Islamic History from Dartmouth College, and a PhD. In Arabic and Middle Eastern studies from the University of St. Andrews. For the period 2002 to 2003, he has served as a Fulbright Scholar in Morocco, affiliated with the Muhammad V University in Rabat and the Royal Hisaniya Archives. From 2007 to 2008, he served as an Assistant Professor of Middle Eastern History at the College of Arts and Sciences, Qatar University, Doha, Qatar. Dr. Fromherz has experience with student exchange programs between Oman and the U.S.
Music	Dr. Anne Rasmussen, Associate Professor of Ethnomusicology at the College of William and Mary will serve as the lead consultant for music course content. Dr. Rasmussen holds a B.A. from Northwestern University, a Master of Arts from the University of Denver, and a PhD. In music from the University of California Los Angeles. Her research interests include Music and Culture in the Middle East, with a special interest in the Arab diaspora, American musical multiculturalism, and gender, politics and religion in Indonesia. Dr. Rasmussen has been involved in studying, teaching and performing Middle Eastern music since 1985. Dr. Rasmussen is also known for her fieldwork among Arab Americans in communities across the U.S.
Activities Director	Ms. Sara Belanger will serve as the project's activity director, contributing <u>15 hours weekly throughout the two-year project</u> . Ms. Belanger holds a B.A. in International Affairs with minor in French from Sweet Briar College, a Master of Science in Comparative and International Education from the University of Oxford, United Kingdom, and a certificate of Project Management from Georgetown University. She has worked extensively in the field of international education, including work as a program assistant for America-Mideast Educational and Training Services (AMIDEAST), program officer for the AMIDEAST Fulbright Foreign Student Program, Program Manager for the Council for International Exchange of Scholars, and Senior Program Officer for Georgetown University's Center for International Education and Development's Near East and South Asia Undergraduate Exchange Program.
External Evaluator	Dr. Akram Khater, Associate Professor of History at North Carolina State University and Director of International Programs, has agreed to serve as the project's external evaluator. <u>Dr. Khater will contribute at least 32 hours to the project</u> . A native of Lebanon, he earned a B.S. degree in Electronics Engineering from California Polytechnic State University, and holds M.A. and Ph.D. degrees in History from the University of California, Santa Cruz, and University of California, Berkeley, respectively. Before coming to NCSU, he taught at Ball State University in Indiana. His publications include books such as <i>Inventing Home: Emigration, Gender and the Making of a Lebanese Middle Class, 1861-1921</i> , and <i>A History of the Middle East: A Sourcebook for the History of the Middle East and North Africa</i> . During his tenure at NC State,

	Professor Khater has been awarded a number of teaching awards (Outstanding Teacher and Outstanding Junior Faculty) and has obtained fellowships from the National Humanities Center, American Philosophical Society, the National Endowment for the Humanities, Fulbright Foundation, and the Council of American Overseas Research Centers. His professional affiliations include the Middle East Studies Association, American Historical Association, Triangle Islamic Studies Group, and Mediterranean Studies Group, and the Chair of the Committee on Middle East Studies at NC State. He also sits on the editorial boards of several journals and book series.
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3. BUDGET & COST EFFECTIVENESS

The project budget was carefully developed to strengthen GTC's international education curriculum for years to come. Budget decisions were based on State and College fiscal policies, reasonable costs to accomplish each implementation strategy, and allowable costs within federal guidelines for the project. The College assures that all policies and procedures governing external funds will be observed in the implementation and operation of this project. Further, the College agrees to properly disburse and follow accounting procedures as stipulated by internal policies as well as State and federal regulations, including *full assurance that GTC will not supplant existing funding with federal grant money*.

a. Detailed budget breakout for each year. See attached budget and budget narrative.

b. Relationship of Costs to Objectives – The proposed federal request of **\$177,548** over two years is a request that insures GTC can accomplish the project objectives and insure quality deliverables.

- The total cost for **personnel and fringe benefits** is \$80,027. The federal request is only \$8,720. GTC will assume \$71,307 for personnel, reflecting the intense commitment of time necessary to direct and administer an expansive project for faculty and curriculum development.
- **Supplies and Other Costs:** The federal request is \$8,500 (4.7% of total federal request). GTC will provide \$3,500 in cost share.

- **Travel** represents 28.7% of the federal request. Costs are reasonable in consideration of the activities: the cost for the project director to attend the annual Title VIA project director conference in Washington, D.C., faculty travel to professional development conferences; and the overseas travel by the project director and a faculty member that is necessary to establish the study-abroad program. Because of state-wide budget cuts to higher education, which are fully described in *Section 6: Commitment to International Education*, there are virtually no institutional funds available to support travel beyond that necessary for the college's President and other senior administrators.
- The federal request for **contracted services** (\$96,120) represents one the largest line items. These costs are reasonable due to the utilization of external consultants as subject matter experts to lead faculty professional development activities (\$30,000); employment of a part-time assistant project director/activities coordinator (\$27,000); the fees for contracted language instruction (\$10,000) with the USADLN at Montana State University; and stipends and course release to support GTC faculty involved in curriculum development (\$23,120). GTC is providing a cost share of \$25,960 for contracted services, as outlined in the budget and budget narrative.

4. ADEQUACY OF RESOURCES

Facilities & Equipment – GTC is a comprehensive technical and community college, and has excellent physical facilities to support the project. GTC will provide office space, office equipment, and supplies for the project director and administrative assistant, as well as Internet and telecommunication services. The college's 51,400 square foot Technical Resource Center (TRC) provides offices, an auditorium, meeting space, and two videoconferencing classrooms, as well as the library. The TRC is a frequently used venue for meetings and presentations to large groups; this space can be used to host the proposed Middle East Festival and show films related

to the proposed Middle East Area Studies curriculum.

Distance Education Capacity & Resources – GTC has eighteen year of experience as a distance education provider, offering its first videotaped and televised courses in 1990; by the fall of 2007, GTC enrolled a headcount of over 4,000 students in distance education programs including online, televised, and hybrid. GTC's Office of Media Technologies has the staffing and technical expertise necessary to support delivery of live videoconferencing via the USADLN. GTC technical facilities meet all specifications in terms of delivery protocol, bridging, site requirements, and other technical support. GTC Media Services personnel will support the project as part of their ongoing duties to the college; their time will not be charged to the grant.

Library Holdings - GTC's Library has a print collection of over 60,000 volumes; approximately 120 print periodicals including nearly 40 peer-reviewed journals, and a large electronic collection that includes 60,000 electronic books; subscriptions to over 70 research databases; thousands of full-text online electronic journals, and a variety of multimedia. The library also has three private study rooms that accommodate up to six individuals. The library's computer valley has desktops with Internet access and the full Microsoft Office 2007 suite (Word, Publisher, Excel, and Access) software. The library offers information literacy instruction to help students become effective users and producers of information; this instruction is available in formats customized to specific courses and curricula. The library provides comprehensive information services for faculty and students, including reserve materials and interlibrary loan.

Personnel – GTC is making a significant contribution to the project's success by providing the administrative support of the Chief Academic Officer, release time for the director of the Office of International Education; and the contribution of personnel time from multiple

support services throughout the college. GTC personnel are well-qualified to meet all project objectives, including delivery of distance education programs, development and integration of new curricula; administration federal funding; and support for outreach activities.

5. EVALUATION PLAN

a. PLAN FOR EVALUATION OF EFFECTIVENESS -- The external evaluator will conduct formative evaluation 2 times per project year. Formative evaluation will assess the project's ongoing processes, asking such questions as:

- To what extent do the strategies, services, and activities match those described in the plan?
- Are any changes in strategies, services, and activities justified and documented?
- To what extent have activities been conducted according to the proposed timeline?
- Have appropriate personnel been involved in administration and implementation of activities?
- To what extent do actual project costs match the proposed initial budget plan?
- To what extent are the participants moving toward the anticipated goals?
- Which strategies and activities are most helpful in moving the project toward the goals?
- What barriers have been encountered?
- How and to what extent have barriers been overcome or managed?

b. PRODUCTION OF OBJECTIVE, QUANTIFIABLE DATA -- An external evaluator will provide summative evaluation of the project annually. Summative evaluation will assess the project's overall effectiveness, asking questions such as:

- To what extent has the project met overall goals and objectives?
- Was the project equally effective for all participants?
- What components were the most effective?
- What significant unintended impacts has the project had?
- Is the project replicable in other educational environments?

Goal 1: Faculty professional development opportunities related to Middle East

Objective 1.1 *By the end of each funding year, at least 15 faculty members (6 from Arts & Sciences; 9 across the curriculum) will have participated in professional development activities such as conferences, seminars, or workshops that support competencies in teaching of content related to the Middle East.*

Activities:	Local, regional, and national conferences, workshops, seminars, for instructors
Outcomes:	Increased teaching resources on Middle East for GTC; Enhancement of teaching skills in discipline; Improved level of instructors' core knowledge of Middle East
Measures:	<ul style="list-style-type: none"> • Number of faculty participating in each activity, as above; • Syllabi reflecting course content and learning objectives related to Middle East
Record:	All faculty participating in professional development will submit a report summarizing knowledge and skills gained through the experience and application to discipline
Objective 1.2	<i>By the end of each funding year, at least 3 faculty members will participate in professional development activities that support competencies in the pedagogy of intercultural teaching.</i>
Activities:	Workshops, seminars
Outcomes:	Faculty participants will demonstrate application and integration of new strategies such as learning communities, integration of e-portfolios or other e-tools, or other into teaching
Measures:	<ul style="list-style-type: none"> • Number of faculty participating in each activity, as above; • Syllabi reflecting integration of new strategies into course
Record:	All faculty participating in professional development will submit a report summarizing knowledge and skills gained through the experience and application to discipline
Objective 1.3	<i>By the end of each funding year, at least 15 faculty participants in professional development will submit annotated bibliographies of research, journals, books, films, and/or DVDs to serve as ongoing learning resources to the GTC librarian.</i>
Activities:	Faculty research, Consultation with content experts, workshops, seminars, conferences
Outcomes:	Improved collections related to the Middle East in GTC library
Measures:	<ul style="list-style-type: none"> • Number of bibliographies • Number of acquisitions by GTC library
Record:	Bibliographies, Acquisition s

Goal 2: Develop and implement a <u>two-year sequence of Beginning Arabic</u>	
Objective 2.1.	<i>Within one months of funding notification, GTC will contract with USADLN to provide instruction in Arabic 101, 102, 201, and 202.</i>
Objective 2.2.	<i>Within three months of funding notification, GTC will insure that the above courses are approved by the GTC Curriculum Committee and the SC Technical Education System Office; and are incorporated into the state-wide Catalogue of Courses for the state's sixteen technical colleges.</i>
Objective 2.3.	<i>Beginning in the fall semester of the first project year, GTC will insure that at least one section of Arabic 101 is fully enrolled.</i>
Objective 2.4.	<i>By the end of the funding period, GTC will have offered at least one section of each course in the Beginning Arabic course sequence. (101, 102, 201, 202).</i>
Objective 2.5.	<i>By the end of the project's two-year period, at least 60% of students enrolled in each course sequence will have completed the course with the grade of "C" or better.</i>
Activities:	Contact with USADLN, Training of Arabic Teaching Assistant, Courses
Outcomes:	Course approval, Course delivery, student completion, student learning
Measures:	<ul style="list-style-type: none"> • Student enrollment and completion data; • Student grades • Pre/post-test of students' Arabic proficiency • Student course evaluations
Record:	Enrollment reports, grades, course evaluations; SC Technical Education Certificate Notification form and attachments: Curriculum display with program title, total credits, and semester Catalog of Approved Course prefix, number, title, and credits.
Goal 3: Create & implement Middle East Area Studies program	
Objective 3.1.	<i>By the end the funding period, GTC will create (2) new interdisciplinary courses (Middle East Studies I; Middle East II); obtain approval by the GTC Curriculum Committee and the SC Technical Education System Office; and insure that they are incorporated into the state-wide Catalogue of Courses for the state's sixteen technical colleges.</i>
Objective 3.2.	<i>By the end of the funding period, GTC will have created transfer agreements or 2+2 articulation agreements related to the Middle East Area Studies Program with at least two senior institutions that offer Middle East Area Studies.</i>

Objective 3.3	<i>By the end of the funding period, GTC will revise at least 18 existing courses across the curriculum</i>
Activities:	Curriculum development; Language program development, transfer agreements
Outcomes:	New and revised curricula, Language program, Transfer agreements
Measures:	<ul style="list-style-type: none"> • Acceptance by GTC curriculum committee and SC Technical Education System • Number and identification of new and revised courses • Enrollments in curricula developed or revised by the project • Type & Number of transfer agreements • Documentation of student interest in participating in such a program
Record:	SC Technical Education Certificate Notification form and attachments: Curriculum display with program title, total credits, and semester Catalog of Approved Course prefix, number, title, and credits.

Goal 4: **Develop & implement short-term study abroad programs for students & faculty in at least one Arab language country**

Objective 4.1	<i>By the end of the first project year, GTC will develop and implement a short-term study-abroad program in an Arab language country</i>
Objective 4.2	<i>By the end of the funding period, at least four (4) and ten (10) GTC students will have completed a short-term study abroad program in an Arab language country.</i>
Objective 4.3	<i>At least 80% of participants in study-abroad will demonstrate improved competencies in application of Arabic language skills and cultural knowledge.</i>
Activities:	Adaptation of Institute for the International Education of Students Model Assessment Practice (Source: Institute for the International Education of Students, online, < http://www.iesabroad.org/menus/ies_MAP.htm >)
Outcomes:	Improved intercultural competence; academic, social, and personal growth
Measures:	<ul style="list-style-type: none"> • Faculty will evaluate student intercultural competency through survey, essay, and/or integrative project • Faculty will report data on number of participants and number pursuing further intercultural experiences or academic study • Students will complete an evaluation adapted from course evaluation forms • Student will complete self-report of knowledge, skills, and insights on a survey; • Number of participants; • Number pursuing further intercultural experiences or academic study

Record: Faculty leader will have students complete surveys and/or integrative projects/essays documenting knowledge, skills, and insights gained, as well as plans for future international travel and study. Student reports will be reported in summative form.

Goal 5: Provide Outreach Activities to High Schools & Community

Objective 5.1 *By the end of each project year, GTC will host a Middle East festival that is open to the community, incorporating food, music, dance, or other appropriate activities, as well as information about Middle East Area Studies at GTC.*

Objective 5.2 *By the end of the project period, GTC will provide information on its Arab language and Middle East Area Studies program to at least 10 area high schools, two ROTC programs, and the local National Guard unit.*

Activities: Middle East festivals, Presentations to high schools and community groups

Outcomes: Community awareness, enrollment of high school students in dual credit programs

Measures:

- Number and category of festival attendees (student/grade, community member, reason for attending)
- Number of high school students enrolling in related courses through dual credit programs

Record: Ticket stubs, number of participants completing request for program information

6. COMMITMENT TO INTERNATIONAL STUDIES

a. Number of International Courses presently offered – In the 1992 and 1996, GTC served on behalf of the former South Carolina International Education Consortium as the fiscal agent for two Title VIA projects designed to promote internationalization of the curriculum across several institutions. These projects built capacity for international capacity through faculty development (faculty to faculty mentoring; conferences) and curricular projects, including infusion of global concepts across the humanities and social sciences curricula. From 1992 to 1998, 63 courses were revised to include international content, and 13 new courses were developed with Title VI-A funding. Since the conclusion of the last grant, an additional 41 courses have been internationalized in multiple disciplines. A document with course names and

prefixes is attached to the “Other Attachments” form. GTC also offers French, German, and Spanish at the 101, 102, 201, and 202 levels.

b. Involvement of Faculty & Administrators in Planning – The project design is the product of a two-year comprehensive planning process involving input from faculty, administrators, students, and community stakeholders. In 2007, GTC’s Office of International Education (OIE) began updating its strategic plan. As part of that process, OIE conducted a sample survey of GTC faculty regarding academic direction for international education at the institution. Arab language and Middle East area studies emerged as the subjects of greatest interest across the curriculum.

The OIE director began exploring the situation of these curricula within South Carolina’s community of higher education institutions. According to a 2006 survey conducted by the Modern Language Association and local research, only three senior institutions (College of Charleston; Converse College; University of South Carolina at Columbia) were offering undergraduate programs in Arabic, but no two-year institution within the state is currently offering Arab language instruction for academic credit. The OIE director then met with GTC’s Chief Academic Officer (CAO) and the Dean of the Arts and Sciences Division to obtain administrative support for further development of the Middle East Area Studies/Arab Language concept. After outlining specific professional development activities for faculty and co-curricular plans to build capacity, the OIE director, CAO, and Dean identified several external funding initiatives that would support development of high-quality programming in the area of Arab language instruction and Middle East Area Studies at GTC.

Specific activities that were designed to support the current grant application include: (1) hosting of Fulbright Language Teaching Assistants from Turkey, Cyprus, and Saudi Arabia; (2);

faculty membership and active participation in the Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS) and the Middle East Outreach Center; **(3)** building community demand for Arab language courses by piloting Conversational Arabic in GTC's Continuing Education Division; and **(4)** hosting several cohorts of exchange students from Arab-speaking countries.

During fall 2007, GTC participated in Georgetown University's Near East and South Asian Undergraduate Exchange Program (NESA UGRAD), hosting 10 exchange for a semester. NESA participants enrolled as full-time curriculum students, studying, living, and socializing with American peers, interacting with faculty, and meeting and talking with Greenville community members. Because of the program's success, GTC's participation in NESA UGRAD was renewed for the 2008 - 2009 academic year. Currently 14 NESA students, including individuals from Tunisia, Morocco, and Algeria, are enrolled at GTC for two semesters. GTC also has a strong relationship with Community Colleges in International Development (CCID), and is hosting 10 students from Egypt through CCID sponsorship.

GTC has also initiated several faculty development efforts to build capacity for the Title VIA grant application. The Director of International Education attended the 2008 fall meeting of the Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS); two other faculty members attended the 2009 spring meeting. The OIE Director and three faculty members also attended the Modern Arabic Literature seminar at Georgia State University this spring. On May 14 and 15, GTC will host an interdisciplinary conference, *Teaching the Middle East*. At least 18 GTC faculty members have committed to attend lectures by five Middle East Area Study consultants from senior institutions, and have opportunities for in-depth discussions and group work. Funded by GTC, this conference demonstrates the college's commitment to building

faculty resources in the proposed curriculum. Development of faculty expertise in Middle Eastern and Islamic Studies is the top priority for GTC's International Education Program for the next two years. Faculty members who have committed or who are interested are shown in the table below.

