

**KING FAHD CENTER FOR MIDDLE EAST STUDIES
AT THE UNIVERSITY OF ARKANSAS**

MIDDLE EAST STUDIES PROGRAM REVIEW

Submitted by
Joel Gordon, Director of Middle East Studies
August 2014

TABLE OF CONTENTS

Center Profile	1
MEST Faculty.....	2
MEST Undergraduate Program Overview.....	3
Learning Objectives.....	6
Research.....	14
Outreach	15
Peer Institutions.....	16
Interdisciplinary Initiatives.....	17
Advising and Mentoring.....	18
Cultural Diversity.....	19
Cost Effectiveness	19
Extra Information	20
Appendix 1 – MEST Faculty Profiles.....	24
Appendix 2 - King Fahd Center Annual Reports.....	51
Appendix 3 – Comparison Programs Report.....	51

CENTER PROFILE

The Middle East Studies Program (MEST) falls under the purview of the King Fahd Center for Middle East Studies, a unique area studies center at UA (and unique in this country) that was founded with a \$20 million endowment from the Saudi government in the mid-1990s. An initial endowment of \$2 million, dedicated toward language, literary translation and publication was followed by a much larger \$18 million gift designed to spark the foundation of a comprehensive Middle East Studies program at the undergraduate and graduate levels.

Initial outlays were toward hiring faculty with training in Middle East studies, including language training. At the time of the gift there was only one such person on campus, William Tucker, a tenured faculty member of the History Department (since retired). Jerome Rose, a bioarchaeologist working in Egypt since 1990 was the only other person with a foothold in the area. The program grew instantly with hires in Arabic, Anthropology, History, Literature, and Political Science. Soon afterwards additional faculty members were brought into the program so that core faculty members – initially this group included colleagues with only limited geographic exposure – are all deeply rooted in the region.

Current faculty includes 10 full-time professors in Fulbright College and 1 in the College of Education. Of these, 6 are tenured professors at the Full Professor rank (Anthropology/2, Arabic/1, Curriculum Instruction/1, Geography/1, History/1), 3 are tenured professors at the Associate rank (Anthropology, English, Political Science), and 1 (History) is a not-yet-tenured Assistant professor. The Center also supports 1 full time Arabic instructor, 1 50% instructor in Middle East Studies, and will support 2 courses taught by an instructor in History in the coming AY.

All Center functions – from faculty salary/benefits and research support, to student support, and to curricular and extra-curricular programming – are paid for out of the UA Foundation, which administers such endowments. The Center supports 2 full-time staff members, an Academic Support Supervisor, who is responsible for budgetary matters, and a Program Coordinator, who is responsible for public relations and assisting with curricular and extra-curricular programming and event coordination, and student and alumni affairs.

As noted above, the King Fahd Center supports both undergraduate and graduate studies. Graduate students complete degrees in the home departments of faculty members affiliated with the King Fahd Center (Anthropology, History, etc.) or under the auspices of affiliated programs (Comparative Literature, Cultural Studies, Literary Translation or Public Policy). Up to 21 MA and PhD students are supported annually with graduate assistantships that are apportioned to departments/programs based on a set number of slots – this enhances stability and allows for long-term planning within related departments.

The graduate studies component of the King Fahd Center is not of direct relevance to the present program review, which is focused on the undergraduate major. However, it is at times difficult to separate the two components of Center related activities and programming since so much of Center programming and faculty teaching/research involves and engages both graduate and undergraduate education. The only aspects of the undergraduate program that are strictly separate will relate to the undergraduate major/minor and undergraduate scholarships.

MEST FACULTY

Faculty members, senior, mid-career and junior, have been trained in leading institutions of higher learning in this country and abroad and are recognized internationally in their fields. Short curriculum vitas are attached (see Appendix 1) – and fuller accounts of their accomplishments are related in recent Annual Reports and King Fahd Center Newsletters.

Core Faculty:

Core Faculty members are full-time tenured/tenure-track faculty members, most of whose salaries are paid in part by the King Fahd Center. Several full-time tenured/tenure-track faculty members are paid entirely by their home departments. One full-time instructor is paid entirely by the King Fahd Center.

Nikolay Antov (Assistant Professor of History): Pre-Modern/Classical Middle East/Islamic History, Ottoman History

Jesse Casana (Associate Professor of Anthropology): Archaeology of the Ancient Orient and Medieval Near East, Cultural Heritage Preservation

Mounir Farah (Professor of Curriculum and Instruction): Pedagogy and Curriculum Development, Educational Reform, Social Sciences, US-Middle East Relations

Najib Ghabbian (Associate Professor of Political Science): Arab World Politics and International Relations, Islamic Movements

Joel Gordon (Professor of History, Director of the King Fahd Center): History of the Modern Middle East, Popular Culture, Film and Media

Adnan Haydar (Professor of World Languages and Literature): Arabic Language Pedagogy, Comparative Literature, Middle East Literature, Arab Poetics, Theory of Translation

Paula Haydar (Instructor of Arabic): Arabic Language Pedagogy, Comparative Literature, Translation Theory, Modern Arabic Literature

Mohja Kahf (Professor of English): Comparative Literature, Pre-modern Islamic Literature, Modern Arab/Islamic/Diaspora Literature

Thomas Paradise (Professor of Geography): Cultural and Physical Geography of the Middle East and North Africa, Cartography, Natural/Cultural Resource and Architectural Management/Preservation

Jerome Rose (Professor of Anthropology): Biological Anthropology, Bioarchaeology, Forensic Archaeology

Ted Swedenburg (Professor of Anthropology): Cultural Anthropology of the Middle East/Islamic World, Popular Culture, Social and Critical Theory

Affiliated Faculty:

Affiliated faculty include one 50% instructor who teaches MEST core and special topics courses (and will teach a Political Science/Public Policy course in Spring 2015):

Sarwar Alam (Instructor of Middle East Studies): Women, Religion, and Public Policy; Sufism in South Asia

And one visiting instructor in the History Department who has been teaching and developing special topics courses in South Asian history that count for MEST credit:

Robert Brubaker (Visiting Assistant Professor of History): Historical Anthropology of South Asia, Archaeology of Complex Societies, Comparative Study of Empires, Iron Age South India

Faculty Turnover: Previous 5 Years

History professor William Tucker, a specialist in classical Islamic civilization, retired at the end of AY 2007-2008. After a year hiatus, Tucker’s position was filled by Nikolay Antov, an Ottoman historian; Tucker remains the only Center affiliated faculty member to leave the UA in recent years.

MEST UNDERGRADUATE PROGRAM

The MEST major is not at this point (and never has been) a stand-alone undergraduate major. MEST majors hold a second co-major, most often in another academic unit of Fulbright College (Figure 1). Most are International Relations co-majors (69%), followed by Political Science (10%), Anthropology (7%), Geography (4%), Social Work (3%), Communications (2%), Criminal Justice (2%), History (2%), and Journalism (1%).

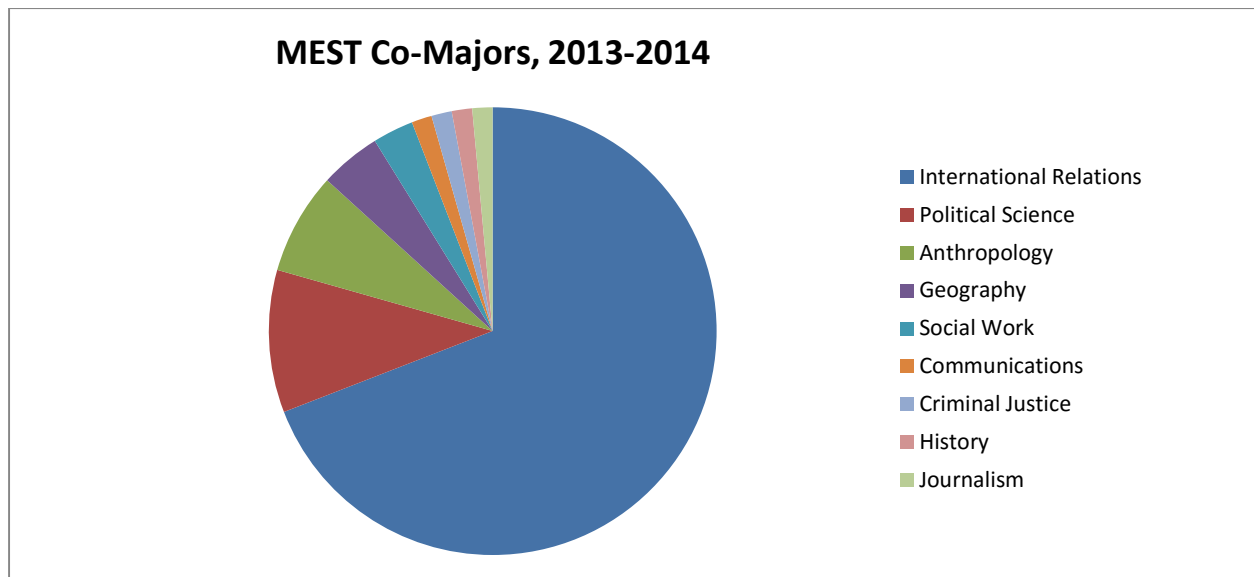


Figure 1: MEST Co-Majors, 2013-2014. (n=67; International Relations/Studies: 47; Political Science: 7; Anthropology: 5; Geography: 3; Social Work: 2; Communications: 1; Criminal Justice: 1; History: 1; Journalism: 1)

There is at this point still no Arabic major; however, many students working toward an Arabic minor have shown an interest in using ARAB courses currently excluded in the course catalog to satisfy the MEST 3 course disciplinary requirement, prompting plans to incorporate this into official language with the next program update.

The interdisciplinary interests of MEST program students are highlighted by their minors (Figure 2). A total of 50 students in the MEST program have one or more minors, 31 of whom carry the Arabic minor (62%). Other popular minors include Political Science (12%) and History (8%), both departments with which the MEST program shares faculty.

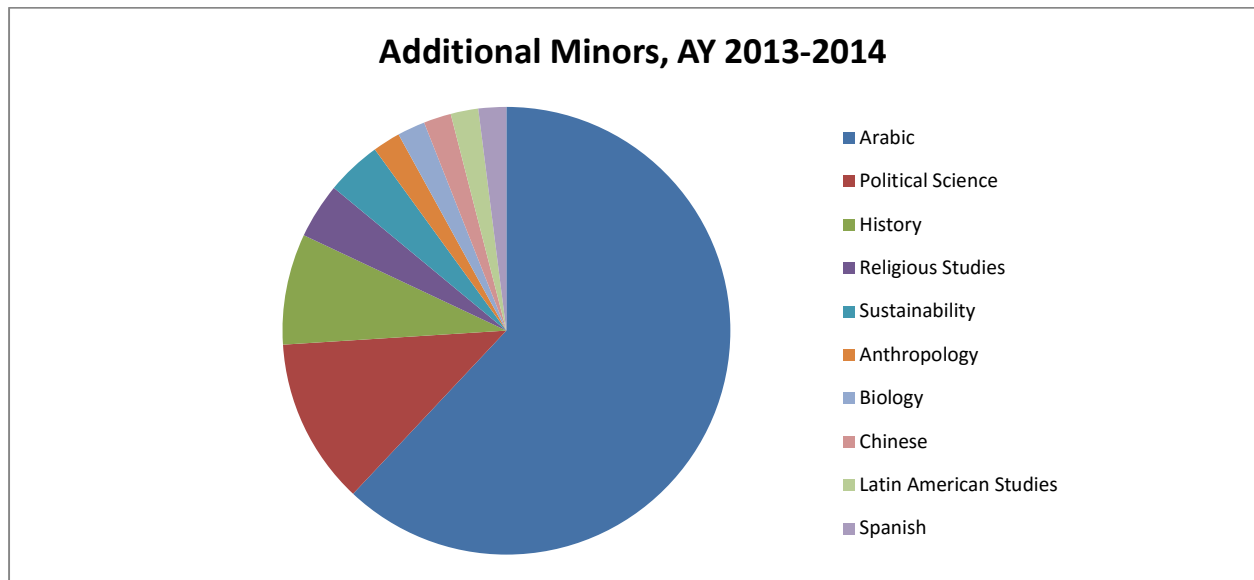


Figure 2: Additional Minors declared, 2013-2014. (n=50*; Arabic: 31; Political Science: 6; History: 4; Religious Studies: 2; Sustainability: 2; Anthropology: 1; Biology: 1; Chinese: 1; Latin American Studies: 1; Spanish: 1) (*Students with 3 additional minors: 1; Students with 2 additional minors: 10)

Undergraduate majors are drawn to MEST for a variety of reasons: intellectual curiosity, family background/heritage, travel experience and, for a small but growing number during the last decade, military service. As many of our colleagues around the country have reported, this makes for an interesting mix and an ongoing series of challenges.

Our students do well: MEST co-majors have an average GPA of 3.26 (n=52; MEST minors and first semester students with GPAs of 0 excluded).

The MEST program student community has grown steadily in recent years, numbering at the end of AY 2013-14 a total of 68 co-majors. Moreover, over the course of the past 3 years the MEST program has graduated an average 9.33 students per year. Most bachelor degree programs in Fulbright College require a minimum average of 6 graduates per year over a 3-year period to remain viable (Fulbright College has allowed a minimum of 4 graduates for degrees in science, math, and foreign languages). Both of these measurements will be discussed in greater detail in the following sections.

MEST Major/Minor Requirements

The MEST Major requires 30 hours of course work, to include:

- MEST 2013 Introduction to ME Studies (3 hours)
- MEST 4003 MEST Colloquium (3 hours)
- 9 hours of MEST Core Courses in 1 Discipline
- 9 hours of MEST Core Courses in a Variety of Disciplines
- 6 hours of Arabic beyond ARAB 2016

The MEST Minor requires 18 hours of course work, to include:

- MEST 2013 Introduction to ME Studies (3 hours)
- MEST 4003 MEST Colloquium (3 hours)
- 6 hours of MEST Core Courses
- 6 hours of Arabic beyond ARAB 2016

MEST Core Courses:

ANTH 3123 Anthropology of Religion*	HIST 4433 Social and Cultural History of the Modern Middle East
ANTH 3033 Egyptology	HIST 4443 Modern Islamic Thought**
ANTH 4123 Ancient Middle East	HUMN 2213 Introduction to World Religions*
ANTH 4256 Archeological Field Session	HUMN 425V Colloquium (selected)*
ANTH 4513 African Religions*	MEST 2003 Intro to Islam
ANTH 4533 Middle East Cultures	MEST 2013 Introduction to Middle East Studies
ANTH 4913 Topics in the Middle East	MEST 310V Special Topics in Middle East Studies**
ARAB 1016 Intensive I**	MEST 4003/H Middle East Studies Colloquium
ARAB 2016 Intensive II**	MEST 410V Special Topics in Middle East Studies**
ARAB 3016 Intensive III**	PLSC 3523 Politics of the Middle East
ARAB 4016 Intensive IV**	PLSC 3813 International Law*
ARAB 4023 Advanced I**	PLSC 4583 Political Economy of the Middle East**
ARAB 4033 Advanced II**	PLSC 4593 Islam and Politics
ARAB 4053 Readings**	PLSC 4843 Middle East in World Affairs
ARAB 470V Special Topics**	WLIT 3523 The Quran as Literature**
GEOG 2003 World Regional Geography*	WLIT 3713 Literature of Spain, 711-1615**
GEOG 4033 Geography of the Middle East	WLIT 3723 Classical Arabic Literature**
GEOG 410V Special Problems in Geography	WLIT 3743 Arab American Literature**
HIST 3033 Islamic Civilization	WLIT 3983/603V Special Studies: (selected)
HIST 3043 History of the Modern Middle East	
HIST 3473 Palestine and Israel in Modern Times	*Currently listed in the catalog under the current program, now no longer offered/to be removed from the program during the next update
HIST 3923H Honors Colloquium (selected)	**Currently accepted for MEST credit but NOT listed in the catalog under the current program, to be added to the program during the next update
HIST 4353 Middle East 600-1250	
HIST 4373 Mongol and Mamluk 1250-1520	
HIST 4363 Middle East since 1914	
HIST 4393 Early Modern Islamic Empires, 1300-1750	
HIST 4413 New Women in the Middle East	

LEARNING OBJECTIVES

Over the past seven years the number of minors has remained relatively stable, averaging a population of 12 students per academic year. The number of majors, however, has continued to climb (Figure 3). At the end of AY 2013-2014, the MEST program reached a total of 80 students (68 co-majors and 12 minors), the largest number of students in the program to date.