Mahdia Ben-Salem (Spanish – adjunct)	Shannon O'Bryan (History)
Clark Brittain (Religion)	Chirinjev Peterson (Economics)
Kathy Ferrell (Biology)	Mary Ryan-Morris (Political Science)
Rivka Green (Spanish)	Art Smith (History)
Wanda Haynie (Psychology)	Jason Sturgis (NESA UGRAD Mentor)
Rolf Hemmerling (Economics – adjunct)	Beth Traxler (Political Science)
Nick Hill (Geography)	Lisette Treanor (ESL)
Jayne McClain (Biology)	Bert Strange (Philosophy)
Kevin Morris (English) – tentative	Ross Wagner (English)
Catie Murphy (Biology – adjunct)	Amanda Weston (Developmental English)

c. Institutional Commitment to the Project's Sustainability – GTC is fully committed to the establishment, operation, and continuation of the programming created through Title VIA funding, as demonstrated by the dedication of personnel including the OIE director, the Project Advisory Committee members, and Media Services department to the execution of project deliverables. GTC will make its videoconferencing facilities available for delivery of Arab language instruction; GTC will only charge USADLN fees to the grant. All new curricula developed through the grant will be incorporated into the Common Catalogue of Approved Courses (CAC) for the South Carolina Technical Education System. GTC will provide technical assistance to any of the other 16 technical system colleges that express interest in implementation of this coursework at their institutions.

d. Institutional Funds Used to Support Program Objectives – GTC is a current recipient of funding through the U.S. Department of Education's Title IIIA *Strengthening Institutions* program, and is therefore eligible to request a cost-share waiver. Instead, **GTC is demonstrating its commitment to the project by a cost-share of \$110,600, or 62% of the total project cost.** This is especially remarkable in light of the institution's current economic

challenges. While the nation's financial crisis has created problems for higher education throughout the country, **budget cuts have been especially deep in South Carolina**. Mid-way through FY 2008- 2009, GTC was forced to cut its budget by 15 percent, and another two percent cut is will occur in the upcoming fiscal year.

GTC's proposed budget is the minimum conservative estimate necessary to do the project well. GTC is making a significant financial contribution to support the project. **Major college cost-share items** include:

- A 35% time commitment for the OIE director to serve as a project director, with salary and fringe benefits representing \$65,107 over the life of the project;
- Partial support for an Arabic language teaching assistant;
- Time commitment for personnel in Media Services to assist with technical issues of distance education delivery;
- \$2,400 representing 40% of the project's supply budget; and
- \$25,960 for contracted services, representing 21% of the project's budget for that line item.

7. PROGRAM ELEMENTS

a. Implementation of an International Studies Program – The project contains all the elements necessary for a high-quality Middle East Area Studies program: Faculty professional development; curriculum activities that encompass development of new and revised courses; implementation of a two-year sequence of foreign language instruction; development of a short-term study abroad programming.

Activities are designed to be appropriate for the two-year college environment and can be institutionalized by the end of the funding period. For example, professional development

activities are designed to meet the particular needs of community college faculty. Because of their heavy teaching loads, faculty members employed at two-year institutions have difficulty obtaining release time to participate in long-term academic seminars. Intensive group work and individual consultation with area specialists is a more appropriate approach for them. South Carolina's Commission on Higher Education will not approve a liberal arts major at a two-year college; therefore, the curriculum will support development of course work that will transfer to senior institutions. To insure the cost-efficiency that is critical for cash-strapped public two-year institutions, GTC will provide Arabic language instruction through distance education. Short-term study abroad will meet the special needs of community college faculty and students, whose external responsibilities limit their ability to travel for extended periods. Outreach activities will focus on developing a pipeline of students from local high schools into programming at GTC through dual credit and articulation agreements.

b. Interdisciplinary Aspects of the Program – Culture can only be truly understood when explored through multiple perspectives and disciplines. Recognizing this principle, GTC involved faculty from both the university transfer program and technical disciplines in the planning and development of the project goals. Professional development opportunities are designed to support faculty teaming and group work across departments, divisions, and disciplines. During the curriculum development activities, faculty will have opportunities to work individually and in groups with content experts, making new connections and creating a community of scholars that will support the ongoing sustainability of the Middle East Area Studies program.

c. New & Revised Courses – The project proposes to develop or revise at least **18 courses in university transfer curriculum** to include concepts related to Middle East area

studies. GTC may well exceed this goal as technical programs such as health care and business develop an interest stemming from the project's visibility. Another project goal will be development of at least 12 course modules that will create the proposed Middle East Area Studies I and Middle East Area Studies II courses discussed in the Plan of Operation.

d. Improving & Expanding Language Instruction – GTC currently offers the first two years of French, German, and Spanish (101, 102, 201, 202). These courses are included in the S.C. Commission on Higher Education Commission of Higher Education's statewide articulation list of universally transferable courses from technical colleges to senior institutions in the state. Greenville Tech will be the first two-year public college in the state to offer Arabic or any less commonly taught foreign language for academic credit.

In today's fiscal environment, it would not be financially realistic for GTC to bear the cost of implementing a traditional Arabic language program. For that reason, GTC has chosen to contract with the U.S. Arabic Distance Learning Network (USADLN, or "the Network") to provide instruction through live videoconferencing. Housed at Montana State University, USADLN offers an affordable, innovative, and effective instructional alternative, and is supported by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education. USADLN was the 2002 winner of the Institute for International Education, Andrew Heiskell Award for Innovation in International Education.

The interactive video classroom environment permits immediate, two-way communication between the Professor and students at each participating university. On-the-ground Teaching Assistants (TAs) are trained through USADLN's Training Program, and provide additional classroom instruction to complement the interactive video sessions. The Network is also linked through asynchronous instructional software that increases student access

to the Professor, and enhances communication between the lead Professor and TAs. The program uses the national standard Arabic text book Al-Kitaab. USADLN's lead instructor is a highly-qualified professor of Arabic linguistics; his credentials are discussed in *Section 2, Key Personnel* and his resume is located in the Appendix. . The introduction of various components of the language, i.e., sounds, letters, grammar, vocabulary . . . etc, serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). Students learning Arabic through the Network's program have tested consistently at or above the proficiency levels of students learning Arabic in more traditional learning environments

Slots not filled by GTC students will be offered to students enrolled in other educational institutions in the area, including Spartanburg Community College, Furman University, Clemson University, and University of South Carolina Upstate. Remaining seats will be offered to area high school students such as those enrolled at GTC's Charter High School.

8. NEED FOR PROGRAM & PROSPECTIVE RESULTS

Addressing a significant gap in South Carolina's higher education system, GTC requests **\$177,548** in federal funding over a two-year period to establish a program of Middle East Area Studies and Arabic language instruction. Federal funding will support GTC in the development and implementation of model programming appropriate for the two-year college curriculum; GTC will share the model across the 16 institutions of South Carolina's Technical Education System. Project goals are to: (1) provide faculty with discipline-specific professional development opportunities related to Middle East area studies; (2) create a curriculum that includes new and revised coursework in a variety of disciplines; (3) establish a two-year sequence of Arabic language instruction; (4) support the K-12 to postsecondary pipeline through

dual credit programs and articulation agreements with high schools and outreach activities; and (5) develop a study-abroad program in the Middle East that provides faculty and students with opportunities to apply and build proficiency in linguistic and cultural tools achieved through classroom study. Prospective results include (a) professional development for a cohort of at least 18 faculty to integrate elements of Middle East studies across the curriculum and who can serve as mentors to other faculty in the future; (b) development of multiple curriculum products, including at least 12 modules that infuse concepts of the Middle East into existing courses; comprehensive revision of 18 courses; (c) development of an Arabic language program through a distance education program of national reputation for excellence; (d) development of dual enrollment and articulation agreements with local high schools; and (e) development of a model short-term study abroad program in the Middle East. GTC reasons for pursuit of the project include:

Faculty, Student, & Community Interest -- GTC has hosted several cohorts of exchange students that have included individuals from countries where Arabic is the dominant language. As these students have lived, worked, and studied with their American peers and faculty, interpersonal relationships formed, leading to an increased interest in these students' countries of origin. In addition, GTC hosted Fulbright Language Teaching Assistants (FLTAs), who served as guest lecturers across the curriculum. Faculty and students gained new perspectives, and a desire to learn more. As a result of these experiences, eighteen (18) faculty members from multiple disciplines will be participating in an interdisciplinary May conference focused on teaching about the Middle East. Student interest is also well-documented: in a fall 2008 sample survey of 285 students enrolled in the college's Arts and Sciences Division, 59 students stated that they would enroll in Beginning Arabic if offered.

In addition, the local community has a small but growing community of residents from the Middle East. While numbers are still low, they are sufficient to support a Mosque, two synagogues, an Arabic Baptist Church, and a Coptic Church. Greenville County is a stronghold for mainline Protestant Christian traditions; thus, the appearance of these new faith communities is stimulating interest among native Greenville County residents. As part of the needs assessment for the project, GTC piloted Conversational Arabic within the college's Continuing Education division in fall 2008. Within 10 days of posting the offering, the section filled to capacity with 16 students. Several community groups, including representative of the local Islamic society have offered support for the project.

Support for the Local Economy – GTC's mission as community and technical college encompasses support for economic development and workforce preparation. The global economy has a direct impact on the local workforce. As major center for corporate headquarters, international manufacturing, and transportation, the Greenville area has more foreign investment per capita than any other region of the U.S. Approximately 83 international firms provide over 14,000 jobs in Greenville County. The larger 10 county area encompasses 240 firms from 23 different countries. Statewide, South Carolina has three Foreign Trade Zones, including sites in the local area (Duncan, Greer, Spartanburg, Laurens, Greenville, Ft. Mill, Fountain Inn and Wellford). In 2007, South Carolina exports to the United Arab Emirates were \$20.6 million; currently, Jafza International is building a \$600 million warehouse system, transportation hub, and business park in Orangeburg County. And in March 2009, SC Department of Commerce sponsored an international trade mission to the United Arab Emirates (Dubai, Abu Dhabi). Thus, GTC students are likely to need skills for an international workplace

Development of Global Attitudes & Intercultural Understanding – From foreign policy, to world health, to the global economic crisis, to climate change, international issues affect the daily lives of U.S. citizens. In order for Americans to cope with increasingly complex civic and vocational responsibilities in an interdependent world, they must be able to make informed decisions and function within diverse environments. Certainly, American higher education has a moral imperative to prepare students to think critically regarding broad social responsibility, and to participate actively and effectively in the global community. Recognizing the importance of international education, GTC has made knowledge of global views a college-wide student outcome.

Equal Educational Opportunity -- Since the events of 9/11 enrollments in college-level Arabic language and Middle East studies program have been growing steadily across the U.S., yet thousands of South Carolina's undergraduate students have little or no opportunities for postsecondary study in these areas. As previously mentioned, a survey conducted by the Modern Language Association in fall 2006 showed that two public senior institutions in South Carolina (College of Charleston; the University of South Carolina at Columbia) offered programming in Arabic language and Middle Eastern studies, but **none** of the colleges in the 16-college South Carolina Technical Education system offered this type of curricula. This is of particular concern, as 49% of all undergraduates in the state are enrolled in public community colleges, and because students enrolled in community colleges are more likely to be low-income, minority students, or from populations non-traditional for higher education than those enrolled in baccalaureate institutions. As part of its mission to provide equal educational access, GTC propose this project to help level the playing field for all undergraduate students who wish to pursue study of Arabic and Middle East Area Studies.

International & National Relevance: With more than 250 million native speakers across the globe, Arabic is the fifth most commonly-spoken language in the world and the dominant language of commerce, culture, and religion across the Middle East. Because this region is at the center of U.S. foreign policy and energy resources, developing capacity for Arabic language interpreters is a priority for multiple federal agencies, including the U.S. Department of Agriculture; the U.S. Department of Commerce; the U.S. Department of Defense; the U.S. Department of Health and Human Services; the U.S. Department of Interior; the U.S. Department of Labor, the U.S. Department of State; and the U.S. Department of Treasury, among others. GTC's language program will help to build a cohort of students with skills that are critical to national security, including the ability to communicate in Arabic, and knowledge of the region's historical, cultural, geographical, and political complexity.

Academic Rigor & Intellectual Development – In addition to helping students develop well-informed views on contemporary issues, the subject also provides a rich target for academic study. Located at the juncture of Eurasia and Africa, the Middle East has played a key role in world affairs since ancient times. Faculty and students can examine the region's complex, fascinating histories; explore the roots and spiritual philosophies of the world's three largest monotheistic faith traditions: Judaism, Islam, and Christianity; and learn critical appreciation for literary and poetical traditions. These subjects provide exceptional opportunities for the type of rigorous academic work that supports the noblest aims of a liberal arts education: developing the skills for critical inquiry, with a goal of gaining a deeper understanding of and appreciation for the world's complexity. The program will also help prepare university transfer students for further study and training in fields such as political science, literature, history, and anthropology.

The Academic Value of Foreign Language Study – Learning a foreign language has intrinsic academic value. As students gain knowledge of a foreign language, they gain a more thorough understanding of its cultural context. A richer understanding of the power and nuance of language empowers the student for **genuine communication**: knowing *how* to say *what* to *whom*, and *when* to say it. Foreign language study deepens **knowledge and understanding** of the perspectives, practices, and products of another culture, allowing students to make **connections** and **sophisticated comparisons** between other disciplines and viewpoints. Finally, students are able to participate effectively in other language communities for educational and professional advancement, or personal enrichment.

Assurance of Student Equal Access – As an open-admissions institution, GTC is committed to educational access for all students. Faculty members are student-centered, and ready to assist students with academic and vocational issues. GTC provides a wide variety of student support services that enhance student success, including tutoring services, a writing lab, academic advising, counseling services, and a full-service office dedicated to students with disabilities or other special needs. GTC has special programs to support single parents, including on-site childcare. GTC's OIE supports students with an interest in international education through individual advising, fundraising for and coordination of students' study abroad opportunities, and sponsorship of co-curricular international activities. OIE has planned and led several short-term study abroad programs that have incorporated students with disabilities including those with limited mobility.

Provision of Federal Scholarship Information -- The project team will insure that students will have information about federal scholarship programs that support study abroad and advanced language study, including but not limited to:

- The National Security Education Program's Boren Scholarships; and
- U.S. Department of State Benjamin Gilman scholarships and Critical Language Scholarships.

The OIE will host a *Study Abroad at GTC Fair* that advertises information about programs through GTC including those developed by the project, and existing programs. As part of its ongoing duties, OIE will assist students with locating and completing applications to programs that provide longer-term study such as but not limited to: (1) the National Security Education Program's Boren Scholarships and (2) the U.S. Department of State Benjamin Gilman and Critical Language Scholarships. OIE will insure that scholarship information is disseminated across the campus to faculty, advisors, financial aid officers, and the Greenville Tech Foundation.

9. COMPETITION PROGRAM PRIORITIES

GTC's proposal responds Title VIA 2009 competitive priority under 34 CFR 75.105(c)(2)(i): *in the case of a two-year degree granting institution, offer two years of postsecondary credit in a foreign language*. The proposal also corresponds to Invitational Priority 4: *Projects that focus on any of the seventy-eight (78) priority languages [Arabic] selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs)*.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-Letters+CVs+Evaluator.pdf**



Dr. Keith Miller
President

Area Commission

Paul O. Batson, III
Chairman
Batson Accounting & Tax, P.A.

William H. Bradshaw
Bradshaw Automotive Group, Inc.

Dr. T. Walter Brashier
Secretary/Treasurer
T. Walter Brashier & Associates

Gale B. Crawford
Vice Chairwoman
Crawford Properties

Dr. Phinnize J. Fisher
Greenville County Schools

Rev. O.T. Hill
Beaverdam Baptist Church

Jennie M. Johnson
Liberty Fellowship of South Carolina

Dr. Keith D. Ray, II
Greenville County School Board

Robert A. Wilson, M.D.
Greenville Plastic Surgery, P.A.

April 22, 2009

United States Department of Education
International Education and Graduate Program Service
Undergraduate International Studies and Foreign Language Program
Washington, D.C. 2006-8521
Attn: Christine Corey, Senior Program Officer

Dear Dr. Corey:

Please accept this letter as indication of full support from the Vice President for Education of Greenville Technical College (GTC) for the attached proposal to establish a program of Middle East Area Studies and Arabic language instruction at our institution. Greenville Tech's Office of International Education has made significant efforts in the planning of the project, including professional development of faculty. The project will greatly enhance international education efforts at our institution, and has the potential to benefit all sixteen institutions of the South Carolina Technical Education System.

International Education has never been more critical to our nation's health, economy, and security. With digital technology, it is now possible to instantly connect with billions of other people across the globe. Recognizing the importance of global education, GTC has established demonstration of multicultural knowledge as a key indicator of competency for the college-wide outcome on diversity.

Funding from the U.S. Department of Education will be critical for GTC to establish an academically sound program of Middle East studies and Arabic language instruction. The national economic crisis has had an especially profound effect on higher education in South Carolina, and GTC is struggling to maintain quality programs and services in the face of a 15% budget cut this year. Yet, GTC is offering a cost-share of \$110,600, representing 38% of the total project cost as demonstration of our commitment to the program, and our belief in its value for students, faculty, and community members in Greenville County.

We encourage the grant review committee to give serious consideration to our proposal, and we look forward to working with the U.S. Department of Education to advance international education programs in South Carolina.

Sincerely,

Steven B. Valand
Vice President for Education

P.O. Box 5616
Greenville, South Carolina
29606-5616
(864) 250-8000
www.gvltec.edu



Greenville Technical Charter High School

506 S. Pleasantburg Drive, *Mail Stop 1201*, Greenville, SC 29607

Post Office Box 5616, *Mail Stop 1201*, Greenville, SC 29606-5616

Phone: (864) 250-8844 • Fax: (864) 250-8846

www.gtchs.org

April 22, 2009

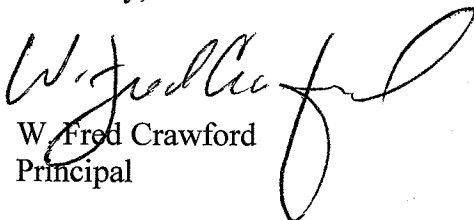
Ms. Chirinjev Peterson
Department of International Education
Greenville Technical College
620 South Pleasantburg Drive
Greenville, South Carolina 29606

Dear Ms. Peterson:

Greenville Technical Charter High School (GTCHS) fully endorses your effort to increase understanding of Middle Eastern culture by your grant proposal to the Department of Education for the Undergraduate International Studies and Foreign Language Program. A Middle Eastern Studies Program at Greenville Technical College will support our commitment to helping our students develop a global perspective. Our students will not only be exposed to the culture but will have the opportunity to study Arabic language.

We hope you receive the grant to make this possible and will help in any way. It will be exciting to work with you and Greenville Technical College.

Sincerely,



W. Fred Crawford
Principal

11 Harbor Oaks Drive
Greenville, South Carolina 29609-4949

April 27, 2009

Ms. Chirinjev Peterson
Department of International Education
Greenville Technical College
620 South Pleasantburg Drive
Greenville, South Carolina 29606-5616

Dear Ms. Peterson:

This letter confirms my support for Greenville Technical College's proposal to develop a Middle East Studies Program at Greenville Technical College by applying for an Undergraduate International Studies and Foreign Language Program grant from the United States Department of Education.

As an active member of the Greenville Jewish community, I recognize the importance of this effort to bring necessary educational resources to the Greenville area so that we can learn about this very important region and develop a greater understanding of our connection to the Middle East. I applaud your efforts and hope they are successful as such a program would be extremely beneficial to our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Marc H. Wilson". The signature is fluid and cursive, with the first name "Marc" being more prominent.

Rabbi Marc H. Wilson



FURMAN

Alfons H Teipen, PhD.
Associate Professor

Greenville, October 13, 2008

To

Chirinjev Peterson, Director of International Education
Greenville Technical College
Post Office Box 5616, Mailstop 1041
Greenville, SC 29606

Letter of Support for Title VI A grant proposal for Undergraduate International Studies and Foreign Language Programs.

Dear Mrs. Peterson,

It is with great delight, and with hopeful expectations, that I support Greenville Technical College in their application for a Title VI A proposal for Undergraduate International Studies and Foreign Language Programs.

In particular, I am thrilled at the prospect that such a grant may put Greenville Technical College in a position to offer Arabic language instruction at a college level. Ever since I came to South Carolina in 1997, I have had regular inquiries from students at Furman, as well as occasional inquiries from students and faculty at some of the surrounding liberal arts colleges regarding opportunities to study Arabic; these inquiries have increased particularly since 2001. To mention a few concrete examples: in the past two years, I have gotten to know two

very promising students who left Furman University to continue their studies elsewhere, citing the lack of access to Arabic instruction as one of the major reasons for leaving. Other students with interest in the Arabic language have had to resort to summer programs in Middlebury or overseas; the availability of Arabic instruction in Greenville would alleviate these problems.

Furthermore, I believe that the offer of Arabic at the college level would increase academic curiosity and interest about the Middle East among students, and thus would help lay the groundwork for a better appreciation and understanding of the people, religions, and cultures of the people of the Middle East, which is so sorely needed in the current political-religious climate of the South.

Thus I would like to thank you for taking the initiative on this important task: I fully and wholeheartedly support this endeavor, and wish you great success in this enterprise.

Please do not hesitate to contact me if you have any questions.

Sincerely,



Alfons H Teipen

In the name of Allah, the most beneficent, the most merciful

ISLAMIC SOCIETY OF GREENVILLE

STREET ADDRESS: 96, MERIDIAN AVE., TAYLORS, SC 29687

MAILING ADDRESS: P.O. BOX 25721, GREENVILLE SC 29616

WWW.GREENVILLEMASJID.COM

PHONE: (864)292-2219

Monday, April 27, 2009

Ms. Chirinjev Peterson
Department of International Education
Greenville Technical College
620 South Pleasantburg Drive
Greenville, South Carolina 29606-5616

Dear Ms. Peterson:

Please accept this letter as indication of our support for Greenville Technical College's proposed project to develop a Middle East Studies Program at Greenville Technical College by applying for an Undergraduate International Studies and Foreign Language Program grant from the United States Department of Education.

One of the Islamic Society of Greenville's primary objectives is the promotion of understanding and dialogue between Greenville and its Muslim citizens. In accordance with this objective, we appreciate the potential contribution of your project in helping people recognize and appreciate the contributions of the Middle East and its rich Islamic heritage. We support your efforts to secure funding for this important and commendable project.

Sincerely,



Mohammad Fatayerji
Vice President, ISG

EXECUTIVE COUNCIL – 2009

Mazen Abu Shanab
President
864-525-9269

Mohammad Fatayerji
Vice-President
858-752-9166

Minhaj Syed
Treasurer
864-268-8147

Ikram Muqri
Secretary
864-848-9136

Bassem Falous
Joint-Secretary
864-640-2899

Haroon Raja
Member At large
864-906-0146



October 7, 2008

Chirinjev Peterson
Director, International Education
Greenville Technical College
P.O. Box 5616
Greenville, SC 29606

Dear Chirinjev,

I write this letter in support of your Title VI A grant proposal in which you highlight the introduction of your Arabic language and cultural studies program. We at USC Upstate feel that such a project fills an evidenced need in the Spartanburg-Greenville communities and applaud your initiative in spearheading this effort.

We can offer support to your project by ensuring that students enrolled in our USC Upstate academic programs at the University Center in Greenville are aware of your planned courses and are encouraged to participate. Furthermore, we can disseminate information about your courses and events on our main campus in Spartanburg to ensure that students with Arabic language background and interests have access to your offerings.

Your program may provide an important support in development of an upper-level Arabic language program on our campus at some point in the future. The synergy that your program may provide in the Greenville market is a development that we both endorse and support.

Sincerely yours,

A blue ink signature of Deryle Hope, written in a cursive style.

Deryle Hope, Ed.D
Assoc. Director, International Studies

Chirinjev Peterson

Greenville Technical College
Department of International Education
Office: UT 114
864-250-8668
Chirinjev.peterson@gvltec.edu

Education

<i>SUNY at Stony Brook</i> Passed Ph.D. Qualifying Exams for Economics Areas of Concentration: Labor Economics, Economic Systems	1983
<i>SUNY at Stony Brook</i> M.A. Economics	1981
<i>Jesus and Mary College, Delhi University</i> B.A. Economics	1980

International Education Experience

Director of International Education, <i>Greenville Technical College</i>	June 2003-Present
<ul style="list-style-type: none">• Direct exchange student programs: submit award applications; create and hire for new positions; oversee implementation; offer academic, cultural and service opportunities and support to students; write reports; make presentations; oversee program budgets• Lead college wide internationalizing curriculum revision projects• Establish advisory committees and develop strategic plans• Develop, market, and assess workshops and conferences• Create and direct Short-term Study Abroad Programs• Submit internal and external grant applications• Review and oversee internal grant applications• Support international students• Participate in local efforts to support the international community• Create and manage International Education budgets• Supervise administrative assistant, exchange project directors, work study student assistants	
Director, South Carolina International Education Consortium (SCIEC)	Aug 2001-Jun 2003
<ul style="list-style-type: none">• Organize Annual Conference• Writing grant applications• Plan and administer budget• Supervise administrative assistant and work study student assistants• Oversee workshops and general logistics	

Director of International Education, Arts and Sciences Division,
Greenville Technical College

Aug 1998-Dec 2001

- Developed new English as a Second Language program
- Lead an eleven member faculty research project
- Lead workshops on methods of internationalizing courses

Mentor, Title VI A Grant

Aug 1994

- Developed a course in Comparative Economics Systems

Teaching Experience in Economics

Professor of Economics, Greenville Technical College
 Adjunct Instructor at California State University
 Adjunct Instructor at San Bernardino Valley College
 Visiting Assistant Professor at St. Lawrence University
 Visiting Assistant Professor at Rhodes College
 Student Instructor at SUNY at Stony Brook
 Teaching Assistant at SUNY at Stony Brook

1990-Present
 1989-1990
 1989
 1986-1987
 1985-1986
 1983
 1980-1985

Applied Economics Experience

Land Use Planner *County of San Bernardino*

1988-1990

Grants Awarded and Supervised

Community Colleges for International Development Exchange Student Programs – student exchange programs which bring students from underserved countries to the U.S. to study technical fields and learn about democratic processes; funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs

2008-2009, 2009-2010

Near East and South Asia Undergraduate Exchange Program - student exchange program which brings students from underserved countries to the U.S. to study at U.S. colleges and universities; funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs

2007-2008, 2008-2009

Fulbright Foreign Language Teaching Assistant Program – program for young teaching professionals from various countries to spend an academic year at a US institution to study and to teach their languages

2006-2007, 2007-2008, 2008-2009

Freeman Foundation Grant to host a conference, "Introduction to Islam in Asia," for faculty members

2005-2006

Deutscher Akademischer Austausch Dienst (German Academic Exchange Service) Group Study Grant to fund short term Study Abroad Program for students in Automotive Technology programs

2005

Piedmont Health Care Foundation Grant to internationalize health care Curriculum; this effort earned Greenville Technical College the ACIIE International Intercultural Achievement Award for Best Practice in International or Intercultural Development Programs for Faculty Perkins Grant funds

2004-2005

2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009

International Education Programs, Workshops and Conferences Developed and/or Presented

"International Business Etiquette" Workshops	Greenville Technical College	2009
"Religion and Health Care" Series	Greenville Technical College	2009
"Working with International Students" Workshops	Greenville Technical College	2008
"Study Abroad at Community Colleges"	NAFSA Region VII Conference	2008
"Patterns of Southern Immigration" Series	Greenville Technical College, Furman University, International Center of the Upstate	2008
"Snapshots of Our World" Series	Greenville Technical College	2007, 2008, 2009
"Globalizing the Community College Experience: Best Practices in Study Abroad"	NAFSA Region VII Conference	2007
"Who Moved My World?" Series	Greenville Technical College	2006, 2007
"Working with Diversity" and "Understanding Professional Practices Around the World" series	Greenville Technical College	2005, 2006
"Cultural and Clinical Competence: Globalizing Healthcare Curricula"	Greenville Technical College	2004

Current International Education Memberships and Affiliations

CCID (Community Colleges for International Development)
IIE (Institute of International Education)
ICU (International Center of the Upstate)
NAFSA (Association of International Educators)
Greenville Forward: Vision 2025 International Committee
SERMEISS (Southeast Regional Middle East and Islamic Studies Seminar)
Forum on Education Abroad

Honors and Awards

Unsung Hero Award	Greenville Technical College	2006
Best Practices Award from ACIIE		2006

Current Volunteer Activities

Member of School Improvement Council, Eastside High School, Taylors, SC

Languages

English, Hindi, and Punjabi

References

Submitted upon request

Reginald V. Bruster, Ph.D.

e-mail: Reginald.Bruster@gvltec.edu

Objective: Assistant Professor of English

Education:

Ph.D. in Literature and Criticism,
Indiana University of Pennsylvania
Indiana, Pennsylvania

Concentration: Generalist, Nineteenth Century African American Women's Literature
Dissertation: *Rooted in the Body: Architectonics in Black Women's Literature*
Advisor: Dr. Karen Dandurand

M.A. in English
Western Kentucky University
Bowling Green, Kentucky
Concentration: Generalist in American Literature

B.A. in English
Berea College
Berea, Kentucky

Certificate
Institute of Children's Literature
West Redding, Connecticut

Languages

Can read some Spanish
Self-study of Arabic

Academic Experience

Instructor of English, 1995 to Present

Greenville Technical College, South Carolina

Courses:

Introduction to Composition American Literature I & II Professional Communication
Composition I & II British Literature I Introduction to Speech
World Literature I & II

Distance Learning in Teleclasses

Lecturer, September 1994- May 1995 and January 1996 – June 1996

Cairo University, Fayoum Branch, Egypt (Fayoum University as of 2005)

Courses:

Literary Criticism Novel Shakespeare Linguistics

Taught freshmen to senior levels. Criticism focused on theory (e.g., post colonial, psychoanalytic, formalism, etc.). Nineteenth century and twentieth century novels focused on African American writers, Shakespearean comedy and tragedy, and Applied Linguistics

Graduate Assistant, 1993-1994

Indiana University of Pennsylvania

Research Assistant to Dr. Malcolm Hayward

Gathered data for professor's classes and research. Mostly library journals and some archival work.

Teaching Assistant, 1992-1993

West Virginia University, Morgantown

Courses:

African American Literature Composition I

Survey course in African American literature from eighteenth century to present. Genres covered: poetry, drama, short story.

Composition: studied composition in conjunction with literary selections. Frequent theme assignments.

Assistant Professor of English, 1988-1992

Vincennes University,

Vincennes, Indiana

Courses:

Composition I & II African American Studies Cultural Diversity

African American Studies: Covered historical and social events in American history

Cultural Diversity: Co-created and co-taught sociology/literature

Teaching Assistant, 1986-1988

Western Kentucky University, Bowling Green

Course: Composition I

Professional Committees

Greenville Technical College

President's Advisory Council
Academic Council
English Department Professional Development, Chair
SACS Reaccreditation, Chair
Head Instructor for Professional Communication
President's Leadership Institute Committee
Minority Faculty and Staff Association
Diversity Task Force, Chair
Search Committee: Math department., Dean of Students, English department, IT department, Director for Northwest GTC campus

Vincennes University

Quality Instruction
General Education
Writing Across the Curriculum
Outreach Committee
Campus Ministries

Professional Service

Greenville Technical College

Academic Advising
Advisor for International Student Organization
Television commercial promoting Greenville Technical College
Guest Speaker at Martin Luther King, Jr. Banquet, Vincennes
Guest Speaker at local community center (subject: Egypt, South Korea)
Reader for Journal of Men's Studies
Reader for Teaching English in the Two-Year College
Judge for Black History Bowl for elementary, middle, and high school students
Judge for History Day, a contest for middle and high school students
Volunteer tutor for elementary black male students
Judge for Poetry Slam Contest
Organized an Exchange Activity (5k walk/run)
Organized Poetry Read

Cairo University, Fayoum Branch

Advisor of Drama
Reader of Masters Thesis and Dissertation , Egypt
Advisor for Student Publication, The Fayoum Forum, 1996

Vincennes University

Academic Advising
Advisor for Hispanic Student Organization

Co-developed New Course in Cultural Diversity
Humanities Coordinator for Minority Students
Seminars in Fiction for high school students
Judge for Black History Speech Contest
Guest Speaker for Black History Week forum

Papers Presented at Conferences

Why Huck Can't Talk to Tom at Children's Literature Conference (March 2005)
Why Huck Can't Talk to Tom at American Men's Studies Association
Appropriating the Writer: Maxine Hong Kingston in Western Discourse at IUP
Graduate Forum

Publication

Annie Greene Nelson, entry in Encyclopedia of African American Literature
Two entries: Jesse Washington and Benjamin Brown in Encyclopedia of Race and Riot
Essay-in-progress to contribute to book on African American visibility in two-year
College
Essay contributed to a book about FIPSE Project

Awards

Fulbright Study Abroad to South Korea, 2001
Faculty of the Year for Arts & Science Division, Greenville Technical College, 2003
Adjunct Faculty of the Year, English, Arts & Science, Greenville Technical College,
1998
Grant to Develop a Class in Cultural Diversity

Professional Memberships

Presentation Memberships

American Men's Studies Association
National Council of Teachers of English
American Association of University Professor
Council for Secular Humanities

Former Memberships

Indiana Coalition of Blacks in Higher Education, 1989-1992
Indiana Arts Council
Ole Town Players Community Theater, Indiana

Delores B. Lamb

2008

Educational

Clemson University, B.S. Chemistry, 1976
Clemson University, M.S. Environmental Systems Engineering,
Environmental Chemistry, 1990

Honors

2001 Arts and Sciences Professor of the Year
1996 NISOD Excellence Award
1994 Engineering Technology Professor of the Year
5 Who's Who Among Americas Teachers

Professional

Assistant Dean Of Arts and Sciences , 2008
Department Head, Physical Sciences, 2004- 2008
Assistant Dean Of Engineering Technology, 1997-2003
Developed an Associate Degree Program in Hazardous Materials Technology,
1992
Department Head of Hazardous Materials Technology, 1993-1998
Developed 3 certificate programs in Environmental Health and Safety 1993- 1995
Lead the development of a Summer Hands-On Technology Workshop for High
School students, 2000 - 2001
Organized Engineering Technology Career Fairs 1997 - 2003
Lead the development of a series of short engineering workshops designed to
recruit female students into engineering.
Director of Hazardous Substance Management for the College, 1990-1993
Chemistry Faculty, 1978 – present
SACS Steering Committee , Chair of Educational Programs (1999-2001)
Presidents Advisory Committee Chairperson 2000-2001

Publications

Lamb, D.B, " Transport of Sulfate, Nitrate, and Chloride through soil Columns
and Correlations with Trace Metal Transport", 1990.

In-House Publications:

Discovery Labs for General Chemistry 1995 – 2004
Lecture Guides for General Chemistry 1995- current
Procedures for the Storing and Handling of Hazardous Wastes, 1992
OSHA "How to Training" Manual, 1992
Safety Policies and Procedures (for the College) 1992

STEVE HANNA
ACOSC
101 BELFREY DR
GREER, SC 29650

April 22, 2009

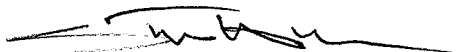
Ms. Chirinjev Peterson
Department of International Education
Greenville Technical College
620 South Pleasantburg Drive
Greenville, South Carolina 29606-5616

Dear Ms. Peterson:

I would like to extend my support for Greenville Technical College's proposal to develop a Middle East Studies Program at Greenville Technical College by applying for an Undergraduate International Studies and Foreign Language Program grant from the United States Department of Education.

The Coptic Christians and the Baptist Christians community that I represent recognize the importance of this effort to bring necessary educational resources to the Greenville area so that we can teach about this very important region and develop a greater understanding of our connection to the Middle East. We applaud your efforts and hope they are successful as such a program would be extremely beneficial to our community.