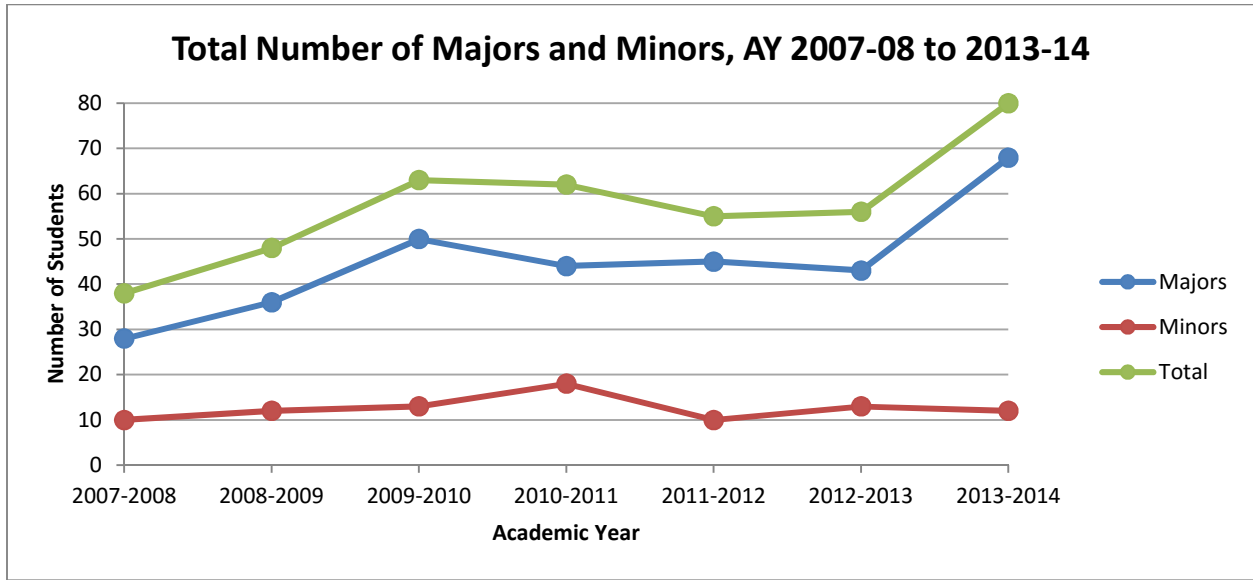


Figure 3: Total Number of Majors and Minors, AY 2007-08 to 2013-14

This has presumably had a positive effect on the Arabic language program with which MEST shares a number of students, reflected both in greater total numbers as well as in the high percentage (62%) of MEST students who chose to pursue the Arabic minor. The Arabic portion of the MEST program will be discussed in greater detail below.

Arabic

Data from the Arabic language program has shown a steady increase in its number of minors, increasing by 52% from AYs 2011-12 to 2012-13, and by 47% from 2012-13 to 2013-14 (Figure 4). Due to the close relationship of the Arabic faculty with the MEST program, as well as similar language requirements for completion, many of these students join the MEST undergraduate program as majors or minors, and are often contributors and attendees to MEST program sponsored events. The Center is a sponsor of the annual WLLC Speech Contest, which is part of the Fulbright College Language Festival and attracts a large number of students of various languages.

2011-2012	2012-2013	2013-2014
21	32	47

Figure 4: Total Number of Arabic Minors. Data prior to academic year 2011-2012 not available.

Concurrently, the number of students enrolled in Arabic courses has increased, both in the Intensive Arabic sequence (ARAB1016, 2016, 3016 and 4016) and Advanced level Arabic (ARAB4023 and 4033), as well as in ARAB470V, a by-demand upper level Arabic independent study. The demand especially for entry level Arabic courses has increased over the last two years, resulting in full classes and requiring multiple sessions. Arabic enrollment totaled 197 students for AY 2013-14, a 13% increase from the year before. Total enrollment trends may be found in Figure 5 spanning AY 2009-10 through 2013-14; a more specific breakdown of enrollment by course may be found in Figure 6.

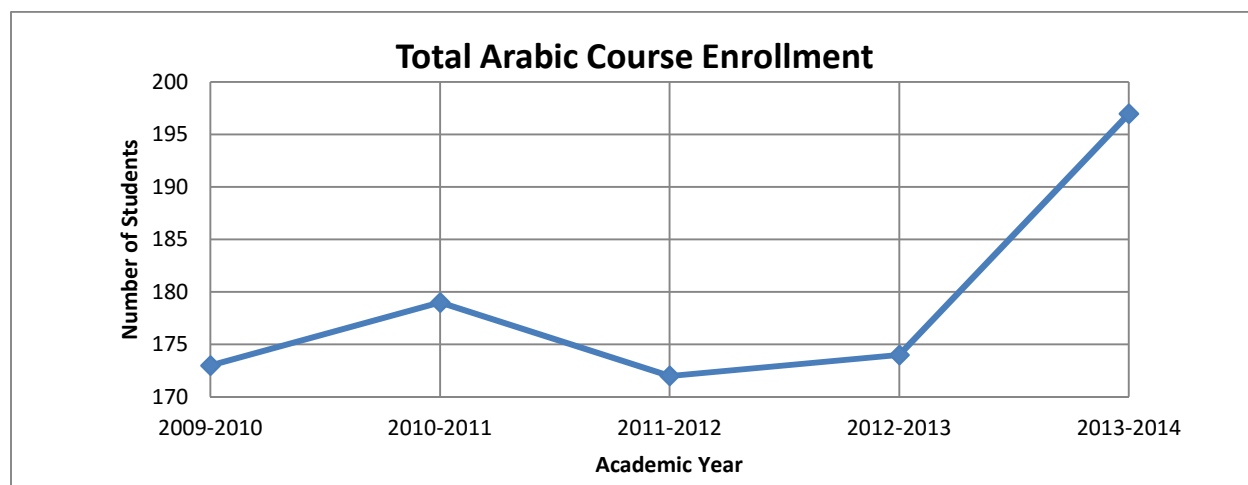


Figure 5: Total enrollment in Arabic courses per academic year

Course	Enrollment				
	S2012	F2012	S2013	F2013	S2014
ARAB1016 Intensive Arabic I	-	66*	-	62*	-
ARAB2016 Intensive Arabic II	45*	-	44*	-	48*
ARAB3016 Intensive Arabic III	-	29	-	34	-
ARAB4016 Intensive Arabic IV	14	-	20	-	25
ARAB4023 Advanced Arabic I	-	11	-	14	-
ARAB4033 Advanced Arabic II	6	-	4	-	6
ARAB470V Pre-Islamic Poetry	1	-	-	2	6
Total	66	106	68	112	85

*2 sessions offered; total enrollment

Figure 6: Session enrollment for Arabic courses per semester. Data prior to Spring 2012 are not available.

Enrollment

Beyond the raw number of undergraduate majors/minors, the MEST program exposes a large number of UA undergraduate students to a wide variety of courses related to the Middle East, particularly at the introductory level where sections generally fill. Course enrollments for such classes as HIST 3033 and 3043, PLSC 3523 and 4593, GEOG 4033 and ANTH 4533 have been high and in recent years multiple sections have been offered (particularly for the History sequence).

A total of 872 students enrolled in MEST core courses in AY 2013-14, on par with the enrollments from AY 2012-13. Total enrollment figures per Spring and Fall semester may be found in Figure 7; a

breakdown of enrollment by popular course may be found in Figure 8. These upper level courses from across MEST disciplines consistently fill, require overrides, or necessitate the opening of second sections.

Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
306	460	412	517	355

Figure 7: Total undergraduate enrollment for all MEST credit courses. Data prior to Spring 2012 not available.

Course	Enrollment				
	S2012	F2012	S2013	F2013	S2014
ANTH4533 Middle East Cultures	-	29	-	27	-
GEOG4033 Geography of the Middle East	-	36	-	31	-
HIST3033 Islamic Civilization	36	69*	66	68*	34
HIST3043 Modern Middle East	35	35	70*	70*	69*
PLSC3523 Politics of the Middle East	-	-	32	-	-
PLSC4593 Islam and Politics	-	32	-	-	31
*2 sessions offered; total enrollment					

Figure 8: Session enrollment for select courses. Data prior to Spring 2012 not available.

According to data from the Arkansas Department of Higher Education, a total of 240 students were enrolled as MEST program participants over the Fall semesters of 2009 through 2013. Students declared gender and ethnicity based on the following categories: male, female (gender); African American, American Indian or Alaska Native, Asian, Caucasian, Hawaiian or Pacific Islander, Hispanic and any other race, Non-Resident Alien, Two or More Races, Unknown (Ethnicity). A summary of all data collected may be found in Figure 9 and will be discussed in greater detail below.

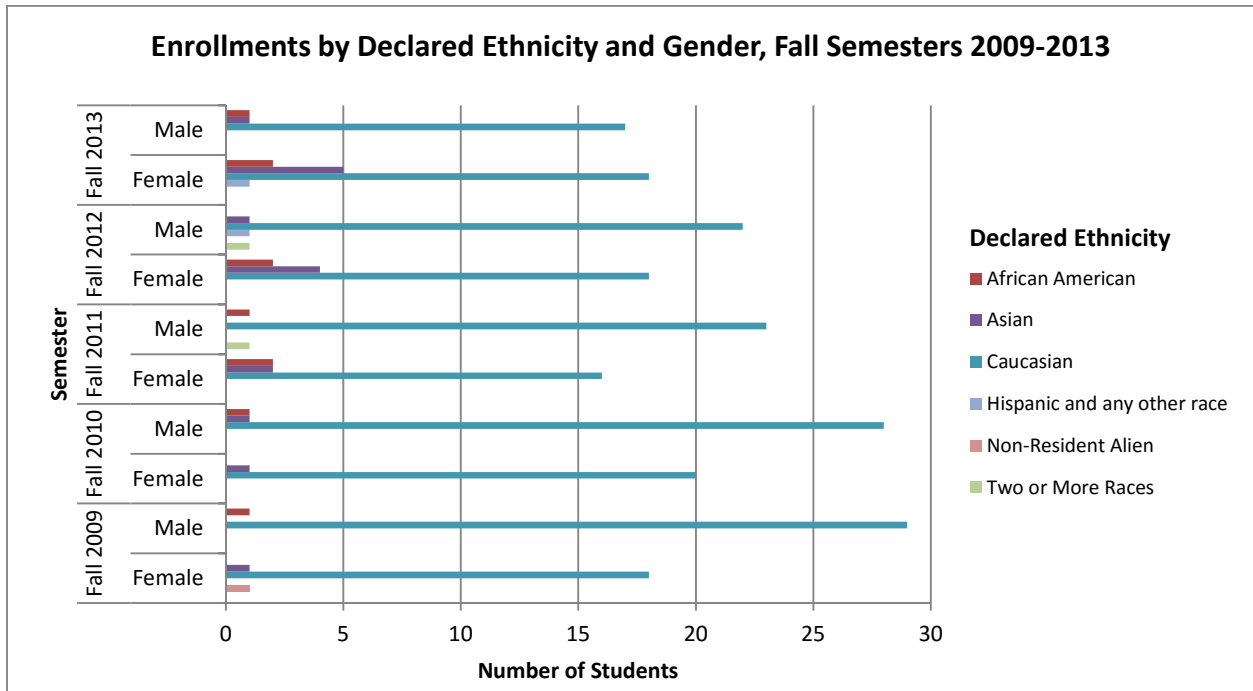


Figure 9: Enrollments by Declared Ethnicity and Gender, Fall Semesters 2009-2013. Selectable categories totaling 'zero' are not represented. (n=240)

Ethnicity markers in this schema are of minimal value when charting diversity. A significant number (this based on impression/observation) of MEST majors/minors are heritage students from Middle East background, most of who would here be considered ‘Caucasian’ rather than ‘Asian’ or ‘Other’ – and the combination of Hispanic/Other most likely predisposes such students from selecting this category. Gender markers, we suggest, are much more interesting.

Of the 240 students enrolled, 54% were male and 46% were female (Figure 10), with an average of 25.8 males and 22.2 females enrolled per fall semester. According to declared ethnicity data, 87.08% of enrollees declared Caucasian as their ethnicity, 6.67% declared themselves Asian, 4.17% African American, and 1% Hispanic and any other race; 0.42% of students declared themselves Non-Resident Aliens, and 0.83% declared themselves of Two or More Races (Figure 11), with an average enrollment as follows: African American (2); Asian (3.2); Caucasian (41.8); Hispanic and any other race (0.4), Non-Resident Aliens (0.2), and Two or More Races (0.4).

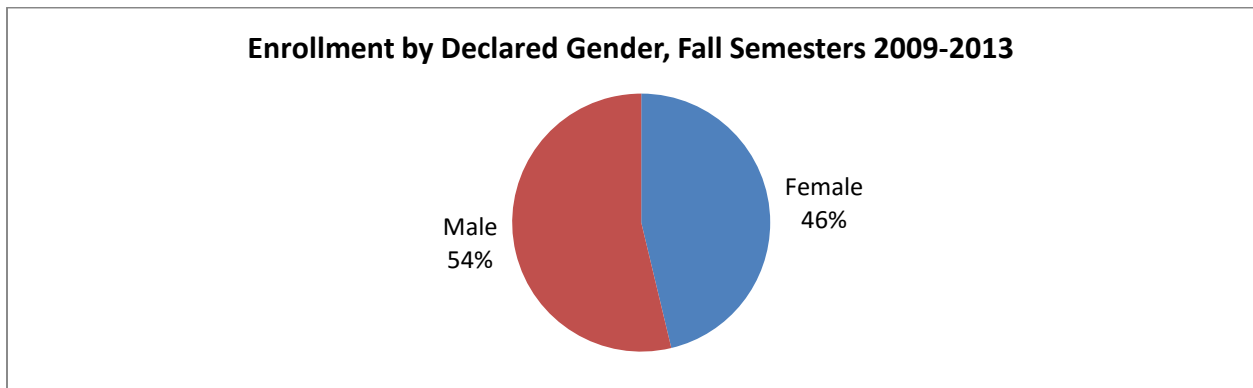


Figure 10: Enrollments by Declared Gender, Fall Semesters 2009-2013. (n=240)

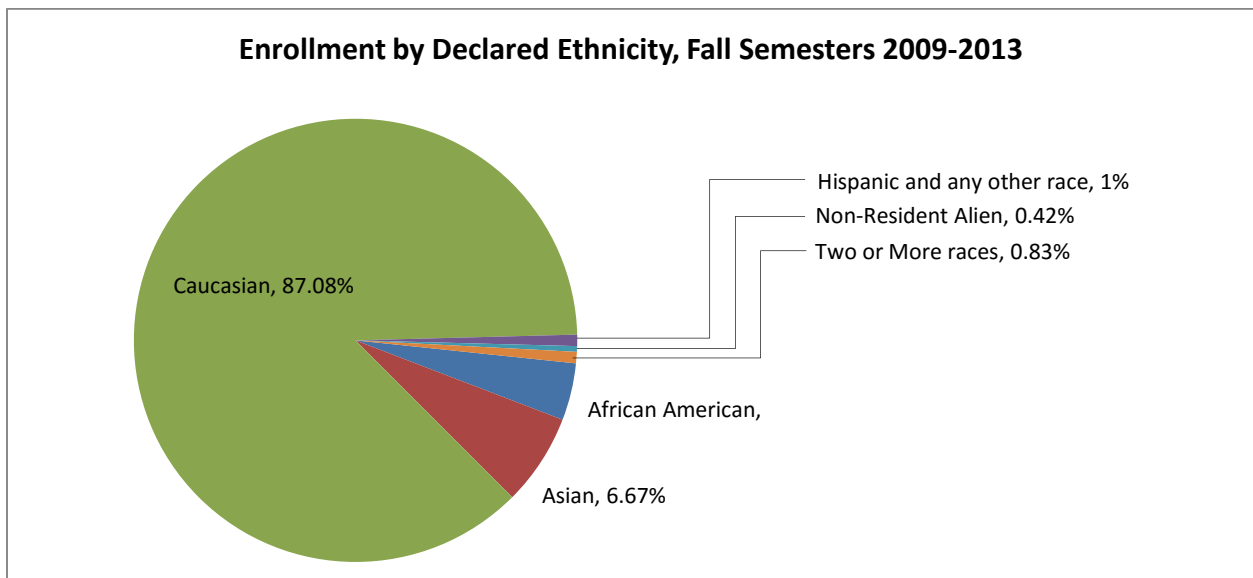


Figure 11: Enrollments by Declared Gender, Fall Semesters 2009-2013. (n=240)

Finally, it is worth noting that graduate students, many currently or previously supported by King Fahd Center graduate assistantships who are assigned to general disciplinary introductory courses (World

Civilizations 1 and 2, Comparative Politics, Cultural Anthropology, World Literature 1 and 2) often highlight the Middle East/Islamic World in their syllabi. This cannot, of course, be quantified, but it surely adds a key component when thinking about the overall impact of the program.

Rewarding Strong Performance

Academic Year Scholarships. The King Fahd Center awards approximately 7 undergraduate scholarships annually to outstanding majors who have reached junior status. Full scholarships are \$6000 per academic year with a cap on 2 years of support. Partial scholarships of \$3000 are offered to students who either need only 1 semester of support for a given year or who have other sources of scholarship income. Lists of awardees can be found in King Fahd Center annual reports.

Applicants must have obtained Junior status (>60 credit hours) by the beginning of the funding period, and are required to make satisfactory progress toward fulfillment of their MEST co-major, maintain a general GPA of 3.25, and a GPA in MEST courses of 3.5.

The increased number of applications submitted in recent years has required and allowed the program to be more selective in awarding funding; awards granted are summarized in Figure 12. Scholarship awardees for AY 2014-15 have an average GPA of 3.71 and an average MEST course GPA of 3.85. Additionally, 5 of 10 applicants are part of the Honors College, and 7 of 10 have participated in study or lived abroad in the Middle East.

A total of 34 scholarships were awarded between academic years 2009-10 and 2014-15 (Figure 12). Of awardees, 53% were male and 47% were female (Figure 13). Data on ethnicity was not available.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Full	7	6	2	5	2
Partial	0	2	1	0	5
Total	7	8	3	5	7

Figure 12: Undergraduate Academic Year Scholarships awarded

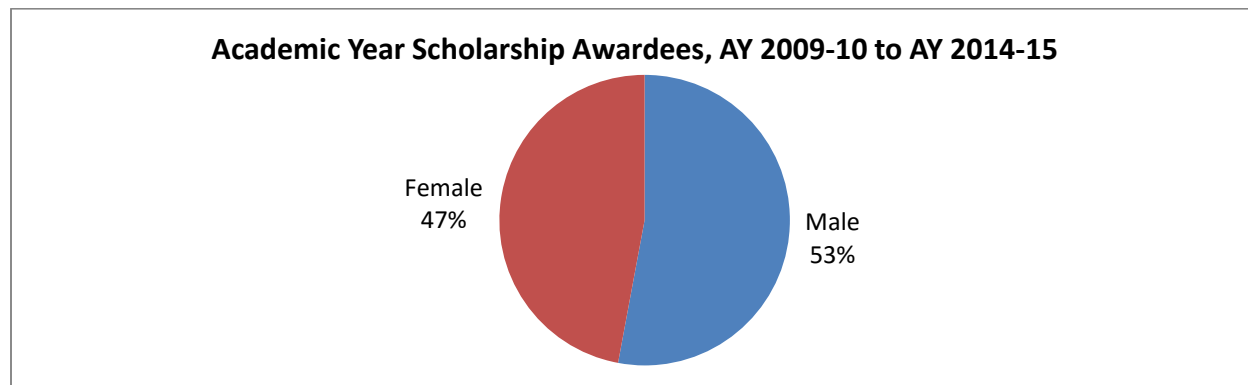


Figure 13: Academic Year Scholarship Awardees, AY 2009-10 to AY 2014-15

Study Abroad Scholarships. The King Fahd Center also supports undergraduate study abroad, either through annual scholarships or special summer study/travel awards. The Center has supported an average of 2 students per summer with Summer Study Abroad scholarships, totaling an average of

approximately \$3,000 per fiscal year. This coming AY 2014-15, 1 undergraduate scholarship awardee will be studying in Morocco. This summer 2014 the Center sponsored 1 undergraduate who traveled to Jordan. A total of 11 scholarships were awarded between academic years 2009-10 and 2013-14. Of awardees, 55% were male and 45% were female (Figure 14).

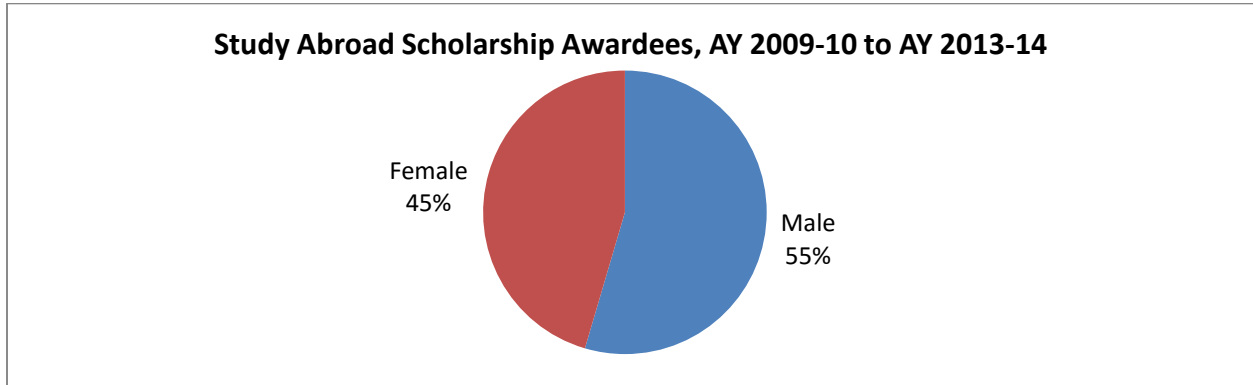


Figure 14: Study Abroad Scholarship Awardees, AY 2009-10 to AY 2013-14

Numbers have decreased slightly in recent years due to political turmoil in the region, but students continue to seek opportunities and the Center continues to support them. Figures 15 and 16 represent total number of student travelers to the Middle East, both independent and Center supported.

Country	2009-2010	Summer 2010	2010-2011	Summer 2011	2011-2012	Summer 2012	2012-2013	Summer 2013	2013-2014	Summer 2014
Total	2	4	3	4	1	6	6	8	1	8

Figure 15: Total student travelers per semester

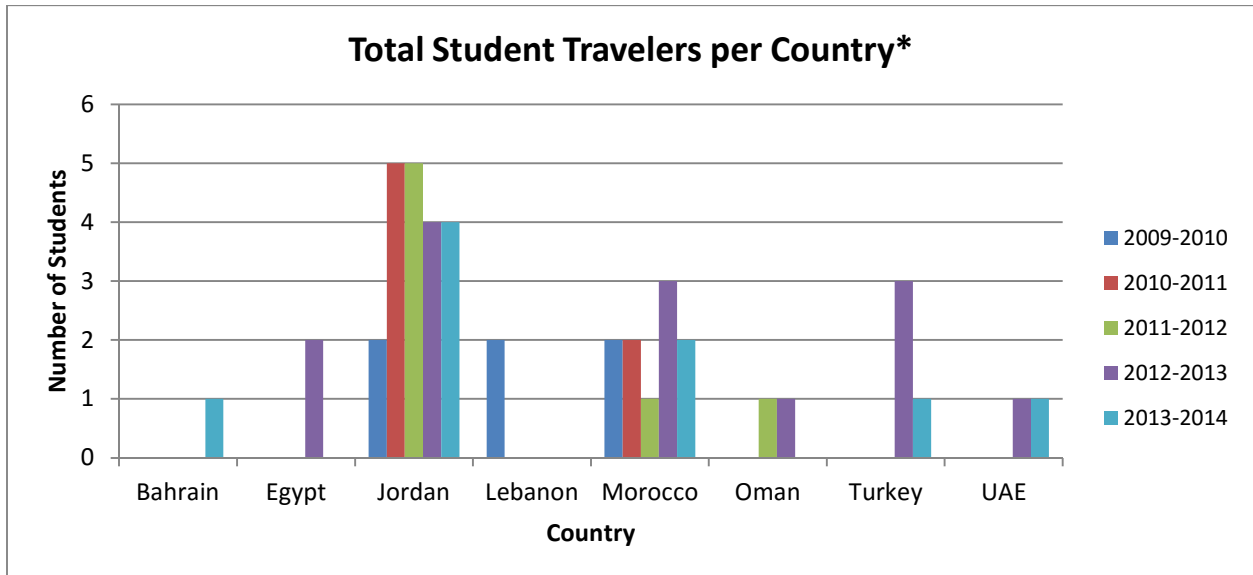


Figure 16: Total student travelers per country. *Summer sessions included with preceding academic year.

In addition to those majors travelling/studying abroad with Center sponsorship, many of the students coming out of our Arabic program have been granted funding through the US State Department Critical

Language Study program (CLS) and other programs (names and other details are spelled out in recent Annual Reports).

Also, a new initiative by the Center in 2013-14 offered support to 3 undergraduates with papers accepted at regional academic conferences. Support covered transportation, lodging and conference registration fees. Names and details are to be found in the 2013-14 Annual Report. 1 of these students, a senior MEST major and scholarship recipient, has been accepted by the Middle East Studies Association for its new undergraduate workshop, to be held at the annual meeting in Washington, DC in November 2014.

MEST BA Graduates

Between AYs 2010-11 and 2013-14, the MEST program has graduated an average of approximately 14 students (9.75 majors/3.75 minors) per academic year. Total graduations broken down per semester can be found in Figure 17; diversity among graduates will be discussed below.

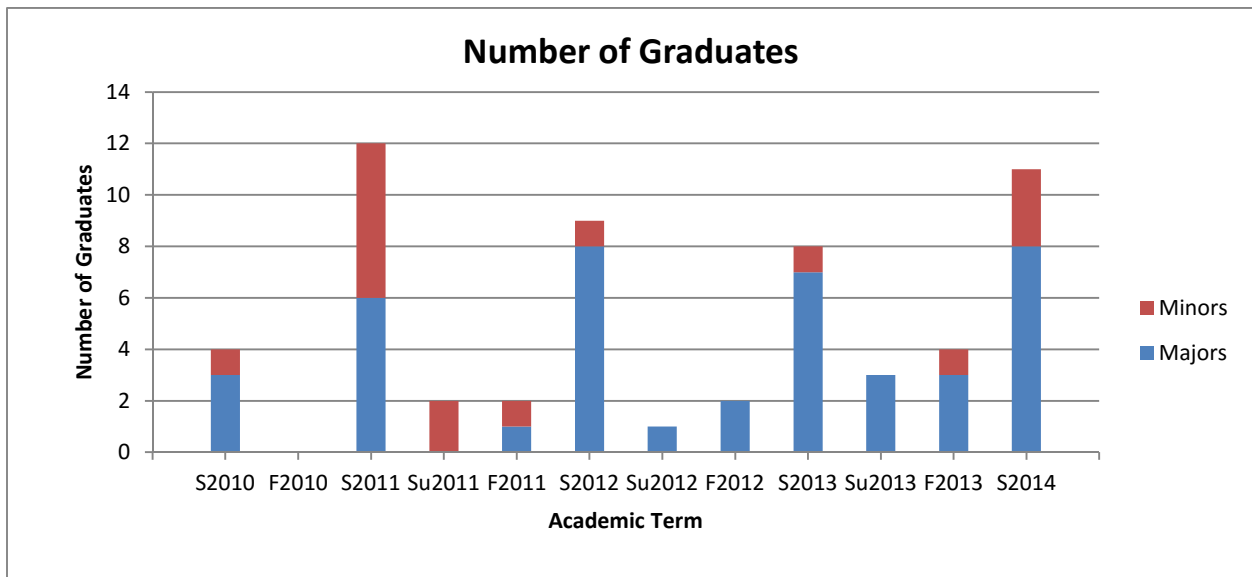


Figure 17: Number of major and minors graduated per semester

According to data from the ADHE, which considers only primary degrees awarded and excludes MEST minors, the MEST program graduated a total of 40 students between academic years 2009-10 and 2013-14. Students declared gender and ethnicity based on the following categories: male, female (gender); African American, American Indian or Alaska Native, Asian, Caucasian, Hawaiian or Pacific Islander, Hispanic and any other race, Non-Resident Alien, Two or More Races, Unknown (Ethnicity). A summary of all data collected may be found in Figure 18.

Of these 40 graduates, 62.4% were male and 37.5% were female (Figure 19). The MEST program graduates on average 5 males and 3 females per academic year. According to declared ethnicity data, 90% of the graduates declared Caucasian as their ethnicity, 7.5% declared themselves Asian, and 2.5% declared themselves Hispanic and any other race (Figure 20). The MEST program graduates on average 0.6 Asians, 7.2 Caucasians and 0.2 Hispanic/others per academic year.

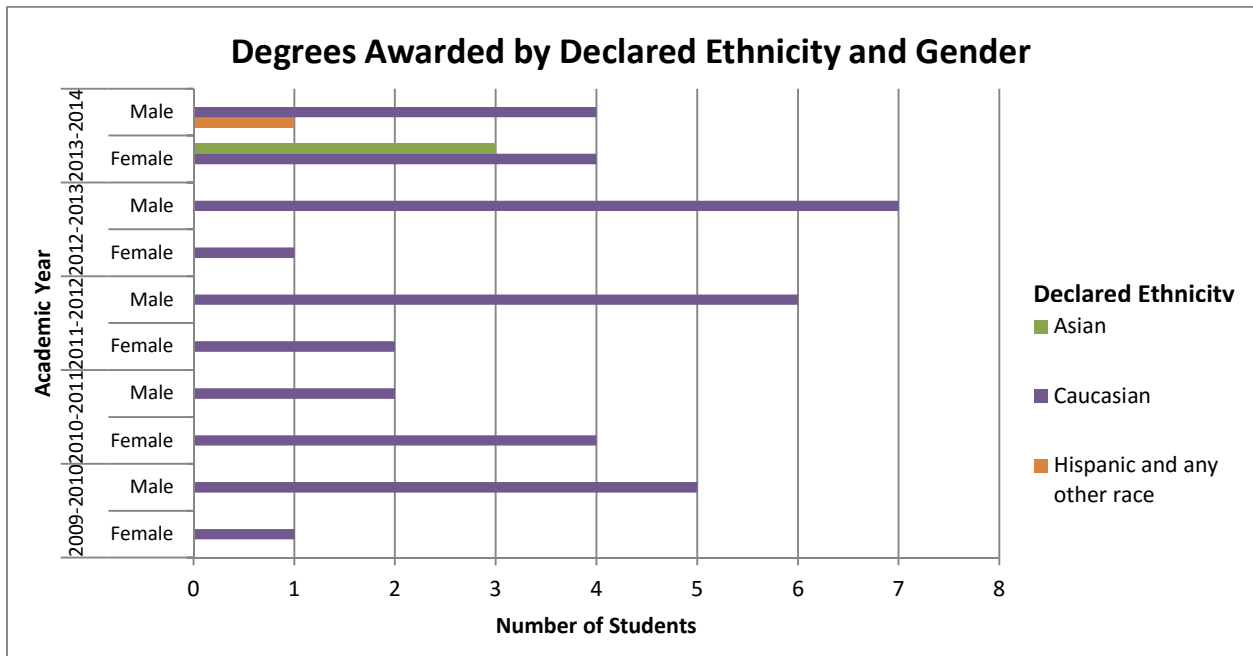


Figure 18: Degrees Awarded by Declared Ethnicity and Gender. Selectable categories totaling 'zero' are not represented. (n=40)

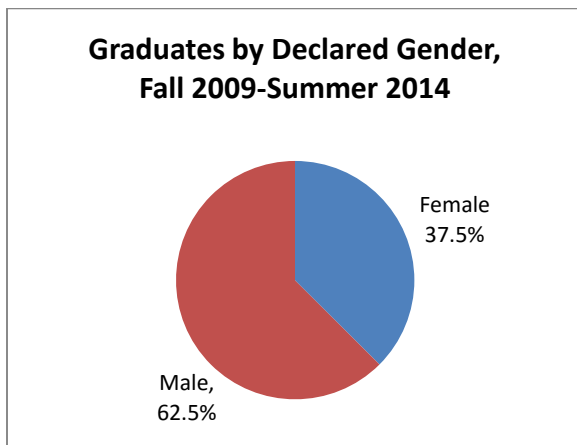


Figure 19: Graduates by Declared Gender, Fall 2009 Summer 2014. (n=40)

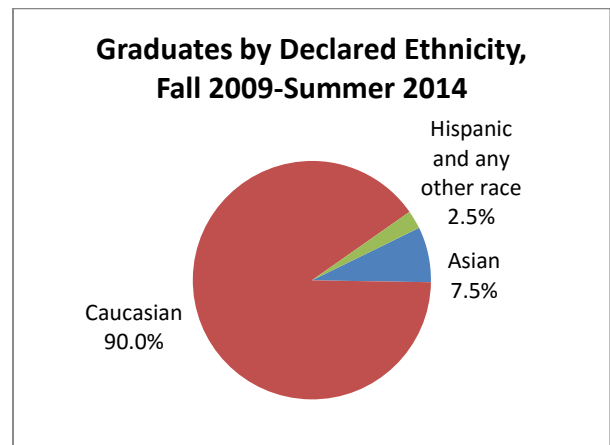


Figure 20: Graduates by Declared Ethnicity, Fall 2009-Summer 2014. (n=40)

Tracking our undergraduates has become a high priority in recent years, but we can readily admit that our data remains less than comprehensive. Nonetheless we can point to the following BA graduate tracks:

Graduate School in related fields: Students have been accepted to the following institutions within recent years: Denver University (MA/International Studies), George Washington University (MA/International Studies).