Sincerely,



Pastor/Steve Hanna
Senior Pastor
Arabic Church of South Carolina
101 BELFREY DR
GREER, SC 29650
(864)907-8414
Fax (864)605-0807
SteveZHanna@yahoo.com

MARY ALICE RYAN-MORRIS

(864) 250-8828 (W)
mary.ryanmorris@gvltec.edu (W)

EDUCATION - DEGREES

August 1975-June 1977	MA in International Studies Coursework for Professional Teacher Certification University of Denver Denver, Colorado
September 1970-May 1974	BA in Psychology and Peace Studies College of Mount Saint Vincent Riverdale, New York

ACADEMIC/TEACHING EXPERIENCE

August 2006-present	International Education Administrative Assistant Greenville Technical College Greenville, SC Responsibilities: Assist the Director of International Education with program and administrative duties including grant writing and supervision; budget management; program needs assessment, design and management
January 1992-present	Adjunct Instructor, Political Science Department Greenville Technical College Greenville, SC Courses taught: American Government, Introduction to International Relations (including participation in the Southern Regional Model United Nations), State and Local Government Other duties: Mentor new faculty, design on-line courses, faculty advisor to the Rotaract Club
August 2003 – May 2006	Adjunct Professor, Department of History, Philosophy, Political Science and American Studies University of South Carolina Upstate Spartanburg, SC Course taught: American National Government
June 1989-January 1991	Parental leave
August 1987-June 1989	Social Studies Teacher The Center for International Studies at Southside High School The School District of Greenville County Greenville, SC Courses taught: International Studies, Comparative Government, Asian Studies, African Studies, World Geography Wrote curricula for Asian Studies, African Studies
June 1984-August 1987	Parental leave
January 1979-June 1984	Social Studies Teacher Woodmont High School Piedmont, South Carolina The School District of Greenville County Courses taught: World History, World Geography, World Cultures, American Government, Consumer Economics

February 1978-January 1979	<p>Social Studies Teacher VISTA Project at Southwest Denver Youth Services Denver, Colorado Course taught: Local History; Course resulted in a publication of a student magazine entitled <i>Algo Dicho: Something Said</i></p>
September 1977-January 1978	<p>Substitute Teacher Denver County Schools Denver, Colorado Jefferson County Schools Lakewood, Colorado Courses taught: Various Social Studies and Foreign Languages</p>
September 1976-August 1977	<p>Program Planning Assistant Rocky Mountain Forum on International Issues Denver, Colorado Research for and coordination of seminars on international issues for local leaders in the Denver area</p>

OTHER EXPERIENCE

September-December 1974	<p>Protocol Assistant United States Mission to the United Nations New York, New York Duties: Assist the Protocol Officer in planning and directing diplomatic functions at the United States Mission to the United Nation</p>
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ADDITIONAL EDUCATION AND PROFESSIONAL DEVELOPMENT

July 2003	<p>Learning Strategies Franklin University (on-line) Columbus, Ohio</p>
February 2002	<p>Teaching Narratives of Conflict in South Asian Religions Triangle South Asia Consortium Workshop Duke University Raleigh, NC</p>
February 2001	<p>How South Asia Research in Political Science Affects the Core Curriculum Triangle South Asia Consortium Workshop North Carolina State University Raleigh, NC</p>
June 1988	<p>Teachers' Institute on the Teaching of Geography University of South Carolina at Spartanburg</p>
June-August 1982	<p>Teachers' Seminar in Middle East Studies Emory University Atlanta, Georgia</p>
June-July 1979	<p>Courses in Education and History Furman University Greenville, South Carolina</p>
September 1972-July 1973	<p>Institute for European Studies Vienna, Austria Undergraduate year abroad program</p>

MOST RECENT VOLUNTEER COMMUNITY SERVICE

Greenville Literacy Association – Summer 2007

Tutor – Rotary Literacy Project – Summer 2007

St. Joseph's Catholic School Parents Guild, Greenville, SC – 1998-2006

Held offices of president and secretary; served as ex-officio member on the Board of Trustees; founded and coordinated the school store, Knights and Nobles

Our Lady of the Rosary School Parent-Teacher Organization, Greenville, SC – 1989-2004

Held offices of president and secretary; ex-officio member of the School Board of Our Lady of the Rosary Parish; chaired several committees

Clark Manor Homeowners Association, Simpsonville, SC – 1995-2003

Chaired Committee to Draft Bylaws, Held Offices of Secretary and Treasurer

St. Mary Magdalene Parish, Simpsonville, SC – 1991-present

Established and coordinated the Parish food drive; served on various other committees and ministries

TECHNOLOGICAL EXPERTISE

Microsoft 2007 Word, PowerPoint, Outlook – extensive use; some use of Excel and Publisher

Campus Cruiser – extensive use

Datatel – moderate use of ST and CF applications

WebCT/Blackboard – moderate use

REFERENCES

Ms. Chirinjev Peterson, Director, International Education, Greenville Technical College, Greenville, SC 29606

Dr. Frank Provenzano, Director, Honors Program, Greenville Technical College, Greenville, SC 29606

Ms. Beverly Wagner, MSW, Human Services Instructor, Greenville Technical College, Greenville, SC 29606

Mr. Keith Kiser, Headmaster, St. Joseph's Catholic School, 100 St. Joseph's Drive, Greenville, SC 29607

NABIL ABDELFAHAT

EDUCATION

Ph.D., Arabic Linguistics, University of Texas at Austin, 1990
Dissertation title, "Linguistic Changes in Journalistic Language in Egypt, 1935-1989: A Quantitative and Comparative Analysis."

M.A., Applied Linguistics, Indiana University at Bloomington, 1983

B.A., English and Education, English Department, College of Education, Tanta University, Egypt, 1979

WORK EXPERIENCE

2003-Present **Adjunct Associate Professor, Department of Modern Languages, Montana State University**. Professor for the US Arabic Distance Learning Network.

2003-Present **Arabic/English Translator**

2001-2002 **Content Editor**, On-Line Course on Arabic Language and Civilization, Developed for the National Institute for Technology and Liberal Education, Middlebury College, Vermont.

1998-2002 **Director of the Arabic School**, Middlebury College, Vermont
Previously worked as an instructor at the Arabic School for ten summers.

1999-2002 **Assistant Professor of Arabic Language and Culture**, Department of Asian & Middle Eastern Languages, Western Michigan University, Kalamazoo, Michigan.

1994-present **Examiner Responsible for Arabic Ab initio**, International Baccalaureate Organization (IB), United Kingdom

1993-1999 **Lecturer and Coordinator of Arabic**, Department of Near Eastern Studies, University of California at Berkeley

1990-1993 **Part-Time Instructor**, Center for Arabic Study Abroad (CASA), American University in Cairo, Egypt

1990-1993 **Assistant Professor of Linguistics**, English Department, College of Education at Kafr El-Sheikh, Tanta University, Egypt

CONFERENCE PRESENTATIONS

Computer-Mediated Communications in the Arabic Language Curriculum, the Middle East Studies Association conference (MESA), San Francisco, 1997

Developing Reading Comprehension Strategies for Beginning and Intermediate Arabic students Using Interactive Multimedia Tools.

Paper and computer demonstration presented at the Wayne State University conference on Arabic as a Foreign Language in the New Millennium, Detroit 1999

Mental processing and the Development of Reading Comprehension Strategies among Beginning and Intermediate Arabic Students. An invited lecture at the University of North Carolina at Chapel Hill, February 2000.

Inter-dialectal Intelligibility in Interlocutory Arabic Discourse, Fourth annual meeting of the International Association of Arabic Dialectology, Marrakech, Morocco, April 2000

WORKSHOPS

Led workshop on the Oral Proficiency Interview, at the American University in Cairo, March 1992.

Led workshops for Teaching Arabic as a Foreign Language, held at the International Baccalaureate Schools in Dubai, 1997, Cairo, 1998, Amman, 1999.

Led workshop on the Teaching of Reading Comprehension Strategies in Arabic, at Al- Akhawayn University in Ifrane, Morocco, April 2000

Led workshop on Arabic Oral Proficiency Testing, at Al-Akhawayn University in Ifrane, Morocco, April 2000

Curriculum Vitae

Updated: April 17, 2009

Pages: 7

Dr. Allen Fromherz

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Employment

- Assistant Professor, Medieval North African, Middle Eastern and Mediterranean History, Georgia State University, 2008 – Present.
- Assistant Professor, Middle Eastern History, College of Arts and Sciences, Qatar University, Doha, Qatar. 2007-2008.
- Postdoctoral Research Scholarship and Long-Term Grant: American Institute for Maghrebi Studies (AIMS). Marrakech, Morocco: August 2006 - 2007. “Locating and Interpreting Almohad and Almoravid Sites in the Atlas Mountains.”

Education

- PhD, University of St. Andrews 2003-2006, Arabic and Middle Eastern Studies, Professor Hugh Kennedy supervisor. Thesis title: *The Rise of the Almohads: Islam, Identity and Belief in North Africa*. PhD received June 22, 2006.
- Fulbright Scholar, Morocco, 2002-2003, affiliated with Muhammad V University in Rabat and Royal Hisaniya Archives.
- Bachelor of Arts, High Honors in History (Islamic): Dartmouth College 2002, Summa Cum Laude, Phi Beta Kappa.

Relevant Publications

Upcoming Books (Under Contract)

- *The Rise of and Islamic Empire: The Almohads of North Africa*, completed, reviewed and under contract with IB Tauris Publications of London, expected 2009. 288 pages.
- *Ibn Khaldun: Life and Times*, reviewed and under contract, Edinburgh University Press, expected 2010. 280 pages (expected).
- *Qatar: A Modern History*, IB Tauris, Expected late 2010.

Major Reviewed Articles and Book Chapters

- “North Africa and the Twelfth-century Renaissance: Christian Europe and the Almohad Islamic Empire,” *Islam and Christian-Muslim Relations*, vol. 20, no.1, January 2009, p. 43-59,
- “The Almohad Mecca. Locating Igli and the cave of Ibn Tumart”. *Al-Qantara*, XXVI, 1 (2005), p. 175-190.
- “Ibn Khaldun en de Berbers” in Maaïke van Berket and Rudi Kunzel eds., *Ibn Khaldun en zijn wereld*, Amsterdam: Bulaaq, 2008, p. 179 – 192.
- “The Lady of Victory in Gulf History and Poetry,” Gulf Women’s Project Book Chapter, Supreme Council of Her Highness Sheikha Mouza, expected 2009.

Reviewed Encyclopedia Articles and Additional Publications

- “Peace Movements: Middle East” and “Ethics of War and Peace: Middle Ages,” in *Oxford Encyclopedia of Peace*, 2009.
- “Abu Hafs ‘Umar al-Hintati”, “Ya’qub al Mansur” and “Yusuf Ya’qub”: *The Encyclopaedia of Islam*, 3rd Edition, Leyden: Brill, 2008.
- “Jerusalem,” “Middle Eastern Elites” , “The Berbers.” “Sahara”, “The Touareg”, “Middle Eastern Architecture”, *Oxford Encyclopaedia of the Modern World*, Oxford University Press, 2008.
- “Ghana, Mali, Songhai,” “Libya/North Africa, Ancient”, “Gold and Salt, Kingdom of” and “Norman kingdoms in Southern Italy and Sicily”: articles completed and accepted the *Encyclopedia of World History*, New York: Golson Books, 2007.

- “Terrorism, the Results of”, “Thomas Jefferson”, “The Meaning of the Declaration” and “Winston Churchill”: book chapters published in the Smithsonian *One Day in History* Series ed. Rodney Carlisle, HarperCollins Smithsonian Books, 2007.
- “Marrakech: Doctrine in Stone” (To be published by the Center for Maghrebi Studies in Tunis, CEMAT and the American Institute for Maghrebi Studies, AIMS, in 2009)
- A series of 20 articles on modern social and economic conditions in various Middle Eastern states for *The Encyclopedia of Environment and Society*, 2007.
- “What I found in Morocco” *Christian Science Monitor*, January 13, 2004.
- “Travels Lead Scholar to Real Islamic World,” *Statesman Journal*, July 6, 2003.
- “Ibn Khaldun: a New Approach” from University of Tunis Conference Publications, *Tribu, Ville et Espace dans le Monde Islamique*, 2003.
- Thesis: *The Meaning of History - Ibn Khaldun, Commanding Right in Islamic History*, Trustees of Dartmouth College, 2002; Ray Winfield Smith Prize for Best Thesis on Asian or African History.
- Founder, Publisher and Writer: *The Dartmouth History and Classics Journal*, a journal for undergraduate research, 2001.

Teaching Experience

- Georgia State University, Assistant Professor. I constructed two new courses - one undergraduate level and one graduate level course on Islam and the Medieval Mediterranean for Spring Semester. I taught Middle East History to 1800 and World History to 1500 this Fall. Concurrently, I started advising two PhD dissertations.
- Qatar University Assistant Professor teaching load: two lecture sections on Middle Eastern History for a highly diverse, international classroom of Qatari ESL students.
- University of St. Andrews independent graduate instructor and essay grader for four weekly seminars of 9-12 students. Two seminars a semester of Introduction to the Middle East (Arabic 2003) and two seminars of East and West in the Age of the Crusades (ME 1002).
- Fulbright Scholar guest lecturer for Dartmouth College Study Abroad Program sessions in Spring 2003.

- Guest lecturer at the University of Fez II, Summer 2003.

Language Skills

- Arabic: reading comprehension in Modern Standard Arabic, translation, writing and speaking ability in Moroccan and Modern Standard Arabic. Speaking ability developed during employment and travel in the Middle East.
- French: high reading comprehension, translation, some speaking and writing ability.
- Spanish: high reading comprehension, translation, some speaking and writing ability.
- Italian: reading comprehension, limited translation, speaking and writing ability.
- Latin: basic reading comprehension.
- Berber (Amazigh): limited speaking ability. (Courses at the National Endowment for the Humanities Berber Studies Institute, Oregon State University, 2007)
- Tangier Summer Advanced Arabic Language Program (TSALP), University of Arizona and Tangier American Legation, 7 weeks, Summer 2005.
- Yemen Language Center and Research Institute: 6 weeks of Arabic training in Sanaa, Yemen, August: 2002.
- American Language Institute in Fes: 2 months of Moroccan Arabic, September 2002.

Grants and Awards

- Center for Maghrebi Studies at Tunis (CEMAT) summer research grant, “Ibn Khaldun as Tunisian National Symbol”, Summer 2009, \$6,000.
- Georgia State University, History Department Research Grant, Medieval Mediterranean: Tunisia and Italy in the Medieval Period, \$10,800.
- National Endowment for the Humanities Berber Studies Research Institute Participant Grant, Oregon State University, Summer 2007. Final project title “The Berbers in Al-Andalus” \$3000

- American Institute for Maghrebi Studies (AIMS) Full Grant 2006-2007, \$15,000
- Royal Historical Society ORS Scholar to obtain a Ph.D. at St. Andrews University (Full funding and University stipend) \$40,000.
- American Institute of Maghrebi Studies (AIMS): Tangier American Legation Advanced Arabic and Moroccan Arabic Study Grant, 7 weeks, Summer 2005. \$7000
- Author of Approved Middle East Partnership Initiative (MEPI) State Department Grant, "Student Horizons," for student council exchanges between America and Oman, \$25,000.
- Reynolds Foundation Scholar for International Study: 2003-2004, \$10,000.
- Royal Historical Society Grants: "Locating Igli: birthplace of the founder of the Almohad Empire in Morocco," Feb. 2004. Second grant provided for Spring 2006 report: "Zagora and the Desert Library of Tamegroute." \$2000
- Fulbright Scholarship to Morocco: 2002-2003, c. \$25,000
- Ray Winfield Smith Scholar for Best Thesis in Asian and African History, 2002. \$250
- Rufus Choate Scholar, 2000-2002 and Alumni Scholar, 1999-2002.
- Dartmouth Presidential Scholar, 2002, "Cataloguing the Incunabula: Dartmouth Illustrated Books from 1550-1600."
- Class of 1952 Rockefeller Grant, UK Parliament, Summer 2001.
- Raynolds Expedition Grant, "Multiculturalism in Mauritius," Winter 2000.

International Conference Presentations and Lectures

- "Ibn Khaldun as Tunisian National Symbol" Ibn Khaldun Society, Duke University and Singapore University Sponsored conference, Istanbul, Turkey, May 29, 2009.
- "Ibn Khaldun and Jihad," CASAW, University of Edinburgh, Scotland, September, 2009.
- "Being Like Women to be Better Men," Middle East Studies Association (MESA), 2009.

- Plenary Session Speaker and “Roundtable: Education in the Gulf,” The Gulf and the Globe, US Naval Academy, Annapolis, Maryland, Feb 2009.

- “The Lady of Victory: Women, Hija Poetry and Tribal Feuds in the Naqaïd” MESA, 2008.

- European Association of Arabists and Islamic Studies (UEAI) University of Sardinia, Sassari Conference 2006 presentation for nomination as full member of the association: “The Almohads and the Mediterranean: From Genoa to Rabat”

- 2006 Middle Eastern Studies Association (MESA) conference presentation in Boston: “The Kitab al-Jafr and the Meaning of Fate in Islamic History.”

- American Institute for Maghrebi Studies (AIMS) annual conference presentation in Tangier, June 8-10. “The Idea of the Mahdi in Ibn Khaldun’s Muqaddimah.”

- Middle Eastern Studies Association (MESA) annual conference presentation, November 2005, “Marrakech: Doctrine in Stone.”

- World History Association (WHA) annual conference presentation, June 27-30, 2005, Al-Akhawayan University, Ifrane, Morocco, “The Almohads, Africa and the Mediterranean: Connections and Contacts.” Panel chair for “Education in the Sudan.”

- American Institute of Maghrebi Studies (AIMS) annual conference presentation in Tunis, May 2005, “The Origins of Marrakech.”

- The Berbers and Other Minorities in North Africa: a Cultural Reappraisal, peer-reviewed Presentation at PSU, Oregon, May 2005, “The Almohads: The Rise of a Berber Civilization and the Unification of the Greater Maghreb.”

- AIMS Dissertation Conference, Harvard University, April 2005, “Tribe and State: the Formation of the Almohad Empire.”