Graduate Studies at UA: A number of majors go on to pursue higher degrees at UA. Current numbers are Geography/MA (7); Education/MA (1); Political Science/MA (1); Translation/MFA (1)

Government/Policy/NGO: Students are currently working as legislative aides, policy analysts and regional experts for both the US government and a variety of NGOs and think tanks

Media: A number of graduates are working for broadcast media, including PBS, CNN, al-Arabiya, and the Voice of America; 1 student produced a documentary that was broadcast on Arkansas Public Television. Another recent graduate is working a print journalist for the Smithsonian Institute.

Teaching: At least 1 recent graduate will be teaching abroad, in Istanbul.

Curriculum Changes

New Courses/Permanent: History 4363 (Middle East since 1914)

Special Topics Courses Added to Catalog: Professor Kahf has in recent years converted many of her regularly taught special topics courses into formal catalog offerings: WLIT 3523 The Quran as Literature, WLIT 3713 Literature of Spain, 711-1615, WLIT 3723 Classical Arabic Literature, WLIT 3743 Arab American Literature. Further course proposals are in the works.

New Special Topics – Variable: In recent years the MEST program has capitalized on the expertise of visiting faculty in History, advanced graduate students, a regular instructor and a one-semester visiting scholar to offer a variety of courses that enhance the Core Curriculum. These include: HIST 3983 (Mediterranean Cities, Early South Asia, South Asian Religions, Islam in Early South Asia), MEST 4003 (Modern Iranian Novel, Muslim Mystical Literature), MEST 410V (Mystical Traditions in Islam, Sufism: Islamic Mystical Traditions) PLSC 390V (Gender/Public Policy in ME and South Asia, Ethnic Politics in South Asia, Gender and Policy in the Middle East and South Asia), PLSC400V (Ethnicity & Nationalism in South Asia) and WLIT/ENGL 3983 (Iranian Film and Literature, Modern Middle East Literature).

Redesigned Courses: Since joining the faculty in 2011, Professor Antov (HIST) has redesigned existing courses in pre-modern Islamic history, renaming them and broadening their scope to include greater comparative approach to early modern Islamic and other contemporary world empires.

Proposed Courses: Professor Casana has proposed a 2-semester sequence in Near Eastern Archaeology that will be divided either chronologically or geographically.

RESEARCH

The level of faculty research in terms of productivity and quality speaks to itself. This is a diverse faculty with a strong reputation rooted in grants and fellowships and a wide variety of publications – books, articles, essays, literary translations, field reports, mapping and creative writing. Blog posts, media interviews, invited lectures and regular participation in professional organizations (disciplinary and area studies) all serve to enhance the reputation of MEST faculty members.

Graduate student activity is also worth noting. Over the course of the last 3 years graduate students working on ME topics and with MEST faculty presented 19 papers and 2 posters at 16 different

international/national meetings, and authored or co-authored 14 scholarly publications and the translations of over 25 assorted works of Arabic literature.

King Fahd Center alumni (PhD or MA) have published 5 books and approximately 32 articles over the course of the last 3 years and at least 3 more are pending.

Undergraduates, majors and other students in MEST core courses have emerged recently as budding scholars and participants at regional academic conferences. During AY 2013-14, 4 students presented papers and an additional 9 had abstracts accepted.

OUTREACH

Thanks to the nature of the endowment that supports the King Fahd Center, the MEST program is able to sponsor regular and special programs, open to university and community, throughout the Academic Year. During AY 2013-14, for example, the Center sponsored 8 public lectures by visiting scholars, regular film screenings, 4 public forums featuring visiting scholars as well as UA faculty and graduate students, and 3 lectures by UA faculty. Details are in the 2013-14 Annual Report.

In addition, the Center sponsored a major arts event – a verbal duel between two leading Lebanese oral poets.

The year before, the Center was selected by Arts Midwest to be 1 of 4 hosts for a program called *Caravanserai: A place where cultures meet* supported by major funding from the Doris Duke Foundation for Islamic Arts and the Robert Sterling Foundation. The King Fahd Center partnered in this venture with the Walton Arts Center in Fayetteville, which included two performances as part of its regular 10x10 concert series. This series allowed the Center to partner with local high schools in order to introduce Middle East film, music and culture to younger audiences; on and off campus performances were hosted free of charge and open to the public and provided hundreds of members of the community access examples of Middle Eastern culture. Additionally, performers took part in music and film related at both upper and lower levels, reaching a wider audience of students than that which could be had from MEST courses alone.

The King Fahd Center has also partnered with other UA academic units to share costs for cross-disciplinary and college events. In recent years this includes: co-sponsoring (with the UA Writing Program) a Writers Festival (Spring 2012) that brought distinguished 3 authors – Sinan Antoon, Shahrnush Parsipur and Randa Jarrar – to campus; a forum on US Constitutional and Sharia Law (with the Law School and Society for International Law); a lecture on Malcolm X and African-American Islam by Professor Richard Turner of the University of Iowa (with African-American Studies and the Multi-Cultural Center); and a lecture on Biblical Archaeology by Shelly Wachsmann of Texas A&M (with Judaic Studies).

Outreach also includes the numerous interviews, media appearances, public speaking engagements and web postings in which Center faculty participate. Many of these are listed in Annual Reports.

PEER INSTITUTIONS

The Mission Statement of the Middle East Studies Association reads as follows:

The Middle East Studies Association (MESA) is a non-political association that fosters the study of the Middle East, promotes high standards of scholarship and teaching, and encourages public understanding of the region and its peoples through programs, publications and services that enhance education, further intellectual exchange, recognize professional distinction, and defend academic freedom.

As a long-standing institutional member of MESA, the King Fahd Center (and MEST Program) endeavors to advance those goals. Although the founding endowment has at times generated a degree of controversy and raised questions about academic freedom and intellectual integrity, we consistently insist that we are 'free agents' both as a collective of scholars and as individuals. Our fundamental purpose as a Center and as professors is to encourage public understanding, within and beyond our classrooms.

As an endowed program with such a broad curriculum and relatively large group of area specialists we are a rather unique academic entity. Finding 'peer' or 'comparison' programs is not easy. We sit between the large, federally supported area studies centers (situated at both public and private universities) and a growing number of area or international studies programs that, for all of their aspirations, cannot match our faculty in terms of disciplinary breadth – or, in many cases, financial security.

We cannot hope to compare ourselves to the major research universities that boast Middle Eastern Studies Centers. Those institutions have far more faculty members – many of them including wide coverage in Oriental antiquity. They also can boast far wider language coverage – the major Middle Eastern Studies centers are at institutions in which World Languages or Near Eastern Studies departments offer the breadth of classical regional languages: Persian, Turkish (in some cases including Ottoman Turkish), and Hebrew (with a strong focus on the modern language). Many of them also offer textual training in ancient regional languages. They have greater coverage within the major disciplines – for example, modern and classical languages, early-classical-modern history, as well as broader geographic coverage. At the same time, we compare favorably with all of the smaller programs, many of which have a much narrower focus on contemporary international studies/relations and/or are, in reality, programs that emphasize 'non-Western' or 'global/3rd world' studies with a few key Middle East scholars.

We would look for closer comparative purposes to private and public institutions that have over the years gathered, by chance, tradition or design, a similar faculty in terms of size and disciplinary/curricular diversity, and that have established majors in ME studies. Institutions that seem to fit this profile are: Claremont McKenna College, College of William & Mary, Portland State University, Tufts University, University of Virginia, and Villanova University. Relevant features of these programs are appended to this report (See Appendix 3).

Where we are confident is in our commitment to providing a solid undergraduate introduction to the region. This starts (as noted in a prior section) with a broad-based interdisciplinary introductory course – one that is designed for new majors, although some semesters it seems to fill with seasoned majors (in which case it serves as another opportunity to provide breadth as well as – when it works – to solidify material covered in previous courses. The capstone colloquium is a far more variable course, depending on offerings during a given academic year. It is, in any case – and even if taken prior to the student’s final semester (the original intent) – a chance to focus on a particular aspect of the region.

Between the introductory and capstone courses the MEST program is able to offer a wide array of courses. Offerings are always dependent on faculty availability – some faculty members have non-ME related duties in their departments, others have taken teaching or research leaves – but the base course load per semester (17 to 20 classes) has been solid. Faculty offerings have been supplemented in some cases by courses taught by advanced graduate students, which has been of mutual advantage to the program (more, wider course offerings) and the students (wider teaching experience than many of their peers at other institutions).

Student research is a complicated issue for fields of study that are non-technical and that require deep grounding in regional languages.

The record for archaeology has been strong, although the program has been greatly hampered by losing, for the near future, its field school site in northwestern Syria (Professor Casana relocated for 1 summer to Cyprus, but has more recently been involved in surveying potential excavation sites in Iraqi Kurdistan, research that does and will involve graduate students rather than undergraduates).

Study abroad options have been greatly curtailed by political instability in recent years, particularly since the Arab spring uprisings dating to December 2010 and early 2011. Our undergraduates do, however, continue to win slots for the State Department sponsored Critical Languages (CLS) program and have found programs in Jordan, Morocco, Oman and Turkey.

All told, we still have few undergraduates with enough linguistic skills and field experience to engage in original research, but those numbers are growing and trending in the right direction. We are, however, in the planning stages for an undergraduate conference that the Center will sponsor and host in the spring of 2015.

INTERDISCIPLINARY INITIATIVES

An area studies program like MEST is interdisciplinary by nature. Faculty members are rooted in the study of Middle Eastern languages and cultures and have spent many years on the ground in the region. Although experts in specific academic disciplines, many of us have come from universities with established Middle East Centers. To that extent, every event that the King Fahd Center sponsors is designed to speak across disciplines, as well as in many cases, geographic and cultural regions.

Those events, as noted throughout and as highlighted in Annual Reports, have run the gamut from (choosing AY 2013-14 as an example) Lebanese oral poetry (*zajal*) to public health in Iraq, Hollywood

depictions of Middle Easterners to Shi'i shrine architecture, and from archaeology on the Sea of Galilee to the constitutionality of the 'War on Terror.'

The MEST major itself is interdisciplinary by design. Students are required to take 9 hours of core courses in one discipline and 9 others in a variety of (usually other) disciplines – plus Arabic, the interdisciplinary Introduction to ME Studies (MEST 2013) and the capstone colloquium (MEST 4003). The latter course varies widely in theme and content, depending upon the instructor. Recent colloquia have been on Modern Middle East Literature, Modern Iranian Novel, Sufism, and Iranian Film and Literature.

ADVISING AND MENTORING

In recent years Fulbright College assumed primary responsibility for formal undergraduate advising. Although this advising is centered more on monitoring the fulfillment of credits than 'qualitative' mentoring, the MEST program is fortunate that one of our BA graduates works in the advising office. At the same time we remain in regular contact as needed with undergraduate advisors as questions arise.

More hands-on mentor advising occurs directly through the offices of the King Fahd Center by the Director and, increasingly, the Program Coordinator (in conjunction with the Director). This allows for a more hands-on approach to advising and has promoted better communication between the Center and undergraduates. In the long run our goal is to better track undergraduate alumni once they have graduated and left the UA.

Since 2012, the efficacy of undergraduate advising has been increased through the use of standardized tracking sheets and promotional materials, closer coordination with the Fulbright Advising Office, more time devoted to face-to-face meetings with students, and more extensive record keeping.

The Program Coordinator maintains a tracking sheet for all majors and minors and updates them at the end of every semester based on transcript information. This allows for easy record keeping and program mapping for every student as they continue to fulfill their requirements toward the MEST co-major, as well as provides a quick and easy reference to use when answering student questions about outstanding requirements. Familiarity and frequent updating of records allows the Program Coordinator to determine academic scholarship eligibility and solicit and cultivate potential applicants. Additionally, decreased confusion about interdisciplinary MEST requirements enables students to graduate on time, better plan summers and semesters abroad, and has encouraged several students to upgrade their MEST minors to majors.

Prospective students, whether new to the University or just to the program, have an introductory session made available to them upon appointment to discuss any questions they have about the MEST major/minor, the King Fahd Center, and the kinds of programming and courses it offers. Not only is this an opportunity to present all of the opportunities the Center has to offer (including scholarships), it also sets a precedence for maintaining close contact with the Center throughout the student's academic career. Since August of 2012, the Program Coordinator has met with 14 prospective students from

outside the UA; 5 of these students elected to attend the University and are now involved with the MEST program.

CULTURAL DIVERSITY

Cultural diversity and multicultural understanding is what the program is all about – at all levels of instruction, public outreach, and research. The faculty – and staff – is diverse in terms of ethnic, linguistic and religious heritage, gender, as well as places of birth and upbringing. The student body, our majors and minors, as well as scholarship and award recipients, are equally diverse.

Until recently, it is worth noting, we were all primarily Arabists in terms of training, linguistic competency and/or (in the case of archaeology) the location of field sites. In recent years we have exhibited growth and greater breadth. Professor Casana has worked on both sides of the Turkish-Syrian border and is currently engaged in Iraqi Kurdistan. Professor Antov brings even greater diversity in this regard, as an Ottomanist working primarily in Ottoman Turkish (as well as Persian and Arabic) and on the history of Anatolia and the Balkans.

Visiting Assistant Professor in History Rob Brubaker and MEST Instructor Sarwar Alam also bring both disciplinary and regional breadth (South Asia) to the program. The current pool of graduate students – most of who serve as instructors in general introductions and, increasingly, MEST core courses – include students from Indonesia, Iran, Jordan, Kuwait, Lebanon, Pakistan, Palestine, Saudi Arabia, Syria, Tunisia and Turkey. Recent and current undergraduate majors have come from Afghanistan, Dubai, and include a large number of Middle East ‘heritage’ students.