- “The Individual and Islam”: Visiting Scholar anthropology presentation for at the American Language Institute in Fes hosted by Professor Dale Eickelman, April 2003.

- Fulbright Conference: “Ibn Tufayl – The Individual in Moroccan History,” Rabat, 2003.

- University of Tunis, Zituna, April 2003, *Tribu, Ville et Espace dans le Monde Islamique*, “Ibn Khaldun: a New Approach.” (Presented in Arabic and French)

- “Multiculturalism in Mauritius: a Model for Globalization?” *Raynolds Expedition Presentation* at Dartmouth College, 2000.

Other Relevant Employment

- Acting Democracy Program Coordinator at the US Embassy in Muscat, Oman 2004, author and implementer of a successful Middle East Partnership Initiative (MEPI) Grant to develop an exchange program between Omani and American student councils.

- \$25,000 raised for MEPI Grant.
- \$20,000 raised for State Department Museum Development Program in Oman through official cables.
- Translated Arabic Newspapers and Policy Papers into English for official cables.

- English Teaching Volunteer, UN High Commission for Refugees post in Sanaa, Yemen, August 2002.

- Special Collections, Dartmouth College, Student Archivist: Incunabula and College Archives, 1998-2002.

- Parliamentary Research Assistant: Office of Donald Anderson, MP, Chair of the Foreign Affairs Select Committee, Summer 2001, Rockefeller Center Class of 1952 Grant.

Community Service and Volunteer Work

- Teacher at the Annual Summer Arts Festival for primary public school children Willamette University, Salem, Oregon, every summer since 2001.

- Teacher and Presenter on Islamic Culture at Youth Rehabilitation Center, Salem, Oregon, December 2005.

Professional Membership

Fellow of the Royal Asiatic Society (RAS).

Member (2006) of the Union Européenne des Arabisants et Islamisants (UEAI), Member of the Middle Eastern Studies Association (MESA), American Institute for Maghrebi Studies (AIMS), Phi Beta Kappa (PBK), The Royal Historical Society (RHS), The World History Association (WHA); Conference Organizer and Member of the School for ‘Abbasid Studies.

ALLEN HIBBARD

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Middle Tennessee State University
Murfreesboro, TN 37132
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EDUCATION

Ph.D., University of Washington, 1989
M.A., University of Washington, 1982
B.A., American University, 1978

ADMINISTRATIVE EXPERIENCE

Director, Middle East Center, MTSU, Fall 2006-Present
Director, Graduate Studies, English Department, MTSU, January 1999-June 2004

TEACHING EXPERIENCE

Full Professor, Middle Tennessee State University, 2001-Present
Associate Professor, Middle Tennessee State University, 1996-2001
Assistant Professor, Middle Tennessee State University, 1994-1996
Fulbright Lecturer, Damascus University, 1992-1994
Assistant Professor, Middle Tennessee State University, 1990-1992
Acting Instructor, University of Washington, 1989-1990
Instructor, American University in Cairo, 1985-1989
Teaching Assistant, University of Washington, 1981-1985

TEACHING AND RESEARCH AREAS

American Literature	Middle Eastern Literature in Translation
Comparative Literature	Modernism
Composition	The Novel
Cultural Studies	Postmodernism
Literary Theory and Criticism	The Short Story

PUBLICATIONS

Books

Paul Bowles: A Study of the Short Fiction. Boston: Macmillan, 1993.
Paul Bowles, Magic & Morocco. San Francisco: Cadmus Editions, 2004.
Adonis. Poets for the Millennium series. University of California Press. (Under contract)

Edited Volumes

Conversations with William S. Burroughs. Jackson, MS: University Press of Mississippi, 2000.

Edited Conference Proceedings

"Introduction: A Moveable Feast." *Bowles/Beats/Tangier*. Allen Hibbard and Barry Tharaud, co-editors. Select Proceedings of "Borders, Beats & Beyond," International Centre of Performance Studies, Tangier, Morocco, 2008. 3-20.

Chapters in Books

- "Arabic Literature in Translation." *Teaching Literary Texts in Translation: Issues and Pedagogical Options*. Ed. Carol Maier and Françoise Massardier-Kenney. Kent State University Press, forthcoming.
- "Tangier and the Making of *Naked Lunch*." *Naked Lunch at 50: Anniversary Essays*. Ed. Oliver Harris and Ian MacFadyen. Southern Illinois University Press, forthcoming 2009.
- "An Anatomy of Alfred Chester's *Exquisite Corpse*" in *The Exquisite Corpse: Collaboration, Creativity, and the World's Most Popular Parlor Game*. Ed., Davis Schneiderman, Kanta Kochar-Lindgren and Tom Denlinger. Lincoln: University of Nebraska Press, forthcoming 2009.
- "Shift Coordinate Points: William S. Burroughs and Contemporary Theory." *Retaking the Universe: William S. Burroughs in the Age of Globalization*. Ed. Philip Walsh and Davis Schneiderman. London: Pluto Press, 2004. 13-28.
- "Toward a Postmodern Aesthetic: Indeterminacy, Instability, and Inconclusiveness in *Out in the World*." *A Tawdry Place of Salvation: The Art of Jane Bowles*. Ed. Jennie Skerl. Southern Illinois University Press, 1997. 153-67.
- "Cultural Upheaval and Fictional Form in Three Contemporary Egyptian Novels." *Liminal Postmodernisms. The Postmodern, the (Post-)Colonial, and the (Post-)Feminist*. Ed. Theo D'haen and Hans Bertens. Amsterdam: Rodopi, 1994. 317-29.
- "Interview with Paul Bowles." *Conversations with Paul Bowles*. Ed. Gena Dagel Caponi. Jackson, MS: University Press of Mississippi, 1993. 201-09.

Articles

- "Our Ideals/Their Ideals, Our Realities/Their Realities: U.S. and Arab Writers Confront Injustice." Select Proceedings: American University of Beirut Conference on Liberty and Justice: America and the Middle East, 7-10 January, 2008, forthcoming.
- "Biographer and Subject: A Tale of Two Narratives," *South Central Review* (special issue on biography edited by Linda Leavell). 23.3 (Fall 2006): 19-36.
- "Inverse Migrations: Paul Bowles, Edward Said, the U.S. and the Arab World." *Meena* 2 (2006): 83-89. (Arabic translation, "Hijarat muhakasat: Paul Bowles, Edward Said, Al walayat mutahadat wa al 'alam 'arabi" 76-82.)
- "Dancing in Your Head: Alfred Chester Puts His Ear to Tangier." *Voices of Tangier Conference Proceedings*. Center for Mediterranean and Maghreb Studies, 2006: 23-28.
- "Tangier at the Crossroads: Cross-cultural Encounters and Literary Production." *Journal for Middle Eastern and North African Intellectual and Cultural Studies* 3,1 (2005): 1-10.
- "Welcome to the Wacky World of Alfred Chester." *Big Bridge* Spring 2001 (www.bigbridge.org).
- "Paul Bowles." *The Columbia Companion to the 20th Century American Short Story*. Ed. Blanche Gelfant. New York: Columbia University Press, 2000. 154-58.
- "Paul Bowles." *Dictionary of Literary Biography*, vol. 218, *American Short-Story Writers Since World War II, Second Series*. Ed. Patrick Meanor and Gwen Crane. Gale: Detroit, 2000. 56-69.
- "Alfred Chester Redivivus," *The Centennial Review* 43.2 (Spring 1999): 377-96.
- "No Place Like Homs: Syrian Humor." *Tennessee Folklore Society Bulletin* 58:4 (1998): 153-69.
- "Paul Bowles." *American Writers* (Supplement IV, Part 1). Ed. A. Walton Litz. New York: Scribner's, 1996. 79-100.

- "*Out in the World* : Reconstructing Jane Bowles's Unfinished Novel." *The Library Chronicle* (UT, Austin) 25.2 (1994): 121-69.
- "Rewriting the Social Contract: Prospects and Problems for the Individual in 19th Century United States." *Tishreen University Journal* (Lattakia, Syria) 9.15.3 (1993): 34-47.
- "Teaching 'Anecdote of a Jar' in Tennessee." *Tennessee English Journal* (1991): 25-27.
- "Some Versions of Ironic (Mis-) Interpretation: The American Abroad." *Alif* 8 (1988): 67-87.
- "*Tender is the Night* and *The Sheltering Sky*: The Meanings of Familiar and Exotic Foreign Settings." *Abhath al-Yarmouk* 6.1 (1988): 7-20.
- "Expatriation and Narration in Two Works by Paul Bowles." *West Virginia Philological Papers* 32 (1986): 61-71.

Translations

- A Banquet for Seaweed*, a novel by Haidar Haidar (from Arabic with Osama Isber). Under contract with Syracuse University Press. Selections from the translation in *Edebiyat* 12.1 (2003) 37-48.
- "The Chairs," a story by Ibrahim al-Kuni (from Arabic with Ali Ahmida). *Suitcase* 3.1 (1998): 278-84.
- "The Time," a poem by Adonis (from Arabic with Osama Isber). *Grand Street* 59 (1996): 166-73.
- "A Desire Moving Through the Maps of the Material," a poem by Adonis (from Arabic with Osama Isber). *Sulfur* 39 (1996): 75-102. (Portions republished in *Poems for the Millennium*, vol. 2. Ed. Jerome Rothenberg and Pierre Joris, University of California Press, 1998. 187-94.)
- "Contemporary Syrian Literature" (with Osama Isber). Special issue of *Cimarron Review*, July 1994, featuring works by Mohammad al-Maghut, Nizar Kabbani, Mahmud as-Sayed, Abdel Salam al-Ujayli, Zakariyya Tamer and Ibrahim Samuel.

Reviews

- Princesses' Street: Baghdad Memories* by Jabra Ibrahim Jabra. *Digest of Middle East Studies*, forthcoming.
- Atlantic Republic: The American Tradition in English Literature* by Paul Giles; *Critical Americans: Victorian Intellectuals and Transatlantic Liberal Reform* by Leslie Butler; *Henry James Goes to Paris* by Peter Brooks; and *Through Other Continents: American Literature Across Deep Time* by Wai Chee Dimock. *American Literature* 80.2 (June 2008): 427-30.
- Writing in the Margins: The Ethics of Expatriation from Lawrence to Ondaatje* by Marilyn Adler Papayanis. *Studies in the Novel* 39.4 (Winter 2007): 512-14.
- The Lost Years of William S. Burroughs: Beats in South Texas* by Rob Johnson, and *Action Writing: Jack Kerouac's Wild Form* by Michael Hrebeniak, *American Literature* 79.4 (December 2007): 852-54.
- Morocco Bound: Disorienting America's Maghreb, from Casablanca to the Marrakech Express* by Brian T. Edwards. *Comparative Literature Studies* 44.1-2 (2007): 214-20.
- "Exilic Études" (Featured Review of *Reflections on Exile and Other Essays* by Edward Said). *Middle East Studies Association Bulletin* 40:2 (2006): 231-34.
- Anthology of Arabic Literature, Culture, and Thought from Pre-Islamic Times to the Present* by Bassam K. Frangieh. *Digest of Middle East Studies* 15.1 (2006): 77-79.
- Here To Learn: Remembering Paul Bowles* by Mark Terrill. *Bowles Notes* 2 (Spring 2004): 36-38.
- Writing Off the Beaten Track: Reflections on the Meaning of Travel and Culture in the Middle East* by Judith Caesar. *Digest of Middle East Studies* 13.2 (Fall 2004): 94-96.
- Island of the Dead* by Jean Frémon. *Review of Contemporary Fiction* 23.3 (2003): 133-34.
- The Few Things I Know about Glafkos Thrassakis* by Vassilis Vassilikos. *Review of Contemporary Fiction* 23.2 (2003): 136.
- Back in No Time* by Brion Gysin. *Review of Contemporary Fiction* 22.2 (2002): 222-23.
- In Search of Walid Masoud* by Jabra Ibrahim Jabra. *MESA Bulletin* 35 (2001): 78-79.

Piranesi's Dream: A Novel by Gerhard Kopf. *Review of Contemporary Fiction* 21.1 (2001): 198.

Dream of Dreams by Antonio Tabucchi. *Review of Contemporary Fiction* 21.1 (2001): 203-04.

The Christ of Fish by Yoel Hoffmann. *Review of Contemporary Fiction* 20.1 (2000): 183.

Bernhard by Yoel Hoffmann. *Review of Contemporary Fiction* 19.2 (1999): 126-27.

Yellow Jack by Josh Russell. *Rain Taxi* 4.3 (Fall 1999): 45.

Notes from Hampstead: The Writer's Notes: 1954-1971 by Elias Canetti. *Review of Contemporary Fiction* 19.1 (1999): 181-82.

Ashe of Rings and Other Writings by Mary Butts. *Review of Contemporary Fiction* 19.1 (1999): 185-86.

Crossing Borders: An American Woman in the Middle East by Judith Caesar. *Digest of Middle East Studies* 7.4 (Fall 1999): 99-101.

The Harafish by Naguib Mahfouz. *Edebiyat* 9 (1998): 307-11.

Improvisations on a Missing String by Nazik Saba Yared. *Middle East Studies Association Bulletin* 32 (1998): 184-85.

Jacob, Menahem & Mimoun: A Family Epic by Marcel Benabou. *Review of Contemporary Fiction* 18.3 (1998): 241.

You Are Not I: A Portrait of Paul Bowles by Millicent Dillon. *Review of Contemporary Fiction* 18.2 (1998): 228-29.

Zanouba by Out el Kouloub. *Digest of Middle East Studies* 7.1 (1998): 96-98.

The Man Who Walked to the Moon by Howard McCord. *Review of Contemporary Fiction* 18.1 (1998): 252.

The Three-Arched Bridge by Ismail Kadare. *Review of Contemporary Fiction* 17.3 (1997): 242.

Unreal City by Thomas E. Kennedy. *Rain Taxi* 2.2 (1997): 46.

Sabriya: Damascus Bitter Sweet by Ulfat Idilbi, and *Lina: A Portrait of a Damascene Girl* by Samar Attar. *Digest of Middle East Studies* 6.2 (1997): 50-56.

Over-Sensitivity by Jalal Toufic. *Review of Contemporary Fiction* 17.1 (1997): 184-85.

Kingdom of Strangers by Elias Khoury. *Middle East Studies Association Bulletin* 30 (1996): 237-38.

Waiting List: An Iraqi Woman's Tales of Alienation by Daisy Al-Amir. *Middle East Studies Association Bulletin* 30 (1996): 238-39.

The Native Informant: Six Tales of Defiance from the Arab World by Ramzi M. Salti. *Digest of Middle East Studies* 5.4 (1996): 86-90.

Rites of Assent by Abd al-Hakim Qasim. *Digest of Middle East Studies* 5.3 (1996): 86-9.

"Getting Away with Murder: Patricia Highsmith." *Rain Taxi* 1.3 (1996): 34-6.

Inspector Ali by Driss Chraïbi. *Digest of Middle East Studies* 5.2 (1996): 80-83.

Corruption by Taher Ben Jelloun. *Review of Contemporary Fiction* 16.1 (1996): 156-57.

"To Fashion Identity." Rev. of *The Hostage* by Zayd Mutee' Dammaj and *Ramza* by Out el Kouloub. *Digest of Middle East Studies* 4.4 (1995): 68-77.

Belated Travellers by Ali Behdad. *Digest of Middle East Studies* 4.3 (1995): 81-86.

"East Meets West." Rev. of *Arabian Nights and Days* by Naguib Mahfouz. *Nashville Scene* 16 March 1995: 64.

Legends of the Assassins by Farhat Daftary. *Digest of Middle East Studies* 4. 1 (1995): 72-78.

Fragments of Memory by Hanna Mina, *Damascus Nights* by Rewfik Schami, and *Daughter of Damascus* by Siham Tergeman. *Digest of Middle East Studies* 3.3 (1994): 89-97.

Genesis of Arabic Narrative Discourse by Sabry Hafez. *Digest of Middle East Studies* 3.1 (1994): 80-83.

The Time and the Place and Other Stories by Naguib Mahfouz. *Digest of Middle East Studies* 2.2 (1993): 15-19.

The Fan of Swords, poems by Muhammad al-Maghut. *Digest of Middle East Studies* 2.2 (1993): 7-10.

"Paul Bowles." *Partisan Review* 58.4 (1991): 736-39.

Fiction

"Getting Back" *Milk* (2001) <http://www.milkmag.org/fiction.htm> HIBBARD.

"Abu Naim and the Beggar." *Nexus* 33 (1998): 75-78.

"Looking Over Jordan." *Al 'Arabiyya* (1995): 33-40.
Al Abur ila Al- 'Abbassiya (A collection of 12 stories translated into Arabic by Osama Isber). Damascus: Dar al Mustaqbal, 1994.
 "Al Abur ila Al-'Abbassiya" (Arabic translation of "Crossing to Abbassiya.") *Alef* 22-23 (1993): 69-72.
 "Furlough." *Passport* (London) 6 (Fall 1993): 45-49.
 "Crossing to Abbassiya." *Cimmaron Review* 99 (April 1992): 17-19. Rep. in *Sudden Fiction (Continued)*. Ed. James Thomas. New York: Norton, 1996, 187-192. Rep. in *Shamanic Warriors Now Poets*. Ed. J.N. Reilly and Ira Cohen. Glasgow, Scotland: R & R Publishing, 2003. 156-58. "Úton Abbasszijába" (Hungarian trans. By Nagy Imola), in *Lató*. 2006. május. Xvii. Évfolyam, 5. szám. 12-15.

Poetry

"Security Measures," *Third Page* (2004). <http://emptymirrorbooks.com/thirdpage/securitymeasures.html>.

Travel Writing

"Survival and Laughter in Tunis," *Third Page* (2003)
<http://emptymirrorbooks.com/thirdpage/tunisdiary.html>.
 "Tangier Revisited: A Travel Diary," *Nexus* 33 (1998): 116-21.

Other

"Decouvrir Adonis." *Adonis: Un poete dans le monde d'aujourd'hui*. Paris: Institut du Monde Arabe, 2000. 305-07.
 "Short Fiction Since 1960." *Critical Survey of Short Fiction*, ed. Frank N. Magill. Pasadena, CA: Salem Press, 1993. 2750-63.
 "Cormac McCarthy." *Magill's Survey of American Literature*. New York: Marshall Cavendish, 1991. 1191-03. (Updated and revised, July 2005).