Our biggest ‘cultural diversity’ charge – and this would surely hold true for colleagues elsewhere – is not so much our curricular offerings as combatting common misperceptions by incoming students regarding Islam, the Arab world, Iran and so forth. Training our graduate students how to deal with such issues is an ongoing venture.

COST EFFECTIVENESS

With an endowment that currently sits at approximately \$25 million, yielding an annual operating budget of approximately \$1,150,000, the King Fahd Center and MEST program sit in an enviable position relative to ‘sister’ programs at UA. The Center is able to support a healthy program of curricular and extra-curricular activities, to support two overseas archaeological ventures (sometimes field schools), to support graduate and undergraduate study and travel, to provide research support for center affiliated faculty and support projects related to the Middle East/Islamic world for other UA faculty, when such interests coincide.

Budget expenditures, with annotations, for AY 2013-14 and earlier years are appended to Annual Reports.

The budget is healthy, however there are several issues that need to be accounted for in terms of future growth (for growth initiatives/aspirations see following section).

First, all faculty salaries and benefits are divided based on a ratio established two decades ago when the program was founded: home departments pay a base of \$35,000 and the Center pays everything over and above this. This includes all raises related to merit and promotion. It should be noted that not all core faculty fall under this arrangement – several appointments were made outside the purview of this arrangement. Nonetheless, this is a matter that has been raised regularly in the context of discussions regarding future growth.

Secondly, in 2012 the (then) Dean of Fulbright College ordered the Center to pick up the base salary for two faculty members of the English Department not affiliated directly with the program. Both have worked with Center MFA students in the Literary Translation program, but neither has any academic training in Middle East Studies or relevant languages (they work in French and Italian, respectively). As we have argued consistently they are no different than other faculty members in other departments whose area of expertise falls outside the realm of Middle East or related languages but who serve on graduate committees for their disciplinary or theoretical expertise and input. It is our hope that this encumbrance (\$118,000 approximately during the past AY) will be removed in the near future.

EXTRA INFORMATION

Graduate Component

As noted above, it is difficult to separate the graduate and undergraduate components of the MEST program and King Fahd Center. Faculty energies are divided between both 'sides' of the curriculum in terms of courses offered from semester to semester, advising/mentoring, and extra-curricular outreach pursuits.

Our advanced graduate students are playing a greater role in undergraduate education, including teaching introductory MEST core courses and many interact with undergraduates in language courses, either as instructors/preceptors or classmates. Hand in hand with this, they regularly attend academic conferences in their disciplines (and primarily at MESA), often as presenters. We have a strong track record in terms of our graduate students gaining outside funding for their thesis research (ARCE, Fulbright, ASOR, PARC, IREX-ACCELS, etc.). And our record of placing graduated PhD students in academic positions – a reflection on their scholarship and teaching experience has been strong.

Currently, 16 of our recent PhDs hold tenure-track positions in American and foreign institutions. Another 3 hold visiting positions, with either single or multi-year contracts. Approximately 11 of recent MA students have moved on to PhD programs elsewhere and 6 earlier students completed their PhDs and are now teaching in tenure-track or visiting positions. Details may be found in recent Annual Reports.

Future Projects/Planning

MEST faculty has been considering the following options in terms of future growth for the undergraduate and graduate programs:

A stand-alone undergraduate MEST major. MEST currently graduates enough seniors per year (7.66) to meet state standards. The curriculum is still being shaped with new courses being proposed and formally entered into the course catalog. But what we have in place – courses and faculty – is arguably enough to make the transition smoothly. There is general consensus among the core faculty that this is a natural, positive step forward and, at the same time, part of a broader impetus to consider future growth.

Expansion of the Arabic program with an option for a major in Arabic within the auspices of the Department of WLLC. There is consensus among the core faculty to bolster the Arabic program by adding at least one new tenured/tenure-track faculty member and a visiting instructor or post-doctoral appointment. Current Arabic faculty members are stretched thin teaching the 4-semester sequence of Modern Standard Arabic. Although the new *Al-Kitab* curriculum involves an initiative to incorporate colloquial dialects (our faculty members have developed the Lebanese dialect component, *Haki bi Lubnani*), there is little opportunity for the type of advanced and/or specialized courses that our students increasingly seek/demand. A second tenure/track faculty position would bolster the case for a major; a third instructor would help provide the flexibility for more creative course offerings.

Additionally, an Arabic major, as envisioned by current faculty, would include core courses that are part of the MEST curriculum in Middle East history, culture, and literature. Thus, the MEST and Arabic majors would be mutually beneficial.

Related to this, we did apply in AY 2012-13 for Flagship status under the federally funded program, what we hoped would be a logical – and persuasive – means to bolster the Arabic program. We structured our program primarily around the undergraduate MEST and Arabic programs, with a graduate tie-in. We had a seed-funding commitment from the Deans Office of Fulbright College and proposed utilizing Center resources. Although we did not receive funding, this gave us the impetus to seriously think through future growth.

A Master's Degree in Middle Eastern Studies. The vision is similar to area studies MA degrees offered by larger, federally funded Middle East centers. The degree program could be a natural stepping stone for UA undergraduate majors or others seeking further interdisciplinary area studies training without committing to a particular academic discipline. This is a longer-term project that will require navigation at the university and, later, state level. It could be a revenue-generating project – it is a degree that some of us believe people will pay for. At the same time, we may need to jump-start the degree with financial assistance, which would require either new graduate assistantships or reallocating current positions.

None of these goals are mutually exclusive, although for practical purposes they would need to be ranked in terms of pursuit.

Constraints

The King Fahd Center and MEST program has established itself as a 'player' in the field of Middle East studies nationally and internationally based on the achievements of recognized scholars in the field and

a growing cohort of BA, MA and PhD graduates. Given our geographic position – literally the ‘middle of nowhere’ in terms of Middle Eastern Studies in the mid-1990s – this is no small feat. For the first time in many years we have reestablished contact with colleagues in Saudi Arabia, professors in the liberal arts and social sciences who see us a unique model – a fully-funded program rather than an academic chair (as in most places) to enhance existing programs.

Nonetheless, we would highlight the following constraints upon our ability move towards the ‘next level’:

Specialized Course Offerings. One issue that needs to be addressed with regard to the vitality of the program and, in certain cases, questions of growth, is class size. This is particularly relevant given directives from higher administration to more closely monitor numbers and in recent years to press for the cancellation of ‘under-enrolled’ classes at an earlier date – well before the start of the semester, a flux period in which, at least in recent years, many such classes eventually filled.

We recognize the rationale behind such initiatives from a scheduling standpoint but would argue for greater flexibility for programs like MEST (and presumably other area studies majors) that tend to draw a specialized student body.

Regarding the issue of class size in general, we note that growth in areas (Arabic for example) will include more specialized classes that will certainly not draw the numbers of introductory courses but that are vital to the advancement of our language goals. We also look to certain topics and areas that have not traditionally done as well in terms of numbers, one example being pre-modern Arabic/Islamic literature courses. This current term, Professor Kahf’s Classical Arabic Literature class was cancelled for low numbers – in July. She has been reassigned to a modern American literature survey, which certainly does not fill the needs of the MEST program (which might have argued more vigorously and will do in the future). Another proposed course in Middle East literature that was to focus on graphic novels was also dropped for lack of numbers.

Low enrollments can be addressed in a variety of ways and some of them dovetail nicely with aspirations for both a stand-alone MEST major and a major track in Arabic within WLLC (plans for which would include such core courses). But this seems to be a good time to remind all concerned that placing a specialized area studies program like MEST in play requires an understanding that certain courses will inevitably fall at the lower end of the scale numerically. And yet they are crucial to the type of fully formed program/major that we envision, one that traces origins as well as current trends (and conflicts), and that hones language skills beyond the introductory and intermediate levels.

Facilities. For an academic unit with so many resources and such varied activities, the King Fahd Center facilities are rather modest: One office suite (202 Old Main) in which two full time staff members work side by side, and a former Psychology observation Lab (104 Old Main) with a long desk and little lighting that is shared currently by a 50% instructor and a senior graduate student, but without real space to hold office hours.

Small receptions and semi-private roundtables (such as thesis defenses) are held in the Director's office. But the King Fahd Center has no place for faculty and students to convene for either formal or informal events, to gather to catch up on each other's work or current events, or to study in a setting with fellow students and key reference materials. The main office has in recent years become a much more visited site, a place for faculty and students to drop in, which is a positive development. The Center has opened its office to prominent speakers in Giffels Auditorium (recently this has included Senator Boozman and a series of speakers hosted by Curt Rom and the Agriculture faculty). However, to really exude a presence to those on and off campus, additional space would be helpful, ideally an extra office plus a reading/meeting room.

Three years ago the Center 'lent' a much larger facility (105 Old Main) to the History Department with a nod towards the need for student office space and the proviso that priority be given to History (and occasionally Political Science) students working in a Middle East field and/or with ME History faculty. This is not an ideal space for holding Center events, but would provide a place for Center-affiliated students and faculty to convene for lower-volume Center/MEST events.

Unaffiliated Faculty Salaries. As noted earlier, despite the relative health of the Center budget, growth will be stymied in the near future by the unilateral assignment by a prior dean of two salary lines to professors who do not have requisite expertise in Middle East studies. This sets a potentially dangerous precedent for administrative fiat and threatens to reinforce an earlier, historical view of the program – one that we have endeavored to overcome in recent years – as a cash cow for Fulbright College or the UA at large.

The ultimate transition will entail leadership with other area studies programs on campus that have less capital so as to enhance the presence of international studies with a distinctive nod towards the program that has been, at least since the mid-1990s, disproportionately endowed. The record of collaboration in recent years has been strong – programming rooted in solid, rather than ephemeral links. It could become stronger with an eye toward a truly international vision.

Appendix 1: Faculty Profiles

Core Faculty:

Nikolay Antov (Assistant Professor of History)

Jesse Casana (Associate Professor of Anthropology)

Mounir Farah (Professor of Curriculum and Instruction)

Najib Ghabbian (Associate Professor of Political Science)

Joel Gordon (Professor of History, Director of the King Fahd Center)

Adnan Haydar (Professor of World Languages and Literature)

Paula Haydar (Instructor of Arabic)

Mohja Kahf (Professor of English)

Thomas Paradise (Professor of Geography)

Jerome Rose (Professor of Anthropology)

Ted Swedenburg (Professor of Anthropology)

Affiliated Faculty:

Sarwar Alam (Instructor of Middle East Studies)

Robert Brubaker (Visiting Assistant Professor of History)



NIKOLAY ANTOV

Assistant Professor of History

EDUCATION

- PhD (granted with distinction) Middle East and Islamic History, University of Chicago, 2011
- MA Ottoman History, Bilkent University, 2000
- BA (Cum Laude) American University in Bulgaria, 1997

TEACHING/RESEARCH INTERESTS

Pre-Modern/Classical Middle East/Islamic History; Ottoman History

ACADEMIC APPOINTMENTS

- Assistant Professor, University of Arkansas, 2011-present
- Visiting Assistant Professor, Tulane University, 2010-2011

AWARDS/GRANTS/FELLOWSHIPS

- NEH fellowship administered by the American Research Institute in Turkey (ARIT), 2013-2014
- NEH Summer Institute -- "Empires and Interactions across the Early Modern World, 1400-1800" -- St. Louis University, June 3-28, 2013
- The University of Chicago, Martin Marty Center for the Advanced Study of Religion Dissertation Fellowship, 2009-2010
- University of Chicago, Provost's Summer Fellowship, 2007
- Social Science Research Council (SSRC), International Dissertation Field Research Fellowship (IDRF), 2005-2006

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

"Emergence and Historical Development of Muslim Communities in the Ottoman Balkans: Turcoman Colonization, Conversion to Islam and the 'Indigenization of Islam' in the Balkan Peninsula (late 14th –18th cc.)," in *Beyond Mosque, Church, and State: Negotiating Religious and Ethno-National Identities in the Balkans* (under review)

"The Ottoman State and Semi-nomadic Groups along the Danubian Serhad (Frontier Zone) in the Late 15-th and the First Half of the 16th century: Challenges and Policies," *Hungarian Studies* 27/2 (2013): 219-235.

Review of Marc David Baer, *Honored by the Glory of Islam: Conversion and Conquest in Ottoman Europe* (New York: Oxford University Press, 2008), *New Perspectives on Turkey*, 48 (Spring 2013): 141-145.

Review of *Les Conversions à Islam an Asie Mineure et dans les Balkans aux époques Seldjoukide et Ottomane. Bibliographie raisonnée (1800-2000)*, edited by Gilles Grivaud and Alexandre Popovic

(Mondes Méditerranéens et Balkaniques 3), (Athens, Ecole Française d'Athènes, 2011),
Mediterranean Historical Review 28/2 (2013): 252-254.

Review of A. C. S. Peacock (ed.): *The Frontiers of the Ottoman World*, Oxford 2009, *Comparativ: Zeitschrift für Globalgeschichte und vergleichende Gesellschaftsforschung* 03/2012: 81-84

"Kisve Bahası Arzuhalleri – Osmanlı Döneminde Balkanlar'da İslamlaşma Sürecine Dair Bir Kaynak"
(*Kisve Bahası* Petitions – a Source for the Study of Islamization in the Ottoman Balkans), *Kebikeç*
(Ankara) vol. 10 (2000), pp. 89-105

SELECT PRESENTATIONS

"The Abdals of Rum(eli): Heterodox Islam, Turcoman Colonization, and Legitimacy in the Eastern Ottoman Balkans (15th-16th centuries)," American Research Institute in Turkey in Istanbul (May 2014)

"Patterns of Formation of Muslim Communities and Varieties of Islam in the Early Ottoman Balkans (15th-17th c.)," Sixteenth Century Society Conference San Juan, Puerto Rico (October 2013)

"The Ottoman Danubian Serhad in the Early 16th century: Challenges and Policies," 32nd Gyorgy Ranki Hungarian Chair Symposium: "Hungary on the Border-land of Two World Powers: the Habsburgs and the Ottomans," Indiana University (Bloomington), March 23-24, 2013. Invited participation.

"Processes of Demographic and Ethno-Religious Change in 16th-Century Ottoman Dobrudja (NE Balkans): Repopulation, Turcoman Colonization, and Conversion to Islam," 20th CIEPO meeting (Comité International des Etudes Pré-Ottomanes et Ottomanes), Rethymno, Crete, Greece, June 27-July 1, 2012

"Emergence and Historical Development of Muslim Communities in the Ottoman Balkans: Turcoman Colonization, Conversion to Islam and the 'Indigenization of Islam' in the Balkan Peninsula (late 14th –18th cc.)," *Beyond Mosque, Church, and State: Negotiating Religious and Ethno-National Identities in the Balkans*, an international conference at the Ohio State University, Columbus (OH), Oct. 6-8, 2011. Invited participation.

PROFESSIONAL SERVICE

- Member of Religious Studies Program Committee
- Member of Library Committee, Department of History

MEST COURSES TAUGHT

- HIST3033 Islamic Civilizations
- HIST3983 Ottoman Empire
- HIST4393 Early Modern Islamic Empires, 1300-1750
- HIST5213 Early Islamic History (ca. 600-1258)



JESSE CASANA

Associate Professor of Anthropology

EDUCATION

- PhD Near Eastern Archaeology, University of Chicago, 2003
- MA Near Eastern Archaeology, University of Chicago, 2000
- BA Archaeological Studies, University of Texas at Austin, 1996

TEACHING/RESEARCH INTERESTS

Landscape archaeology; Ancient Near East; Archaeological remote sensing; Geoarchaeology; Human-environment relationships

ACADEMIC APPOINTMENTS

- Associate Professor, Department of Anthropology, University of Arkansas, 2010-present
- Assistant Professor, Department of Anthropology, University of Arkansas, 2004-2010
- Lecturer, The College, University of Chicago, 2004
- Research Associate, Center for Archaeology of the Middle Eastern Landscape (CAMEL), Oriental Institute, University of Chicago, 2003-2004

AWARDS/GRANTS/FELLOWSHIPS

- National Endowment for the Humanities, Preservation and Access, 2013-2016
- National Science Foundation, Archaeometry Program, 2013-2015
- Army Corps of Engineers/South Dakota State Historical Society, 2013-2015
- National Endowment for the Humanities, Digital Start-Up Grant, 2012-2014
- National Space and Aeronautics Administration (NASA), Space Archaeology, 2010-2014
- Honors College, University of Arkansas, Course Development Grant, 2011-2012

ONGOING FIELD PROJECTS:

- Co-Director, Upper Diyala/Sirwan Regional Project, Iraq (Field seasons in 2012, 2013)
- Director, Dubai Desert Survey, United Arab Emirates (Field seasons in 2006, 2007, 2008/2009, 2011, and 2012)
- Director, Archaeological Aerial Thermography (2012-2014)
- Director, Tell Qarqur Expedition, Syria (Annual field seasons, 2005-2010)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

“A Landscape Context for Paleoethnobotany: The Contribution of Aerial and Satellite Remote Sensing,” in John M. Marston, Jade d’Alpoim Guedes and Christina Warinner, eds., *Theory and Method in Paleoethnobotany* (University Press of Colorado, 2014)

“Satellite-based monitoring of looting and damage to archaeological sites in Syria,” (co-author), *Journal of Eastern Mediterranean Archaeology and Heritage Studies* vol. 2/no. 2 (2014)

“Archaeological aerial thermography: A case study from the Chaco-period Blue J community, New Mexico,” (co-author), *Journal of Archaeological Science* vol. 45 (2014), pp. 207-19

“The Late Roman Landscape of the Northern Levant: A view from Tell Qarqur and the lower Orontes River Valley,” *Oxford Journal of Archaeology* vol. 33/no. 2 (2014), pp. 193-219

“Landscapes of Tells in the Near East and Beyond,” *Antiquity* vol. 88 (2014), pp. 300-03

“The CORONA Atlas Project: Orthorectification of CORONA Satellite Imagery and Regional-Scale Archaeological Exploration in the Near East” (co-author), in Douglas Comer and Michael Harrower, eds., *Mapping Archaeological Landscapes from Space* (Springer 2013), pp. 33-43

SELECT PRESENTATIONS

“Swords into Ploughshares: Declassified CORONA satellite imagery in Near Eastern Archaeology,” Kershaw Lecture, Archaeological Institute of America (April 2014)

“Spying on the Ancients: CORONA Satellite Imagery in Near Eastern Archaeology,” American Institute of Archaeology Lecture, Spokane, WA and Fresno, CA (November 2011)

PROFESSIONAL SERVICE

- Chair, Damascus Committee, American Schools of Oriental Research, 2007-present
- Kershaw Endowed Lecturer, Archaeological Institute of America, 2013-2014
- Panelist, National Aeronautics and Space Administration, ROSES Space Archaeology Program, 2012
- Organizer, ASOR Annual Meeting Session: “Landscapes of Settlement in the Ancient Near East,” 2012-2013
- Archaeological Institute of America Visiting Lecturer, 2011-2012
- Panelist, Social Sciences and Humanities Research Council of Canada, 2011-2012

MEST COURSES TAUGHT

- ANTH4123 Ancient Middle East



MOUNIR FARAH

Professor of Secondary Education

EDUCATION

- PhD Middle East and European History, New York University, 1986
- MA South Asia and Africa, University of Bridgeport, 1971
- BA History and Political Science with a concentration in Secondary Education, Oklahoma City University, 1962
- Graduate study in Educational Administration and Curriculum, Southern Connecticut State University, 1987-1988

TEACHING/RESEARCH INTERESTS

Middle East and Islamic History; U.S. Relations with the Middle East 19th century; Education in the Middle East; Social Science Education; International Education; Multicultural Education; Global Studies; Social Studies Curriculum and Teaching Methodology; Social Studies Textbook Development and writing; History of Economic Thoughts; Modern World History

ACADEMIC APPOINTMENTS

- Professor in the Department of Curriculum and Instruction, University of Arkansas, 1999-present
- Chairman of the Academic Board, Syrian International School in Damascus, 2003-2005
- Director of Middle East Outreach and Associate Director of The King Fahd Center for Middle East and Islamic Studies, University of Arkansas, 1995-2001
- Visiting Lecturer at Harvard University, New York University, The Ohio State University, the University of Michigan, UCLA, University of North Carolina, Villanova University, and the State University of New York at Potsdam

AWARDS/GRANTS/FELLOWSHIPS

- Annual Faculty Award given by the Sponsored Students Program, University of Arkansas, 2013

SELECT PUBLICATIONS (BOOKS)

Lifelines in World History: The Ancient World, (ed.) (M.E. Sharpe, 2009)

Lifelines in World History: The Medieval World, (ed.) (M.E. Sharpe, 2009)

Lifelines in World History: The Early Modern World, (ed.) (M.E. Sharpe, 2009)

Lifelines in World History: The Modern World, (ed.) (M.E. Sharpe, 2009)

The Modern World: Civilizations of the Middle East and Southwest Asia, vol. 4 (co-ed) (M.E. Sharpe, 2008)

SELECT PRESENTATIONS

“Sunni-Shia Divide and the Political Upheaval in the Middle East,” Northwest Arkansas Muslim Association (November 2013)

“Teaching about the Arab Spring: Myth and Reality,” Arkansas Curriculum Conference (November 2013)

PROFESSIONAL SERVICE

- Board of Directors, Arkansas Geographic Alliance
- Member of the Syrian Studies Association and Middle East Outreach Council

MEST COURSES TAUGHT

- CIED 5052 Multicultural Seminar
- CIED 5262 Method of teaching non-western cultures



NAJIB GHADBIAN

Associate Professor of Political Science

EDUCATION

- PhD, The Graduate School of the City University of New York, 1995
- MA, The Graduate School of the City University of New York, 1993
- MA, Rutgers University, Newark, 1988
- BA, United Arab University, 1984

TEACHING/RESEARCH INTERESTS

Democratization and leadership in the Arab world; Syrian politics; Islamic movements; US-Mideast relations

ACADEMIC APPOINTMENTS

- Associate Professor of Political Science, University of Arkansas, 2005 - present
- Assistant Professor of Political Science, University of Arkansas, 1999 - 2005

SELECT PUBLICATIONS (BOOKS)

The Second Assad Regime: Bashar of Lost Opportunities. (Jeddah: Markaz al-Rayya, 2006) (Arabic)

Democratization and the Islamist Challenge in the Arab World: 1980-2000. Amman & Beirut: Dar al-Manar, 2002 (Arabic)

Democratization and the Islamist Challenge In the Arab World (Westview, 1997)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

"Contesting Authoritarianism: Opposition Activism under Bashar Asad," in Raymond Hinnebusch and Tina Zint, eds., *Bashar al-Asad's First Decade Vol. I* (Syracuse, NY: Syracuse University Press, 2014)

"How Satellite TV Challenges State Media Monopoly: al-Jazeera's Coverage of Syria," in Barry Rubin, ed., *The Middle East: A Guide to Politics, Economics, and Society, and Culture* (M E Sharpe 2011)

"The Islamic Movement in Syria and the Prospects of Democratization," in Al-Misber Book Series, *The Muslim Brotherhood in Syria*, Dubai: Almesbar Studies & Research Center, September 2009 (Arabic)

"Challenges for the Obama/McCain Administration in the Middle East," (Co caka Obamu alebo McCainu na Strednom východe? *Zahranicna politika*, No. 3, Vol. 12, 2008) in Slovakian.

"The Syrian-Israeli Negotiations: Progress & Missed Opportunities," in David W. Lesch, ed., *History in Dispute: The Middle East Since 1945*, Volume 15, Second Series (Columbia, SC: St. James Press, 2004), pp.260-267

“Political Islam: Inclusion or Violence?” in K. Worcestre, S. Bermazhon, & M Ungar, eds., *Violence and Politics: Globalization’s Paradox* (New York, NY: Routledge, 2002), pp. 90-106

“The New Asad: Dynamics of Continuity & Change in Syria,” *Middle East Journal*, Vol. 55, No. 4, Autumn 2001

SELECT PUBLICATIONS (TRANSLATIONS INTO ARABIC)

Lisa Wedeen, *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*. (Chicago: University of Chicago Press, 1999) (*Asultal al-Ghamidha: Assiyassa wal Khitab wal Rumouz fi Souria*, Beirut: Dar Riyadh al-Rayes, 2010)

SELECT PRESENTATIONS

Middle East Regional Security and Cooperation Conference, Prague, (February 2014); Oslo Forum, Oslo, (June 2013); European Union Institute for Security Studies, Paris, France (July 2012); the Afro-Asian Solidarity Association, Moscow (August 2012); Second Annual International Conference for the Afro-Middle East Center, Pretoria (August 2012); Center for Middle Eastern Strategic Studies, Ankara (October 2012); Arab Forum for Alternatives, Cairo (October 2012); Foreign Policy Initiative BH, Sarajevo, (December 2012)

PROFESSIONAL SERVICE

- Special Representative to the United States of the National Coalition of Syrian Revolution and Opposition Forces
- Executive Committee, The Day After: Supporting a Transition to Democracy in Syria
- Board member of the Syrian Center for Political and Strategic Studies
- Founding member of the Democratic Network in the Arab World

MEST COURSES TAUGHT

- PLSC3523 Politics of the Middle East
- PLSC4593 Islam and Politics
- PLSC4843 The Middle East in World Affairs
- Special Topics in Political Science: Contemporary Issues in the Arab World
- MEST Colloquium: Political Leadership in the Middle East
- PLSC 5513 Seminar in Middle East Politics
- PLSC 5523 Mid-East Political Topics

CREATIVE ACTIVITIES/OUTREACH

Regular commentator on al-Jazeera (English and Arabic), al-Arabiya, al-Hurra (both US-based) and other Arab satellite television channels. Interviews for BBC, CNN, NBC, NPR, Radio Monte Carlo (Arabic), France 24, Russia Today (Moscow), Sawt al-Arab (Cairo), *Washington Post*, *Los Angeles Times*, *Washington Times*, *Financial Times*, and *Al-Sharq al-Awsat*.



JOEL GORDON

Professor of History, Director of the King Fahd Center for Middle East Studies

EDUCATION

- PhD University of Michigan, 1987
- American University in Cairo, Center for Arabic Study Abroad, 1982-83
- Georgetown University, Summer Arabic Program, 1981
- BA University of Illinois, Urbana-Champaign, 1979

TEACHING/RESEARCH INTERESTS

Modern Egypt/Arab world, Popular Culture, Music, Cinema, Islamic Movements, Gamal Abd al-Nasser

ACADEMIC APPOINTMENTS

- Director of Middle East and Islamic Studies, University of Arkansas, 2009-
- Visiting Professor, Ben-Gurion University, 2008
- Associate Director, Center for Middle East and Islamic Studies, University of Arkansas, 2002-04
- Associate/Professor, Department of History, University of Arkansas, 1999-
- Associate Professor, Department of History, University of Nebraska-Omaha, 1997-1999
- Visiting Assistant Professor, Department of History, University of Illinois-Urbana, 1996-1997
- Assistant Professor, Department of History, Franklin & Marshall College, 1989-1995
- Visiting Assistant Professor, Department of History, Skidmore College, 1988-1989
- Visiting Assistant Professor, Program for the Study of Religion, University of Illinois-Urbana, 1987-1988

AWARDS/GRANTS/FELLOWSHIPS

- University of Arkansas Master Research Award, 2007
- American Research Center in Egypt (Egypt), 1995-1996
- Social Science Research Council (Egypt), 1995-1996
- Fulbright (Egypt), 1995-1996
- Fulbright-Hays (Egypt), 1984-1985
- Center for Arabic Study Abroad (Egypt), 1982-1983

SELECT PUBLICATIONS (BOOKS)

A Critical Introduction to Nasser (Edited Volume, Cambridge University Press, in progress)

Nasser: Hero of the Arab Nation (Oneworld Press, 2006)

Revolutionary Melodrama: Popular Film and Civic Identity in Nasser's Egypt (University of Chicago Middle East Center, 2002)

Nasser's Blessed Movement: Egypt's Free Officers and the July Revolution (Oxford University Press, 1992; American University in Cairo Press, 1997)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

"Stuck with Him: Bassem Youssef and the Egyptian Revolutions Last Laugh" (with Heba Arafa), *Review of Middle East Studies* (forthcoming)

"Piety, Youth and Egyptian Cinema: Still Seeking Islamic Space," in Abir Hamdar/Lindsay Moore, *Islam and Cultural Expression in the Arab World* (Routledge, forthcoming 2014)

"Chaos, Chahine, and Cinema: A Revolutionary Coda," *Bustan* vol. 4/no. 2 (2013), pp. 99-112

"Broken Heart of the City: Youssef Chahine's *Bab al-Hadid* (Cairo Station)," in Anastasia Anastasia Valassopoulos, ed., *Arab Cultural Studies: History, Politics and the Popular Culture* (Routledge 2013), pp. 112-32 (originally in *Journal for Cultural Research* vol. 16/no. 2-3 [2012])

"Egypt from 1919," in *New Cambridge History of Islam*, Vol. 5 (2010), pp. 372-401

PROFESSIONAL SERVICE

- Board of Governors, Center for Arabic Study Abroad, 2013-present
- Fellowship Committees: SSRC, ARCE, Fulbright, APAP, NEH, Institute for Advanced Studies
- Book Review Editor, *International Journal of Middle East Studies*, 2001-09
- American Research Center in Egypt, Strategic Planning Committee, 2005-2006; Nominating Committee, 2005-2006; Board of Governors, 2000-2003

MEST COURSES TAUGHT

- HIST4363 The Middle East since 1914
- HIST4893 June 1967 and the New Middle East
- MEST2013 Intro to Middle East Studies
- MEST5213 Middle East in the 19th Century
- HIST3033 Islamic Civilization
- HIST3043 History of the Modern Middle East
- HIST4333 Modern Islamic Thought
- HIST 4413 New Woman in Middle East
- HIST 4433 Social/Cultural History of Middle East
- HIST5213/5233 Graduate Reading/Writing Seminar

CREATIVE ACTIVITIES

- Consultant, 'Nasser' (documentary film funded by NEH)



ADNAN HAYDAR

Professor of World Languages, Literatures & Cultures, and Director of the Arabic program

EDUCATION

- PhD Comparative Literature, University of California-San Diego, 1977
- MA English Literature, American University of Beirut, 1968
- BA English Literature, American University of Beirut, 1963

TEACHING/RESEARCH INTERESTS

Modern and classical Arabic literature; Arabic language; folk literature; oral poetry; European and Arabic poetics

ACADEMIC APPOINTMENTS

- University of Arkansas, Professor Arabic and Comparative Literature in the Department of World Languages, Literatures, and Cultures, 1993-present
- American University of Science and Technology, Director and Professor of Advanced Arabic, Intensive Summer Institutes for Arabic and Lebanese Dialect (BAALI and SCALE), 2005 - 2010
- Lebanese American University, Visiting Professor of English and Senior Consultant to Comparative Literature Program and English Communications Skills Program, 1999-2000
- Lebanese American University, Director and Professor of Advanced Arabic, Summer Institute for Arabic Language and Culture (SINARC), 1997-2004
- University of Arkansas, Founding Director of the King Fahd Center, 1993-1999

AWARDS/GRANTS/FELLOWSHIPS

- Twenty Years of Service Award, University of Arkansas, 2013
- Oral Poetry Award from Syndicate of Lebanese Oral Poets, 2011 and 2013
- Outstanding Mentor Award, U of A Office of Nationally Competitive Awards, 2012-14
- Apple award for Outstanding Teaching, University of Arkansas, 2010
- Lois Roth Award for Poetry Translation, Modern Language Association, 2009
- Nadine Baum Teaching Academy Grant for creation of *Haki Bil-Libnani*, Lebanese Arabic Companion to *Al-Kitaab*, University of Arkansas, 2006
- Rockefeller Foundation Fellowship in Bellagio, Italy, 2005
- Fulbright Senior Research Fellowship, Jordan, the West Bank and Israel, 1990- 1991

SELECT PUBLICATIONS (BOOKS)

Naguib Mahfouz: From Regional Fame to Global Recognition, Michael Beard and Adnan Haydar, eds. (Syracuse University Press, 1993)