CONFERENCE PAPERS AND LECTURES (since 1991)

"Conservative Politics and Literary Radicalism: Burroughs and Kerouac," The Beat Generation Symposium, Columbia College, Chicago, October 10-11, 2008.
 "Revisiting Tangier: The Perils of Nostalgia," Keynote Address, "Borders, Beats & Beyond," 4th International Conference, Tangier, Morocco, May 16-19.
 "Our Ideals/Their Ideals, Our Realities/their Realities: U.S. and Arab Writers Confront Injustice," American University of Beirut Conference on Liberty and Justice: America and the Middle East, 7-10 January, 2008.
 "Politics of Translation," Participant, Round Table Discussion, Middle East Studies Association, Nov. 18, 2006, Boston.
 "William S. Burroughs: Literary Saboteur," Invited Participant, William Burroughs Revisited Symposium, National Autonomous University, Mexico City, Sept. 4-8, 2006.
 "Dancing in Your Head: Alfred Chester Puts his Ear to Tangier," Voices of Tangier, an International Conference, Tangier, Morocco, January 26-28, 2006.
 "Eros and Translation," Panelist, American Literary Translators Association Convention, Montreal, November, 2005.
 "Paul Bowles and Terror after 9/11," Modern Language Association Convention, December 29, 2004.
 "Challenges in Translating Arabic into English: Haidar Haidar's *A Banquet for Seaweed*," Modern Language Association Convention, December 29, 2004.

- “Tangier at the Crossroads: Cross-cultural Encounters and Literary Production” (Invited Speaker), Writing Tangier: An International Conference (sponsored by Abdelmalek Assaadi University and University of Wales, Aberystwyth), 26-28 November, 2004.
- “The Pace of Information: Literature as Limit” (with Dr. Michael Beard), 2nd International Conference on New Directions in the Humanities, Prato, Italy, 20-23 July 2004.
- “Inverse Migrations: Paul Bowles, Edward Said, the U.S. and the Arab World,” Invited Lecture, Center for American Studies and Research, American University of Beirut, 20 April 2004.
- “Laughter as a Mode of Cultural Transcendence: The Homs Jokes of Syria,” Conference on Laughter, University of Manouba, Tunisia, 17-19 April 2003.
- “‘And I only am escaped alone to tell thee’: The Rhetoric of Survival Narratives,” Keynote Speech, Conference on Survival, Faculté des Sciences Humaines et Sociales, Université de Tunis, April 10-12, 2003.
- “A Banquet for Seaweed: The Controversy and an English Translation,” Southeast Middle East and Islamic Studies Seminar, Middle Tennessee State University, March 2003.
- Reading and Discussion of “The Time” by Adonis, Panel on World Poetry in Translation, South Atlantic Modern Language Association, Baltimore, November, 2002.
- “A Tale of Two Narratives: The Biographer and Subject,” Panel on Biography and Fiction, South Central Modern Language Association, Austin, Texas, October, 2002.
- “The Possibility/Impossibility of Private Discourse: Jacques Derrida’s *The Post Card and Circumfession*,” International Association of Philosophy and Literature, Rotterdam, June 2002.
- “Tennessee Williams in Tangier,” Invited Speaker at Tennessee Williams Festival, New Orleans, March 30, 2001.
- “Paul Bowles’s Fictional Images of North Africa: Orientalist?” Panel on “Imagining North Africa: Responses to Orientalism in Egypt and Morocco, Middle East Studies Association, Orlando, Florida, November 2000.
- “Modernism and Diaspora” (symposium participant), Modern Studies Association, Philadelphia, Pennsylvania, November 2000.
- “Metaphoric and Real Encounters with North Africa: The Making of Poststructuralist Thought,” International Association of Philosophy and Literature, Stony Brook, N.Y., May 2000.
- “Notions of Power in Contemporary Literary Theory,” Honors Lecture Series, MTSU, February 21, 2000.
- “Writing the Life of Alfred Chester,” English Graduate Student Forum, Department of English, Vanderbilt University, April 1999.
- “Alfred Chester and the Bowleses,” American Literature Association, San Diego, May 1998.
- “Contemporary Arabic Literature,” Murfreesboro Women’s Club, Feb 17, 1997.
- “The Fiction and Real Lives of Jane and Paul Bowles,” Modern Language Association, December, 1996.
- “Jane and Paul Bowles,” American Literature Association Symposium on Influences, Friendships, and Rivalries: Exploring the Relationships between Male and Female Writers of the United States, Cancun, Mexico, December 12-15, 1996.
- “Living in the Arab World,” Honors Lecture Series, MTSU, Sept. 9, 1996.
- “Literary Activity in the Postcolonial Scene,” Guest Speaker, International Conference on Literature, Linguistics and Translation, Yarmouk University, Irbid, Jordan, April 1996.
- “Americanism and World Culture and Literature,” A Humanities Series Lecture, Murray State University, November 16, 1995.
- “Jane’s Travesties,” Northeast Modern Language Association, Boston, April 1, 1995.
- “There’s No Place Like Homs,” Southeast Regional Middle East and Islamic Studies Seminar, Williamsburg, Virginia, March 26, 1995.
- “Geography, Culture and the Literary Imagination,” Middle Tennessee State University Geoscience Club, February 14, 1995.
- “A Tale of Two Nobels: Toni Morrison and William Faulkner,” 1st Annual Conference on Literature, Linguistics and Translation, Yarmouk University, Irbid, Jordan, April 1994.

“Critical Theory Since My Birth,” Al-Ba’ath University, Homs, Syria, December 7, 1993.

“Rewriting the Social Contract: Prospects and Problems for the Individual in 19th Century America,” 2nd Symposium on American Literature, Tishreen University, Lattakia, Syria, May 1993.

“Paul Bowles: An American Writer in the Arab World,” A Public Lecture, The American Cultural Center, Damascus, Syria, October 28, 1992.

“Getting Away With Murder: Generic and Ideological Subversion in the Novels of Patricia Highsmith,” Florida State University Conference on Literature and Film, February 1992.

“The Achievement of Egyptian Nobel Laureate Naguib Mahfouz,” A public lecture sponsored by the Tennessee Humanities Council, University of Tennessee-Chattanooga, January 12, 1992.

“Cultural Dynamics and Issues of Authority: Contemporary Arabic Literature in Translation,” Southeast Regional Middle East and Islamic Seminar, Fall 1991.

“Problems and Possibilities in Bowles Scholarship and Research,” A Public Lecture, Harry Ransom Humanities Research Center, University of Texas, Austin, June 1991.

“Cultural Upheaval and Fictional Form: Three Novelistic Responses to Nasser's Egypt,” International Association of Philosophy and Literature, Montreal, May 1991.

GRANTS AND AWARDS

P.I., “Middle East Studies and Outreach Project,” Undergraduate International Studies and Foreign Languages Grant, Title VI, Department of Education, 2006-2008 (\$300,000+ including MTSU matching funds).

Summer Research Grant, Middle Tennessee State University, Graduate School, Summer 2006.

Preliminary research for University of California Press volume on the modern Arab poet Adonis.

Distinguished Research Award, Middle Tennessee State University, Fall 2005.

U.S. State Department Lecture Tour. Tunisia. April 2003.

Summer Research and Travel Grant, Middle Tennessee State University, Graduate School, Summer 2002, for travel to Syria to work on translation of *A Banquet for Seaweed* by Syrian novelist Haidar Haidar.

Summer Research Grant, Middle Tennessee State University, Graduate School, Summer 2000, for preliminary work on an historical novel, *Trajan's Column*.

Travel Grant to Paris and London for work on Alfred Chester biography, Middle Tennessee State University, Graduate School, Spring 1999.

National Endowment for the Humanities Seminar, “Literary Biography: Fictionality, Presence and Speculation” CUNY, June 15-July 14, 1998. John Hall, Director.

MacDowell Colony Residency, November 1997.

Travel Grant to Tangier, Morocco for work on Alfred Chester biography, Middle Tennessee State University, Graduate School, Fall 1997.

Travel to Collections, University of Delaware and University of Texas at Austin, for work on Alfred Chester biography, Middle Tennessee State University, Graduate School, Spring 1997.

Travel to Collections, Middle Tennessee State University Research Grant for work on Alfred Chester at the University of Delaware Special Archives, Spring 1996.

U.S. Speaker Grant, USIA, for lectures in Syria and Jordan, Spring 1996.

Summer Research Grant, Middle Tennessee State University, Graduate School, for preliminary work on Alfred Chester biography, 1995.

Fulbright Lectureship, University of Damascus, Syria, 1992-94.

Harry Ransom Humanities Research Center Research Award, University of Texas, Austin, for research on Jane and Paul Bowles, Summer 1991.

National Endowment for Humanities Institute, “The Emergence of the Modern: American Culture from the Columbian Exposition to the Armory Show, 1893- 1913,” University of North Carolina, Chapel Hill, NC, June 23-July 29, 1991. Townsend Ludington, Director.

International Journal of Middle East Studies, 28 (1996), 325-348.

"Emile Habibi, the Mirror of Irony in Palestinian Literature," *Journal of Arabic Literature*, Vol. XXIV, Summer 1993, pp. 75-94

"Assaf Khater: A Migrant Worker from Mount Lebanon," *Struggle and Survival in the Middle East*, Edmund Burke III (ed.); Berkeley: University of California Press, January 1993, pp. 31-43

"She Married Silk," *The Turkish Studies Association Bulletin*, Vol. 16, no. 1 (April 1992) 69-72.

"Imbaba: The Camel Market of Cairo," *Aramco World Magazine*, Vol. 40, no. 6, Nov-Dec 1989, pp. 37-40.

"Al-Haraka al-Nissa'iya: The Women's Movement and Political Participation in Modern Egypt," *Women's Studies International Forum*, Vol. 11, no. 5, pp. 465-483, 1988

"Egyptian Feminism Today," *The Middle East*, no. 148 (November 1986), 17-18.

Reviews

Elizabeth Thompson, *Colonial Citizens: Republican Rights, Paternal Privilege, and Gender in French Syria and Lebanon*, Middle East Studies Bulletin, Forthcoming Fall 2001.

Ussama Makdisi, *The Culture of Sectarianism: Community, History and Violence in Nineteenth-Century Ottoman Lebanon*, Helderf Publications, Forthcoming Summer 2001.

Robert Manthoulis, *Jaffa la mienne*, (Paris : Ygrex Prodcutions, 1999), *Middle East Studies Bulletin*, Forthcoming

Jane Hathaway, The Politics of Households in Ottoman Egypt, *International Journal of Middle East Studies*, January 2001 .

Elizabeth Picard, Lebanon: A Shattered Country, *Qal wa Qeel: Newsletter of the Lebanese Studies Association*, October 1998.

Efraim Karsh, *Fabricating Israeli History: The New Historians*, Heldref Publications, Fall 1998

Charles Issawi, "The Middle East Economy: decline and recovery." *International Journal of Middle East Studies*. Forthcoming: May 1997

Dale F. Eickelman and James Piscatori, "Muslim Politics." *The Historian*, March 1997

Olga Nakkas, "Lebanon: Bits and Pieces." *Middle East Studies Association Bulletin*, Vol 30, no 2 (December 1996), 250

Mark Tessler, *A History of the Israeli-Palestinian Conflict*, Heldref Publications, Fall 1996

Leila Fawaz, *An Occasion for War: Civil Conflict in Lebanon and Damascus in the 19th Century*. *Journal of Political Ecology*, Vol 2, (Summer 1995), 27-30

Mai Masri and Jean Chamoum (directors), "Hostage Of Time." *Middle East Studies Association Bulletin*, Vol 29, no. 2 (December 1995), 271-2.

Jayce Salloum (director), "Up to the South." *Middle East Studies Association Bulletin*, Vol 29, no. 2 (December 1995), 270-1.

Salloum and Suleiman (directors), "Introduction to the end of an argument." *American Historical Review*, Vol. 99, no. 4 (October 1994) 1262-4.

Joseph Kostiner, "The Making of Saudi Arabia 1916-1936: From Chieftancy to Monarchical State." *The Historian*, (March 1995), 371-2.

Albert Hourani & Nadim Shehadi, (eds.) "The Lebanese in the World," and Alixa Naff "Becoming American." *Middle East Studies Bulletin*, July 1994, pp. 63-65.

Sameer Y. and Nabeel Abraham (eds.) "Arabs in the New World." *Explorations in Sight and Sound: The Journal of Ethnic Studies*, Vol. 8, no. 2, (July 1985), pp. 1-2

JAMES ANDREW MILLER
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Department of History & Geography
January 2009

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Cultural Geographer of North Africa, the Middle East and Subsaharan Africa

Education:

- Ph.D., Geography, The University of Texas at Austin, 1981
Dissertation: *Imlil: A Modern Moroccan Geography* (economic & cultural change in the High Atlas)
- M.A., Geography, The University of Texas at Austin, 1972
Thesis: *Ecological Adaptation of a Moroccan Transhumant Tribe: The Beni Mguild (Middle Atlas)*
- B.A., Geography, Binghamton University, June 1969

Other Training & Study:

- U.S. Department of State, Foreign Service Institute, Washington, D.C.
 - 47th A-100 Foreign Service Officer Class, May - July, 1989
 - Political Tradecraft, July-August 1989; Subsaharan Africa, August 1989

University of Yaoundé (Cameroon). Fulbright Summer Seminar, June, 1983

University of Texas Summer Language and Area Institute, Casablanca, Morocco, Summer 1971

University of Tunis, Faculty of Letters, Third Year (Geography), 1967-1968

McGill University, Montréal. First-year liberal arts, 1965-1966

Teaching Experience:

Clemson University, Clemson, South Carolina, Department of History and Geography
Assistant Professor of Geography, 1980-1986; Associate Professor of Geography, August 1986 –present

Academic Director, Study Abroad Program, “Tunisia Learn & Serve,” Summers 2007, 2008, 2009, in conjunction with Amideast.

University of California, Berkeley. Department of Geography and the Center for Middle East Studies
Visiting Associate Professor, Spring 1994

University Courses Taught:

Geography: World Regional Geography, Introduction to Geography, Political Geography, Geography of Subsaharan Africa, Geography of the Middle East & North Africa

History of the Middle East & North Africa: History of the Modern Middle East & North Africa, Middle East & North Africa in the Age of European Imperialism, History of Tunisia, History of Modern Egypt

Economics: Economic Development in the Middle East & North Africa, Economic Geography

American Institute of Maghrib Studies (AIMS):

Interim President, 2008; President, November, 2008 -

As President of the academic organization devoted to the study of the Maghrib, I am responsible for the management of the 200+-member body. The functions of AIMS can be summarized as follows:

- AIMS has two Overseas Centers, CEMAT in Tunis and CEMA in Oran, and is affiliated with TALIM in Tangier, which facilitate the scholarship of Americans and other nationalities in each of the Maghrib countries through their local facilities and maintain and develop networks of scholars;
- AIMS organizes competitions for grants to support its domestic programs and at its Overseas Centers and maintains a permanent Secretariat at the University of Arizona;
- AIMS supports scholars from the USA and the Maghrib countries through annual grants competitions, maintains other programs for Maghrib scholars, and works closely with the Ministries of Higher Education in its Overseas Centers' host countries;
- AIMS runs summer Critical Language Scholarship programs in Arabic for the U.S. Department of State and organizes a staff of professional Arabic teachers for this purpose;
- AIMS has an annual conference, held in rotation at its three centers, on a subject of mutual interest for US and local scholars of the Maghreb;
- AIMS works closely with the Council of American Overseas Research Centers (CAORC), through which AIMS methods of funding are organized.

Director, Overseas Studies Center:

Director, Centre d'études maghrébines à Tunis (CEMAT), the Overseas Research Center of AIMS, the American Institute of Maghrib Studies, 2003-2006.

Responsibilities included supervision of the Center, relations with Government of Tunisia and Tunisian universities; representation of American scholarly interests in Tunisia; facilitating American and other foreign scholars' interests and well-being in Tunisia; development of the AIMS Center in Oran, Algeria.

U. S. Department of State:

Political Officer, U.S. Foreign Service, 1989-1991. American Embassy, D.R. Congo (ex-Zaire)

Responsibilities: biographical officer, political parties, democratization, human rights in Congo & Cabinda (Angola), refugees. Field reporting from Bas Congo, Bandundu, Kivu, and Katanga (Shaba). Officer at the U.S. Consulate in Lubumbashi during the Gulf War

Interpreter-Escort, Summers 1969 and 1970. French-language interpreter for official visitors

Research Experience:

My geographic research has been in Morocco. I have conducted fieldwork in the High Atlas, the Marrakech region, the Draa Valley, and the Tafilalt Oasis as well as at archives in Rabat, Paris, and Aix-en-Provence.

* Between 1992 and 1999, I co-directed in the Sijilmasa Archaeological Project, a joint Moroccan-American effort to excavate the medieval Islamic caravan city of Sijilmasa and reveal its social and environmental context. In 1999, I co-curated a traveling museum exhibition "The Sijilmasa Caravan," which brought public attention to this work at museums in Birmingham, Memphis, and Nashville.

* May - July, 1995. With Peace Corps Morocco, an environmental impact assessment of pastoralism in the Toubkal National Park. Supported by Fulbright Senior Research Grant.

* December, 1994 and July 1986. Paris, France. Archives de l'Armée Terrestre, Vincennes. French colonial occupation of southern Morocco.

* Before 1992, five seasons of research in Morocco, including a Fulbright Doctoral Research Fellowship for Marrakech and region, economic and environmental change in the High Atlas Mountains among the Ait Mizane, 1973-74; and a Fulbright Islamic Civilization Award for study of the impact of the damming of the Draa Valley, 1985-86.

Publications:

Forthcoming

Book-length manuscript: "Sijilmasa: The Last Civilized Place," with Ronald Messier (book contract with the University of Texas Press)

Edited volume: "The Growth of the City in the Maghreb," papers presented at the 2005 AIMS Conference, Tunis

Article, "Revealing Iberian North-South Relations in the Eleventh Century: Out of Africa." A paper presented at a conference in Gottingen, Germany, February 28, 2004,

2005 Articles for the Encyclopedia of African History (Fitzroy Dearborn Publishers): Hassan II, Casablanca, Marrakech, Origins of the Berbers, Trans-Saharan Trade.