Naked in Exile: Khalil Hawi's The Threshing Floors of Hunger, Interpretation and Translation (Three Continents Press, 1984)

SELECT PUBLICATIONS (LITERARY TRANSLATIONS)

Abdel Moneim Ramadan, "Funeral for Walt Whitman," co-translator (Words Without Borders, 2012) and Leila Neihoun, "My Libya" (Words Without Borders, 2011)

Kahlil Gibran, "The Future of the Arabic Language," in *Tablet & Pen: Literary Landscapes from the Modern Middle East* (Norton, 2011)

Adonis, "Chair (A Dream)" and "Homeland" in *The New Yorker Magazine* (12 May 2008)

Adonis, *Mihyar of Damascus: His Songs*, co-translator (BOA Editions Ltd, 2008)

Henri Zoghaib, *Intimate Verses* (Syracuse University Press, 2008)

Rachid al-Daif, *Learning English*, co-translator (Interlink, 2007)

Jabra Ibrahim Jabra, *In Search of Walid Masoud*, co-translator (Syracuse University Press, 2000)

Said Aql, "Fifteen Quintrains" in *Al-Jadid* (Summer, 2007)

Mahmoud Darwish, "A Moment of Silence for Gaza" in *Kalimat* (2002)

Joseph Abi Daher, *Memoirs in Exile*, co-translator (New Pen Bond and Dar Canaan, 1994)

Henri Zoghaib, *In Forbidden Time*, co-translator (New Pen Bond, 1991)

Jabra Ibrahim Jabra, *The Ship*, co-translator (Three Continents Press, 1985)

PROFESSIONAL SERVICE

- Director of the Arkansas Prize for Arabic Translation, 1993 –
- Co-Editor of Middle Eastern Literature in Translation series, Syracuse University Press, 1999 –
- Member of CASA Governing Council, 2011 - 2013

MEST COURSES TAUGHT

- ARAB1016 Intensive Arabic I
- ARAB2016 Intensive Arabic II
- ARAB3016 Intensive Arabic III
- ARAB4016 Intensive Arabic IV
- ARAB4023 Advanced Arabic I
- ARAB4033 Advanced Arabic II
- ARAB470V Pre-Islamic Poetry
- ARAB470V Modern Arabic Poetry

CREATIVE ACTIVITIES

Haki Bil-Libnani, Lebanese Dialect Text and Web-based Materials, Supplement to *Al-Kitab fi Ta`lim al-`Arabiyya*, co-author/creator with Paula Haydar and Nadine Sinno

Adonis, "Certeza dell'Ombra," Video Installation Project by Kali Jones and Mourizio Ruggiano, co-translator, (Centro d'Arte Piana dei Colli, Palermo, Italy. 6 March 2011 – 26 March 2011)



PAULA HAYDAR

Instructor of Arabic

EDUCATION

- PhD Comparative Literature, University of Arkansas, 2014
- MFA Translation, University of Arkansas, 1998
- MEd, University of Massachusetts, 1991
- BA, University of Massachusetts, 1987

TEACHING/RESEARCH INTERESTS

Arabic literature, language and pedagogy; literary translation theory and practice; oral composition in Lebanese verbal dueling

ACADEMIC APPOINTMENTS

- Instructor of Arabic Language in the Department of Foreign Languages, University of Arkansas, 2006-present
- Visiting Assistant Professor for Arabic and Translation Studies, Lebanese American University, 2000-2001
- Co-Director and Instructor of Elementary Arabic, Summer Institute for Intensive Arabic Language and Culture (SINARC), 1997-2004

AWARDS/GRANTS/FELLOWSHIPS

- Outstanding Mentor, UA Office of Nationally Competitive Awards, 2012, 2013, 2014
- Longlisted for Best Translated Book Awards: Fiction from Three Percent for translation of Adania Shibli's *Touch*, 2011
- Apple Award for Outstanding Teaching, University of Arkansas, 2007 and 2010
- University of Arkansas Press Award for Arabic Translation of Literature, 1995
- NEA Grant for Translation, 1995
- American Translators Association Prize for student translation, 1994

SELECT PUBLICATIONS (Literary Translations)

Rachid al-Daif, *Who's Afraid of Meryl Streep?* co-translator (University of Texas Press, 2014)

Jabbour Douaihy, *June Rain* (Bloomsbury Qatar Foundation, 2014)

Adania Shibli, *Touch* (Clockroot Books, 2010)

Sahar Khalifeh, *The End of Spring* (Interlink, 2008)

Rashid al-Daif, *Learning English*, co-translator (Interlink Books, 2007)

Rashid al-Daif, *This Side of Innocence*, co-translator (Interlink, 2001)

Elias Khoury, *The Kingdom of Strangers* (University of Arkansas Press, 1996)

Elias Khoury, *The Journey of Little Gandhi* (University of Minnesota Press, 1994)

Elias Khoury, *Gates of the City* (University of Minnesota Press, 1993)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

Introduction, with Nadine Sinno, to translation of *Tstifil Meryl Streep* (Who's Afraid of Meryl Streep?) by Rashid al-Daif (UT Press, 2014)

"Love Spelled Backwards" Translator's Afterword to *Touch* (Clockrootbooks.com, 2011)

Review of *Gate of the Sun*, Translated by Humphrie Davies, by Elias Khoury (*MESA Bulletin*, 2006)

"Picture Us," original poem, (*Jusoor 11/12*, 1999)

"Roots Don't Grow in the Sky," original short story, (*Banipal*, 1998)

"So Many Nights," original article on *1001 Nights* (*Translation Review*, 1997)

PROFESSIONAL SERVICE

- Arabic Speech contest organizer, award presenter, and student adviser, 2006-2014
- Member, WLLC Arabic Language Program Committee, 2006-present
- Advised and supervised teaching assistants in Intensive Arabic I and II, 2009-2014
- Visiting Translator for the UA Creative Writing Program in Literary Translation, 2012
- First round evaluator for Critical Languages Scholarship Program, 2011 and 2012
- Member, WLLC subcommittee video project on "Foreign Language as a Career Tool," 2006-2007

MEST COURSES TAUGHT

- ARAB1016 Intensive Arabic I
- ARAB2016 Intensive Arabic II
- ARAB3016 Intensive Arabic III
- WLLC398V Eastern Dialect

LECTURES AND OTHER CREATIVE AND PROFESSIONAL ACTIVITIES

Brown-bag presentation on "Lebanese *Zajal*" in conjunction with MEST event, "*Zajal* Live," 2014

Haki bil-Libnaani, Lebanese Dialect Text and Web-based Materials, Supplement to *Al-Kitab fi Ta`lim al-`Arabiyya*, co-author/creator with Adnan Haydar and Nadine Sinno, 2007-2014

Attended and participated as translator and lecturer in numerous Lebanese *Zajal* Oral Poetry Events in Cleveland, Lebanon, and Italy, 2009-2014



MOHJA KAHF

Professor of English

EDUCATION

- PhD Comparative Literature, Rutgers University, 1994
- BA Political Science, Rutgers University, 1988
- BA Comparative Literature, Rutgers University, 1988

Ph.D. in Comparative Literature from Rutgers, the State University of New Jersey, 1994.

TEACHING/RESEARCH INTERESTS

Comparative literature; Arabic literature; the Quran; Postcolonialism; Gender; Literature of Andalusia; Arab-American and Muslim-American Literature

ACADEMIC APPOINTMENTS

- Professor of English, University of Arkansas, 2014-present
- Associate Professor of English, University of Arkansas
- Assistant Professor of English, University of Arkansas

AWARDS/GRANTS/FELLOWSHIPS

- Pushcart Prize for creative non-fiction essay "The Caul of Inshallah" (in *River Teeth*, 2009), 2010

SELECT PUBLICATIONS (BOOKS)

The Girl in the Tangerine Scarf (Perseus, 2006)

E-mails from Scheherazade (University Press of Florida, 2003)

Western Representations of the Muslim Woman from Termagant to Odalisque (University of Texas Press, 1999)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

"Lord, Make Me Not Obvious: The Things I Want My Daughters to Know," in Iraj Omidvar and Anne R Richards, eds., *Muslims and American Popular Culture, Vol 2: Print Culture and Identity* (Praeger 2014)

"She Who Argues: A Homily on Justice and Renewal," in *The Muslim World* vol. 103/no. 3 (2013), pp. 295-304

"The Pity Committee and the Careful Reader: How Not to Buy Stereotypes about Muslim Women," in Rabab Abdulhadi et al, eds., *SArab and Arab American Feminisms: Gender, Violence and Belonging* (Syracuse University Press, 2010), pp. 111-24

“From Her Royal Bod the Robe Was Removed: The Trauma of Forced Unveiling in the Middle East,” in Jennifer Heath, ed., *The Veil* (University of California Press, 2008), pp. 27-44

“The Silences of Contemporary Syrian Literature,” *World Literature Today* vol. 70/no. 2 (2001), pp. 224-36

“Politics and Erotics in Nizar Kabbani's Poetry: From the Sultan's Wife to the Lady Friend,” *World Literature Today* vol. 74/no. 1 (2000), pp. 44-52

“Packaging Huda: Sha'rawi's Memoirs in the US Reading Environment,” in Amal Amireh and Lisa Suhair Majaj, eds., *Going Global: The Transitional Reception of Third World Women Writers* (Garland, 2000), pp. 148-73

“Braiding the Stories: Women's Eloquence in the Early Islamic Era,” in Gisela Webb, ed., *Windows of Faith: Muslim Women Scholars and Activists in the United States* (Syracuse University Press, 2000), pp. 147-72

SELECT PRESENTATIONS

“Women in Non-Violent Peace Movements in Syria”, Georgia Southern University (November 2013); Berkeley Theological Seminary (November 2013); MENA Society of NYU (via Skype, November 2013)

“Women & the Arab Uprisings: Political, Economic & Gender Violences” at the Middle East Studies Association 2013 Annual Meeting

MEST COURSES TAUGHT

- MEST2013 Intro to Middle East Studies
- WLIT 3523 The Quran as Literature
- WLIT 3713 Literature of Spain, 711-1615
- WLIT 3723 Classical Arabic Literature
- WLIT 3743 Arab American Literature
- WLIT3983 Arab Women Writers

CREATIVE ACTIVITIES

Poetry Reading, Poets House and City Lore, Queens Public Library, New York City (May 2014)

Poetry Reading, Writing Center and English Department, Mercyhurst University (April 2014)



TOM PARADISE

Professor of Geosciences

EDUCATION

- PhD Physical Geography, Arizona State University, 1993
- MA Physical Geography, Georgia State University, 1990
- BS Geosciences & Mining, University of Nevada, Mackay School of Mines, 1979
- FGA: Gemology & Jewels, Gemmological Institute of Great Britain, 1982
- GG: Gemological Sciences, Gemological Institute of America (GIA), 1980

TEACHING/RESEARCH INTERESTS

Human and Climatic Influences on Architectural Deterioration and Rock Weathering; Human Modifications of the Environment; Quaternary Environments; Geoarchaeology; Natural Hazard Assessment, Mitigation, Policy and Perception; Middle East and North African natural and cultural resource management; Geomorphology; Field Mapping, Computer Cartography and Cartometrics; Stone Architectural Materials and Historic Masonry; Field Techniques, Research Methods; Natural Hazards Studies; Mediterranean and Middle Eastern Regional Geography, Arid Landscapes and Geography

ACADEMIC APPOINTMENTS

- Professor of Geosciences, University of Arkansas, 2000-present
- Professor, University of Arkansas Rome Center, Rome, Italy, 2002
- Assistant/Associate Professor, University of Hawaii at Hilo, 1993-2000
- Lecturer, Arizona State University, 1992
- Lecturer, Georgia State University, 1989-1990

AWARDS/GRANTS/FELLOWSHIPS

- U.S. Department of State (NMERTP), 2013
- Jordanian-American Commission on Educations Exchange (JACEE), 2012-2013
- Satellite Imaging Corporation (SIC), 2011-2012
- Kingdom of Jordan (Water Ministry), 2011
- U.S. Department of State, 2011

SELECT PUBLICATIONS (BOOKS)

Arkansas: an Illustrated Atlas (Institute of Arkansas Studies, 2011)

Student Atlas of Hawaii – English+Hawaiian language editions (co-author) (Bess Press, 1998, 1999)

Atlas of Hawaii (co-author) (University of Hawaii Press, 1997)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

Paradise, T.R. 2015. "Analysis of sandstone deterioration on petroglyphs, architecture, inscriptions, and dressed surfaces across Wadi Rum, Jordan", chapter in *Desert & Man*, (editor S. Fares). University of Lorraine Publications (Nancy, France): 21pp.

Paradise, T.R. 2013. "Rock Weathering Assessment of tafoni distribution and environmental factors on a sandstone djinn block above Petra, Jordan". *Applied Geography* 42: 176-185

Paradise, T.R. 2013. "Sandstone Deterioration, Nature, and Tourism: Lessons learned from Petra, Jordan" chapter in *Desert and Man* (editor S. Fares, G. Chatelard). University of Lorraine Publications (Nancy, France): 372-397.

Paradise, T.R. and Comer, D. 2012. "Assisting Cultural Heritage Management with GIS in Petra, Jordan". *ESRI ArcNews* v.34 (2-Summer).

Paradise, T.R. 2011. "Petra's Great Flood: evidence for a catastrophic flood in the 5th-6th Century". *Annual of the Department of Antiquities of Jordan (ADAJ)*, 55: 18pp (in press).

Paradise, T.R. 2011. "Architecture and Deterioration in Petra: Issues, trends and warnings" in *Archaeological Heritage at Petra: Drive to Development or Destruction?* (Doug Comer, editor) for UNESCO-ICOMOS-ICAHM Publications through Springer-Verlag NYC: 87-119.

SELECT PRESENTATIONS

"Sandstone Deterioration, Nature, and Tourism: Lessons learned from Petra, Jordan" UNESCO Conference Desert and Man, November 11-13, 2012 in Rum Village, Wadi Rum, Jordan.