2002

"Trading Through Islam: The Interconnections of Sijilmasa, Ghana and the Almoravid Movement," pp. 29-58 in The Journal of North African Studies, Vol. 6, No. 1 (Spring 2001). (Also appears as pp. 29-58 in Julia Clancy-Smith, ed., North Africa, Islam and the Mediterranean World: From the Almoravids to the Algerian War. London: Frank Cass: 2001.) published Spring, 2002.

Review of "Morocco Under King Hassan," Stephen J. Hughes, in Friends of Morocco, Summer 2002, pp. 12-14.

2001

Review of Mount Sinai, Joseph J. Hobbs, in International Journal of Middle East Studies, Vol. 33, No. 4 (Nov. 2001), pp. 613-615.

Review of "Mediterranean: A Cultural Landscape," Predrag Matvejevic, in Middle East Studies Association (MESA) Bulletin, Vol. 34, No. 2 (Winter 2000), pp. 241-242.

2000

"Teaching About the Arab World," A manual for teachers. With Kenneth Perkins and Dona Stewart. Middle East Center for Peace, Culture, and Development, Georgia State University

1999

"Sijilmasa Caravan; A Voice from Morocco," A museum catalog to accompany the exhibit of the same name. Nashville, Tennessee, The Parthenon, May 23 – July 17, 1999. 16 pp.

1997

Review of "Morocco, Body and Soul" Series (film), in Middle East Studies Association (MESA) Bulletin, Vol. 31, No. 2 (December, 1997), pp. 199-201.

Review of "Threads of Time: Handmade Textiles for Weddings in Fez" (film), in Middle East Studies Association (MESA) Bulletin, Vol. 31, No. 1 (July 1997), pp. 115-116.

Review of Ralph W. Brauer, Boundaries and Frontiers in Medieval Muslim Geography, pp. 439-441 in the International Journal Of Middle East Studies, Vol. 29, No. 3 (August 1997), pp. 439-441.

Review of Sharif S. Elmusa, "A Harvest of Technology; The Super-Green Revolution in the Jordan Valley," in The Middle East Journal, Vol. 51, No. 1.

Review of Robert J. Allison, The Crescent Obscured: The United States and the Muslim World, 1776 - 1815, in Historical Geography, vol. 25, pp. 173-176. April.

1996

(With Dale R. Lightfoot) "Sijilmasa: The Rise and Fall of a Walled Oasis in Medieval Morocco," pp. 78 - 101 in Annals of the Association of American Geographers, Vol. 86, No. 1 (March 1996).

"Sustained Past and Risky Present; The Tafilalt Oasis of Southeastern Morocco," pp. 55- 69 in W. D. Swearingen and A. Bencherifa, eds. The North African Environment at Risk: Environmental Sustainability and Economic Development. Boulder, Co: Westview Press.

"Morocco," Collier's Encyclopedia, 1996 edition. Vol. 16, pp. 551-558; 558a; 558b; 559-564.

1995

"Images of Daily Life in Morocco." <http://geogweb.berkeley.edu/geoimages/miller/millerone.html>

"La viabilité de l'environnement dans les oases du Tafilalt: de l'ancienne Sijilmasa au Tafilalet d'aujourd'hui," pp. 3 - 19 in A. Bencherifa, ed. L'Afrique du Nord face aux menaces écologiques. Rabat, Morocco: Université Mohammed V, Publications de la Faculté des lettres et des Sciences Humaines, Série Colloques et Séminaires, No. 50.

Review of John Ruedy, ed. Islamism and Secularism in North Africa, pp. 194 - 195 in the Middle East Studies Association (MESA) Bulletin, Vol. 29, No. 2 (December).

1994

Review of Robert Klitgaard, *Tropical Gangsters*, in Cultural Ecology Newsletter of the Association of American Geographers (AAG), No. 24 (Spring).

Review of Winsome J. Leslie, *Zaire: Continuity and Political Change in an Oppressive State*, pp. 530-531 in Annals of the Association of American Geographers, Vol. 84, No. 3 (September).

1993

(With D.L. Bowen) "The Zawiya Nasiriyya," pp. 146-156 in Donna Lee Bowen and Evelyn Early, eds., Everyday Life in the Muslim Middle East, Indiana University Press.

Review of Graham P. Chapman and Kathleen M. Baker, eds., *The Changing Geography of Africa and the Middle East*, MESA Bulletin, pp. 198-199, Vol. 27, No. 2 (December).

1992

Review of Nathan J. Brown, *Peasant Politics in Egypt* and Kathy and Pendeli Glavanis et al., *The Rural Middle East*, in The Middle East Journal, pp. 120-121, Vol. 46, No. 1 (Winter).

1990

"King Hassan II," (biography) pp. 221-232 in Bernard Reich, ed., Political Leaders of the Contemporary Middle East and North Africa: A Biographical Dictionary. Westport, CT: Greenwood Press.

1989

World Regional Geography: A Question of Place (3rd Edition). Co-authored with Paul Ward English. New York: Wiley and Sons. 535 pp.

Review of Richard Lawless, ed., *The Middle Eastern Village*, and Elizabeth Longuenesse et al., *Communautés villageoises et migrations de main-d'oeuvre au Moyen-Orient*, in The Middle East Journal, Vol. 44, No. 3 (Summer 1989).

1986

Review of Henry Munson, Jr., *The House of Si Abd Allah: The Oral History of a Moroccan Family*, in Research in African Literatures, Vol. 17, No. 4 (Winter 1986), pp. 582-584.

1984

Imlil, A Moroccan Mountain Community in Change. Westview Press, Boulder, Colorado. 285 pp.

Instructor's Manual for A Question of Place, 2nd ed., New York: John Wiley. 88 pp.

"Journal of Near Eastern Studies," in Religious Periodicals of the United States, Greenwood Press, Westport, Ct.

1983

News from Geographic Centers. "University of Yaoundé." With G. Wesley Burnett, AAG Newsletter, Vol. 18, No. 8 (October 1, 1983), p. 5.

1978

Instructor's Manual to A Question of Place. New York: Harper & Row College Press, 1978. 92 pp.

1977

World Regional Geography: A Question of Place (1st edition). Co-author with Paul Ward English. Harper and Row College Press, 1977. 591 pp.

Grants, 1993 – present:

Grants secured for teaching at Clemson University:

Clemson Office of International Affairs, 2007, in support of Summer Abroad in Tunisia, 2008
Clemson Russian Area Studies for study of natural parks and reserves in the Republic of Georgia, 2001
Clemson McClure Endowment Teaching Innovation Grant for courses in Architecture & Geography, 1996
Clemson Teaching Initiative Grant, for visual resources on Islamic cities, 1996
Clemson Teaching Improvement Award, 1992-1993
Clemson Humanities library acquisition grant for geography, 1992-1993
U. California, Berkeley Instructional Minigrant for website, "Images of Daily Life in Morocco," 1994
<http://geogweb.berkeley.edu/GeoImages/Miller/millerone.html>

Grants secured for the "Sijilmasa Caravan" Museum Exhibit:

Clemson University Bookstore (Barnes & Noble), 1999
American Institute of Maghribi Studies (AIMS), 1998

Grants secured for archaeological excavations at Sijilmasa:

Clemson University Office of Research, 1998
Fulbright-Hays Senior Scholar Award for Morocco, 1994 -1996 (serial award)
American Institute of Maghribi Studies (AIMS), Short-term grant, 1994
World Monuments Fund, New York. Successful nomination of Medieval Sijilmasa to the 1996 List of 100 Most Endangered Sites, 1996

Major Presentations, 1993-present: I have made numerous major presentations at international, national & regional academic meetings, mostly on Sijilmasa, but also on other Middle East/North Africa topics, in the form of invited lectures, conference papers, keynote addresses, & talks to teachers and students. I have lectured in French as well as English, and have given presentations on North African topics in Tunisia, Morocco, Germany & the U.S.A. I have also accompanied & lectured to tour groups in Tunisia, Morocco, and West Africa.

Geography-Related Activity: I have reviewed manuscripts for Harcourt Brace, Prentice Hall, the University of Texas Press, Columbia University Press, the U.S. Marines, and the National Geographic Society. I have reviewed grant applications for the National Science Foundation and the National Geographic Society. I have reviewed articles for the *Geographical Review*, the *Geographical Journal*, *Urban Geography*, *Arab World Geographer*, the *Arab Studies Journal*, the *Journal of Arid Environments*, *Cultural Ecology*, and *Regional Environmental Change*.

Recent International Consultancies: Millennium Challenge Corporation (mcc.gov), Morocco, May 2007

Languages: Modern Standard Arabic; Moroccan Arabic (FSI rating, 1989: 3.0, 1.0); Tunisian Arabic. French (FSI rating, 1989 4.0, 4.0).

Anne Rasmussen

Associate Professor (Ethnomusicology)

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Education

- B.A., Northwestern University
- M.A., University of Denver
- Ph.D. in Music, University of California-Los Angeles
- Anne also studied for two years at the Sorbonne in Paris and received her formative musical training at the New England Conservatory.

Ethnomusicology in the W&M Curriculum

As an ethnomusicologist, Rasmussen teaches courses that deal with music cultures outside of the Western art music tradition or that employ methodologies from the field of ethnomusicology. Some of these courses are cross-listed with other departments, particularly Anthropology, and some of them satisfy GER 4 requirements at the college. Her regular course offerings include:

- Worlds of Music, an introduction to Ethnomusicology
- Music Cultures of the Middle East
- Mediterranean Musical Mosaic
- World Music and World Religion
- Music, Migration, and Multiculturalism

and upper level seminars on such topics as: Music and Orientalism, Music and Gender, and Music and Politics.

The William and Mary Middle Eastern Ensemble

Founded in 1994, the W&M MEME, has become an important part of the department, the program in Middle East Studies and the campus community. The ensemble hosts numerous guest artists from various Middle Eastern musical and cultural traditions and performs in contexts that range from elementary schools, to academic conferences and arts festivals, to formal concerts. Instrumentation in the ensemble includes 'Ud (Middle Eastern Lute), Violin, Viola, and Bass, Qanun (zither), Darabukkah, Riqq, and Daff (percussion instruments), Nay (reed flute) and singing in the major languages of the Middle East region: Arabic, Turkish, Farsi, Hebrew, and Ladino. The Ensemble web page is hosted at the W&M Global Studies website: <http://www.wm.edu/music/meme.php>.

W&M Students and the Field of Ethnomusicology

Students who were introduced to the field of ethnomusicology through Rasmussen's courses, academic conferences, and invited guests to the college, and the Middle Eastern Music Ensemble have pursued advanced degrees in ethnomusicology graduate programs at various institutions including Indiana University, Brown University, The University of Texas at Austin, New York University, and the University of California at Santa Barbara, the University of Limerick, Ireland, and Wesleyan University.

William and Mary in Washington

In spring semester 2007, Rasmussen served as the professor for the William and Mary in Washington program. The theme for the semester was “Washington and the Arts” and 14 student-interns, along with professor Rasmussen explored issues of arts patronage, policy, programming, production, education, artists, audiences, contexts, histories, communities, and individuals through visiting some of Washington’s important institutions of arts and culture and exposure to leading figures in the Washington arts world. The participating W&M students pursued internships at National Gallery of Art, Red Dirt Sculpture Studios, the Hirshhorn Sculpture Museum, Smithsonian Folkways Recordings Co., National Portrait Gallery, National Public Radio: All Things Considered News Program, Slate Magazine, Center for American Progress, National Geographic Traveler Magazine, Washington Choral Arts Society, Worldwatch Institute, Smithsonian Museum of American History, and the Woolly Mammoth Theater.

Research

Rasmussen’s research and publications encompass three related interests: Music and culture in the Middle East, with a special interest in the Arab diaspora, American musical multiculturalism, and gender, politics and religion in Indonesia. Based on two years of ethnographic fieldwork in Indonesia, her book *Women’s Voices, the Recited Qur’an and Islamic Musical Arts in Indonesia* is under contract with the University of California Press. Her continuing teaching and research on Music and Culture in the Middle East and Arab world culminated most recently in the 5th edition of the popular text *Worlds of Music*, Edited by Jeff Titon, which includes her new chapter “The Arab World” (Schirmer 2008). Her interest in Arab American music and community and American musical multiculturalism is represented most significantly in the book *Multicultural Musics of America* that she co-edited with Kip Lornell (Schirmer 1997). She has also been involved in the production of a four compact disc recordings.

Honors, Prizes, and Awards

Rasmussen was a Fulbright senior scholar in Indonesia and a scholar in residence at Cornell University. She is the recipient of the Jaap Kunst Prize for the best article published in the field of Ethnomusicology in 2001 and received a Phi Beta Kappa Award for excellence in teaching. She has served on the board of the Society for Ethnomusicology and is quite active on the conference circuit. She has been invited as a distinguished speaker at a number of universities and conferences and is very involved in programming a diverse array of performers and scholars at the college. She has hosted three conferences at William and Mary. She is also the winner of the “William and Mary Raft Debate” and invites anyone to her office to see the handsome Raft Debate plaque that hangs on her wall!

Biosketch

Name: Akram Khater, Ph.D.
Project Role: External Evaluator
Education: Ph.D., History, University of California Berkley
M.A., History, University of California Santa Cruz
B.S., Electronics Engineering, California Polytechnic State University

Akram Khater is Associate Professor of History at North Carolina State University, and Director of International Programs. A native of Lebanon, he earned a B.S. degree in Electronics Engineering from California Polytechnic State University, and holds M.A. and Ph.D. degrees in History from the University of California, Santa Cruz, and University of California, Berkeley, respectively. Before coming to Raleigh, he taught at Ball State University in Indiana. Professor Khater has contributed much to his field of Middle East History. His books include *Inventing Home: Emigration, Gender and the Making of a Lebanese Middle Class, 1861-1921*, and *A History of the Middle East: A Sourcebook for the History of the Middle East and North Africa*. Professor Khater has also contributed the Middle East and North Africa section to *The World and Its People*, a high school textbook. He has published a substantial number of articles and reviews, and has made conference presentations throughout the United States and overseas. He has been particularly active in bringing his expertise to audiences at North Carolina colleges, high schools, and churches. Professor Khater has been awarded a number of teaching accolades (Outstanding Teacher and Outstanding Junior Faculty) and grants during his tenure at N.C. State, and has also obtained fellowships from the National Humanities Center, American Philosophical Society, National Endowment for the Humanities, Fulbright Foundation, Council of American Overseas Research Centers. His professional affiliations include the Middle East Studies Association, American Historical Association, Triangle Islamic Studies Group, and Mediterranean Studies Group, and the Chair of the Committee on Middle East Studies at NC State. He also sits on the editorial boards of several journals and book series.

Books

Sources in the History of the Middle East, Houghton Mifflin, April 2003
Inventing Home: Emigration, gender, and the making of a Lebanese Middle Class, 1861 – 1921. Fall, 2001, University of California Press, 2001.
Contributing author (Middle East section), *The World and its People*. Parsippany, New Jersey: Silver, Burdett & Ginn, 1997. (High school textbook).

Articles

Building Class: Emigration, the Central Hall House and the Construction of a Rural Middle Class in Lebanon, 1890-1914. *History of the Central House in the Mediterranean*, May Davie (ed.); Paris: CNRS. Forthcoming 2004.v
Queen of the House? Making Immigrant Lebanese Families in the Mahjar, in *Family History in the Middle East Household, Property, and Gender*, Beshara Doumani (editor). (New York: SUNY Press, 2003).
A short history of time in Lebanon, 1860-1914, *Chronos*, No. 2 1999.
"From 'House' to 'Mistress of the House': Gender and Class in 19th Century Lebanon".

International Journal of Middle East Studies, 28 (1996), 325-348.

"Emile Habibi, the Mirror of Irony in Palestinian Literature," *Journal of Arabic Literature*, Vol. XXIV, Summer 1993, pp. 75-94

"Assaf Khater: A Migrant Worker from Mount Lebanon," *Struggle and Survival in the Middle East*, Edmund Burke III (ed.); Berkeley: University of California Press, January 1993, pp. 31-43

"She Married Silk," *The Turkish Studies Association Bulletin*, Vol. 16, no. 1 (April 1992) 69-72.

"Imbaba: The Camel Market of Cairo," *Aramco World Magazine*, Vol. 40, no. 6, Nov-Dec 1989, pp. 37-40.

"Al-Haraka al-Nissa'iya: The Women's Movement and Political Participation in Modern Egypt," *Women's Studies International Forum*, Vol. 11, no. 5, pp. 465-483, 1988

"Egyptian Feminism Today," *The Middle East*, no. 148 (November 1986), 17-18.

Reviews

Elizabeth Thompson, *Colonial Citizens: Republican Rights, Paternal Privilege, and Gender in French Syria and Lebanon*, Middle East Studies Bulletin, Forthcoming Fall 2001.

Ussama Makdisi, *The Culture of Sectarianism: Community, History and Violence in Nineteenth-Century Ottoman Lebanon*, Helderf Publications, Forthcoming Summer 2001.

Robert Manthoulis, *Jaffa la mienne*, (Paris : Ygrex Prodcutions, 1999), *Middle East Studies Bulletin*, Forthcoming

Jane Hathaway, The Politics of Households in Ottoman Egypt, *International Journal of Middle East Studies*, January 2001 .

Elizabeth Picard, Lebanon: A Shattered Country, *Qal wa Qeel: Newsletter of the Lebanese Studies Association*, October 1998.

Efraim Karsh, *Fabricating Israeli History: The New Historians*, Heldref Publications, Fall 1998

Charles Issawi, "The Middle East Economy: decline and recovery." *International Journal of Middle East Studies*. Forthcoming: May 1997

Dale F. Eickelman and James Piscatori, "Muslim Politics." *The Historian*, March 1997

Olga Nakkas, "Lebanon: Bits and Pieces." *Middle East Studies Association Bulletin*, Vol 30, no 2 (December 1996), 250

Mark Tessler, *A History of the Israeli-Palestinian Conflict*, Heldref Publications, Fall 1996

Leila Fawaz, *An Occasion for War: Civil Conflict in Lebanon and Damascus in the 19th Century*. *Journal of Political Ecology*, Vol 2, (Summer 1995), 27-30

Mai Masri and Jean Chamoum (directors), "Hostage Of Time." *Middle East Studies Association Bulletin*, Vol 29, no. 2 (December 1995), 271-2.

Jayce Salloum (director), "Up to the South." *Middle East Studies Association Bulletin*, Vol 29, no. 2 (December 1995), 270-1.

Salloum and Suleiman (directors), "Introduction to the end of an argument." *American Historical Review*, Vol. 99, no. 4 (October 1994) 1262-4.

Joseph Kostiner, "The Making of Saudi Arabia 1916-1936: From Chieftancy to Monarchical State." *The Historian*, (March 1995), 371-2.

Albert Hourani & Nadim Shehadi, (eds.) "The Lebanese in the World," and Alixa Naff "Becoming American." *Middle East Studies Bulletin*, July 1994, pp. 63-65.

Sameer Y. and Nabeel Abraham (eds.) "Arabs in the New World." *Explorations in Sight and Sound: The Journal of Ethnic Studies*, Vol. 8, no. 2, (July 1985), pp. 1-2

Sarah Courtney Belanger

Professional Experience

NEAR EAST AND SOUTH ASIA UNDERGRADUATE EXCHANGE PROGRAM, Georgetown University Center for Intercultural Education and Development

Senior Program Officer

July 2007 – present

- Develop structure for pilot exchange program sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs
- Supervise program operations at participating host institutions
- Ensure quality program implementation and compliance in accordance with sponsor guidelines
- Provide timely professional and technical support to host institution program mentors on matters of student placement, courses of study, academic progress and personal adjustment
- Monitor performance and well-being of students
- Review student applications to recommend appropriate host institution placement
- Create and manage program materials, including student and mentor handbooks, reports, and forms
- Oversee travel logistics for students
- Design and implement online re-entry program
- Organize and facilitate annual re-entry workshop in Washington, D.C. for all participants
- Responsible for content of Web site, online evaluations and surveys
- Conduct on-site evaluations of program operations through campus visits
- Provide support to Director and guidance to Program Officer
- Serve as Alternate Responsible Officer to administer immigration documents through the Student and Exchange Visitor Information System (SEVIS)

PROGRAM ADMINISTRATION, CIES (Council for International Exchange of Scholars; a division of the Institute of International Education)

Manager

September 2006 – July 2007

- Planned, scheduled, and evaluated annual administrative workflow for support of Fulbright Visiting Scholar program activities
- Managed receipt and processing of Fulbright Visiting Scholar applications including organization and implementation procedures for affiliation and confirmation
- Administered the Fulbright/APSA Congressional Fellowship Program including monitoring of grantees and budget allocation
- Conducted monthly Fulbright Visiting Scholar program staff meetings
- Ensured the Fulbright Visiting Scholar program publications, guidelines, procedures and systems were kept up to date with program and immigration policies
- Supervised Assistant Manager, who coordinated the logistical and administrative procedures for the U.S. Fulbright Scholar program
- Served as Alternate Responsible Officer to administer immigration documents through SEVIS
- Managed compilation of grant packets, annual report forms, and the processing of certificates
- Reviewed and approved grant authorizations and signed grant documents
- Developed effective training program and coordinated basic training of Fulbright Visiting Scholar staff
- Monitored program expenditures and reconciled discrepancies

FULBRIGHT FOREIGN STUDENT PROGRAM, AMIDEAST (America-Mideast Educational and Training Services, Inc.)

Program Officer

June 2003 – September 2005

- Managed U.S. government-sponsored Fulbright scholarship program
- Communicated with and monitored grantees from Bahrain, Jordan, Oman, and Yemen

- Researched graduate programs and selected appropriate placements for nominees; negotiated financial aid opportunities
- Created and maintained student budgets and worksheets; contributed to overall program budgets
- Prepared and conducted pre-departure orientation workshops in Bahrain, Jordan, Oman, Syria, and Yemen
- Aided in preparation and implementation of annual Fulbright Re-entry Workshop for all grantees
- Assisted in refining internal program procedures and operations
- Updated and improved the Fulbright Foreign Student Handbook
- Communicated with grantees, U.S. Department of State officials, bi-national commissions, university representatives, and other institutions relating to the Fulbright program
- Supervised and trained Program Assistant and assigned work load as appropriate; supervised and trained interns
- Represented AMIDEAST and the Fulbright program at universities and professional conferences
- Conducted campus visits including meetings with students and university administrators
- October 2003 Employee of the Month

PRIVATE PROJECTS, AMIDEAST

Program Assistant

April 2002 – June 2003

- Assisted with student placement and monitoring of non-U.S. government sponsored scholarship programs
- Input student database records into SEVIS
- Maintained student finance files and processed purchase orders/vouchers for program-related expenses
- Generated DS-2019 forms on behalf of the United States government for scholarship program participants
- Corresponded with students, universities, field offices, and cooperating agencies
- Responded to student questions and concerns with appropriate information
- Hosted and moderated meetings with visiting campus representatives
- Provided general office clerical support

Education

GEORGETOWN UNIVERSITY, School of Continuing Studies, Washington, DC

Certificate in Project Management, January 2009

Courses: Project Management Fundamentals, Resource Management, Managing Project Teams, Project Management Applications, Risk Management, Business Strategy and Program Management

UNIVERSITY OF OXFORD, Oxford, United Kingdom

Master of Science in Comparative and International Education, requirements completed July 2006; degree received March 2007

Dissertation, awarded distinction honors: “Challenges and Responses to Sustainability: A Multi-Case Study of Liberal Arts Women’s Colleges in Virginia”

Coursework: Theoretical, Methodological and Systemic Studies; Comparative Education Seminar, Strategies for Educational Research, Education in Developing Countries

Activities: House Warden, Arab Culture Society, Osler-Green Field Hockey Club

SWEET BRIAR COLLEGE, Sweet Briar, Virginia

Bachelor of Arts in International Affairs, minor in French, May 2001

Activities: Junior Year in France (*Université de la Sorbonne Nouvelle – Paris III*), Varsity Lacrosse, Varsity Field Hockey, Student-Athlete Advisory Committee, Admissions Phone-A-Thon participant, Overnight Hostess to prospective students

Service and Activities

PARTICIPANT, Raised over \$15,200 as a member of a four-person team for the Crohn’s and Colitis Foundation of America through participation in the Napa to Sonoma Half Marathon (July 2008)

PANELIST, National Foreign Affairs Training Center (January, April, and September 2004; April 2005)

SELECTION COMMITTEE MEMBER, GE Star Scholarship (2007)

MEMBER & PARTICIPANT, NAFSA: Association of International Educators, conferences & workshop (2003-2005, 2007)

AREA ADMISSIONS REPRESENTATIVE, Sweet Briar College Office of Alumni Affairs (2001-2005)

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Title VIA BUDGET NARRATIVE & Spreadsheet.pdf**

GTC TITLE VIA BUDGET NARRATIVE

1. PERSONNEL: Federal Request = \$8,000; GTC Cost-Share = \$55,900

- **Project Director**

Each year, to be paid by GTC: 35% release time, calculated on base salary of \$71,100 = \$24,850 annually; or \$49,700 over the life of the project

- **Arabic Language Teaching Assistant (TA)**

Year 1, to be paid by grant: \$2,000 per course; no GTC cost-share. Two Arabic courses will be offered in Year 1.

Year 2, to be paid by the grant: \$4,000; to be paid by GTC: \$4,000. Four Arabic courses.

- **GTC Media Services Technical Support**

Each year, to be paid by GTC: \$1,100 for Media Service personnel time for technical support of distance education courses.

2. FRINGE BENEFITS: Federal Request = \$720; GTC Cost-share = \$15,407

- **Project Director** - As above, to be paid by GTC

Full-time rate = 31%	• FICA	7.65%
	• Unemployment Insurance	0.84%
	• Workmen's Compensation	0.24%
	• SC Retirement System (required)	12.89%
	• Dental/Health Insurance	9.38%
	Total	31.00%

- **Arabic Language Teaching Assistant** – As above, to be cost-shared

Part-time rate = 9%	• FICA	7.65%
	• Unemployment Insurance	0.84%
	• Workmen's Compensation	0.24%
	Total	9.00%

3. TRAVEL: Federal Request: \$51,056; GTC Cost-share: \$1,640

Due to state budget cuts, GTC requests significant federal support for professional development conference travel of GTC faculty to develop expertise in Middle East subject matter. Estimate calculated as follows:

Hotel:	To be paid by the grant in Year 1 & Year 2: \$90 night x 7 nights x 10 rooms = \$6,300 annually or \$12,600 over the funding period.
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Mileage reimbursement:	To be paid by the grant in Year 1 & Year 2: 50.2 cents per mile x 400 miles x 10 trips = \$2,008
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Per Diem (State rate)	To be paid by the grant in Year 1: \$32/day x 2 days x 10 individuals = \$640 ; To be paid by GTC in Year 2: \$32/day x 2 days x 10 individuals
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= \$640 in Year 2,

Consultant travel	To be paid by the grant in Year 1 & Year 2: \$400 per expert x 6 experts @ \$400/trip x 2 trips annually
Travel in Middle East	To be paid by the grant in Year 1 & Year 2: In Year 1, the project director and a lead faculty member will travel abroad to establish a short-term study-abroad program; in Year 2, they will return to insure that the program continues to function well, resolve any issues, and solidify the personal relationships that are key to the program's sustainability in the Middle East.
Travel for Assistant Project Director	To be paid by the grant in Year 1 & Year 2: \$2,500 annually– Mileage reimbursement and travel to conferences included
Travel for Arabic TA	Teaching Assistant will travel to the on-the-ground language instruction training program at Montana State University. In Year 1, the grant will pay \$1,000; GTC will pay \$300; In Year 2, the grant will pay \$600; GTC will pay \$700.
Project Director's Meetings	To be paid by the grant: \$1,800 annually
Other Curriculum-related travel	4 faculty members to travel overseas to support development of curriculum and study-abroad program. To be paid by the grant: (2) annually @ \$2,000 each

4. EQUIPMENT – NO REQUEST; NO MATCH

5. SUPPLIES & MATERIALS: Federal Request: \$3,600; GTC Cost-Share: \$2,400

Office supplies	To be paid by GTC: \$600 annually
Books, DVDs, Subscriptions	Resources for faculty curriculum projects. \$300 per faculty member x 8 faculty each year = \$2,400 annually. To be paid by the Grant: \$1,800 annually. To be paid by GTC: \$600 annually.

6. CONTRACTED SERVICES: Federal Request: \$96,120; GTC Cost-share: \$25,960

Arts & Sciences instructors	Course release for module development. 6 annually @ \$1,890 each. 4 to be paid by grant; 2
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	to be paid by GTC annually
Subject matter specialists	To be paid by the grant in Year 1 & Year 2: External consultants from senior institutions. Individuals have discipline-specific expertise on the Middle East. 6 individuals @ \$2,500 each
External Evaluator	To be paid by the grant in Year 1 & Year 2: 4 days @ \$450 per day plus \$1,200 for travel expenses annually.
Asst. Project Director	Contract employee @ \$16,000 annually. To be cost-shared. In Year 1 & Year 2: Grant will pay \$13,000; GTC will pay \$3,000
Montana State University/USADLN	Contract fee for Arabic language instruction. To be cost-shared. In Year 1, the grant will pay \$5,500 and GTC will pay \$3,000. In Year 2, the grant will pay \$4,500 and GTC will pay \$3,000
Faculty stipends for course revisions	9 faculty members will receive \$800 stipends for course revisions in each project year. To be cost-shared. In Year 1 & Year 2, the grant will pay \$4,000 (5 stipends annually); in Year 1 & Year 2, GTC will pay \$3,200 (4 stipends annually).

7. CONSTRUCTION – NO REQUEST; NO MATCH

8. OTHER COSTS

Marketing materials	To be paid by GTC in Year 1 & Year 2: \$300 annually
Middle East festival	To be paid by grant in Year 1 & Year 2: \$750 annually
Project Start/End conferences	To be paid by grant in Year 1: \$1,100 2 events @ \$1,400 each, to be cost-shared in Year 2: \$2,300 to be paid by grant; \$500 to be paid by GTC

9. INDIRECT COSTS: Federal Request

- Eight percent of direct costs (\$82,118) on Federal Request in Year 1 = \$6,569
- Eight percent of direct costs (\$82,278) on Federal Request in Year 2 = \$6,582

		YEAR 1	YEAR 2	Federal Request	GTC Y1	GTC Y2	Total Match	TOTAL
1. PERSONNEL								
Project Director	35 % of time	\$ -	\$ -	\$ -	\$ 24,850	\$ 24,850	\$ 49,700	\$ 49,700
Teaching Assistant for Arabic		\$ 4,000	\$ 4,000	\$ 8,000	\$ -	\$ 4,000	\$ 4,000	\$ 12,000
Technical support personnel for Arabic Language delivery		\$ -	\$ -	\$ -	\$ 1,100	\$ 1,100	\$ 2,200	\$ 2,200
	PERSONNEL SUBTOTAL	\$ 4,000	\$ 4,000	\$ 8,000	\$ 25,950	\$ 29,950	\$ 55,900	\$ 63,900
2. FRINGE BENEFITS								
Full-time Rate (31%)		\$ -	\$ -	\$ -	\$ 7,704	\$ 7,704	\$ 15,407	\$ 15,407
Part-time Rate (9%)		\$ 360	\$ 360	\$ 720	\$ -	\$ -	\$ -	\$ 720
	FRINGE SUBTOTAL	\$ 360	\$ 360	\$ 720	\$ 7,704	\$ 7,704	\$ 15,407	\$ 16,127
3. TRAVEL								
Professional Development for GTC faculty: conferences	\$90/night x 7 nights x 10 rooms	\$ 6,300	\$ 6,300	\$ 12,600	\$ -	\$ -	\$ -	\$ 12,600
	Mileage reimbursement: 50.2 cents/mile x 400 miles/rt x 10 trips	\$ 2,008	\$ 2,008	\$ 4,016	\$ -	\$ -	\$ -	\$ 4,016
	Per diem: \$32/day x 2 days x 10 individuals	\$ 640	\$ -	\$ 640	\$ -	\$ 640	\$ 640	\$ 1,280
Travel for Subject matter experts	\$400 per trip per person at 2 trips a year	\$ 4,800	\$ 4,800	\$ 9,600	\$ -	\$ -	\$ -	\$ 9,600
Study Abroad Development	Trips to Middle East: Project Director & One lead faculty member	\$ 3,000	\$ 3,000	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000
Other travel to Middle East for curriculum development		\$ 4,000	\$ 4,000	\$ 8,000	\$ -	\$ -	\$ -	\$ 8,000
Project Director's meetings		\$ 1,800	\$ 1,800	\$ 3,600	\$ -	\$ -	\$ -	\$ 3,600
Travel for Assistant PD Consultant		\$ 2,500	\$ 2,500	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
Travel for Arabic Teaching Assistant to MSU		\$ 1,000	\$ 600	\$ 1,600	\$ 300	\$ 700	\$ 1,000	\$ 2,600
	TRAVEL SUBTOTAL	\$ 26,048	\$ 25,008	\$ 51,056	\$ 300	\$ 1,340	\$ 1,640	\$ 52,696
4. EQUIPMENT		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. SUPPLIES & MATERIALS								
Office supplies	\$50/month x 12 months x 2 years	\$ -	\$ -	\$ -	\$ 600	\$ 600	\$ 1,200	\$ 1,200
Books, DVDs, subscriptions	8 faculty members @ \$300 each	\$ 1,800	\$ 1,800	\$ 3,600	\$ 600	\$ 600	\$ 1,200	\$ 4,800
	SUPPLIES SUBTOTAL	\$ 1,800	\$ 1,800	\$ 3,600	\$ 1,200	\$ 1,200	\$ 2,400	\$ 6,000
6. CONTRACTED SERVICES								
Arts & Sciences Instructors	12 modules @ \$1890 each: 6 each year	\$ 7,560	\$ 7,560	\$ 15,120	\$ 3,780	\$ 3,780	\$ 7,560	\$ 22,680
Subject matter experts	6 faculty @ \$2500 each : 6 in Year One; 2 in Year 2	\$ 15,000	\$ 15,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
External evaluator	4 days @ \$450 per day + travel expenses (\$1200 annually)	\$ 3,000	\$ 3,000	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000
Activities Consultant/Assistant PD		\$ 13,000	\$ 14,000	\$ 27,000	\$ 3,000	\$ 3,000	\$ 6,000	\$ 33,000
Montana State University - USADLN	Arabic Language Distance Education Program	\$ 5,500	\$ 4,500	\$ 10,000	\$ 3,000	\$ 3,000	\$ 6,000	\$ 16,000
9/yr Faculty members for course revisions at \$800 each		\$ 4,000	\$ 4,000	\$ 8,000	\$ 3,200	\$ 3,200	\$ 6,400	\$ 14,400
	CONTRACTED SERVICES SUBTOTAL	\$ 48,060	\$ 48,060	\$ 96,120	\$ 12,980	\$ 12,980	\$ 25,960	\$ 122,080
7. CONSTRUCTION		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. OTHER COSTS								
Marketing materials		\$ -	\$ -	\$ -	\$ 300	\$ 300	\$ 600	\$ 600
Middle Eastern Festival	K-12 school students & teachers (Charter HS)	\$ 750	\$ 750	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
Start/End of year conference	One at end of year 1, two in year 2	\$ 1,100	\$ 2,300	\$ 3,400	\$ 500	\$ -	\$ 500	\$ 3,900
	OTHER COSTS SUBTOTAL	\$ 1,850	\$ 3,050	\$ 4,900	\$ 800	\$ 300	\$ 1,100	\$ 6,000
TOTAL DIRECT COSTS		\$ 82,118	\$ 82,278	\$ 164,396	\$ 48,934	\$ 53,474	\$ 102,407	\$ 266,803
INDIRECT COST	8% of direct costs	\$ 6,569	\$ 6,582	\$ 13,152	\$ 3,915	\$ 4,278	\$ 6,569	\$ 19,721
TOTAL COST	TOTAL	\$ 88,687	\$ 88,860	\$ 177,548	\$ 52,848	\$ 57,751	\$ 110,600	\$ 288,147