"Unique Urban Morphology and Evolution of a Bedouin town, Petra, Jordan" (copresenter), World Archaeological Congress (WAC-9) with UNESCO/ICOMOS in Dublin, Ireland 2008

PROFESSIONAL SERVICE

- UNESCO Advisor, World Heritage Site Selection Committee, Jordan, 1993-present
- Contributing Editor: *Arab World Geographer*
- Grant reviewer: the National Science Foundation, FEMA-Homeland Security, USAID, USIS-USIA, the US State Department, and the US National Park Service
- Editor/Consultant for *Annual Editions in Geography* (McGraw-Hill)
- Editor of the *Regions of the World* textbook series and *The Middle East* (Harcourt-Brace)

MEST COURSES TAUGHT

- GEOG4033 Geography of the Middle East
- Directed Readings & Graduate Seminars include: Stone Conservation Theory & Practice, Hazards Studies & Risk Perception, Cultural Heritage Management, Roman through Islamic Building Materials and Techniques, Traditional Mosaic Techniques, Conservation and Restoration



JERRY ROSE

Professor of Anthropology

EDUCATION

- PhD Biological Anthropology, University of Massachusetts-Amherst, 1973
- MA Physical Anthropology, University of Massachusetts-Amherst, 1971
- BA Anthropology, University of Colorado at Boulder, 1969

TEACHING/RESEARCH INTERESTS

Bioarchaeology of Egypt and Jordan; origins of agriculture; African-American bioanthropology; enamel microdefects as an indicator of childhood stress

ACADEMIC APPOINTMENTS

- Senior Researcher, Faculty of Archaeology and Anthropology, Yarmouk University, Irbid, Jordan, 1999-2007
- Chairman, Department of Anthropology, University of Arkansas, 1984-1993; 2005-2008
- Professor, University of Arkansas, 1992-present
- Associate Professor, University of Arkansas, 1979-1992
- Assistant Professor, University of Arkansas, 1976-1979
- Assistant Professor, University of Alabama-Birmingham, 1973-1976

AWARDS/GRANTS/FELLOWSHIPS

- "Epidemic Disease at Tell el-Amarna, the Capital City of Egypt's Heretic Pharaoh Akhenaten," National Geographic Society (\$19,562/2011)
- "Diet and Health of the Commoners at Tell Amarna, Egypt," Institute for Bioarchaeology (\$4405/2006)
- "Late Roman skeletons from Scythia," collaborative fellowship, Wenner-Gren Foundation (\$5000/2005)
- "Physical Anthropology Assessment of Human Remains," Bureau of Reclamation (\$12,996/2004)

ONGOING FIELD PROJECTS:

- Co-Director, Tell el-Amarna Bioarchaeological Field School (in conjunction with the Amarna Foundation and the McDonald Institute for Archaeological Research, Cambridge University, UK), 2005- present

SELECT PUBLICATIONS (BOOKS)

Sa'ad: A Late Roman/Byzantine Site in North Jordan (co-ed.) (Yarmouk University Press, 2004)

The Backbone of History: Health and Nutrition in the Western Hemisphere (co-ed.) (Cambridge University Press, 2002, 2005)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

“Biological consequences of migration as evidenced by skeletons from the Twelfth Century Frankish Castellum Vallis Moysis, Jordan (Al-Wu’ayra)” (co-author), in G Vannini and M Nucciotti, eds., *La Transgiordania nei secoli XII-XIII e le ‘frontiere’ del Mediterraneo medievale* (BAR International Series 2386, 2012), pp. 177-80

“The First Dental Pathologists and Paleopathologists” (co-author), in JE Buikstra and CA Roberts, eds., *The Global History of Paleopathology: Pioneers and Prospects* (Oxford University Press, 2012), pp. 619-31

“Mahmoud Youssef K El-Najjar (1942-2009)” (co-author), in JE Buikstra and CA Roberts, eds., *The Global History of Paleopathology: Pioneers and Prospects* (Oxford University Press, 2012), pp. 164 – 69

SELECT PRESENTATIONS

“Bioarchaeology of Ancient Egypt: An Outsider’s Personal Adventures and Opinions of Its Past, Present, and Future,” Keynote Lecture for conference on The Bioarchaeology of Ancient Egypt, American University in Cairo, Egypt, 31 January-2 February 2013

“Pigs and people at Amarna - Punishment or ritual (1352-1336 BCE)?” (co-presenter), Paleopathology Association 2011 Annual Meeting

“Epidemic disease at Amarna, 18th Dynasty Egypt,” Paleopathology Association 2010 Annual Meeting

PROFESSIONAL SERVICE

- Program advisor for the UA Pre-dental Program
- Faculty sponsor of the UA Dental Club

MEST COURSES TAUGHT

- ANTH 3033 Egyptology
- ANTH 4123 Ancient Middle East
- ANTH 4256 Archeological Field Session



TED SWEDENBURG

Professor of Anthropology

EDUCATION

- PhD Anthropology, University of Texas, 1988
- MA History, University of Texas, 1980
- BA History, American University of Beirut, 1974

TEACHING/RESEARCH INTERESTS

Cultural/Middle East; Popular Culture; Transnationalism and Globalization; Gender/Sexuality; Race and Ethnicity; World Music; Cultural Studies; Domination and Resistance

ACADEMIC APPOINTMENTS

- Associate/Professor, University of Arkansas, 1996-present
- Jamal Daniel Visiting Professor of Levant Studies Georgetown University, 2011-2012
- Visiting Professor, Ben Gurion University of the Negev, Israel, summer 2008
- Assistant Professor, American University in Cairo, 1992-1996
- Lecturer, University of Washington-Seattle, 1988-1991

AWARDS/GRANTS/FELLOWSHIPS

- Fellowship for Advanced Multi-Country Research, Council of American Overseas Research Centers (CAORC), 1999-2000

SELECT PUBLICATIONS (BOOKS)

Palestine, Israel and the Politics of Popular Culture (Co-edited with Rebecca Stein) (Duke University Press, 2005)

Displacement, Diaspora, and Geographies of Identity (Co-edited with Smadar Lavie) (Duke University Press, 1996)

Memories of Revolt: The 1936-39 Rebellion and the Palestinian National Past (University of Minnesota Press, 1995; University of Arkansas Press, 2003)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

“Dana International (Yaron/Sharon Cohen) and Queer/Mizrahi Perspectives,” in Nadia Valman and Laurence Roth, eds., *The Routledge Companion to Contemporary Jewish Cultures* (Routledge, 2014).

“Egypt's Music of Revolt: From Sayyid Darwish to DJ Haha.” *Middle East Report* 265, pp. 39-43, 2012

“Imagined Youths,” in Jeannie Souwers and Chris Toensing, eds., *The Journey to Tahrir: Revolution, Protest, and Social Change in Egypt* (Verso, 2012), pp. 285-294

"Palestinian Rap: Against the Struggle Paradigm," in Walid El Hamamsy and Mounira Soliman, eds., *Popular Culture in the Middle East and North Africa: A Postcolonial Outlook* (Routledge, 2012), pp. 17-32

"Fun'Da'Mental's Jihad Rap," in Asef Bayat and Linda Herrera, eds., *Being Young and Muslim: New Cultural Politics in the Global South and North* (Oxford University Press, 2010), pp. 291-307

"White Devil as Expert Witness," in Anne Meneley and Donna Young, eds., *Auto-Ethnographies of Academic Practices* (Broadview Press, 2005), pp. 143-56

"Against Hybridity: The Case of Enrico Macias/Gaston Ghrenassia," in Rebecca Stein and Ted Swedenburg, eds., *Palestine, Israel and the Politics of Popular Culture* (Duke University Press, 2005), pp. 231-256

SELECT PRESENTATIONS

- "Beur/Maghrebi Musical Interventions in Contemporary France." Invited Lecture. Symposium on The Southern Shores of the Mediterranean and Beyond: 1800 – to the Present, Institute for Advanced Study, University of Minnesota, April 2013.
- "The International Circulation of Palestinian Kufiyas." Invited Lecture. Center for Arab and Middle Eastern Studies, American University of Beirut, March 2013.

PROFESSIONAL SERVICE

- *Middle East Report* editorial committee (1996-2002, 2007-2012)
- Co-editor of Indiana University Press book series, *Public Cultures of the Middle East and North Africa* (2009-present)
- Advisory board: *The Norient Online Academic Journal* and the *Middle East Journal of Culture and Communications* (2013-present)
- Editorial board: *International Journal of Middle East Studies* (begins July 2014)
- Program Advisor for Afropop Worldwide's 'Hip Deep Lebanon music project' funded by the National Endowment for the Humanities (2012-2013)

MEST COURSES TAUGHT

- ANTH 4533 Middle East Cultures
- ANTH 4913 Middle East: Nation, Race, Ethnicity
- ANTH 4913 Middle East Popular Culture

CREATIVE ACTIVITIES

- Program notes ("Electro Sha'abi: Autotune-Rebels in Cairo") on mahragan (electro sha'bi) music for the Norient Music Film Festival, Bern, Switzerland, 9-11 January, 20014.
<http://norient.com/en/stories/electro-shaabi/>.



SARWAR ALAM

Instructor of Middle East Studies

EDUCATION

- PhD Public Policy (Women and religion), University of Arkansas, 2006
- MS Human Resource Development, Pittsburg State University, 2001
- MSocSc Political Science, University of Chittagong (Bangladesh), 1988
- BSocSc (Honors) Political Science, University of Chittagong (Bangladesh), 1986

TEACHING/RESEARCH INTERESTS

Women, religion, and public policy; Sufism in South Asia

ACADEMIC APPOINTMENTS

- Instructor, University of Arkansas (King Fahd Center for Middle East Studies), 2012-present
- Post-doctoral Fellow, Emory University (Graduate Division of Religion, Department of Middle Eastern and South Asian Studies), 2007-2010

SELECTED PUBLICATIONS (BOOKS)

Jewels of Honor: The Perception of Power, Powerlessness, and Gender Among Rural Muslim Women of Bangladesh (Palgrave, forthcoming)

Sufism, Pluralism and Democracy (co-ed Clinton Bennett) (Equinox, forthcoming)

SELECTED PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

“In Search of God and Humanity: Vilayat-e-Mutlaka of Hazrat Delaor Husayn Maizbhandari,” in Clinton Bennett and Sarwar Alam, eds, *Sufism, Pluralism and Democracy* (Equinox, forthcoming)

“Sufism Without Boundaries: Pluralism, Coexistence, and Interfaith Dialogue in Modern Bangladesh,” *Journal of Comparative Islamic Studies* (forthcoming)

“Encountering the Unholy: the Establishment of Political Parties by Sufi Masters in Modern Bangladesh,” in Clinton Bennett and Charles Ramsey, ed., *South Asian Sufis: Devotion, Deviation and Destiny* (Continuum, 2012), pp. 163-80

“Making the Case for Sainthood in Modern Bangladesh: Narrative Strategies and the Presentation of Holiness in the Life of Ziaul Haque Maizbhandari,” in Clinton Bennett and Charles Ramsey, ed., *South Asian Sufis: Devotion, Deviation and Destiny* (Continuum, 2012), pp. 123-40

“Sufi Pluralism in Bangladesh: The Case of Maizbhandariyya Tariqa,” *Journal of South Asian and Middle Eastern Studies*, vol. 34/no. 1 (2010), pp. 28-45

BOOK REVIEWS:

Hans Harder, *Sufism and Saint Veneration in Contemporary Bangladesh: The Maibhandaris of Chittagong* (Routledge Advances in South Asian Studies. Landon and New York, Routledge, 2011) in *Journal of Sufi Studies* 1:2 (November 2012).

Markus Dressler, Ron Geaves and Gritt Klinkhammer, eds., *Sufis in Western Society: Global Networking and Locality* (London and New York: Routledge, 2009) in *International Journal of Middle East Studies* 42:2 (May 2010).

SELECTED PRESENTATIONS

“O Murshid My Heart Cries for Thee’: Devotionalism and Gender Transgression in the Songs of Maizbhandariyya Tradition in Bangladesh,” American Academy of Religion 2013 Annual Meeting

“Sufism Without Boundaries: The Maizbhandariyya Tariqa and Interfaith Dialogue in Modern Bangladesh,” Southeastern Commission for the Study of Religion 2013 Regional Meeting

“Devotionalism and Gender Transgression in the Songs of Miazbhandariyya Tradition in Bangladesh,” South-East Regional Middle East and Islamic Studies Seminar (October 2012 in Valle Crucis, North Carolina)

“Neglecting the Holy, Risking the Heaven: Rethinking the Analogy of Corpse and Corpse Washer Between the Disciples and Sufi Masters in the Politics of Modern Bangladesh,” American Academy of Religion 2011 Annual Meeting 2011

“Encountering the Unholy: the Establishment of Political Parties by Sufi Masters in Modern Bangladesh,” American Academy of Religion 2010 Annual Meeting

PROFESSIONAL SERVICE

- Board of Editors, *Journal of South Asian Studies*

MEST COURSES TAUGHT

- MEST2003 Islam: History and Practice
- MEST2003 Introduction to Islam
- MEST2013 Introduction to Middle East
- MEST4003 Orthodoxy and Heresy in Islam
- MEST410V Sufism: Islamic Mystical Traditions
- PLSC370V Gender and Public Policy in the Middle East and South Asia



ROBERT BRUBAKER

Visiting Assistant Professor of History

EDUCATION

- PhD Anthropological Archaeology, University of Michigan, Ann Arbor, 2004
- MS Cultural Anthropology, University of Wisconsin-Milwaukee, 1993
- BA Anthropology, Grinnell College, 1985

TEACHING/RESEARCH INTERESTS

Historical Anthropology of South Asia, Archaeology of Complex Societies, Comparative Study of Empires, Iron Age South India

ACADEMIC APPOINTMENTS

- Visiting Assistant Professor of History, University of Arkansas, Fall 2010-present
- Instructor of Anthropology, Spring 2010
- Instructor of History, 2009-2010
- Visiting Assistant Professor of Anthropology, 2008-2009
- Singh Visiting Lecturer, South Asian Studies Council, Yale University, 2006-2007
- Visiting Assistant Professor of Anthropology, Grand Valley State University, 2005-2006
- Adjunct Instructor of Anthropology, Grand Valley State University, Winter 2005
- Visiting Assistant Professor of Anthropology, Winter 2004

AWARDS/GRANTS/FELLOWSHIPS

- George Franklin Dales Foundation Grant, 1996
- Departmental Dissertation Research Grant, Anthropology Department, University of Michigan, 1996
- James Bennett Griffin Fund, Museum of Anthropology, University of Michigan, 1996
- University of Wisconsin-Milwaukee Graduate School Fellowship, 1993-94

SELECT PUBLICATIONS (BOOKS)

Vijayanagara – Warfare and the Archaeology of Defence. (Delhi, Manohar, AHS, In Press)

Vijayanagara: Archaeological Exploration, 1990-2000, Papers in Memory of Channabasappa S. Patil. John M. Fritz, Robert Brubaker and Teresa Raczek, eds., (New Delhi: Manohar, 2006)

SELECT PUBLICATIONS (ARTICLES/CHAPTERS/ETC.)

“Satellite-based monitoring of looting and damage to archaeological sites in Syria,” (co-author), *Journal of Eastern Mediterranean Archaeology and Heritage Studies* vol. 2/no. 2 (2014), pp. xxx

“Regional Perspectives on Megalithic Landscapes: Investigating the Sociopolitical Dimensions of Late Prehistoric Sites in Central Karnataka and W. Andhra Pradesh, India,” *Antiquity Online Project Gallery*, Vol 82, Issue 317 (September 2008) <http://www.antiquity.ac.uk/ProjGall/brubaker317/>

“Landscapes of Control: The Vijayanagara Metropolitan Region,” in *South Asian Landscape Archaeology*, Robert Harding, ed., (London: Routledge, 2006)

Review of *Warfare and Weaponry in South Asia, 1000-1800*, Jos J.L. Gommans and Dirk H.A. Kolff, eds., (New Delhi: Oxford University Press, 2001) in *Journal of the Economic and Social History of the Orient*, 46:2:239-242 (2003)

“Aspects of Mortuary Variability in the South Indian Iron Age”, in *Bulletin of the Deccan College Post-Graduate and Research Institute*, Diamond Jubilee Volume (2000 and 2001), 60-1:253-302

“The Infrastructure of Imperial Control at a Pre-colonial South Indian Capital: Recent Research at Vijayanagara”, in *South Asian Archaeology, 1997*, Maurizio Taddei and Giuseppe De Marco, eds. (Rome: Istituto Italiano Per L’Africa E L’Oriente, 2000)

SELECT PRESENTATIONS

“Fortifications at Vijayanagara: Characterization, Analysis, & Interpretation,” International Symposium on the Deccan Forts of India, 1200-1800, Aix-en-Provence, France (June 2014)

“Regional Geopolitical Processes and the Creation of Vijayanagara's Urban Landscape,” 38th Annual Conference on South Asia, Madison, Wisconsin (October 2009)

“Putting up Barriers: Constructing Walls and Social Differences at Vijayanagara, South India,” 74th Annual Meeting Annual Meeting of the Society for American Archaeology, Atlanta, Georgia (April 2009)

“Tearing down barriers: Meditations on the form, context and function of Vijayanagara walls,” Yale South Asia Archaeology Workshop, New Haven, Connecticut, (May 2008)

“Pursuing Urban Developments: Research on Masonry Architecture at Vijayanagara,” 72nd Annual Meeting of the Society for American Archaeology, Austin, Texas (April 2007)

MEST COURSES TAUGHT

- ANTH3903/HIST3983 Islam and Early South Asia
- ANTH3903/HIST3983 Religious Traditions in Early South Asia
- ANTH3903/HIST3983 Introduction to Early South Asia

Appendix 2: MEST Annual Reports

The King Fahd Center's annual reports dating from AY 2005-2006 to 2013-2014 may be downloaded from the Middle East Studies website (http://cavern.uark.edu/rd_arsc/mest/5114.php) or may be requested in hardcopy.

Appendix 3: Comparison Program Report

Data from a total of 33 Middle East Studies programs from across the United States was collected; of these 33 programs, 6 were chosen to compare against the King Fahd Center's Middle East Studies program, selected for similarities in language offerings, faculty size, disciplinary breadth, or required courses.